



AUDEO CHARTER SCHOOL II

CHARTER PETITION

**Submitted to the Carlsbad Unified School District Board of Education
October 30, 2015**

**Approved on Appeal by the State Board of Education
July 14, 2016**

Charter Term: July 1, 2016 – June 30, 2021

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Affirmations and Assurances

I, Mary Searcy Bixby, hereby certify that the information submitted in this petition for the establishment of a California public charter school to be named Audeo Charter School II (“Audeo II” or the “Charter School”), originally submitted to the Carlsbad Unified School District (“CUSD” or the “District”) and approved on appeal by the State Board of Education (“SBE”) with oversight provided by the California Department of Education (“CDE”), is true to the best of my knowledge and belief; I also certify that this 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, 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 Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Audeo Charter School shall be deemed the exclusive public school employer of the employees of Audeo Charter School II for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Sections 47605(d)(2) and 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). 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(d)(2)(C). [Ref. Education Code Section 47605(d)(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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(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 in 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 a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(l)]
- 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 a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]
- 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)]
- 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(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to 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), 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA").

- 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 meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Mary Searcy Bixby, President
Board of Directors
Audeo Charter School

Date

Introduction

FOUNDING TEAM

Audeo Charter School is a nonprofit public benefit corporation that shall operate Audeo Charter School II, a new charter school.

Founding Team and Consultant Expertise Area Table

Name	Curriculum	Instructional Methodology	School Administration	Teaching	Special Education	Charter School/ Business Development	Legal	School Finance	School Facilities/ Real Estate	Fundraising/ Grants	School Non-Profit/Assoc. Governance	Human Resources
Mary Bixby	X	X	X	X		X	X	X	X	X	X	X
Dr. Jane Gawronski	X	X	X	X		X			X		X	
Rear Admiral Len R. Hering				X		X		X			X	X
Lynne Alipio			X			X	X	X	X	X	X	X
Tim Tuter	X	X	X	X		X						X
Arline McGowan	X	X	X	X	X							
Rachel Thomas	X	X	X	X	X							
Stephanie Starr	X	X	X	X	X							
Gail Levine	X	X	X	X	X	X			X	X		
Jackie Robertson						X				X		
Jay Garrity		X	X	X	X							
Young, Minney & Corr, LLP					X	X	X	X	X	X	X	X

Development Team: Audeo Charter School II is founded by an extremely experienced group (over 195 years of combined directly pertinent experience) of charter school educators and administrators that have had great success using the independent study method to improve this type of targeted student population's achievement. The team has extensive experience in instruction, curriculum development, assessment, school finance and business management, facilities, school administration and governance matters, and experience working with our targeted student population. The core team members are:

- Mary Bixby: Has 34 years of experience in **charter school development, school administration, finance and governance**. She has led public school programs working specifically with this type of **targeted student population** for the last 21 years. She has been a leader of the charter school movement in California. In 1995, she was the recipient of the first Senator Gary Hart Vision Award presented for contributions to the Charter School Movement. She is the President and CEO of the Altus Institute Network of Charter Schools.
- Dr. Jane D. Gawronski: Is the founding board member of Audeo Charter School with 15 years of charter school **governance** experience and 34 years of **public education** experience in **curriculum, instructional methodology, school administration and school facilities**. Dr. Gawronski was the **1997 California Superintendent of the Year**. She has taught mathematics in grades seven through college level, has been a **curriculum specialist**, coordinator, director, assistant superintendent, and superintendent. As Superintendent, Dr. Gawronski oversaw a district with many educational options for students, decreased the dropout rate, increased advanced placement course offerings and student participation in summer school, passed a general bond election with a 71% approval rate, and oversaw the construction of several **facilities**.
- Rear Admiral Len Hering: Retired Rear Admiral for United States Navy who **managed a \$1.4 billion budget annually** and transformed the organization to a six year strategically focused, risk based, metric driven business. A data-focused, knowledge management conscientious **business leader** who has motivated and required a complex multi-disciplined service-based organization. Joined Altus-The Charter School of San Diego board in 2011, and brings 4 years of **charter school governance** experience.
- Lynne Alipio: Has 32 years of experience in **governance, public school finance, charter school development, business development and business management**, in both public school districts and charter schools. She is currently the Chief Business Officer and the Chief Financial Officer of the Altus Institute Network of Charter Schools.
- Tim Tuter: Is the Director of Instruction and Innovation of Audeo Charter School. In this role, he has 13 years of experience in charter school **instructional methodology, teaching, finance and facilities**, and charter school **administration and governance**.
- Arline McGowan: Serves as the Data and Assessment Coordinator for Altus Institute Network of Charter Schools. She has 13 years of experience in managing student records and **data** as it relates to **enrollment, targeted student populations, assessment and student outcomes**.
- Rachel Thomas: As the Altus Institute Network of Charter Schools' Curriculum and Professional Development Coordinator, she has 9 years of experience in **curriculum development** and providing **professional development** opportunities for Altus employees.
- Stephanie Starr: As the Special Instructional Services Coordinator, she leads Altus Schools' special education department and has 11 years of experience in **school administration** and working **with targeted student populations**.

- Gail Levine: As the Home School Coordinator, she brings 27 years of experience in education, **curriculum, school administration for home school program, special education, legal, school finance, and business development** the last 11 of which were as a director of a charter school homeschool program.
- Jackie Robertson: As the Altus Network of Charter Schools' Communications Specialist, she brings 11 years of experience in **administration and growing student enrollment**.
- Jay Garrity: Currently the School Coordinator at Audeo Charter School. He has served as a teacher, counselor and administrator in independent study programs since 2008. He currently holds an Administrative Services Credential and Single Subject Social Science Teaching Credential. Jay earned a Bachelor of Art in History and Master of Education in Educational Technology from San Diego State University.

OVERVIEW OF AUDEO CHARTER SCHOOL II

Audeo Charter School II (Audeo II) is modeled after the very successful Audeo Charter School, authorized by San Diego Unified School District since 2001. Over the course of the last 14 years, Audeo Charter School has successfully transformed the lives of thousands of students, lowered the dropout rate, and provided a high quality educational option to students and their families throughout San Diego County.

Since 2009-2010, Audeo Charter School has been approved by the California Department of Education (CDE) to participate in the Alternative School Accountability Model (ASAM). Schools are eligible to participate in ASAM if at least 70% of student enrollment is comprised of high risk groups. High risk groups include the following:

- Expelled students
- Students suspended more than 10 days in one school year
- Wards of the Court or dependents of the Court
- Pregnant and/or parenting students
- Recovered drop-outs
- Habitual truants
- Habitually insubordinate or disorderly students
- Students retained more than once during grades K-8

Audeo II shall serve a unique student population. Students will choose to enroll at Audeo II because they have not been successful in the traditional school system or are looking for a personalized educational environment. Student demographic trends, gathered through our experience in operating Audeo Charter School indicate that about 65 percent of students in middle and high school are credit deficient upon enrollment, about 55 percent are socio-economically disadvantaged, and 64 percent represent a minority student population. Additionally, approximately 14 percent have been identified as Special Education students.

Audeo II shall be an independent study school serving grades Transitional Kindergarten through 12. Each Audeo II student shall enjoy 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 shall be committed to partnering with parents to provide a personalized and rigorous academic experience for each student.

The focus of Audeo II is to improve student learning, offer a safe learning environment, and provide highly qualified faculty and staff to an often times high-risk student population. Audeo II students will be offered access to specially trained teachers who are held directly accountable for their students' progress. This infuses high expectations for each student and helps teachers become partners in the process of transforming the lives of students.

The Audeo II founding team is approaching CUSD to authorize this new charter school due to the overwhelming demand from CUSD families currently attending Audeo Charter School. As indicated in the chart below, since the opening of an Audeo Charter School resource center at the Westfield Plaza Camino Real Mall in the 2009-2010 school year, Audeo Charter School has served a growing number of CUSD students each and every year.

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	330*

*July – October 2015

In addition, Audeo successfully re-directed back to CUSD over 650 students in the last 5 years.

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	248*

*July – October 2015

ACCOMPLISHMENTS OF AUDEO CHARTER SCHOOL (SAN DIEGO)

The San Diego Unified School District approved the initial charter for Audeo Charter School on June 12, 2001 for a five-year term. Subsequently, the SDUSD Board of Education has approved the renewal of the Audeo Charter School for two additional five-year terms, from July 1, 2006 through June 30, 2011, and from July 1, 2011 through June 30, 2016.

Audeo Charter School has been fully accredited by the Western Association of Schools and Colleges (WASC). Its last accreditation was granted in 2012. Audeo received a six-year “clear” term of accreditation through June 30, 2018. Audeo Charter School has an established University of California (UC) a-g course list and a National Collegiate Athletic Association (NCAA) course list.

Audeo Charter School was recognized by the California Council for Excellence (CCE) as a recipient in 2009 and in 2012 of the California Award for Performance Excellence (CAPE) Eureka Award.

The award program, which emulates the Malcolm Baldrige National Quality Program, recognizes organizations that demonstrate superior performance in seven key business areas including leadership, strategic planning, customer and market focus, measurement and knowledge management, human resources, process management, and results. The rigorous Baldrige criteria are recognized internationally as the hallmark for performance excellence and are used to select award winners to serve as role models for all California organizations.

Following is a list of additional accomplishments of Audeo Charter School:

- In 2013, Audeo was one of the most successful schools qualifying under the Alternative Schools Accountability Model (ASAM) in the state of California. Out of the approximately 846 ASAM schools in the state, Audeo had the 16th highest API score (top 2%).
- Audeo increased its overall API score by a combined total of 69 points in the last three years of API published results, including for each significant subgroup published by the state [See Figure 1].
- Despite having students enter Audeo on average 2 grade levels behind in reading and 3 grade levels behind in math, an overall increased number of Audeo students over the past 4 years have been meeting their NWEA growth targets [See Figures 2-3].
- In the last five years, over 800 Audeo students (majority not on track to graduate) have completed their high school requirements by receiving a diploma (691), passing the GED (65) or passing the CHSPE (45) [See Figure 4].
- From 2010-2014 Audeo decreased its overall dropout rate from 5.3% to 2.6%. This is an outstanding achievement given that the majority of Audeo students enroll behind in credits, not on track to graduate within 4 years, 2 grade levels behind in English, and 3 grade levels behind in math. This includes low dropout rates for subgroups in 2013-2014 such as; Hispanic (2.6%), African American (1.4%), and White (2.8%) [See Figure 5].
- From 2010-2014, despite Audeo students entering on average 2 grade levels behind in reading and 3 grade levels behind in math, nearly or sometimes more than, 80% of Audeo 10th graders have passed both the ELA and Math portions of the California High School Exit Exam [See Figures 6-7].
- Audeo continues to provide a safe and supportive learning environment for all the students it serves. Audeo's educational setting allows students to focus on academics and learn positive behaviors. Audeo's suspension and expulsion rates remain very low [See Figure 10].
- Audeo annually surveys its parents and students as one of many ways to gather feedback on their experience at Audeo. Overwhelmingly, Audeo students and parents continue to indicate their satisfaction with Audeo [See Figures 11-24].
- For the last three years, Audeo students are indicating a dramatic increase in self-confidence after just 90 days of enrollment. Overall, the results in 90 days yield on average a 25% increase in confidence from when students first start at Audeo [See Figures 25-31].
- In May 2012, Audeo received a 6-year "Clear" Western Association of Schools and Colleges (WASC) term. This is the highest term granted by WASC. In the accreditation determination letter, WASC noted, "Members of the Commission studied the report of the Visiting Committee noting the stellar aspects of the school." "Please accept our congratulations on the quality of instruction being offered in your school."

- The University of California (UC) has approved a very comprehensive list of courses for Audeo Charter School.
- The National Collegiate Athletic Association (NCAA) has approved a very comprehensive list of courses for Audeo Charter School.
- The San Diego Unified School District unanimously approved Audeo Charter School to expand from serving grades 6-12 to serving grades K-12 on September 9, 2014.
- In April 2013, Audeo was awarded a \$250,000 Public Charter School Grant Program Dissemination Grant to disseminate best practices relating to student engagement.
- Audeo was given the CALPADS Data Management Recognition Award in 2013-2014 for quality of data management.
- In June 2014, Audeo's Technology Plan was approved by the California Department of Education.
- In Spring 2015, Audeo's Work Experience program was approved by the California Department of Education.
- Audeo's Local Control Accountability Plan (LCAP) was developed and unanimously approved by its Board of Directors.
- Audeo has achieved student success without sacrificing fiscal responsibility. Resources and processes are utilized in ways that directly support teaching and learning. In May 2014 Audeo was granted 100 percent state funding by the State Board of Education for 4 years for exceeding the criteria prescribed by the SB 740 Funding Determination. Four years is the greatest number of years granted for ASAM schools.

Audeo Charter School's greatest achievements are those of its students. As detailed in the sections below, Audeo Charter School has shown increases in pupil academic achievement through the most recent API calculation and a variety of "alternative measures."

Audeo Charter School Academic Achievement Data

API Results

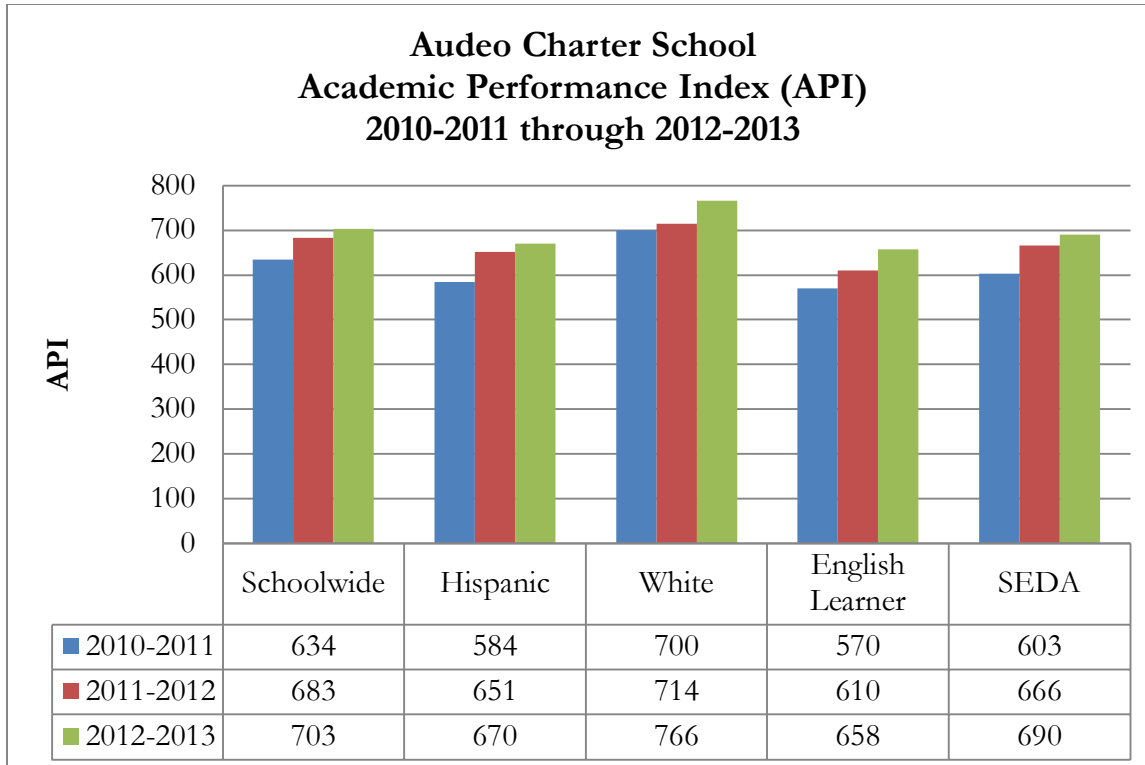


Figure 1. Audeo Academic Performance Index (API) 2010-2011 through 2012-2013

Audeo’s API saw tremendous growth the last three years a measure was issued. Audeo’s 2013 Growth API was a 703. Its schoolwide growth increased by 20 points from 2011-2012 to 2012-2013. Additionally, Audeo has successfully increased its API Growth for several of its significant subgroups:

- Audeo’s 2013 Growth API for the Hispanic student group was 670, an increase of 19 points from 2012.
- Audeo’s 2013 Growth API for its White student group was 766, an increase of 52 points from 2012.
- Audeo’s 2013 Growth API for its English Learner student group was 658, an increase of 48 points from 2012.
- Audeo’s 2013 Growth API for its Socioeconomically Disadvantaged student group was 690, an increase of 24 points from 2012.

NWEA Results

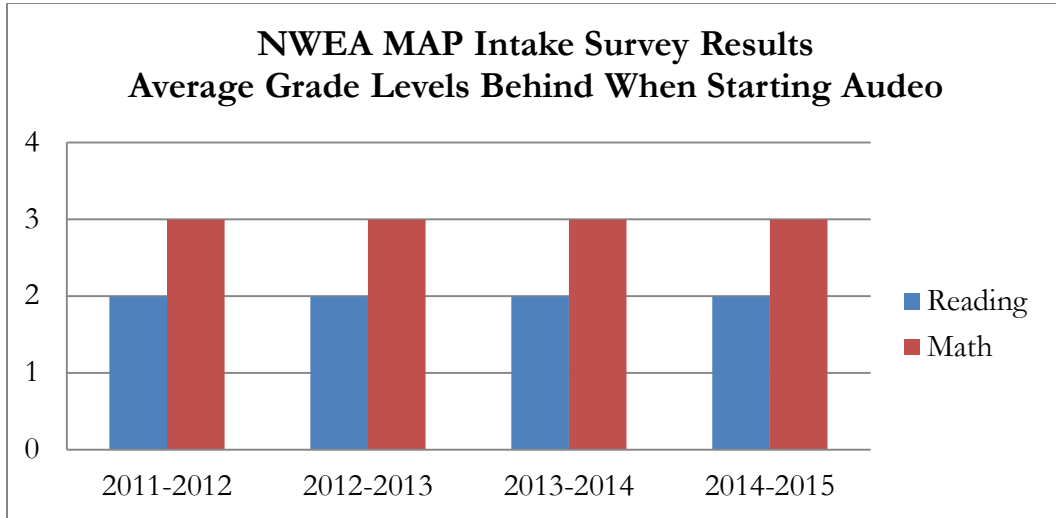


Figure 2. NWEA MAP Intake Summary Results - Average Grade Levels Behind When Starting Audeo

In addition to required state assessments, Audeo utilizes the Northwest Evaluation Association’s (NWEA) Measures of Academic Progress (MAP) as an internal tool to assess student’s grade level growth in Reading and Math. When students first enroll at Audeo, they take the MAP Intake Survey. Over the last four years, students entering Audeo on average were 2 grade levels behind in Reading and 3 grade levels behind in Math. Each year Audeo administers the MAP Pre- and Post-Assessments in the Fall and Spring to measure students’ growth throughout the academic year. Despite the grade level deficiencies of incoming students in Reading and Math, Audeo continues to see increasing gains in the percentage of students meeting their growth targets from Fall to Spring over the last four years. These growth targets guide remediation efforts for the students in reaching their age and grade appropriate academic levels.

