

# Audeo Charter II

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## Veronica Ballman, School Coordinator

Principal, Audeo Charter II

### About Our School

Audeo Charter School II (Audeo II) is an innovative, role model public school that dares to make a significant difference in the lives of students in grades K through 12. Offering an option to traditional schools, Audeo II has innovated a different way of managing educational systems, both in instruction and operations. We serve as a role model because of five factors:

- **We transform the lives of students who are "at risk" in the educational system – taking many from failure to college bound.**
- **We run Audeo II with strategic initiatives, action plans and the ability to set and measure results.**
- **We are innovative, responsive and agile.**
- **We hold teachers accountable for students' learning and success.**
- **We are a successful prototype for educational reform.**

This futuristic public school is designed for students in grades K-12 who seek an alternative to the traditional approach to education. Independent study is the primary method of instruction, along with online courses, home school option, guest speakers, tutoring, and field trips to provide skills development and enrichment in the core curriculum.

Students can enroll in Audeo Charter School II with parent request any day throughout the year.

Student options include returning to comprehensive schools, earning a High School diploma, passing the California High School Proficiency Exam (CHSPE), passing the GED, or passing the High School Equivalency Test (HSET). Each student receives a Pathways Personalized Education Plan supported through an extensive group of partnerships and alliances which provide services such as job development, pre-employment training, health maintenance, case-management, social and personal services and tutoring.

**Please Note: 2016-2017 was Audeo II's first year of operation.**

Audeo II is a DASS school and does not receive Statewide or Similar Schools ranks. As an alternative option, students enroll with Audeo II to address credit deficiencies before returning to a traditional school or may choose to complete the GED or HSET, which are not factored into the four-year cohort graduation rate.

**Contact**

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*Audeo Charter II*  
2525 El Camino Real, Ste. 156  
Carlsbad, CA 92008-1263

Phone: 858-678-2056  
E-mail: [info@audeo2.com](mailto:info@audeo2.com)

# About This School

## Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	SBE - Audeo Charter II
<b>Phone Number</b>	(858) 678-2050
<b>Superintendent</b>	Veronica Ballman
<b>E-mail Address</b>	<a href="mailto:vballman@audeo2.com">vballman@audeo2.com</a>
<b>Web Site</b>	<a href="http://www.audeo2.com">http://www.audeo2.com</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Audeo Charter II
<b>Street</b>	2525 El Camino Real, Ste. 156
<b>City, State, Zip</b>	Carlsbad, Ca, 92008-1263
<b>Phone Number</b>	858-678-2056
<b>Principal</b>	Veronica Ballman, School Coordinator
<b>E-mail Address</b>	<a href="mailto:info@audeo2.com">info@audeo2.com</a>
<b>Web Site</b>	<a href="http://www.audeo2.com">http://www.audeo2.com</a>
<b>County-District-School (CDS) Code</b>	37770320134577

*Last updated: 2/1/2018*

## School Description and Mission Statement (School Year 2017-18)

### The Vision

The educational community known as Audeo Charter School II is committed to the development of a personalized instructional program that demonstrates positive outcomes for each student. Audeo Charter School II is dedicated to the creation of instructional, service, organizational, and governance models that can serve as prototypes for educational reform. Audeo Charter School II is committed to collaborative efforts to improve the quality of life for students, their families, and the community it serves.

### The Mission

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

### Basic Values

- Kids come first.
- Education at Audeo II is personalized, individualized, and high quality.
- Audeo II is made up of a community of highly professional people. These committed individuals are independent, self-motivated, high-energy people who speak for themselves. They work to create a positive, challenging environment that is centered on teaching and learning.
- Audeo II uses business principles in managing the school.
- Audeo II is committed to the creation of educational reform models centered on how effective educational organizations run, how teachers teach, and students learn.
- Audeo II employees are accountable for their work.

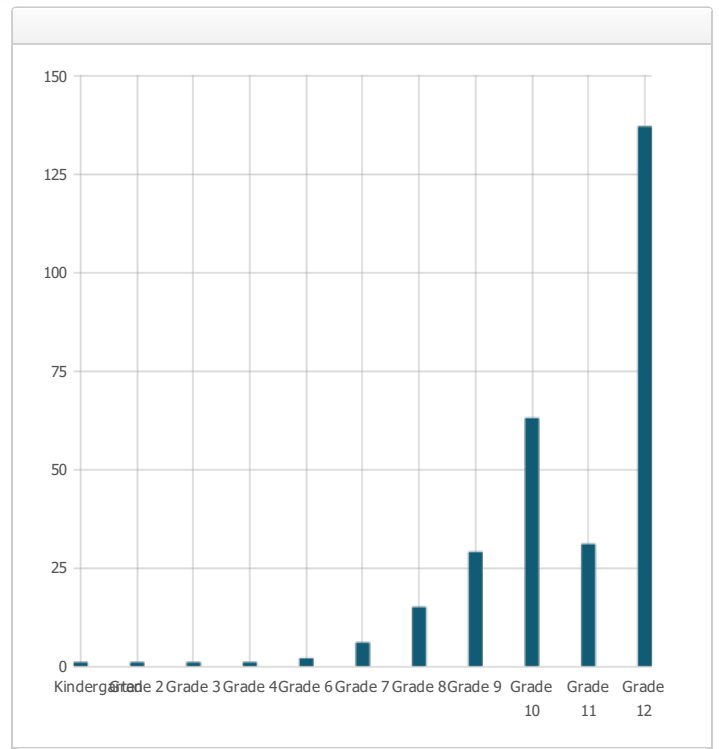
- People-centered teams focus on supporting quality teaching and learning. Performance is measured on a variety of indicators that include productivity, credit ratio, auditability, quality, performance, and commitment to the vision of Audeo II.