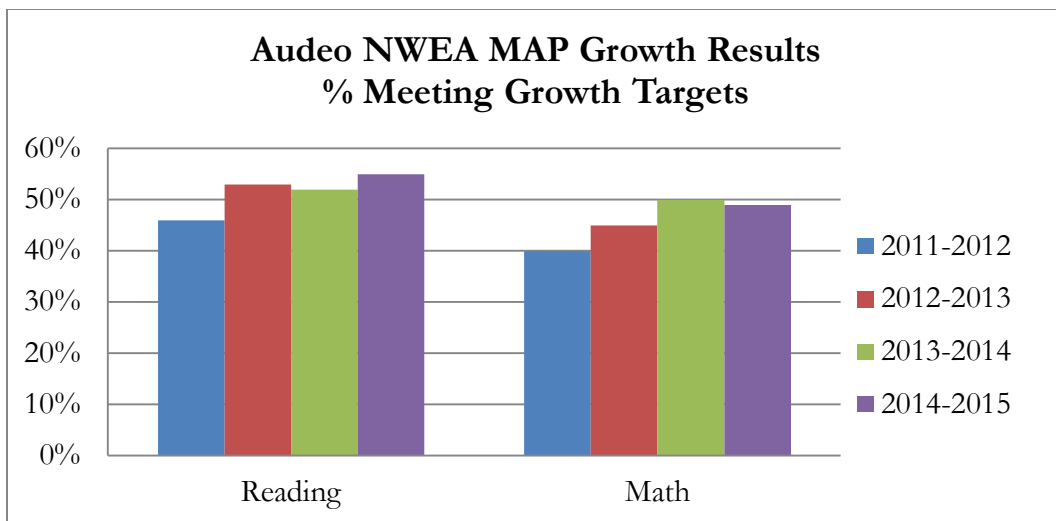


Figure 3. Audeo NWEA MAP Growth Results - % of Students Meeting Growth Targets

Completers

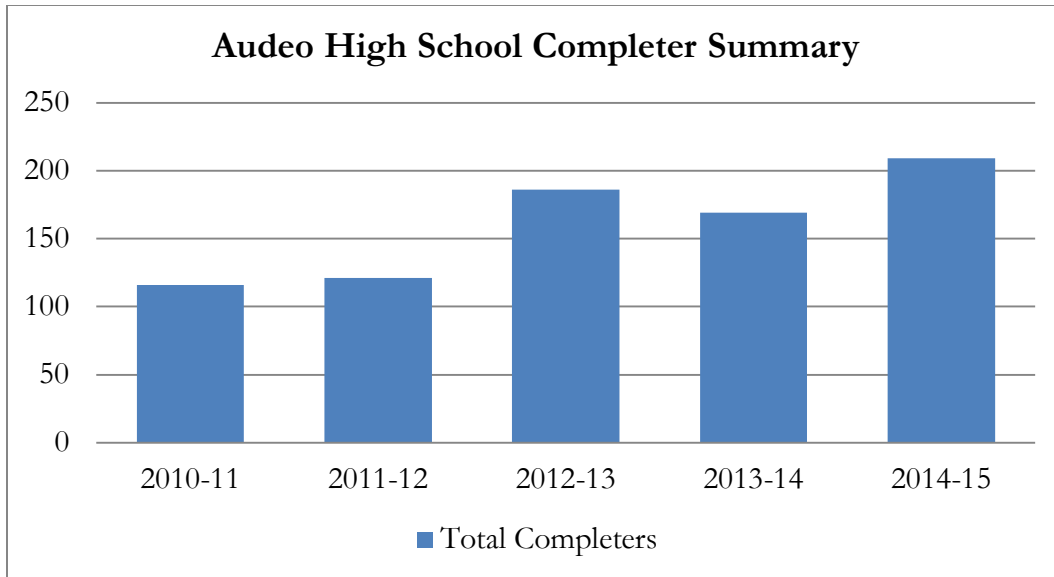


Figure 4. Audeo High School Completer Summary

Many students come to Audeo one or more semesters behind in credits and not on track to graduate. Despite these deficiencies, over the past five years, Audeo has graduated over 800 students.

Dropout Rate

Grade 9-12 Dropout Rate (Schoolwide)				
2010-2011 through 2013-2014				
	2010-2011	2011-2012	2012-2013	2013-2014
Audeo	5.3%	2.5%	1.0%	2.6%
County	3.4%	3.5%	3.5%	2.7%
State	4.2%	4.0%	3.9%	3.1%
Grade 9-12 Dropout Rate (Hispanic)				
2010-2011 through 2013-2014				
	2010-2011	2011-2012	2012-2013	2013-2014
Audeo	4.8%	1.9%	0.6%	2.6%
County	4.4%	4.5%	4.6%	3.6%
State	5.1%	4.8%	4.8%	3.8%
Grade 9-12 Dropout Rate (African American)				
2010-2011 through 2013-2014				
	2010-2011	2011-2012	2012-2013	2013-2014
Audeo	8.3%	5.5%	n/a	1.4%
County	5.6%	5.5%	6.3%	4.5%
State	7.6%	7.5%	7.3%	5.8%
Grade 9-12 Dropout Rate (White)				
2010-2011 through 2013-2014				
	2010-2011	2011-2012	2012-2013	2013-2014
Audeo	4.7%	2.6%	1.9%	2.8%
County	2.0%	2.1%	1.9%	1.7%
State	2.5%	2.5%	2.4%	1.9%

Figure 5. Grade 9-12 Dropout Rates 2010-2011 through 2013-2014

As depicted in Figure 2, many students enter Audeo two grade levels behind in Reading and three grade levels behind in Math. In addition, 70% of Audeo students are 16 years or older. Many incoming students are also credit deficient. On average, 65% of students are entering Audeo one or more semesters behind in credits.

Audeo's overall schoolwide dropout rate has trended downwards over the past four years. The most recent schoolwide dropout rate compares favorably to the San Diego County dropout rate and the state dropout rate, which is significant considering the population we serve. Audeo's dropout rates for significant ethnic groups have also trended downwards over the past four years.

CAHSEE Results

CAHSEE English Language Arts and Mathematics results and comparisons are given below for the last 4 years and are segmented by significant student populations. As stated above in **Figure 2**, students are entering Audeo on average two grade levels behind in Reading and three grade levels behind in Mathematics. On average, Audeo students are enrolled 14 months – therefore, a 10th grader who is testing one year, may not have been enrolled at Audeo the previous year. Given these unique circumstances, Audeo’s CAHSEE ELA and Math passing rates may fluctuate from year to year, both overall and in significant student subgroup populations. However, Audeo’s capacity to support these challenged demographics with such a high pass rate demonstrates the strength of our program.

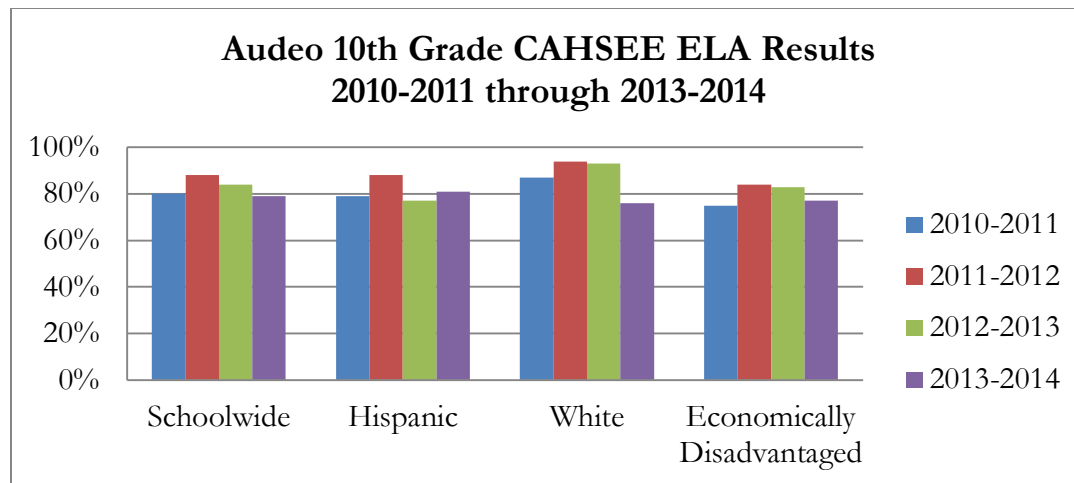


Figure 6. Audeo 10th Grade CAHSEE Percent Passed Results English Language Arts 2010-2011 through 2013-2014

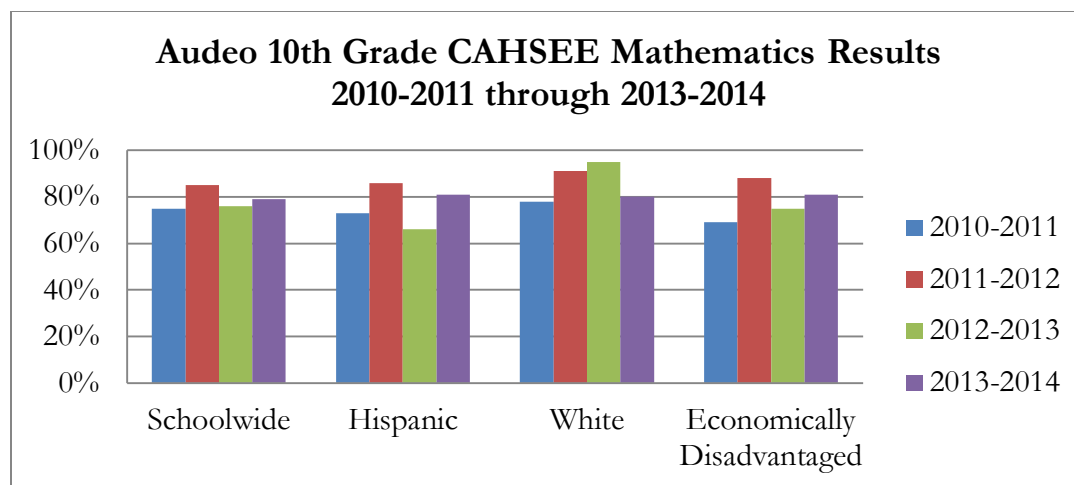
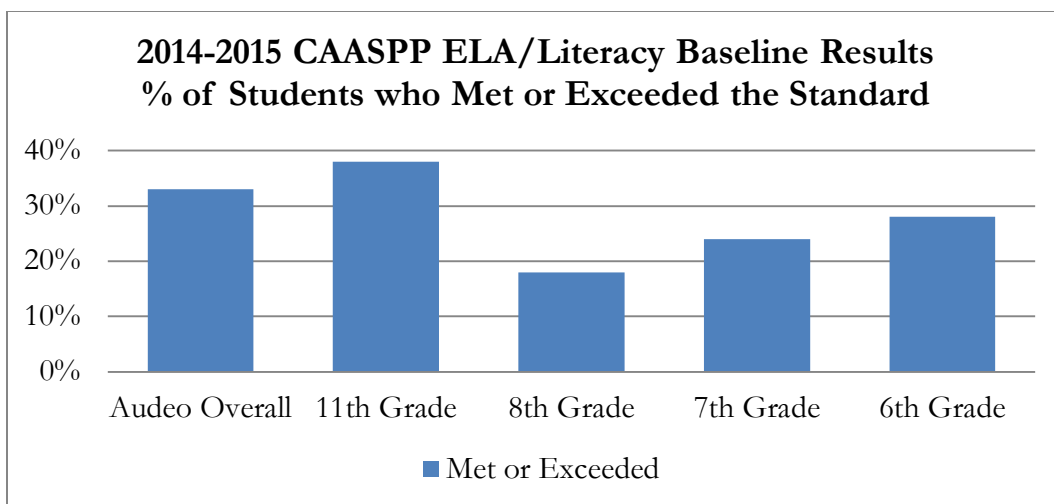


Figure 7. Audeo 10th Grade CAHSEE Percent Passed Results Mathematics 2010-2011 through 2013-2014 (All Students)

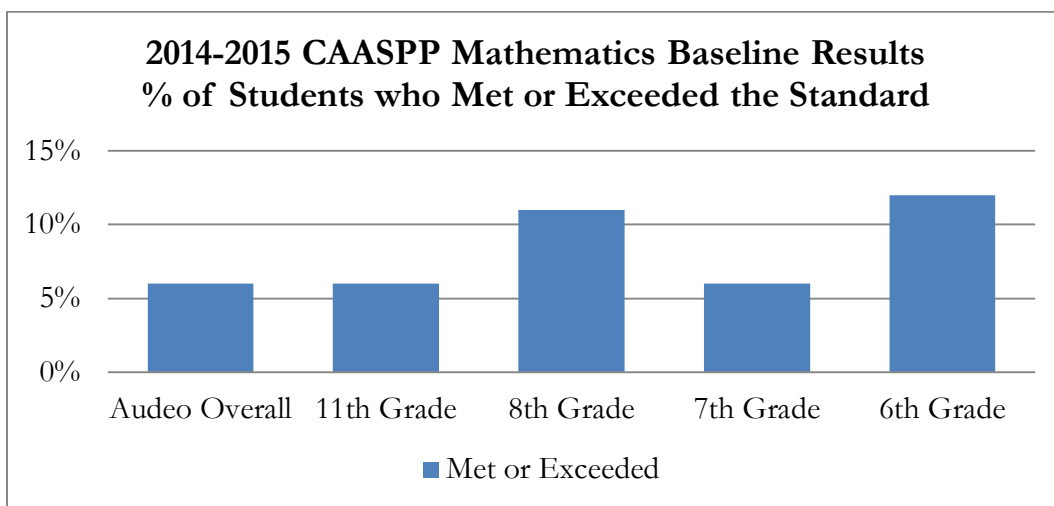
CAASPP Baseline Results

Throughout the state's transition, Audeo has implemented several instructional strategies to help its students achieve the California Common Core State Standards in English Language Arts and Literacy and Mathematics. Audeo students participated in the 2014-2015 California Assessment of Student Performance and Progress (CAASPP). Due to Audeo's open enrollment throughout the year, some students enrolled just prior to the 2014-2015 CAASPP administration window.

Utilizing the 2014-2015 CAASPP baseline results, Audeo has created instructional strategies and curriculum supports for the 2015-2016 school year in order for students to demonstrate college and career readiness. Because 2015 is the first year of the new tests and they are substantially different from their predecessors, the CDE has indicated to the public that these results will serve as a baseline from which to measure future progress and should not be used for comparisons.



*Figure 8. Audeo 2014-2015 CAASPP ELA/Literacy Baseline Results
% of Students who Met or Exceeded the Standard (Overall and By Grade Level)*



*Figure 9. Audeo 2014-2015 CAASPP Mathematics Baseline Results
% of Students who Met or Exceeded the Standard (Overall and By Grade Level)*

Suspension and Expulsion Rates

As an independent study school, Audeo provides an alternative educational setting for students who are not successful in a traditional environment. Audeo's educational setting allows students to focus on academics and deters students from distractions that may occur in a larger environment. Over the last three years, Audeo had 0 suspensions and a very low expulsion rate.

Audeo Suspension/Expulsion Rates 2011-2012 through 2013-2014			
	2011-2012	2012-2013	2013-2014
Suspension Rate	0.0%	0.0%	0.0%
Expulsion Rate	0.1%	0.0%	0.1%

Figure 10. Audeo Suspension and Expulsion Rates 2011-2012 through 2013-2014

LCAP Parent Survey Results

Part of Audeo's Local Control Accountability Plan is to survey its parents to ensure that the school is meeting parents needs and requirements. Over the last three years, parents have been overwhelmingly satisfied with the services that Audeo provides.

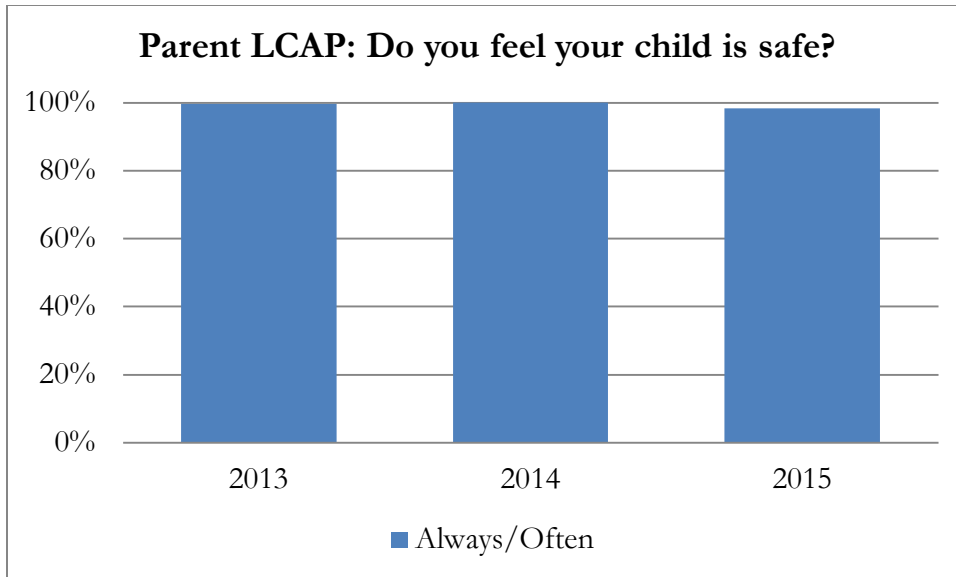


Figure 11. Parent LCAP Survey: Do You Feel Your Child Is Safe?

Over the last 3 years, over 98% of parents feel that their child is safe at Audeo.

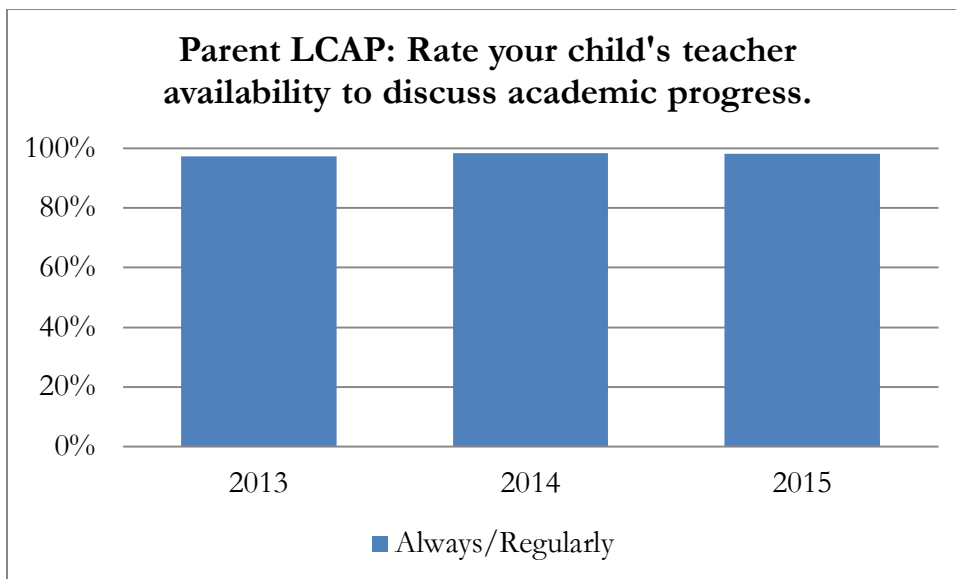


Figure 12. Parent LCAP Survey: Rate Your Child's Teacher Availability to Discuss Academic Progress

Over 98% of parents feel that their child's teacher at Audeo is regularly or always available to discuss their child's academic progress.

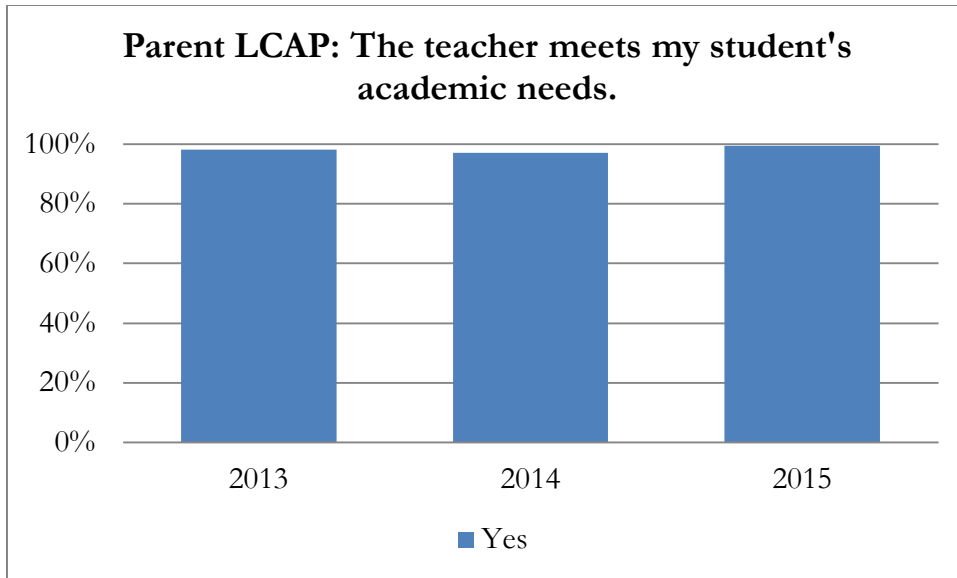


Figure 13. Parent LCAP Survey: The Teacher Meets My Student’s Academic Needs.

Over the last three years, 98% of parents feel that their child’s teacher at Audeo meets their student’s academic needs.

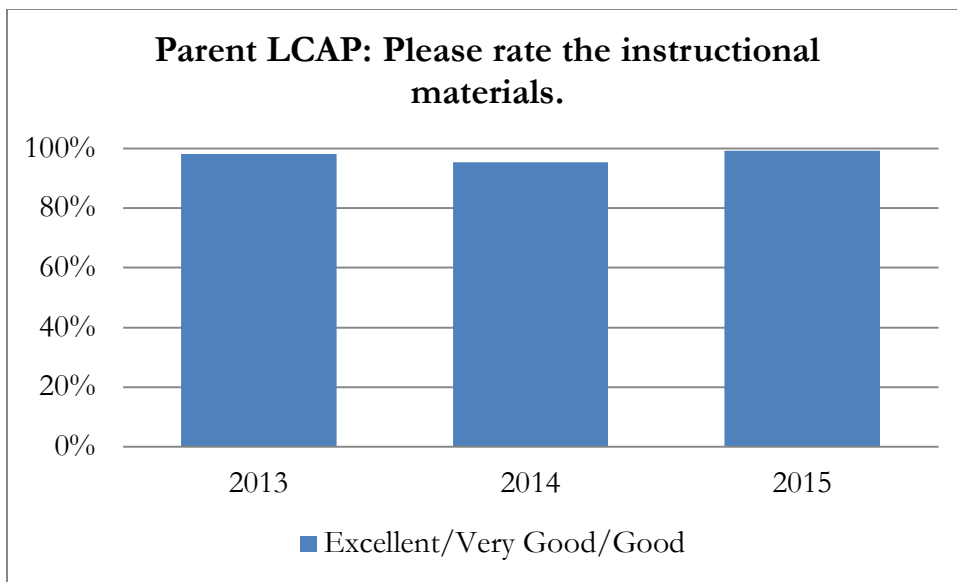


Figure 14. Parent LCAP Survey: Please Rate the Instructional Materials.

Over the last three years, 97% of parents have rated Audeo’s instructional materials as good to excellent.

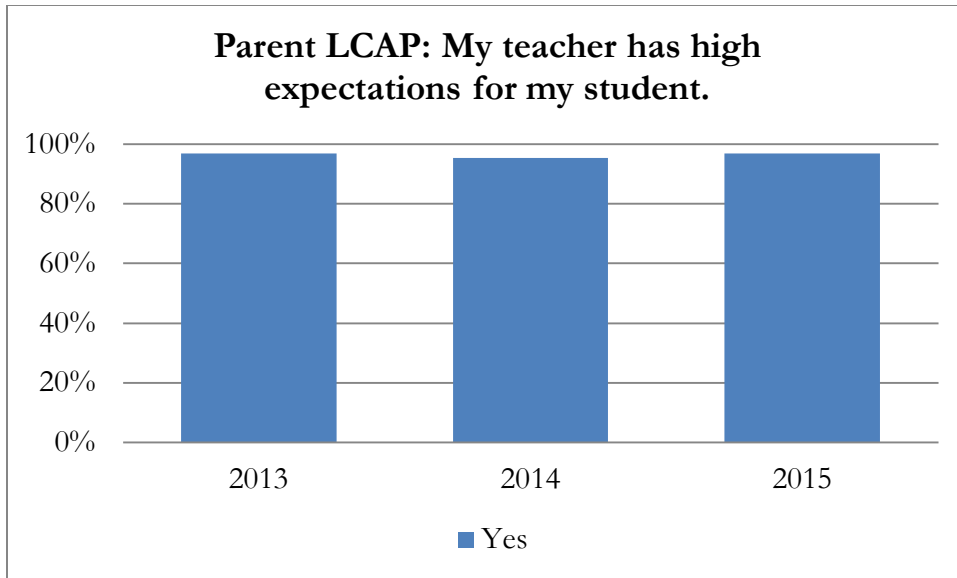


Figure 15. Parent LCAP Survey: My Teacher Has High Expectations for My Student.

97% of parents feel that their child’s teacher at Audeo has high expectations for their student.

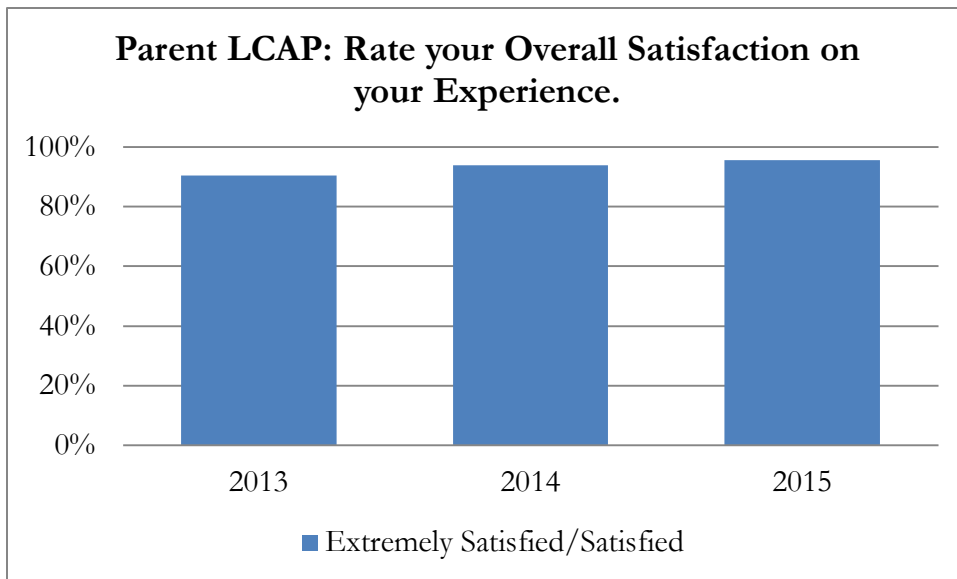


Figure 16. Parent LCAP Survey: Rate Your Overall Satisfaction on Your Experience.

Over the last three years, on average 95% of parents are satisfied or extremely satisfied with their overall experience at Audeo.

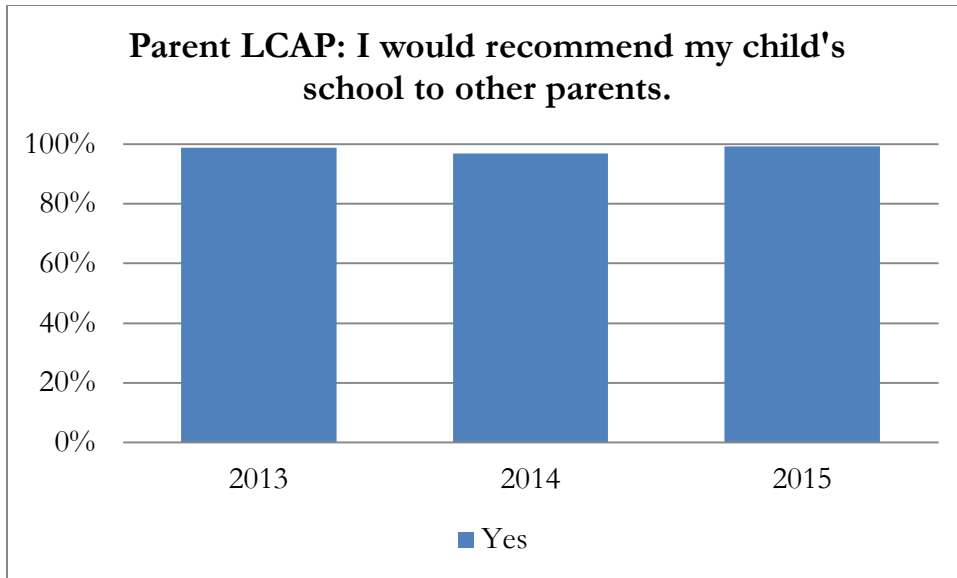


Figure 17. Parent LCAP Survey: I Would Recommend My Child’s School to Other Parents.

Over the last three years, on average 98% of parents would recommend Audeo to other parents.

LCAP Student Survey Results

Part of Audeo's Local Control Accountability Plan is to survey its students to ensure that the school is meeting their needs and requirements. Over the last three years, students have been overwhelmingly satisfied with the services that Audeo provides.

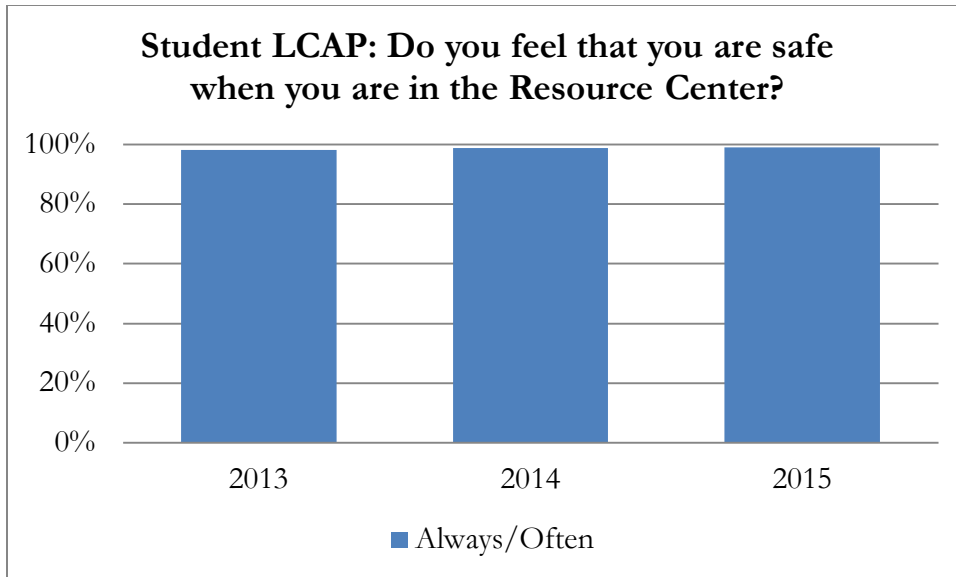


Figure 18. Student LCAP Survey: Do You Feel That You Are Safe When You Are in the Resource Center?

Over the last 3 years, over 98% of students feel safe in their Audeo Resource Center.

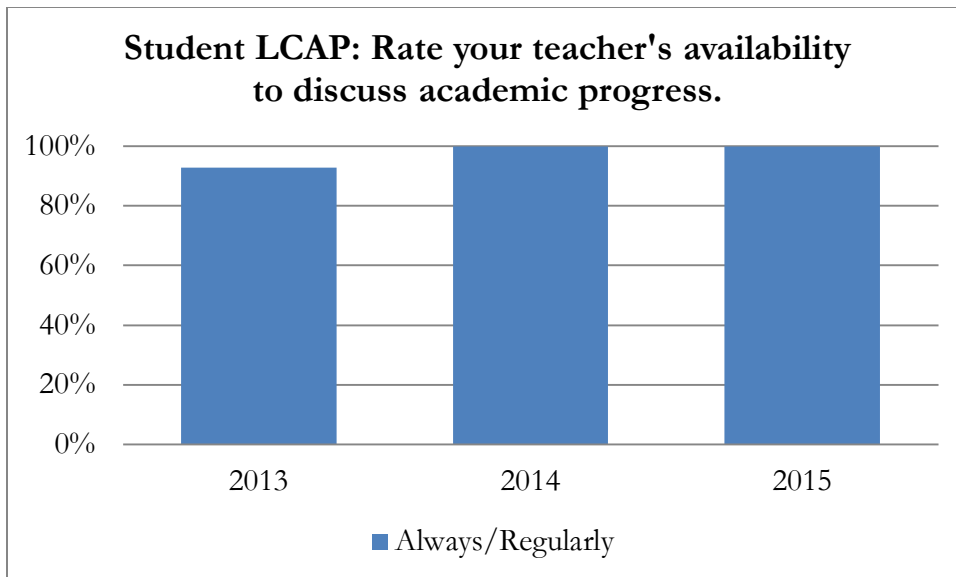


Figure 19. Student LCAP Survey: Rate Your Teacher's Availability to Discuss Academic Progress.

Over the last 2 years, 100% of students feel that their teacher is always or regularly available to discuss their progress.

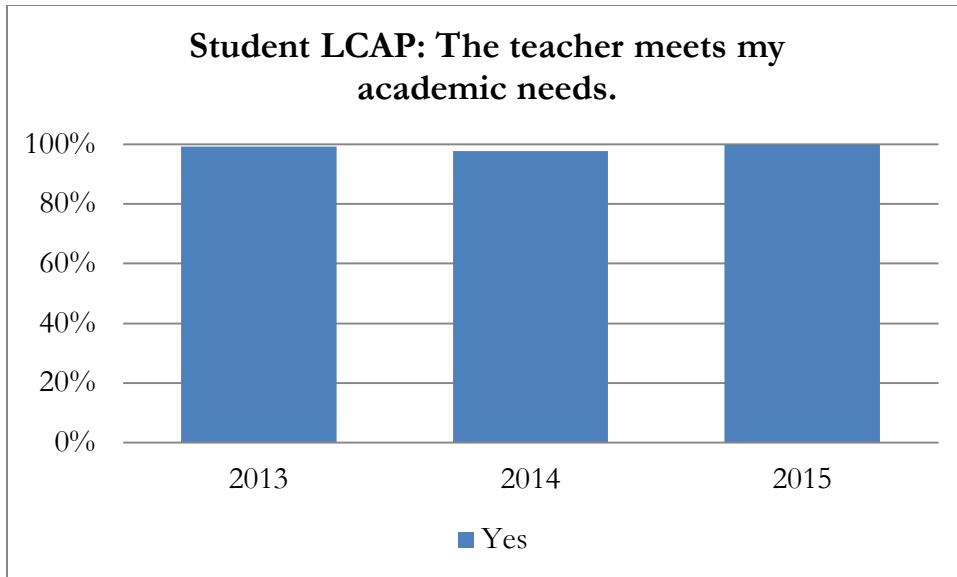


Figure 20. Student LCAP Survey: The Teacher Meets My Academic Needs.

Over the last three years, 98% of students feel that their teacher meets their academic needs.

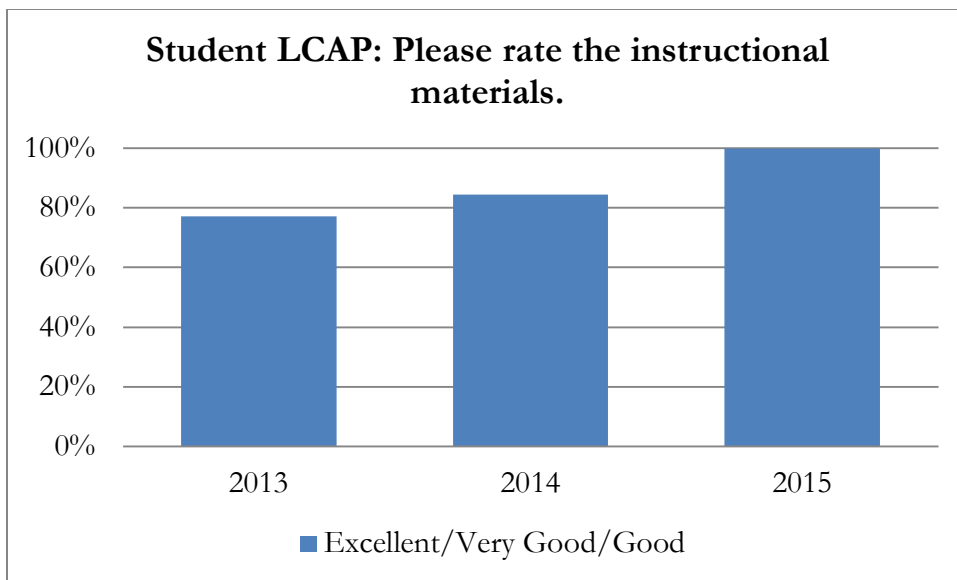


Figure 21. Student LCAP Survey: Please Rate the Instructional Materials.

In 2015, 100% of students rated Audeo’s instructional materials as good to excellent. This has been an increase over the last three years.

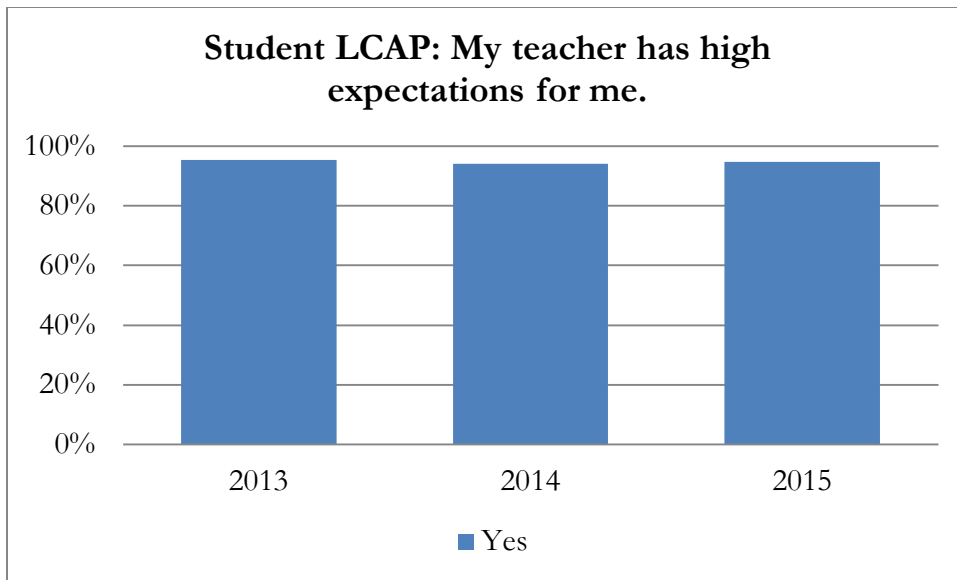


Figure 22. Student LCAP Survey: My Teacher Has High Expectations For Me.

On average, 95% of students feel that their teacher has high expectations for them.

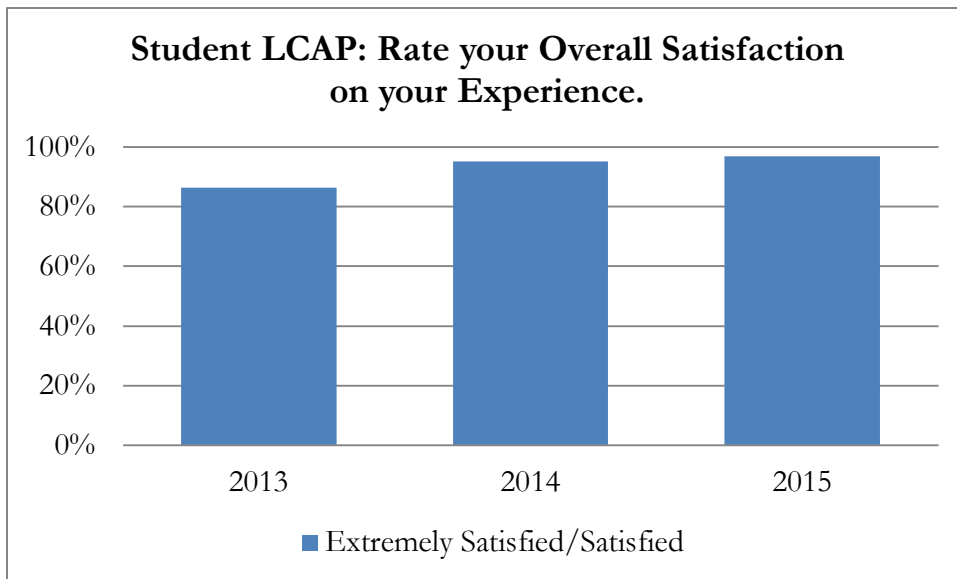


Figure 23. Student LCAP Survey: Rate Your Overall Satisfaction on Your Experience.

Over the last three years, on average 95% of students are satisfied or extremely satisfied with their overall experience at Audeo.

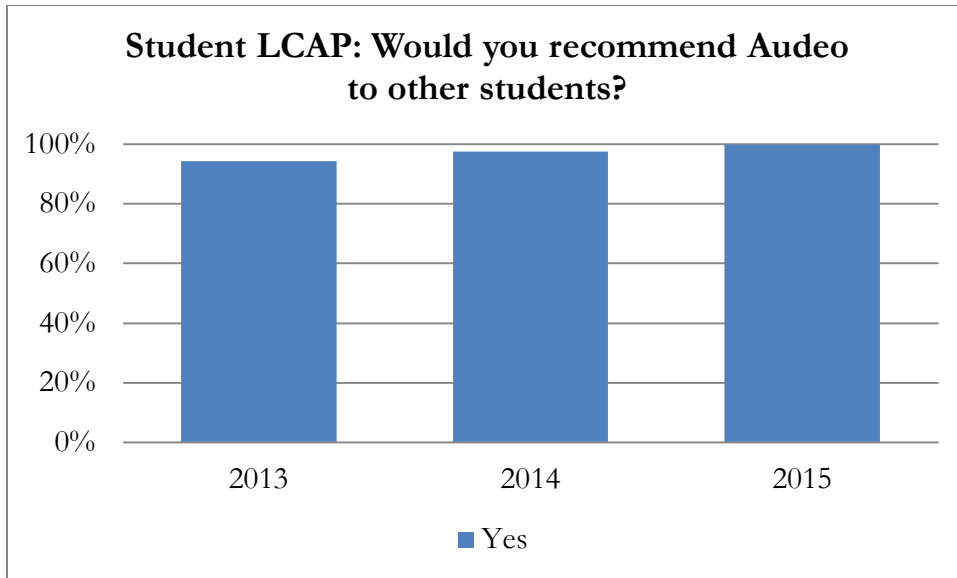


Figure 24. Student LCAP Survey: Would You Recommend Audeo to Other Students?

Over the last three years, on average 97% of students would recommend Audeo to other students.

Confidence Survey Results

Many students enrolling at Audeo not only lack the academic skills to be successful in a traditional setting, but they also lack academic confidence. New students at Audeo take a Confidence Survey when they first enroll at Audeo to gauge their confidence levels in regards 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 able to do well in school. Overall, the results in 90 days yield on average a 25% increase in confidence from when students first start at Audeo.

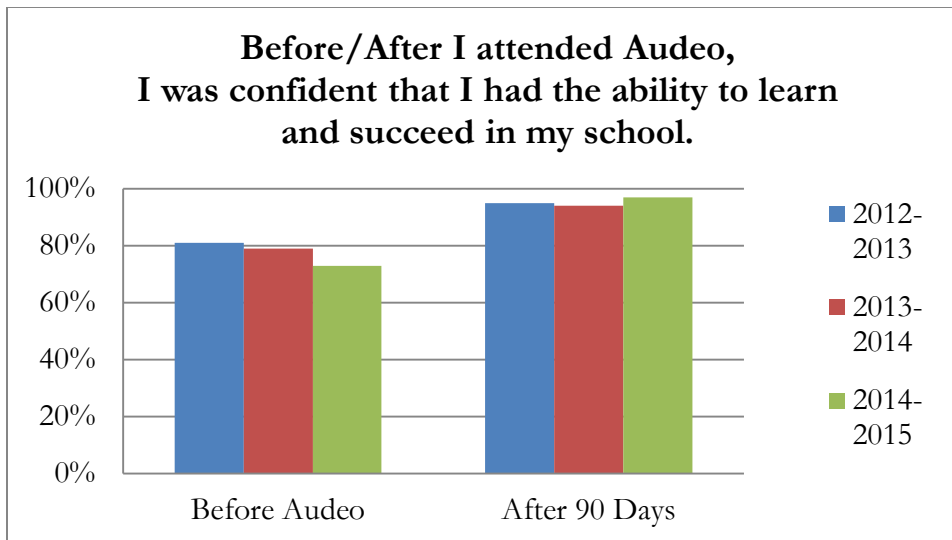


Figure 25. Confidence Survey: Before/After I Attended Audeo, I Was Confident That I Had the Ability to Learn and Succeed in My School.

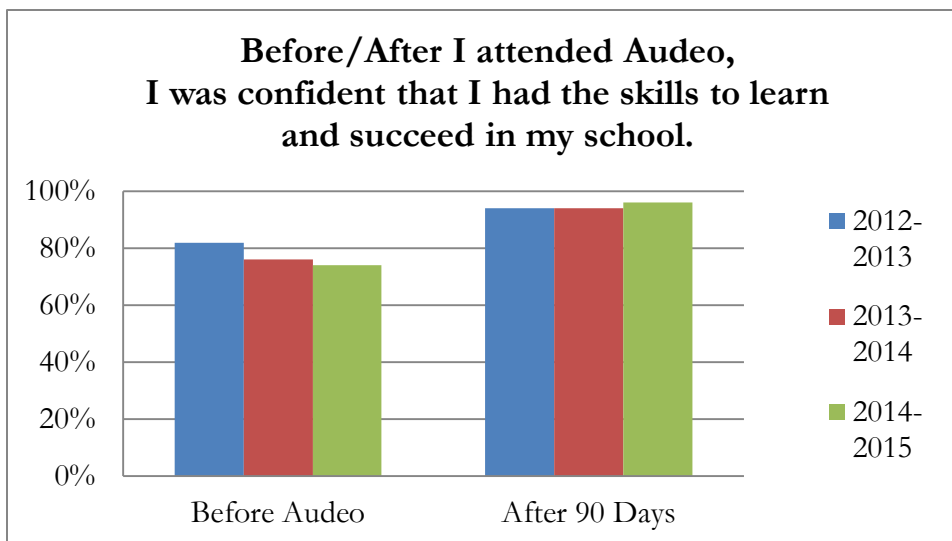


Figure 26. Confidence Survey: Before/After I Attended Audeo, I Was Confident That I Had the Skills to Learn and Succeed in My School.

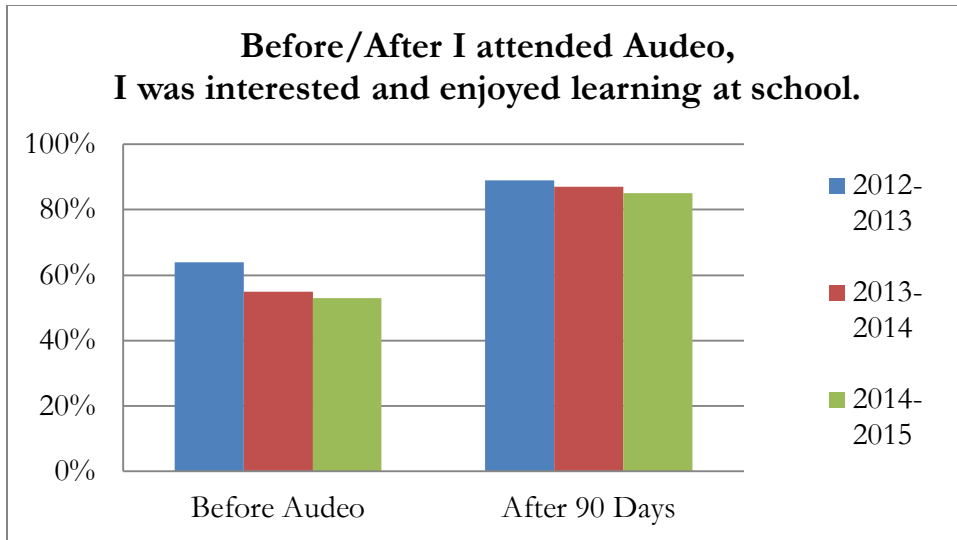


Figure 27. Confidence Survey: Before/After I Attended Audeo, I Was Interested and Enjoyed Learning at School.

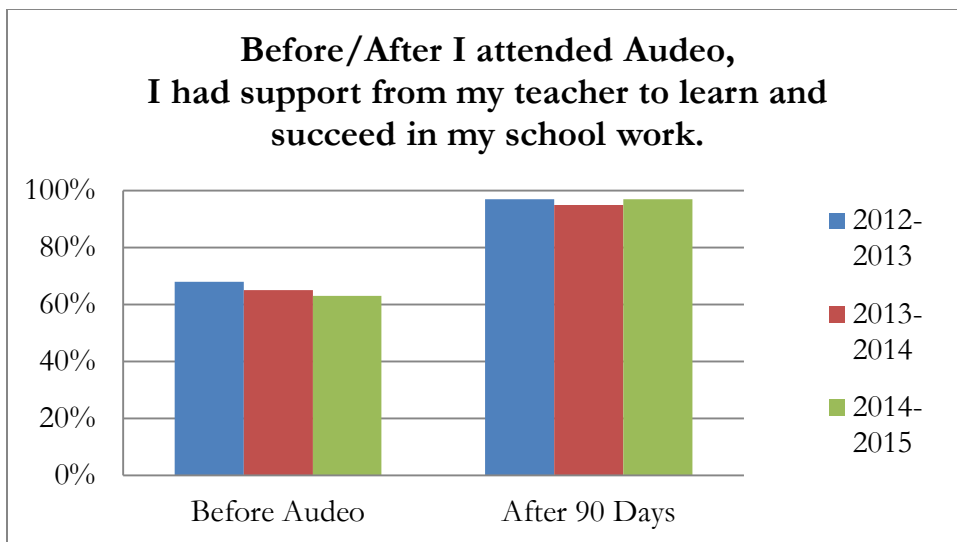


Figure 28. Confidence Survey: Before/After I Attended Audeo, I Had Support From My Teacher to Learn and Succeed in My School Work.

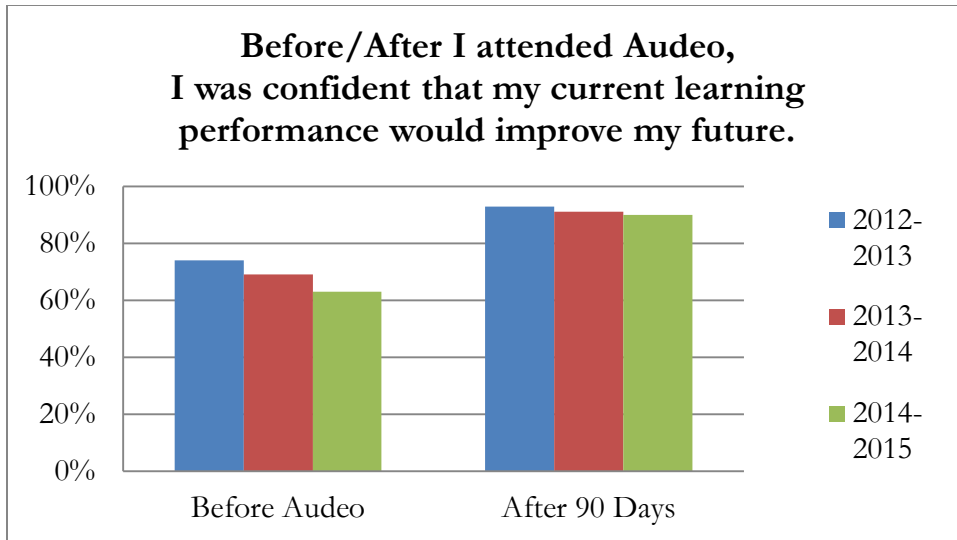


Figure 29. Confidence Survey: Before/After I Attended Audeo, I Was Confident that My Current Learning Performance Would Improve My Future.

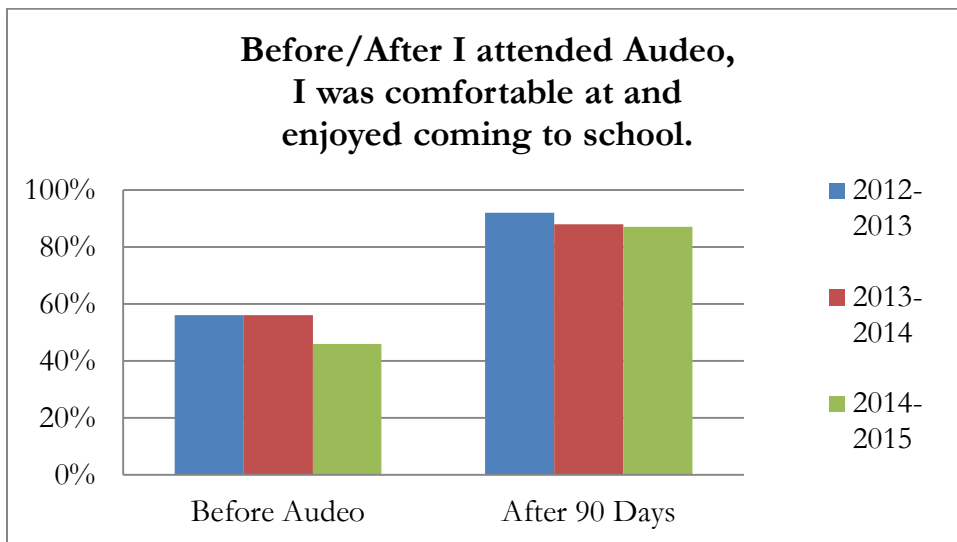


Figure 30. Confidence Survey: Before/After I Attended Audeo, I Was Comfortable at and Enjoyed Coming to School.

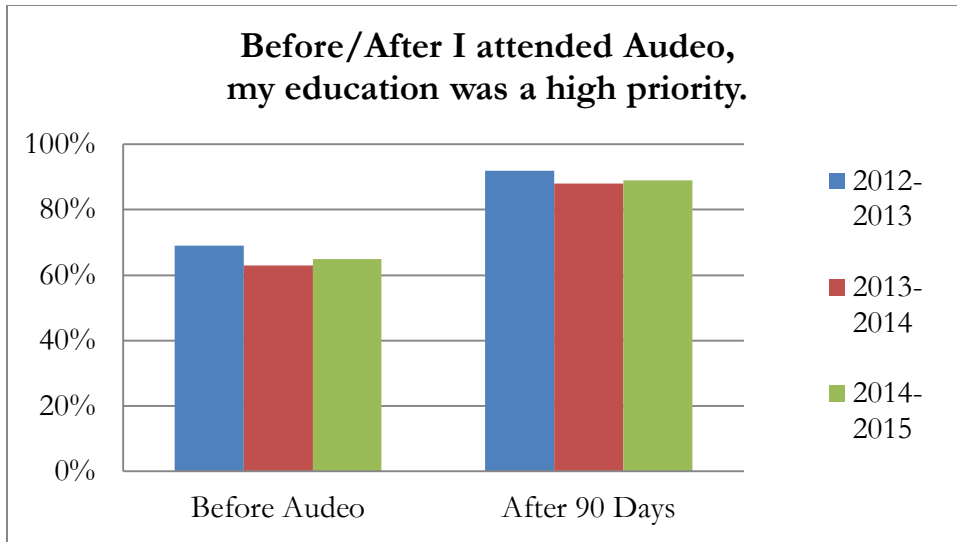


Figure 31. Confidence Survey: Before/After I Attended Audeo, My Education Was a High Priority.

Element A: Educational Program

Governing Law:

A description of the educational program of the school, designed, among other things, to identify those whom the 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(b)(5)(A)(i).

A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, 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(b)(5)(A)(ii).

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

1. MISSION and VISION, and PROGRAM OBJECTIVES

Mission Statement

Audeo 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 II is committed to the development of a personalized instructional program that demonstrates positive outcomes for each student.

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

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

Strategic Objectives

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

- provide a personalized and rigorous academic experience for its students.
- hire, develop and maintain a highly qualified faculty and staff.
- provide a supportive and safe environment.
- be a role model for reform.

Program Objectives

Audeo 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 Audeo II
- E. Provide parents and students with expanded choices in the types of educational opportunities available within the publicly funded school system
- F. Hold Audeo II accountable for meeting measurable student outcomes and provide Audeo II 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

2. OVERVIEW OF EDUCATION PROGRAM

The primary purpose of Audeo II's instructional design centers on the need to motivate and inspire students who are academically at-risk. Audeo II'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, passing a high school equivalency exam such as the General Equivalency Diploma (GED) and High School Equivalency Test (HiSET), or passing the California High School Proficiency Exam (CHSPE).

As an intervention program, Audeo II will be challenged by environmental expectations that are generally applied to comprehensive school sites. Audeo II holds its Vision and Mission as an overarching mandate to put students first by implementing their personalized educational plan. The Audeo II leadership shall continue to communicate this important commitment.

As explained in the Introduction section, Audeo Charter School's education program was originally developed in collaboration with the San Diego Unified School District, where Audeo Charter School

provides an educational option for the District. Audeo 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 new charter petition, Audeo II expects to serve students in a similar way with the Carlsbad Unified School District.

Audeo II shall provide an instructional program for students in grades TK-12 through an individualized, independent study instructional model. Audeo II shall be open to all students and enroll students throughout the year.

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

Audeo II will issue its own diplomas based on a course of study consistent with California Common Core State Standards and requirements for graduation. The Audeo Charter School Board of Directors will be responsible for monitoring and approving both the course of study and graduation requirements. Audeo II will seek accreditation from the Western Association of Schools and Colleges, as well as University of California a-g course approval.

3. 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 will 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. Audeo II will promote 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. Audeo II will incorporate these maxims into its daily operations. In short, Audeo II will equip its students to become motivated and self-disciplined, productive, socially competent, academically competent, self-sustaining learners, and contributing citizens.

Audeo II will be committed to developing curriculum that is rigorous, relevant, and aligned to the California Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Curriculum will be 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 A](#) for the sample scope and sequence of select grade levels.

Audeo II's curriculum departments will be led by highly qualified (HQ) teachers and guided and directed by the Curriculum and Professional Development Coordinator. Audeo II will use state adopted texts and other materials aligned to California Common Core State Standards (CCSS). Textbooks will be specifically selected utilizing criteria developed from stakeholder input. Teachers will use a variety of research-based instructional practices to teach diverse student populations, including technology based learning. Many of Audeo II's students will take online courses and engage in blended (independent study/online) learning opportunities. Audeo II's instructional staff will be iNACOL Leading Edge Certified. This national online teacher certification guides educators through rigorous and engaging curriculum based on the International Association for K-12 Online Learning (iNACOL) National Standards for Online Teaching. This certification gives assurance that Leading Edge Certified Online Teachers will not only have the skills to effectively facilitate online courses, but will also have a solid understanding of how to enhance learning opportunities for all students.

Audeo II students will demonstrate progress by producing daily work, which demonstrates learning consistent with the CCSS, successfully passing end of course exams, meeting growth targets set by Northwest Evaluation Association (NWEA) Measurement of Academic Progress (MAP) semester assessments, state assessments, and other formative assessments as developed by the teacher and/or the school.

As a result of the Audeo 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, and relate ideas, and develop them in coherent paragraphs.
- Make critical judgments about written work including separating fact from opinion.

Compute

- Add, subtract, multiply, and 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 their 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 their individual participation in a group event or assignment.
- Engage in meaningful service to their 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.

4. TARGET STUDENT POPULATION

Audeo II welcomes all students who wish to attend the School. Audeo II shall serve grades TK – 12 which is depicted in the table below.

Description	2016-17	2017-18	2018-19	2019-20
Projected Enrollment	510	593	706	800
Grade TK-3	10	12	14	16
Grade 4-6	36	42	49	56
Grade 7-8	46	53	64	72
Grade 9-12	418	486	579	656

Audeo II is seeking to provide an educational option to students and parents in the community who are disengaged and are seeking an academic intervention. Audeo II seeks to create a fluid relationship between its program and the comprehensive sites of the District. 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. Students shall be redirected to an appropriate instructional setting or successfully graduate from Audeo II.

We expect that many students coming to Audeo II will be initially identified from referrals by the District’s middle and high school counselors. Audeo II is able to meet the needs of all students (e.g., EL, GATE, or Special Education) through a personalized education plan. This plan shall include formative and summative testing data (CAASPP, CELDT, PSAT, SAT, ACT, CAPA, CMA, Northwest Education Association (NWEA) Measures of Academic Progress (MAPs) pre/post local assessment, end-of-course exams, unit exams, Naviance career and learning styles assessments, portfolios and exhibitions). This data helps to establish student need. Based on this student need and in collaboration with the parent, student, and teacher, a set of instructional goals will be developed. These goals will be achieved through a variety of strategies, including one-on-one tutoring, online courses, projects, seminars, field trips, guest speakers, and supervised study.

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

Table 1.1: Carlsbad Unified School District Demographics 2014-2015*

<i>Ethnicity</i>	<i>Percentage</i>
African American	1.7%
American Indian/Alaskan Native	0.5%

<i>Ethnicity</i>	Percentage
Asian	6.8%
Filipino	1.3%
Latino or Hispanic	26%
Pacific Islander	0.4%
White	58%
Two or More Races	4.4%
<i>Other Sub-Groups</i>	
Free or Reduced Lunch Participants	23%
Students with Disabilities	10%
English Learners	8.2%
<i>Spanish</i>	<i>81%</i>

*Source: CDE DataQuest, 2014-15 California Longitudinal Pupil Achievement Data System (CALPADS), accessed October 6, 2015.

5. HOW LEARNING BEST OCCURS

Audeo 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 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 is able to do is measured by a variety of methods, especially performance assessment and self-assessment.

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

Audeo II will help 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 II will promote curiosity, integrity, social responsibility and self-esteem.

7. DESCRIPTION OF THE EDUCATIONAL PROGRAM

It is the philosophy of Audeo II that every child is a born achiever. It is the challenge of Audeo II 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 their students' academic goals is critical to a successful transformation of students' academic careers.

The Audeo II educational program will be based on the following elements of success:

- A vision, mission and operational business plan that focuses on student learning.
- 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 Audeo II mission.
- Autonomy that allows Audeo II to develop and implement a process of change tied to high standards as described in the National Educational Technology Standards (NETS) and is responsive to technological innovations.
- Parent and community involvement in, and support for, Audeo II programs.
- Regular data analysis to measure progress toward achieving both student and staff performance goals.
- An online community communication process detailing student and Audeo II performance.
- An effective and efficient business process that ensures maximum utilization of private and public resources, both human and financial.

Audeo II shall provide an education that allows each student, grades TK-12, to meet California Common Core State Standards by: (1) using standards-based textbooks, resources and instructional materials; (2) providing content standards-based instruction; (3) utilizing course descriptions that are aligned with the standards; (4) developing and improving social skills by building self-esteem through achievement and discipline; and (5) learning in an environment that promotes achievement. Audeo II shall offer 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.

A critical mass of students entering Audeo II will generally be expected to be achieving below expected grade and/or course content levels. These students, who are deemed “high risk”, and many with special needs will benefit from a personalized educational program that provides strong tutorial support.

Upon enrollment, students will be assessed and immediately engaged with a rigorous, technology-enhanced curriculum that is customized to meet their specific academic needs. Students in grades 6-12 will take one to two courses at a time, allowing them to focus on mastering the standards of one course before moving on to the next. Students in grades TK-5 will be enrolled in a full course of study including all core subject areas. Teachers will utilize a variety of instructional modes of delivery to target student engagement and increase achievement. Independent study, online, home school, and blended learning options will provide a range of student learning opportunities based on learning styles and pathways. In addition, each student’s personalized education plan will be enhanced with one-on-one 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 will have one Resource Center Associate 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 will be integrated into the personalized education plan. Teachers will use instructional software tools such as Naviance, Audeo’s college and career software. Teachers will also utilize NWEA MAP assessment software and School Pathways Student Information System (SIS) to view real time student achievement data. Naviance, MAP and SIS data will be integrated into the school’s instructional data monitoring system. The data will be reviewed and analyzed by teachers and 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 Audeo II has purposely designed its program so that teachers work with only a few students a time, teachers will be 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 will be the ability to go well beyond traditional methods to transform the lives of the kids. Teachers and staff will conduct home visits, perform and track appropriate interventions, and refer students and families to specific community resources and partnerships as necessary.

Aligned to the California Department of Education (CDE)’s definition, Audeo II shall implement a Multi-tiered System of Support (MTSS) that is a comprehensive framework that integrates California Common Core 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 will include the personalized education planning process, interventions for at-risk students, supports for Special Education, services for English Learners, and programs for Gifted and Talented Education (GATE). Audeo II will have a systematic and integrated process for instructional support and interventions.

The teachers at Audeo II shall engage in professional learning on a monthly basis that is focused on instructional and engagement strategies for diverse student populations. Monthly Instructional Meetings will cater to the best practices offered by the Instructional, Curriculum and Assessment Teams. Additionally, teachers will attend trainings where guest speakers from law enforcement agencies, community based organizations, Child Protective Services, and other supportive agencies attend and assist the teachers in servicing the students' needs. The School Coordinator will meet 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 will utilize the personalized education planning process to monitor student progress and identify services to support student achievement.

Independent Study Assurances

Audeo 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 II shall operate pursuant to an adopted independent study Board policy; each student will have a master agreement; and Audeo II must file for a funding determination as a condition of funding. Audeo II shall maintain written contemporaneous records that document all student attendance. An annual, independent audit of student records will be conducted by a state-approved certified public accountant and needs to be free of exceptions or qualifications. These records shall be made available for audit and inspection.

Parent/ Teacher/ Student Master Agreement

Pursuant to Education Code Section 51747, an agreement shall be signed by: (1) the pupil, (2) parent, guardian, or caregiver of each charter school pupil; (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 II students are expected to commit to the following principles to ensure a better education for their children:

- Understand the educational plan of Audeo II, Audeo II's operation, and the roles, rights, and responsibilities of parents and their children.
- Attend a mandatory orientation meeting to learn about charter schools, Audeo II's educational program, the Student/Parent/Teacher Master Agreement, and ways in which parents can contribute to the success of both their child and Audeo II.

- Complete and return all forms, questionnaires, and other requests for information that may be required by Audeo II 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 learned 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 Audeo II through communication with the resource center staff and by materials regularly distributed to students and/or their families.

School Calendar

Audeo II 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, Audeo II 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 grade 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 II's 2016-2017 school calendar is attached as [Appendix B](#).

8. CURRICULUM

A summary of Audeo II's curriculum is provided below. See [Appendix A](#) for Audeo II's sample scope and sequence for grades K-5, 8 and 10 and [Appendix C](#) for a Course Catalog. As the State Standards develop and evolve, the curriculum may change to maximize learning.

Audeo II's academic program will focus on academic improvement and high caliber teaching in safe and supportive learning environments. Audeo II's curriculum will be rigorous, relevant, student and teacher driven. The learning opportunities offered at Audeo II will prepare students for their roles as learners, future employees, and contributing citizens in an ever-changing global society. Audeo II will be committed to developing curriculum and assessments that measure the extent to which students possess college, career and citizen-ready skills and knowledge of the California Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS).

Audeo II's curriculum departments, led by highly qualified teachers and under the guidance of the Curriculum and Professional Development Coordinator, will design and create the subject matter

curriculum using the CCSS and the NGSS as their guides. The teachers will use a wide variety of teaching techniques to engage all learning modalities, including technology based learning. Because many of Audeo II's students will have the option to take online and blended (independent study/online) learning courses, Audeo II teachers will be trained to become iNACOL Leading Edge Certified. This national online teacher certification guides educators through rigorous and engaging curriculum based on the International Association for K-12 Online Learning (iNACOL) National Standards for Online Teaching. Upon successful completion, the certification will give 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.

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. Beginning in kindergarten, students will be 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 will participate in various text types that explore text to text, text to self and text to world items. They will 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 rigorous academic challenge will have the ability to take Advanced Placement courses. The Advanced Placement exams will be offered and administered in the spring semester for students that 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 II will seek UC a-g approval for all core high school English/ Language Arts courses.

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

MATHEMATICS

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

MATHEMATICS MATRIX	
Grade Levels	Course Titles/Semester
Transitional Kindergarten – Fifth Grade	Mathematics (grade level applicable)
Sixth Grade	Math 6-1, 6-2 (online/blended (independent study/online) options)
Seventh Grade	Math 7-1, 7-2 (online/blended (independent study/online) options)
Eighth Grade	Math 8-1, 8-2 (online/blended (independent study/online) options)
Ninth Grade	Algebra 1, 2 (online/blended (independent study/online) options) or Integrated Math IA, IB (online/blended (independent study/online) options)
Tenth Grade	Geometry 1, 2 (online/blended (independent study/online) options) or Integrated Math IIA, IIB (online/blended (independent study/online) options)
Eleventh Grade	Intermediate Algebra 1, 2 (online/blended (independent study/online) options) or Integrated Math IIIA, IIIB (online/blended (independent study/online) options)
Twelfth Grade	Statistics 1, 2 or Pre-Calculus 1, 2 (online/blended (independent study/online) options) or Honors Pre-Calculus 1, 2

SCIENCE

All science courses will be aligned to the CCSS and the Next Generation Science Standards (NGSS). All science courses will have wet labs embedded throughout the course. The science curriculum will encourage scientific inquiry, group activities and real- world applications. In the elementary grades, interdisciplinary core ideas will be embedded in the Language Arts curriculum. Additionally, students will be 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 will be introduced to Life Science, Physical Science and Earth Science. They will be engaged in hands-on experiences, virtual and wet labs

throughout their courses. The 9th-12th grade students will be required to take Physics or Chemistry and Biology. Audeo II will seek UC a-g approval for all high school core science courses. Additionally, Audeo II will seek UC a-g approval for its high school Earth Science elective. 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	Science
Sixth Grade	Middle School Earth Science (online/blended (independent study/online) options)
Seventh Grade	Middle School Life Science (online/blended (independent study/online) options)
Eighth Grade	Middle School Physical Science (online/blended (independent study/online) options)
Ninth Grade	Earth Science 1, 2 or Physics 1, 2
Tenth Grade	Biology 1, 2 (online/blended (independent study/online) options)
Eleventh Grade	Chemistry 1, 2 (online/blended (independent study/online) options) or Honors Chemistry 1, 2

SOCIAL SCIENCES

All social science courses will align to the CCSS while incorporating current real-world issues, i.e., Middle East conflicts, immigration and politics as they are relevant to Audeo II’s student population. Elementary school students will develop a strong foundation of civic knowledge by building on early, family-based learning experiences and expanding outward, providing deeper understanding of the larger geographic, historical, political, and economic world. The middle school students will participate in courses about ancient civilizations, medieval & modern times and the history of the United States. They may also take an elective course in geography. Audeo II will seek UC a-g approval for all core high school Social Studies courses, including, but not limited to, World History, Geography & Economics, United States History, Government, and Economics. Audeo II will offer Honors United States History and an online Advanced Placement course in Human Geography. The teachers will 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	History/Social Studies
Sixth Grade	World History, Geography - Ancient Civilizations 6-1, 6-2 (online/blended (independent study/online) options)
Seventh Grade	World History, Geography - Medieval & Early Modern Times 7-1, 7-2 (online/blended (independent study/online) options)
Eighth Grade	United States History & Geography 8-1, 8-2 (online/blended

	(independent study/online) options)
Ninth Grade	Geography 1
Tenth Grade	World History, Geography & Economics 1, 2
Eleventh Grade	United States History 1, 2 (online/blended (independent study/online) options) or AP Human Geography 1, 2 (online elective)
Twelfth Grade	Government 1 and Economics 1 or AP Human Geography 1, 2 (online elective)

FOREIGN LANGUAGES (Languages Other Than English)

Audeo II shall offer a full three years of Spanish (1-6); UC required/recommended and two full years of German (1-4); UC required. Upon UC a-g approval, the foreign language curriculum will satisfy the UC requirement for admission. The students may take a foreign language as early as the 6th grade. Audeo II will seek UC a-g approval for the high school 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. The foreign language department will develop a third year of German, which will include field trips and guest speaker opportunities.

FOREIGN LANGUAGE COURSES MATRIX	
Grade Levels	Course Titles/Semester
Sixth Grade	Middle School Spanish 1, 2 (online option)
Seventh Grade	Spanish 1, 2 (online/blended (independent study/online) options) German 1, 2 (online/blended (independent study/online) options)
Eighth Grade	Spanish 1-4 (online/blended (independent study/online) options) German 1-4 (online/blended (independent study/online) options)
Ninth Grade	Spanish 1-8 (online/blended (independent study/online) options) German 1-4 (online/blended (independent study/online) options)
Tenth Grade	Spanish 1-8 (online/blended (independent study/online) options) German 1-4 (online/blended (independent study/online) options)
Eleventh Grade	Spanish 1-8 (online/blended (independent study/online) options) German 1-4 (online/blended (independent study/online) options)
Twelfth Grade	Spanish 1-8 (online/blended (independent study/online) options) German 1-4 (online/blended (independent study/online) options)

VISUAL ARTS

Audeo II will offer several visual arts courses (V&PA). The students may take General Art, Commercial Art, or Photography to satisfy the UC a-g V&PA requirement, upon UC a-g approval. Audeo also will offer Drawing and Music Appreciation courses for those students that are interested in a different approach in the arts. The students may also engage in an online Digital Arts course as well, which will be offered in the Career Technical Education course list.

VISUAL AND PREFORMING ARTS (V&PA) COURSES MATRIX	
Grade Levels	Course Titles/Semester
Seventh Grade	Art 7-1, 7-2

Eighth Grade	Art 8-1, 8-2
Ninth Grade	Art 1, 2 Commercial Art 1, 2 Photography 1, 2 Art History 1 Drawing 1 Music Appreciation 1, 2
Tenth Grade	Art 1, 2 Commercial Art 1, 2 Photography 1, 2 Art History 1 Drawing 1 Music Appreciation 1, 2
Eleventh Grade	Art 1, 2 Commercial Art 1, 2 Photography 1, 2 Art History 1 Drawing 1 Music Appreciation 1, 2
Twelfth Grade	Art 1, 2 Commercial Art 1, 2 Photography 1, 2 Art History 1 Drawing 1 Music Appreciation 1, 2

GENERAL ELECTIVES

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

GENERAL ELECTIVE COURSES Grades 9-12
AVID Sr. High
Career and Life Management 1, 2
Career Explorations 1, 2
Consumer Math
Driver's Education
General Work Experience Education 1,2
General Work Experience Education 3,4
Geography 1
AP Human Geography 1, 2 (online)
Health and Driver's Education
Independent Study PE
Keyboarding & Computer Lit.
Keyboarding 1, 2

Literacy 1, 2, 3, 4
Philosophy 1
Psychology 1, 2 (online/blended (independent study/online) options)
AP Psychology 1, 2 (online)
Pathways Exhibition - ePortfolio
Service Learning 1, 2
Sociology 1 (semester only)
Sociology 1, 2 (online)
Study Skills

POST HIGH SCHOOL PATHWAYS

Once a student has been enrolled in a Resource Center at Audeo II, the student shall complete a 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 improve student outcomes. The parent/guardian, student and teacher will meet to discuss the results. The results demonstrate the student’s learning style as well as career interests. Based on the career interest, the teacher will assist the student with creating a post high school plan. Audeo II’s students will then be placed in one of four post high school pathways: four year college/university, two year college, vocational/Career Technical Education, and the military. The previous courses will satisfy the post high school pathways for college bound students. In addition to the college preparatory coursework, Audeo II shall offer courses that are specifically designed for students in grades 9-12 that have expressed an interest in the vocational/career technical educational or military pathways.

CAREER TECHNICAL EDUCATION

Audeo II shall offer 27 Career Technical Education (CTE) courses for students that have expressed an interest in entering the world of work post high school. Courses such as The Introduction to Health Sciences can lead to the students receiving certification in becoming a nursing assistant or pharmacy technician.

CAREER TECHNICAL EDUCATION COURSES Grades 9-12
Business Careers 1,2
Business Law 1, 2
Child Development/Parenthood Education 1, 2
Health
Journalism 1, 2
Nutrition 1, 2
Parenting and Infant Development 1, 2
Career Planning & Development 1
Computer Applications: Office® 2010*
Computer Science 1, 2
Digital Arts 1, 2
Introduction to Business 1, 2

Introduction to Entrepreneurship 1, 2
Personal Finance 1
Introduction to Health Sciences 1, 2
Strategies for Academic Success

MILITARY SCIENCES & CALIFORNIA CADET CORPS

Audeo II shall offer several military science courses to its students. These courses will be submitted to the University of California for their approval following approval of this charter. The students that are enrolled in the California Cadet Corps program will also have the option of taking Cadet Corp coursework as electives if they have expressed an interest in joining the military upon graduation. The students will participate in weekly military style drills, inspections and camps as a part of their Cadet Corps experience.

MILITARY SCIENCE & CADET CORPS COURSES Grades 9-12	
Ninth Grade	-Military Science 1, 2 -CA Cadet Corp 1, 2
Tenth Grade	-Military Science 1, 2 -CA Cadet Corp 1, 2
Eleventh Grade	-Military Science 1, 2 -CA Cadet Corp 1, 2
Twelfth Grade	-Military Science 1, 2 -CA Cadet Corp 1, 2

9. Graduation Requirements

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

GRADUATION COURSE REQUIREMENTS	
English - <i>8 semester credits</i> (<i>4 years required</i>)	Mathematics - <i>6 semester credits</i> (<i>3 years required, 4 years recommended</i>)
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

Science - 4 semester credits <i>(2 years required, 3 years recommended)</i>	Social Studies - 6 semester credits <i>(3 years required)</i>
2 credits - Physical Science (Earth Science or Physics or Chemistry) 2 credits - Life Science (Biology) Optional 3rd Year Credits – Honors Chemistry	2 credits - World History, Geography & Economics 2 credits - US History or Honors US History 1 credit – Government 1 credit – Economics
Electives - 13 semester credits	Pathways Portfolio - 1 semester credit
PE credits earned prior will be counted as elective credits UC/CSU: 2 credits – Approved electives in same area	All students must complete and present a Pathways Portfolio
World Languages and Visual and Performing Arts (V&PA) – 2 semester credits	
<u>Option 1:</u> 2 credits - World Language (both semesters must be the same language)	<u>Option 2:</u> 2 credits - V&PA
<u>UC/CSU Option:</u> 4 credits – World Language (all semesters must be the same language; 2 years required, 3 years recommended) 2 credits – Visual and Performing Arts (both semesters need to be the same course)	

Career & Technical Education (CTE)/Service Learning/ Work Experience Education (WEE) <i>2 semester credits</i>		
<u>Option 1:</u> 2 credits - CTE (Career and Technical Education).	<u>Option 2:</u> 2 credits - Service Learning (120 hours total of community service). <i>Recommended for UC & CSU students.</i>	<u>Option 3:</u> 2 credits - Work Experience (240 hours of paid employment approved by a school counselor).
Grade Point Average (GPA)		
All students must have a weighted GPA of 2.0 or higher in scholarship based on coursework completed in grades 9-12.		

10. PROFESSIONAL DEVELOPMENT

Audeo II shall be dedicated to the professional growth of all of its employees, and will provide a comprehensive professional development program 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 will be focused on improving the quality of life for students, their families, our employees, and the community at large, the professional development program will be designed to assist staff in fulfilling this mission, and will provide a rigorous academic experience for our teachers, office staff, and other stakeholders. On a holistic level, the professional development program will provide 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. In short, the program will be a 'school within a school' for the purposes of teaching and learning, and will increase student achievement results, faculty and staff retention, the well-being of Audeo II's employees, and our students.

Audeo II shall offer professional learning opportunities Tuesday-Thursday throughout the school year from July-May. The professional development plan will include:

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 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 Learners, Science, Social Studies
- b. Foreign Language: Spanish and German
- c. Visual & Performing Arts-Drawing, Photography, and Music Appreciation
- d. Gifted and Talented Education (GATE)- Audeo II will offer cohort trainings to the teachers to meet the academic needs of this group of learners

- e. The Verification Process for Special Settings (VPSS) offered at Audeo II will combine subject matter coursework from an accredited college or university and professional development that is intensive and focused on the subject matter content specified in the California standards, frameworks and Commission on Teacher Credentialing (CTC) subject matter assessments. The specifications for the professional development component will cover content aligned to the CTC Subject Matter Requirements (SMRs) and thus the content of the California Subject Examinations for Teachers (CSET) Single Subject Examinations, the California Core Academic Standards, and the CSTs. The professional development will incorporate theory and practice, will be organized in two levels, and will meet the NCLB criteria for high quality professional development. The duration of the modules will be designed to meet the need for sufficient intensity of the training.
- f. Leading Edge Certification- Audeo II shall offer this national online teacher certification that guides educators through rigorous and engaging curriculum based on the International Association for K-12 Online Learning (iNACOL) National Standards for Online Teaching. Upon successful completion, the certification will give 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 will consist of Naviance training, guest speakers from two- and four-year colleges/universities, the military and industry.
- b. Special Instructional Services will offer special education training for general education teachers, literacy training specifically designed for the EL students, teacher training from the LGBTQ community.
- c. Partnerships will include visiting guest speakers and various educational, medical and industry entities.
- d. Pregnant & Parenting Students will be provided information on pre- and post-medical care and resources.
- e. Parent Trainings that are geared toward understanding the Common Core, the new assessments, English Language Advisory Committee and school access issues will be offered.

4. Workforce Efficiency and Effectiveness

- a. Edgenuity Training- online curriculum content provider
- b. Audit and Compliance/ Rigor, Content and Quality
- c. Office 2010 Tools: Excel, PowerPoint, Publisher, Word
- d. Google, Apple for Educators (InTech)
- e. Moodle and Weebly (blended (independent study/online) learning)
- f. New Teacher Training & Resource Center Associate Training

11. ACCREDITATION, TRANSFERABILITY OF COURSES, AND NOTICE TO PARENTS

At the time that a parent submits an application to enroll his/her student in Audeo II, the School shall 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.

Audeo II will seek initial accreditation from the Western Association of Schools and Colleges (WASC) in the first year of operation.

Audeo II will seek approval to establish an ‘a-g’ list with the University of California after initial WASC accreditation has been granted.

12. 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 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(b)(5)(A)(ii).

Local Control and Accountability Plan

Audeo II will produce a Local Control and Accountability Plan (“LCAP”) using the LCAP template adopted by the State Board of Education pursuant to Education Code Section 47606.5. Audeo II shall submit the LCAP to the CDE/SBE and the San Diego 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 shall not be considered a material revision to the charter, and shall be maintained by Audeo II.

13. PLAN FOR STUDENTS ACHIEVING BELOW GRADE LEVEL

Audeo II’s **Multi-tiered System of Support (MTSS)** will engage at-risk students in participating and excelling in school. Audeo II shall identify students who are below grade level immediately upon enrollment. At intake, Audeo II shall administer the Measures of Academic Performance (MAP) English Language Arts and Math assessments. Counselors will review these academic assessment results along with academic history and records to assess student overall achievement levels and inform the creation of the **Pathways Personalized Education Plan (PPEP)** and the initiation of MTSS. Audeo II’s goals in implementing the tiered system of support will be to increase student engagement and increase student achievement for students who are achieving below grade level. The following components of tiered supports will be targeted towards high-risk students:

- **Core Instruction:** Research-based instructional strategies will be integrated into all core content curricular areas. Content area teachers will be 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 will be adjusted based on student instructional level, interests, and Pathway. Students will participate in and individual tutoring sessions.
- **Professional Learning Communities:** Instructional Leaders will 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 will be made based on close analysis of student achievement and engagement data.
- **Parent Trainings:** Research-based parent trainings will be held on topics relevant to current family issues and trends.
- **Intervention:** Intensive intervention process will be designed to identify all areas of concern, causal factors, and personalized plan to address challenges.
- **High School Completion Options:** Multiple paths to successful completion will include preparation for GED or HiSET 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 will be provided to students as part of their personalized intervention plan. The counselors will facilitate appropriate referrals and resources for each student.

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

14. PLAN FOR STUDENTS ACHIEVING ABOVE GRADE LEVEL

Through the **Multi-tiered System of Support (MTSS)**, Audeo II will systematically address 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 will 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, will collaborate to select appropriate courses including Honors courses and Advanced Placement (AP) courses. Following a course of study aligned to Audeo II's instructional framework, students will be 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. Audeo II will provide the opportunity for students to be concurrently enrolled in community college courses and to consult regularly with one of Audeo II's college counselors. Additionally, teachers will participate in monthly professional development that focuses on instructional strategies and engagement techniques for a diverse student population.

Audeo II's program/service options for student who are identified as GATE will include acceleration and enrichment through **Individualized Gate Plans** that detail instructional strategies and differentiation of curriculum.

Audeo II shall provide **Gifted and Talented (GATE) Certified Instructional Leaders and teachers** at each Resource Center to consult and coordinate implementation of Individualized GATE Plans. Individualized GATE Plans will detail student achievement levels, interests, instructional resources and strategies utilized to engage the learner, curricular extension to enhance the learning experience for the student, and identify formative and summative assessments to evaluate learning. GATE Plans will be reviewed and updated by the Instructional Team, including the student and parent, annually for all identified GATE students. Resource Centers will offer field trips, guest speakers, and tutoring sessions that link curriculum to College and Career Readiness and enhance the learning experience for all students.

15. PLAN FOR ENGLISH LEARNERS

Audeo II shall meet all applicable legal requirements for English Learners ("EL") pertaining to annual notification to parents, student identification, placement, program options, EL 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 shall implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

Audeo II shall administer the home language survey upon a student's initial enrollment into the school (on enrollment forms).

CELDT Testing¹

All students who indicate that their home language is other than English will be California English Language Development Test ("CELDT") tested within thirty days of initial enrollment² and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

¹ All references in the charter to the CELDT will be understood by the Charter School and the District to mean the English Language Proficiency Assessments for California ("ELPAC"), when it replaces the CELDT.

² The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

Audeo II shall notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the ESEA for annual English proficiency testing.

Results of each student's assessment will be sent to parents or guardians in their primary language. These results will also be included in the Pathways Personalized Education Plan for instructional planning.

Reclassification Procedures

Reclassification procedures will utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- 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.
- 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.
- 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.

Audeo II shall implement a systematic process to monitor the academic progress of all Reclassified Fluent English Proficient (RFEP) students for two years from the year of reclassification. Through the personalized education planning process, the instructional team will review assessment results including MAP Reading, MAP Language Usage, CAASPP results, curriculum-embedded assessments, course grades, and work samples. RFEP students will be expected to meet grade-level content standards and the requirements for high school graduation. Parents will be notified of ongoing progress after reclassification during parent-teacher meetings at each semester. The instructional team, through the personalized education process, will identify students who are not meeting progress towards standards and provide additional, appropriate services and supports to meet student needs. The effectiveness of services and supports shall be evaluated during the next phase of personalized education planning and adjustments will be made to the instructional program as necessary.

Strategies for English Learner Instruction and Intervention

Audeo II's goal for English Learner (EL) programs is to support the development of ELs' fluency in English and proficiency in the core curriculum. Program effectiveness will be monitored using assessment data and programs will be modified as needed based on information from assessments and instructional team input. ELs shall have full access to Audeo II's educational program through Integrated English Language Development (ELD). All instructors who teach ELs will use the California English Language Development (CA ELD) Standards in tandem with California Common Core State Standards (CCSS) for ELA/Literacy and other content standards. All teachers will be required to hold a Crosscultural Language and Academic Development (CLAD) credential. Teachers will be specifically trained on ELD standards and research-based instructional strategies including SDAIE. Instructional resources will be selected to support EL student achievement. Audeo II shall utilize 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. Audeo II shall offer EL students blended (independent study/online) learning opportunities. Online courses (Edgenuity) will be made available and may be selected for students based on academic need. These courses offer many supports for EL students including audio translation of text, explicit instruction of academic vocabulary, and close reading of text.

ELs who are identified, based on assessments through the personalized education planning process, to require Designated ELD will be enrolled in Literacy courses that are aligned to the CA ELD standards in order to develop critical language ELs need for content learning in English. The Literacy courses will be enhanced with individualized tutoring sessions with an instructional focus on linguistic elements and language communication. The instructional team, including parents, will set proficiency goals for students with measures and benchmarks for achievement.

Audeo II will monitor EL student development using:

- CELDT scores
- MAP Reading scores
- MAP Language Usage scores
- Common Benchmark Assessments
- Curriculum Embedded Assessments
- CAASPP
- Teacher and parent observation

The instructional team, through the personalized educational planning process, will collaborate to determine the effectiveness of the program for each student. When students have not made adequate progress, interventions through the **MTSS** will be applied. These interventions can include additional ELD instruction, instructional aids and supports, and/or family and community support services.

16. PLAN FOR STUDENTS WITH DISABILITIES

General Overview

Audeo 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 in Education Improvement Act (“IDEIA”).

Audeo II will be 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. Since 2008 Audeo Charter School has at all times been a member in good standing and has demonstrated the commitment and capacity to function as an LEA for special education services. In addition to meeting all of the regulatory requirements of IDEIA, the leadership of Audeo Charter School is actively engaged in the SELPA leadership and governance structure. Pursuant of the SELPA local plan, the SELPA prioritizes the admission of new schools operated by a current member of the SELPA. Accordingly, based on the aforementioned good standing, Audeo II has met the approval criteria for expansion within the El Dorado County Charter SELPA. Upon acceptance by the El Dorado County Charter SELPA, Audeo II will provide the CDE/SBE evidence of membership. El Dorado County Charter Special Education Local Plan Area intent for acceptance letter is found in **Appendix D**.

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

Audeo II is strongly committed to serving the needs of all students enrolled in its program. Students with an IEP are welcomed and supported. Audeo II shall work closely with the El Dorado County SELPA in order to coordinate services locally. Audeo II representatives will attend El Dorado County 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 special education Education Specialists and Resource Specialists will be hired locally and, as direct Audeo II employees, 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 California Department of Education (CDE) certified Non-public Agency (NPA) and Non-public School providers. Contracts with these providers will assure adherence to all federal, state, and local requirements for special education compliance during the term of the agreement. El Dorado County Charter SELPA training and professional development for special education staff will be conducted in San Diego County. Facilities shall be compliant with IDEIA requirements.

Audeo II shall 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 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 Audeo II. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, will be eligible for accommodation by Audeo II.

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 will be responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, 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 will be 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 will be made by the 504 team in writing and notice will be 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 IDEIA, a referral for assessment under the IDEIA 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 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, will be provided a copy of the 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 reviews 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 "IDEIA"

The following description regarding how special education and related services will be 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 CDE/SBE. The specific manner in which special education and related services will be provided and funded shall be set forth in a MOU, delineating the respective responsibilities of Audeo II and the SELPA. A copy of the MOU will be presented to the CDE/SBE upon execution.

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

Audeo II shall provide services for special education students enrolled in Audeo II. Audeo II 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.

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

Staffing

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

Audeo II shall be responsible for the hiring, training, and employment of school staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. Audeo II shall ensure that all special education staff hired or contracted by Audeo II 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 Audeo II students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

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

Identification and Referral

Audeo II shall have the responsibility to identify, refer, and work cooperatively in locating Audeo II 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 regular 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 IDEIA, as provided in Section 1414, Title 20 of the United States Code. Audeo 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 Audeo II students.

IEP Meetings

Audeo 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 IDEIA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education resource center; the student, if appropriate; the student’s parent/guardian; and other Audeo II representatives who are knowledgeable about the regular 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 IDEIA, 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 II students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

Audeo II shall be responsible for all school 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 Audeo II'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, materials, instructional modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

Audeo II shall comply with Education Code Section 56325 with regard to students transferring into Audeo II within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in Audeo II from another school district within the State, but outside of the SELPA with a current IEP within 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 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 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 II shall implement 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, the Chief Business Officer, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

Audeo 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 II shall represent itself at all SELPA meetings.

Funding

Audeo II will be 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 school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).*

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

As the state finalizes new standardized assessment tools (e.g., the California Assessment of Student Performance and Progress ("CAASPP") assessment system) and new school performance measures (e.g., API), Audeo II will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state or local standards that support this mission.

1. STUDENT OUTCOMES

Audeo 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 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 National Educational Technology Standards.
- 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 II.

2. GOALS, ACTIONS AND MEASURABLE OUTCOMES THAT ALIGN WITH THE EIGHT STATE PRIORITIES

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), Audeo II 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 Audeo II, including low income students, English Learners, and foster youth. The metrics associated with these goals will help Audeo 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 Audeo II’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.

Goal 1: Demonstrate Student Achievement Appropriate For High-Risk Populations.

Goal 1 aligns with the following state priorities: student achievement (#4), pupil engagement (#5), and other pupil outcomes (#8).

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. Develop processes that incorporate segmentation of sub-groups for Participation, Credits, Dropout, CAASPP, Graduation Rates, NWEA MAP Growth Targets and Pathways
- b. Develop sub-group data in the Master Data Spreadsheet for Monthly and Annual reporting
- c. Provide analysis and summary for sub-group data in Monthly and Annual reporting
- d. Facilitate training for teachers and instructional staff on the web-based NWEA MAP system
- e. Analyze sub-group data for students taking NWEA MAP Pre- and Post-Assessments
- f. Provide Professional Development for teachers in analyzing sub-group data reports

1.2 Intervention and Student Support

Applicable Student Groups: All

- a. Develop a Multi-track calendar – to support participation and graduation with opportunities for support and acceleration for all students
- b. Designate Grad Coaches to support graduating seniors
- c. Provide multiple pathways to earn a high school diploma or equivalent
- d. Provide Post High School Pathways that incorporate Career Technical Education

1.3 Intervention and Support for English Learners (EL) and Reclassified fluent English proficient (RFEP)

Applicable Student Groups: English Learners, Redesignated fluent English proficient

- a. Establish a English Language Advisory Committee (ELAC)
- b. Create a goal for improvement based on baseline reclassification percentage
- c. Provide access to specialized courses that promote EL achievement
- d. Provide access to instructional materials/practices that promote EL achievement
- e. Provide translation and interpretation services for families

1.4 Intervention and Support for Foster Youth

Applicable Student Groups: Foster Youth

- a. Designate Homeless and Foster Youth Liaison who will facilitate partnerships and coordinate programs that promote Foster Youth achievement
- b. Provide Homeless and Foster Youth School Engagement Trainings for teachers
- c. Monitor academic progress and attendance rates for Foster Youth

Expected Annual Measurable Outcomes:

- Dropout rate of 5% or less
- 84% Student participation rate (attendance rate)
- 50% Student credit completion rate
- Establish baseline for percent of students meeting NWEA MAP growth targets
- Establish baseline for percent of students “meeting” or “exceeding” standards on CAASPP results overall and by subgroup
- Create a goal for improvement based on baseline reclassification percentage
- Increase 4-year, 5-year, and 6-year cohort graduation rates by 1% annually
- 90% of students report confidence in their ability and skills to learn and succeed in school on annually confidence surveys

Goal 2: Provide a Broad and Rigorous Course of Study Focused on 21st Century Learning Skills that Align to CCSS, NGSS, ELD, and CTE that is Accessible to All Students.

Goal 2 aligns with the following state priorities: implementation of State Standards (#2), pupil engagement (#5), and course access (#7).

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. Establish 4-Year College & University, 2-Year College, Career & Technical Education, and Military Pathway programs to include counselors/advisors, courses, Work Experience Education (WEE)
- b. Offer Pathways E-Portfolio graduation requirement to promote 21st century learning and digital literacy

2.2 Standards aligned Course of Study and Curriculum

Applicable Student Groups: All

- a. Provide access to advanced courses and learning opportunities (Advanced Placement (AP), Honors courses)
- b. Provide a course of study to fully align with Common Core State Standards (CCSS), ELD State Standards, Next Generation Science Standards (NGSS), and UC/CSU a-g requirements.
- c. Provide online course offerings to include CCSS, NGSS, UC/CSU a-g approved Edgenuity courses to enhance learning opportunities for all students

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 EL

Applicable Student Groups: English Learners

- a. Develop and implement EL course placement and Pathways
- b. Ensure access to advanced courses and learning opportunities that lead to College and Career Readiness
- c. Develop an ELD program to include course offerings and instructional practices that promote literacy development
- d. Provide online course offerings that embed tools and supports to enhance learning opportunities for EL students
- e. Develop English courses aligned to CCSS and ELD state standards

Expected Annual Measurable Outcomes:

- Provide 100% of English courses aligned to CCSS and ELD
- Provide 100% of Math courses aligned to CCSS
- Provide 100% of Science courses aligned to NGSS
- Establish a Work Experience Education Program
- Establish 5 Honors courses and 5 AP courses

Goal 3: Provide Targeted and Data Informed Professional Development to Increase Teacher Effectiveness and Highly Qualified Status.

Goal 3 aligns with the following state priorities: basic services (#1), implementation of state standards (#2), and other pupil outcomes (#8).

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. Establish a Verification Process of Special Settings (VPSS) training program for teachers' to increase their subject matter competency and Highly Qualified (HQ) status
- b. Establish Trainers in subject matter competency in ELA and Math through the Verification Process of Special Settings Training the Trainer
- c. Provide high quality VPSS instruction through the purchase of VPSS materials and resources

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 San Diego County Office of Education Professional Development opportunities 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 SDCOE EL trainings

Expected Annual Measurable Outcomes:

- Percentage of HQ teachers available to students will be 100% in English and Math
- 100% of teachers will participate in at least 6 PD sessions per year

Goal 4: Create a Safe and Supportive School Environment Conducive to Learning for all Students.

Goal 4 aligns with the following state priorities: parental involvement (#3), pupil engagement (#5), and school climate (#6).

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. Establish a School Safety Plan
- b. Develop a School Safety Committee to implement School Safety Plan (including Safety Drills)
- c. Provide training to ensure staff are informed, prepared, and compliant
- d. Develop a process for reviewing and updating equipment and tools (communication systems, emergency response kits, etc.)
- e. Provide parents and students with opportunities for input into safety planning

4.2 Social, Emotional, and Behavioral Support Systems

Applicable Student Groups: All

- a. Train teachers in mental health crisis intervention
- b. Provide nursing services that include referrals and resources to support students' social-emotional health and well-being
- c. Develop a learning environment at each Resource Center that promotes positive behaviors and accountability
- d. Establish and Maintain low FTE ratio to ensure appropriate guidance, support, and monitoring of student behavior(s) and academic achievement.

- e. Counsel students in Pathway Options for matriculation and high school graduation

Expected Annual Measurable Outcomes:

- Suspension rate at 3% or less
- Expulsion rate at 1% or less
- 90% or higher satisfaction rate from students on safety from Annual Surveys
- 90% or higher satisfaction rate from parents on safety from Annual Surveys
- Compliant School Safety Plan

Goal 5: Maintain Parent and Community Engagement with Highly Regarded Neighborhood Resource Centers that Serve Students, Parents, and Communities.

Goal 5 aligns with the following state priorities: parental involvement (#3), pupil engagement (#5), and school climate (#6).

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

5.1 Parent and Community Engagement

Applicable Student Groups: All

- a. Provide opportunities and resources for parents and guardians to support student learning and college & career readiness
- b. Provide parent trainings on student engagement strategies and community involvement opportunities
- c. Implement annual Parent Surveys and analyze results
- d. Design website features and content to provide accurate and timely information to parents and community members
- e. Utilize web-based programs to increase parental engagement and involvement (Naviance, School Pathways Parent Portal)

5.2 Community Relations and Partnerships

Applicable Student Groups: All

- a. Establish 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 available to them

5.3 English Learner Parents Engagement

Applicable Student Groups: English Learners, Redesignated fluent English proficient

- a. Establish 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

Expected Annual Measurable Outcomes:

- 85% enrollment retention rates at resource centers to support a low dropout rate
- 75% of parent respondents will report providing input into school programs in 3 or more ways through Annual Survey
- Develop formal partnerships with community based organizations- Baseline + 10%

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(b)(5)(C).*

1. OVERVIEW

Audeo II shall meet all statewide standards and conduct pupil state assessments required pursuant to Education Code Section 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

Please refer to the information in **Element B** for a description of the assessments Audeo II shall utilize in its educational program, which are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area. Audeo 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(b)(5)(C).

2. ASSESSMENT OF STUDENT AND SCHOOL OUTCOMES

A comprehensive assessment program is imperative to measure student performance outcomes and maintain the vision of Audeo II. No single assessment can provide all the information needed to make informed decisions about every student's learning. A collection of measures aligned to academic standards will provide meaningful insights about each student's achievement and Audeo II's effectiveness.

The assessment tools used at Audeo II shall include both standardized and performance-based assessments as guided by the state frameworks and standards. Assessment shall also promote and support reflection and self-evaluation on the part of students, staff, and parents.

Measures used at Audeo II shall include, but not be limited to, a variety of assessment tools to determine academic progress such as:

State-Mandated Tests

- CAASPP assessment system (e.g., the Smarter Balanced Assessments, the California Standards Test (CST), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA)
- California English Language Development Test (CELDT)
- Fitnessgram (PFT)

Local Assessments and Performance Indicators

- Pre-testing and post-testing of core content areas (i.e., reading, language usage, and mathematics), i.e., Northwest Evaluation Association Measures of Academic Progress (NWEA MAP)
- End-of-course examinations aligned to California state standards

- Participation (attendance)
- Dropout rate (1 year)
- Portfolios (evaluations made according to charter rubrics)
- Exhibitions
- Oral presentations
- Student/parent/mentor observations
- Performance-based and skill demonstrations

Other Measures

- Academic Grade Point Averages
- Completion of credits/coursework
- Suspension and expulsion rates
- Surveys

While the standards-based assessments will enable Audeo II to monitor both the individual student's and Audeo II's schoolwide performance, they may not fully meet the assessment needs of the students and the instructional teams with which they will work. Frequent forms of feedback related to specific learning objectives and tailored to the needs of the individual student shall be achieved through Audeo II's local assessments and performance indicators. In addition, students' self-reflection will be considered 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. Therefore, to document student learning, alternative assessments used by Audeo II shall include end-of-course exams, projects, exhibitions, and other evaluations used during the instructional year. This is consistent with Audeo II's opportunities for choice and desire to encourage individual interests and talents. In addition to offering teachers a tool for gauging the students' progress, as well as their strengths and challenges, Audeo II's evaluation report will include procedures that bring students and parents into the assessment process. Together, these measures will provide a complete picture of the learning community at Audeo II. This complete picture will provide students, parents, teachers, and community the information needed to continuously improve.

3. USE AND REPORTING OF DATA

Audeo II shall implement a systematic process whereby numerous data points pertaining to student performance are measured, monitored, evaluated, and reported. Audeo II shall make data available through the Student Information System (SIS) known as School Pathways. School Pathways will contain data on student achievement, programs, student history, enrollment, demographics, and attendance. Support staff shall have broad access to the SIS, and teachers shall have access to student data. The system will generate reports that are circulated to the administration, faculty, support staff, students, and parents. This data shall be collected and reported to the whole school on a monthly basis. Audeo II shall then publish a monthly report for the purposes of evaluating student outcomes and informing instructional teams and curricular departments. Teachers and Instructional Leaders shall evaluate data including: school participation (attendance), credit completion rates, NWEA MAP scores, dropout rates, graduation rates, CAASPP results, and other measures of student school engagement, during monthly instructional meetings to improve the instructional and operational programs within the school. Data shall be disaggregated for subgroups and special populations to closely monitor the progress of EL students, homeless and foster youth, socially

disadvantaged students, and students in special education programs. At the end of the year, each monthly report will be compiled into an annual report document used to demonstrate success and identify areas of improvement for each school year.

Information on the educational performance and progress of students shall be regularly provided to all stakeholders. Data shall be shared with parents and other community stakeholders in a variety of ways. Parents will receive ongoing updates 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 shall be shared on the school's website, at parent trainings, during Open House, and at English Language Advisory Committee (ELAC) meetings. Results shall also be sent home to inform parents and students of their performance on assessments such as CELDT, CAASPP, and Fitnessgram. Parents and the community shall have open access to the annual School Accountability Report Card (SARC) posted on the Audeo II website, the CDE's Dataquest system, and Board of Directors meetings.

SARC and LCAP

Audeo II shall comply with state mandated requirements applicable to charter schools regarding the School Accountability Report Card (SARC) and Local Control Accountability Plan (LCAP) each year.

Element D: Governance Structure

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

1. NON-PROFIT PUBLIC BENEFIT CORPORATION

Audeo II shall be a directly funded independent charter school operated by Audeo Charter School, a California non-profit public benefit corporation, pursuant to California law upon approval of this charter petition. Audeo Charter School 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 Audeo II's operational management and shall operate within the terms and conditions specified in this charter and its governing documents.

Audeo II shall operate autonomously from the CDE/SBE, with the exception of the supervisory oversight as required by statute. Pursuant to California Education Code Section 47604(c), the CDE/SBE shall not be liable for the debts and obligations of Audeo II, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by Audeo II as long as the CDE/SBE has complied with all oversight responsibilities required by law.

Attached, please find the Audeo Charter School Articles of Incorporation as [Appendix E \(revised\)](#), Bylaws as [Appendix F \(revised\)](#), and Conflict of Interest Code as [Appendix G](#).

2. BOARD OF DIRECTORS

Audeo II shall be governed by the Audeo Charter School 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 shall be designated by the existing Board of Directors. The Board of Directors shall consist of at least three directors unless changed by amendment to the bylaws. Each director shall hold office for six (6) years and until a successor director has been designated and qualified.

Following are the names and biographies of the current Board of Directors.

Mary Searcy Bixby
Board President

Mary is the Founder and President of Audeo Charter School. Mary has over 34 years of experience in charter school developer, school administration, instruction, finance and governance. She has led public school programs working specifically with this type of targeted student population for the last 21 years. She has been a leader of the charter school movement in California. In 1995, she was the recipient of the first Senator Gary Hart Vision Award presented for contributions to the Charter School Movement. She is the President and CEO of the Altus Institute Network of Charter Schools.

Gregg Haggart

Board Member

As the CEO of The Gildred Companies, Gregg leads this privately held company, which has been based in San Diego since 1925. In addition to adding to their portfolio of industrial and business parks throughout southern California, the company actively develops their land holdings and makes strategic investments in business ventures. The company is currently in late stage development of a 50 MW solar generation facility, which when completed, will be the largest solar project in San Diego County.

Gregg's background includes 30 years of financial, real estate and energy sector experience with industry leading companies including Sempra Energy, Honeywell and ABB. Leading high performance teams focused on the successful close of complex transactions and projects is an area of strength for Gregg.

A passionate advocate for students, Gregg has been a classroom volunteer for more than 15 years, either through Junior Achievement or his own programs and presentations crafted to support high school students. Along with educators from within the community, Gregg recently founded a non-profit STEM focused organization to benefit the underserved students of Borrego Springs.

Tim Morton

Board Member

Tim Morton is the CEO of Westland Financial Services. Mr. Morton has been in the financial services industry for over 30 years and has been at Westland for 8 years. Before joining Westland, Tim was President of James Mitchell & Co (JMC) for 12 years. JMC was one of the first firms to provide financial services support to banks and credit unions with over 600 Advisors working in the branches of financial institutions. Mr. Morton remains active in the financial services community, is a member of the Financial Planning Association and was elected in 2013 to be a member of FINRA's National Small Firm Advisory Board (SFAB). Tim has also served as a long-time member of the Board of Directors for the National Association of Broker/Dealers (NABD), an industry advocacy organization. His participation, willingness and industry expertise has contributed to assisting regulators with understanding the value of the Advisor Client relationship and the impact rules and regulations have on small business.

Mr. Morton was the Founder and President of Ramona Parks and Recreation Association (RPRA), a 501(c)(3) nonprofit and still serves a Chairman Emeritus. RPRA is the managing organization for nine non-profit groups who operate in the Ramona Water District Park Property and Community Center.

David Quezada

Board Member

Mr. David Quezada has been a teacher in San Diego for over 25 years. During his long career he has taught in a variety of educational environments including two SDUSD elementary schools, two SDUSD alternative schools and a SDUSD authorized charter school. David has a deep passion for

students and has had experience serving on the Board of Directors for three different charter schools in San Diego County.

Board Meetings and Duties

The Board of Directors shall meet regularly, at least three times per year and in accordance with the Brown Act. The Board of Directors is fully responsible for the operation and fiscal affairs of Audeo II 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, and Corporations Code Conflicts of Interest rules, 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 G**. The code requires that all the Board members and certain high-level school employees and consultants refrain from discussing and voting on matters which could materially affect their financial interests. Additionally, the Code requires these

individuals to disclose annually certain financial interests which could be materially affected by their positions at the Charter School.

Audeo II shall comply with all applicable federal, state, and local laws that pertain to independent public charter schools. In addition, as a non-profit public benefit corporation, Audeo Charter School 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 training for individual board members on their fiduciary duties and responsibilities with topics to include at minimum Conflicts of Interest and the Brown Act.

3. SCHOOL COORDINATOR

The School Coordinator shall be the instructional leader of Audeo II. The School Coordinator will 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 school. The School Coordinator will report directly to the Board of Directors, and she/he will be responsible for the orderly operation of the school and the supervision of all employees in the school. The School Coordinator will be assigned to perform tasks to ensure the Charter School enacts its mission and achieves its stated goals and objectives. The School Coordinator will communicate 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 Audeo II enacts its mission and vision
- Supervise and evaluate teachers and staff
- Communicate and report to the Board of Directors
- Oversee school finances to ensure financial stability
- Participate in and develop professional development workshops as needed
- Serve or appoint a designee to serve on any committees of Audeo II
- 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 CDE/SBE
- Identify the staffing needs of the 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 facilities
- Promote Audeo II in the community and promote positive public relations and interact effectively with media
- Encourage and support teacher professional development
- Attend meetings upon request by the CDE/SBE and stay in direct contact with the CDE/SBE regarding changes, progress, etc.
- Attend meetings with the CDE/SBE on fiscal oversight issues as requested by the CDE/SBE
- Provide all necessary financial reports as required for proper attendance reporting
- Develop the Audeo II annual performance report, SARC, and LCAP
- Manage student discipline and, as necessary, implement the suspension and expulsion process
- Participate in IEP meetings as necessary

4. PARENT INVOLVEMENT IN GOVERNANCE

A central tenet of Audeo II's 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:

- Student/Parent/Teacher Master Agreement (See **Element A: Educational Program**)
- 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

Accordingly, part of Audeo II's educational plan is an agreement between parents and Audeo II known as the Parent/Teacher/Student Master Agreement that is intended to encourage parental involvement and cooperation that ensures success of Audeo II's educational program. Such a contract is designed to empower parents with respect to their children's education by strengthening the partnership among parents, students, and teachers.

Audeo II's philosophy is that parents choose to send their children to Audeo II because they have high expectations of Audeo II and the benefits that they and their children will receive. In turn, Audeo II 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. Audeo II will encourage, but will not require, volunteer parent participation in the school.

Element E: Employee Qualifications

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

1. OVERVIEW

Audeo II shall not discriminate against any applicant on the basis of his/her race, creed, color, national origin, age, gender, gender expression, gender identity, disability, or any other basis prohibited by Education Code Section 220.

All staff shall operate under contracts with Audeo Charter School and be evaluated on an annual basis.

2. QUALIFICATIONS FOR ALL STAFF

The Board of Directors will be 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 as educational partners.
- Strong written and verbal communication skills.
- Knowledge about the developmental needs of students.
- Awareness of the social, emotional and spiritual as well as academic needs of the students.
- Ability to plan cooperatively with other staff.
- Continue 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 academic performance.
- Take a leadership role in some aspect of the Charter School's development.

All individuals employed at Audeo II 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 check, proof of identity, right to work in the United States, and tuberculosis screening.

Audeo II considers the employees described below to be key to the success of Audeo II:

ADMINISTRATOR QUALIFICATIONS

The School Coordinator and any other administrator at Audeo II 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 and have experience using technology and data-analysis tools. Business experience is preferred. 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 equivalent to that which a teacher in other public schools would be required to hold. (Education Code Section 47605(l)).
- Hold a valid administrative credential and have teaching experience in an independent study program.
- Have knowledge of current research and best practices used in a variety of educational environments, current curriculum and standards, 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 California Common Core State Standards and Next Generation Science Standards.
- 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.

Additional qualifications are:

- Demonstrated successful leadership in an administrative position in a public school or private school, preferably but not necessary as a leader of a school and preferably has work with a board.
- Commitment to accountability, including a rigorous student testing regime.
- Experience or familiarity with data management and presentation and commitment to achieving for students academic goals.

TEACHER QUALIFICATIONS

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

“Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would

be required to hold. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.”

Teachers of English Learners will be 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 Audeo Charter School and shall be subject to periodic inspection by the CDE/SBE.

Audeo II will work with teachers to provide professional development opportunities, intense supervision and/or structured mentoring to assist teachers. Each student will be assigned to a teacher of record who will be responsible for overseeing the student's academic progress and who will monitor all grading and matriculation decisions as specified in the Charter School's operational policies.

Audeo II 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, except to the extent permitted by law, in non-core, non-college preparatory courses.

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 training in the Charter School's curriculum, instructional methodology, and procedural compliance.
- Demonstrable effectiveness in teaching, mentoring, and writing.
- Commitment to the philosophy of the Charter School and the mission.
- Accepting the parent as a vital partner in the learning process.
- Working flexible schedules in order to accommodate the varying needs and schedules of enrolled students, parents and community or online participants.
- Deep commitment to student achievement.
- Accepting responsibility for instruction and to be held accountable.

Additional qualifications are:

- Demonstrated communications skills.
- Demonstrated ability to work with diverse children, including those with special needs.

OFFICE PERSONNEL QUALIFICATIONS

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

Accordingly, the minimum qualifications for Office Personnel are:

- High school diploma; AA 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.

Additional qualifications are:

- Demonstrate commitment to the mission and vision of the charter school.
- Ability to collaborate with faculty and staff, students and parents.
- Ability to attend and community events to represent the school

Element F: Health and Safety of Pupils and Staff

Governing Law: *The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).*

In order to provide safety for all students and staff, Audeo II shall develop and implement a comprehensive set of health, safety and risk management policies and procedures in consultation with its insurance carriers and risk management experts. These policies shall be incorporated as appropriate into Audeo II's student and employee handbooks and shall be reviewed on an ongoing basis by the School Coordinator and Board of Directors, and in Audeo II's staff development efforts. Audeo II shall submit a school safety plan to the CDE/SBE annually.

The following is a summary of the health and safety policies and procedures of Audeo II:

Procedures for Background Checks

Employees and contractors of Audeo II 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. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Audeo II shall comply with Education Code Section 44830.1 related to the hiring of persons who have been convicted of a violent or serious felony. 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 non-certificated and certificated staff shall be mandated child abuse reporters and shall follow all applicable reporting laws.

Tuberculosis Risk Assessment and Examination

Faculty, staff and volunteers shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, or initiating a volunteer assignment, as required by Education Code Section 49406.

Immunizations

All enrolled students and employees 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 and enrolled students in grade 7 must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

Audeo II shall adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing, and Scoliosis

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

Diabetes

Audeo II 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 of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Emergency Preparedness

Audeo II will develop a School Safety Plan drafted specifically to the needs of the school (**Appendix H**), which is based on a commonly used California public school template. This Safety Plan includes, 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 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 human immunodeficiency virus (“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

Audeo II shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

Audeo II 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 State Building Code. Audeo II 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. Audeo II shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Discrimination and Harassment Policies and Procedures

Audeo II is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Audeo II shall develop and implement a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at Audeo II (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 Audeo II's discrimination and harassment policies.

Element G: Means to Achieve Racial and Ethnic Balance

Governing Law: *The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).*

Audeo 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 or association with an individual who has any of the aforementioned characteristics).

Audeo II 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 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.
- Outreach meetings in several areas of the District for prospective students and parents.
- 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.

Audeo II shall monitor and report the diversity of the school's student population on an annual basis.

Element H: Admission Requirements

Governing Law: *Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).*

Audeo II 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. Audeo II 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 Audeo II. No test or assessment shall be administered to students prior to acceptance and enrollment into the 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.

The Audeo Board of Directors shall determine all policies, processes, and procedures governing application, admission, and enrollment at Audeo II. 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 Audeo II. The determination of school capacity shall be based on Audeo II's academic program, fiscal viability, the educational needs of currently enrolled students, the capacity of Audeo II, and the level of interest shown by students who want to attend Audeo II.

Admission of a pupil to Audeo II shall be consistent with state laws and regulations governing independent study programs.

The Audeo II admission process will be comprised of the following:

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

After admission, Audeo II shall have the following requirements that must be met by each student and their family before beginning school at Audeo II:

- Attend an orientation to receive an enrollment packet
- Complete enrollment forms including emergency information cards
- Provide records documenting immunizations required by charter schools
- Signed Parent/Teacher/Student Master Agreement
- Provide school records and test results
- Voluntarily choose to enroll in the 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, Audeo II shall hold a public random drawing to determine enrollment 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 as follows:

1. Students currently attending Audeo II
2. Residents of the Carlsbad Unified School District
3. Siblings of existing students of Audeo II
4. All other students

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 Audeo II website.

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(b)(5)(I).*

An annual independent financial audit of the books and records of Audeo II shall be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of Audeo II 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 Board of Directors shall oversee the selection of an independent auditor each fiscal year and the completion of an annual audit of the school's financial affairs. The auditor shall have, at a minimum, a CPA and educational institution audit experience and be approved by the State Controller on its published list as an educational audit provider.

The annual audit shall be completed and forwarded to 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. Audeo II shall strive to maintain the highest level of internal control and comply 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 that focuses on the issue identified and presents a timeline for rectifying the concern and which shall be submitted to the Board of Directors. The remediation plan shall identify the specific use of funds/resources and/or policies/procedures needed for improvement. This plan shall be submitted to the CDE/SBE. Open communication with all parties involved in the resolution will be maintained until it is determined that Audeo II 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 Audeo II will be 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. Education Code Section 47605(b)(5)(J).*

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Audeo II. In creating this policy, Audeo II has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* Audeo II is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student. This policy shall serve as Audeo II's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Audeo II staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed as part of the student handbook and 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 the 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 Audeo II administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that the policy and procedures are available on 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 Audeo II has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") will be subject to the same grounds for suspension and expulsion and will be accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Audeo II will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Audeo II 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.

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; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. **Discretionary Suspension Offenses.** Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 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.
 - g) Stole or attempted to steal school property or private property.
 - 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 his or her own prescription products by a pupil.
 - 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, other school officials, or other school personnel engaged in the performance of their duties.
 - (1) Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
 - l) Knowingly received stolen school property or private property.
 - 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) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil 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 pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, “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 his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) 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 his or her age, or for a person of his or her 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 his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation and 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, 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 pupil 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 pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil 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 pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. 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.
- w) A pupil 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 pupil 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).

- x) Possessed, sold, or otherwise furnished any knife 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 for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

3. **Discretionary Expellable Offenses:** Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold 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.
- g) Stole or attempted to steal school property or private property.
- 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 his or her own prescription products by a pupil.
- 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.
- 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) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- 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 subdivision, “hazing” means a method of initiation or preinitiation into a pupil 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 pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terrorist threats against school officials and/or school property. For purposes of this section, “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 his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 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 his or her age, or for a person of his or her 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 his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) “Electronic Act” means the creation and 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, 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 pupil 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 pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil 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 pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. 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 pupil 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 pupil 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).
- w) Possessed, sold, or otherwise furnished any knife 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 pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

If it is determined by the Administrative Panel and/or the Board of Directors that a student has brought a fire arm 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 dangerous 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 pupil shall be provided due process rights of notice and a hearing as required in this policy.

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 (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) 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 his or her parent and, whenever practical, the teacher, supervisor or Audeo II 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 Audeo II 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 pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil 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 pupil for failure of the pupil’s parent or guardian to attend a conference with Audeo II officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or 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 committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Audeo II 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 pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil 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 pupil or the pupil’s parents, unless the pupil and the pupil’s parents fail to attend the conference.

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

D. Authority to Expel

A student may be expelled either by the Audeo Board of Directors following a hearing before it, or by the Audeo Board of Directors upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Audeo Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

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 pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Audeo Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil 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 pupil. 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 Audeo II'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 Audeo II to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student 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

Audeo II 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 Audeo II 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 pupil.

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 his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Audeo II 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 hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she 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 he/she 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 person 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 him or her to the witness stand.
7. If one or both of the support persons is also a witness, Audeo II must present evidence that the witness' presence is both desired by the witness and will be helpful to Audeo II. The person 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 his or her discretion to remove a

person from the hearing whom he or she believes 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 the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her 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 person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance 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 by the Administrative Panel 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, or Administrative Panel 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 pupil, 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 his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The School Coordinator or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and 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 Audeo II.

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

J. Disciplinary Records

Audeo II shall maintain records of all student suspensions and expulsions at Audeo II. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from Audeo II as the Audeo Board of Directors' decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils 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. Audeo II 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.

M. Rehabilitation Plans

Students who are expelled from Audeo II shall be given a rehabilitation plan upon expulsion as developed by the Board 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 year from the date of expulsion when the pupil may reapply to Audeo II for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or Audeo II shall be in the sole discretion of the Board following a meeting with the School Coordinator or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil 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 following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission 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 pupil's readmission is also contingent upon Audeo II's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

Audeo II 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 Audeo II or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Audeo II, 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 Audeo II, 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 Audeo II, 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 Audeo II 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 and Audeo II agree to a change of placement as part of the modification of the behavioral intervention plan.

If Audeo II, the parent, 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 result of the failure to implement the IEP/504 Plan, then Audeo II 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 of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Audeo II 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 or Audeo II, 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 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and Audeo II agree otherwise.

5. Special Circumstances

Audeo II 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) 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 USC 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 USC 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 IDEIA and who has violated Audeo II's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Audeo II had knowledge that the student was disabled before the behavior occurred.

Audeo II 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 Audeo II 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 has requested an evaluation of the child.
- c. The child's teacher, or other Audeo II personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Audeo II supervisory personnel.

If Audeo II 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 IDEIA-eligible children with disabilities, including the right to stay-put.

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

Audeo II shall not be deemed to have knowledge of that the student had a disability if the parent 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(b)(5)(K).*

Certificated employees of Audeo II shall be members of the California State Teachers' Retirement System (CalSTRS) and classified employees may be members of the California Public Employees' Retirement System (CalPERS). Audeo II shall inform all applicants for positions within Audeo II of the retirement system options for employees of Audeo II. The Chief Business Officer shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

Audeo II shall make all required employee contributions to CalSTRS and CalPERS 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(b)(5)(L).*

No student may be required to attend Audeo II. Students who reside within the District who choose not to attend Audeo II 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 Audeo II 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 Audeo II, except to the extent that such a right is extended by the local education agency.

Element M: Employee Return Rights

Governing Law: *A description of the rights of any 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(b)(5)(M).*

No public school district employee shall be required to work at Audeo 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 Audeo II unless specifically granted by the District through a leave of absence or other agreement. Audeo II employees shall have any right upon leaving the District to work in Audeo II that the District may specify, any rights of return to employment in a school district after employment in Audeo 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.

All employees of Audeo II shall be considered the exclusive employees of Audeo Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to Audeo II. Employment by Audeo Charter School provides no rights of employment at any other entity, including any rights in the case of closure of Audeo II.

Element N: Dispute Resolution Procedures

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

1. DISPUTES BETWEEN AUDEO II AND THE STATE BOARD OF EDUCATION

Audeo II recognizes that 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.

Further, Audeo II recognizes 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.

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

In the event of a dispute between Audeo II and the SBE regarding the terms of this charter or any other issue regarding Audeo II and the SBE's relationship, Audeo II staff, employees and Board members and the SBE agree to first frame the issue in written format ("dispute statement") and to refer the issue to the SBE Executive Director or designee and the Audeo II School Coordinator. In the event that the SBE believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, Audeo II requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the SBE 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 SBE's ability to proceed with revocation in accordance with Education Code Section 47607.

The Audeo II School Coordinator or designee and SBE Executive Director or designee shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the SBE Executive Director or designee and the School Coordinator and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the SBE Executive Director and School Coordinator or their 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 SBE Executive Director and the School Coordinator. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. 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 SBE and Audeo II.

2. INTERNAL DISPUTES

Disputes arising from within Audeo II, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Board members of the School, shall be resolved pursuant to policies and processes developed by Audeo II. The CDE/SBE shall refer any complaints or reports regarding such disputes to the Board of Directors or school designee for resolution in keeping with the school's policies. The CDE/SBE shall only intervene if it finds reasonable cause to believe that a violation of this charter, or laws, or agreements relating to Audeo II has occurred, or if the Board of Directors has requested the CDE/SBE to intervene in the dispute, or if otherwise required by law.

Element O: Exclusive Public School Employer

Governing Law: *A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).*

Audeo Charter School shall be deemed the exclusive public school employer of the employees of Audeo II for the purposes of the Educational Employment Relations Act (“EERA”). Audeo Charter School shall comply with the EERA.

Element P: School Closure Procedures

Governing Law: *A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the School, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).*

Closure of Audeo II 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 Business Officer as the person responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of Audeo II, the San Diego County Office of Education, Audeo II's SELPA, the retirement systems in which Audeo II's employees participate (e.g., State Teachers' 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 Board will ensure that the notification to the parents and students of Audeo II 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 Audeo II.

The Board 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 they will provide to the entity responsible for closure-related activities.

As applicable, Audeo II will provide parents, students and the CDE/SBE 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). Audeo II will ask the CDE/SBE to store original records of Audeo II students. All student records of Audeo II shall then be transferred to the CDE/SBE upon school closure. If the CDE/SBE will not or cannot store the records, Audeo II shall work with the CDE/SBE 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, Audeo II will prepare final financial records. Audeo II will also have an independent audit completed within six months after closure. Audeo II will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by Audeo II and will be provided to the CDE/SBE 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 Audeo II.

Audeo II will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of Audeo II, all assets of Audeo II, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending Audeo II, remain the sole property of Audeo Charter School and, upon the dissolution of the Audeo Charter School non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon 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, Audeo Charter School shall remain solely responsible for all liabilities arising from the operation of Audeo II.

As Audeo II shall be operated Audeo Charter School, a non-profit public benefit corporation, should the corporation dissolve with the closure of Audeo II, 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.

Audeo II 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 shall also 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(g).*

Attached, please find Audeo II's financial statements, including budgets (**Appendix I**), budget assumptions (**Appendix J**) and cash flow (**Appendix K**) for the first four years of operation. These documents are based upon the best data available to Audeo II at this time, including the most recent financial projections under the Local Control Funding Formula.

Audeo II shall provide reports to the CDE/SBE 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 CDE/SBE:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
2. By July 1, an annual update (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 Audeo II's annual, independent financial audit report for the preceding fiscal year shall be delivered to the 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 CDE/SBE shall include an annual statement of all receipts and expenditures for the preceding fiscal year.

Audeo II shall provide reporting to the CDE/SBE as required by law and as requested by the CDE/SBE 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 School Accountability Report Card (SARC), and the LCAP.

Audeo II agrees to and submits to the right of the CDE/SBE 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, Audeo II shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the CDE/SBE.

Audeo II 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. Audeo II shall maintain its own accounting system. It shall establish and maintain its own funds to account for resources segregated according to the purpose for which they are used. Audeo II shall ensure a high level of fiscal accountability. Audeo II shall adopt an annual budget prior to July 1 of each year. Audeo II 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

Audeo II shall seek participation with the San Diego and Imperial County Schools Risk Management JPA Consortium. Audeo II 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 as described below, which may be revised upon direction of the CDE/SBE:

- Real and personal property providing direct physical loss or damage to real and personal property with a \$1,000 deductible, a \$100,000 Self Insured Retention and an excess policy limit of \$500,000,000 per occurrence. Coverage is provided by Allied World and multiple excess coverage providers.
- Auto, general liability and wrongful acts, including errors and omissions, with a \$1,000 deductible, a \$500,000 Self Insured Retention. An excess coverage of \$4,500,000 is underwritten by General Reinsurance.
- Additional coverage in excess of \$5,000,000 from Schools Excess Liability Fund (SELF) for comprehensive general, employment practices and auto liability with limits of \$50,000,000 per occurrence.
- Employment practices liability coverage with a \$1,000 deductible and \$500,000 Self Insured Retention. An excess coverage of \$4,500,000 is provided by General Reinsurance.
- Self-Insured Workers' Compensation coverage with a \$100,000 Self Insured Retention and limits of \$900,000 with Am Trust/WESCO. Excess workers' compensation with statutory limits is underwritten by Safety National Insurance Company.

The CDE/SBE shall be named as an additional insured on all policies of Audeo II. Evidence of the above insurance coverage shall be provided to the CDE/SBE any time upon request.

Pursuant to Education Code Section 47604, the CDE/SBE shall not be liable for the debts or obligations of Audeo II. Audeo II shall hold harmless, defend, and indemnify the SBE and the CDE, their officers and employees, from every liability, claim, or demand that may be made by reason of: (1) any injury to volunteer; and (2) any injury to person or property sustained by any

person, firm, or corporation caused by any act, neglect, default, or omission of the Charter School, its officers, employees, or agents. In cases of such liabilities, claims, or demands, the Charter School at its own expense and risk will defend all legal proceedings that may be brought against it and/or the SBE or the CDE, their officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of the parties.

3. ADMINISTRATIVE SERVICES

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

Audeo II shall provide its own administrative services including, but not limited to, human resources, business and fiscal services, curriculum development, professional development, property management and operational administration, through employees of Audeo Charter School.

Pursuant to Education Code Section 47604.32, the CDE/SBE shall be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In exchange, Audeo II shall pay the CDE/SBE an oversight fee in accordance with Education Code Section 47613.

4. FACILITIES

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

As Audeo II is a non-classroom based/independent study charter school, it is understood that Audeo II shall serve students throughout San Diego County and adjacent counties pursuant to Education Code Sections 47605.1(c) and 51747.3. As such, Audeo II shall utilize resource centers within the meaning of Education Code Section 47605.1(c).

Following is a list of Audeo II's resource center locations:

- Carlsbad Resource Center
2525 El Camino Real, Space 252
Carlsbad, CA 92008
- Carlsbad Annex Resource Center
2525 Camino Real, Space 156
Carlsbad, CA 92008
- Escondido Resource Center
200 E. Via Rancho Parkway
Escondido, CA 92025
- San Marcos Resource Center

621 S. Rancho Santa Fe Rd.,
San Marcos, CA 92078

- Westminster Resource Center
6771 Westminster Blvd.
Westminster, CA 92683

Audeo II affirms that its resource centers shall be (1) used exclusively for the educational support of students who are enrolled in Audeo II's nonclassroom-based independent study program, and (2) Audeo II shall provide its primary educational services in, and a majority of the pupils it shall serve are residents of, San Diego County.

The following location is designated for Audeo II administrative offices:

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

Audeo II will use the following locations only for administrative purposes and staff professional development:

- Old Town Office
2243 San Diego Avenue, Suite 115
San Diego, CA 92110
- Bonita Training Center
3252 Bonita Road
Chula Vista, CA 91910

As required by the SBE Standard Conditions on Opening and Operation, Audeo II will not operate satellite schools, campuses, sites, resource centers, or meeting spaces not identified in the charter without the prior written approval of the Executive Director of the SBE.

5. TRANSPORTATION

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

6. ATTENDANCE ACCOUNTING

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

7. OVERSIGHT

Pursuant to California law, the CDE/SBE shall be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual visits, engaging in any necessary dispute resolution

processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the CDE/SBE may charge for the actual costs of supervisory oversight of Audeo II not to exceed one (1) percent of the revenue of Audeo II. 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 school and upon the District. Education Code Section 47605(g).*

Audeo II shall be operated by Audeo Charter School, 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(c), an entity that grants a charter to a charter school operated as 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. Audeo II shall work diligently to assist the CDE/SBE in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other CDE/SBE-requested protocol to ensure the CDE/SBE shall not be liable for the operation of Audeo II.

Further, Audeo II and the CDE/SBE shall enter into a memorandum of understanding, wherein Audeo II shall indemnify the CDE/SBE for the actions of Audeo II 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 maintain general liability insurance, Board Members and Officer’s insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by Audeo II’s insurance company for schools of similar size, location, and student population. The CDE/SBE shall be named an additional insured on the general liability insurance of Audeo II.

The Audeo Charter School Board of Directors shall implement 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 establishment of Audeo II, the SBE 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 II is eager to work independently, yet cooperatively with the CDE/SBE to establish the highest bar for what a charter school can and should be. To this end, Audeo II pledges to work cooperatively with the CDE/SBE to answer any concerns concerning this charter and to present the CDE/SBE with the strongest possible proposal requesting a five-year charter term from July 1, 2016 through June 30, 2021 in accordance with Education Code Section 47605 and its implementing regulations.