- Audeo II is committed to the improvement of the quality of life for students, their families, and the community it serves.

*Last updated: 2/1/2018*

### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	1
Grade 2	1
Grade 3	1
Grade 4	1
Grade 6	2
Grade 7	6
Grade 8	15
Grade 9	29
Grade 10	63
Grade 11	31
Grade 12	137
<b>Total Enrollment</b>	<b>287</b>



Last updated: 2/1/2018

### Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.1 %
American Indian or Alaska Native	0.0 %
Asian	0.3 %
Filipino	0.7 %
Hispanic or Latino	60.3 %
Native Hawaiian or Pacific Islander	0.7 %
White	31.0 %
Two or More Races	4.5 %
Other	0.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	66.6 %
English Learners	9.8 %
Students with Disabilities	19.2 %
Foster Youth	0.3 %

Last updated: 2/1/2018

## A. Conditions of Learning

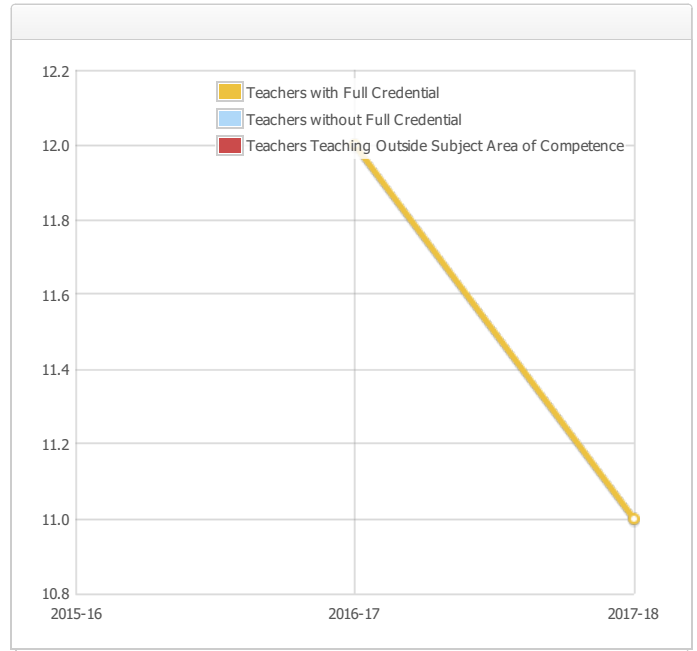
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

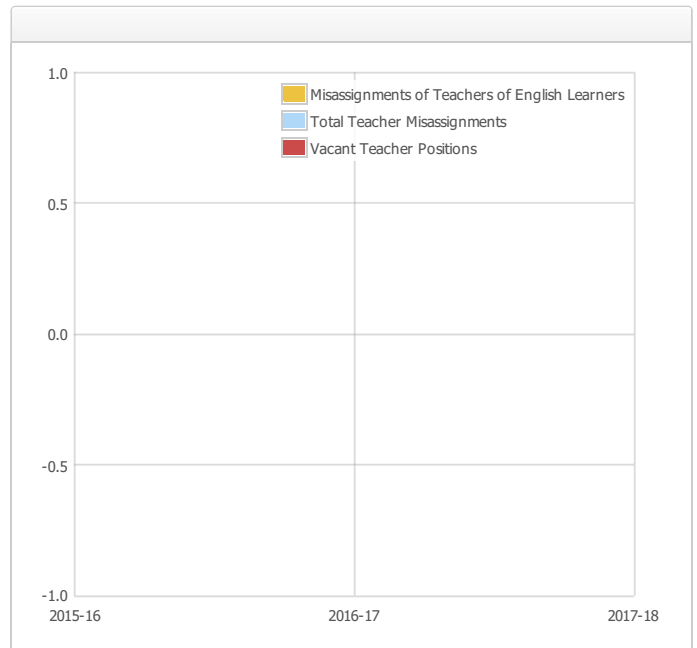
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential		12	11	
Without Full Credential				
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 2/1/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 2/1/2018

**School Facility Conditions and Planned Improvements**

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Audeo II's resource centers are exceptionally attractive, clean, safe, and orderly. Every resource center is fully equipped with student computers linked to the internet, teacher laptop computers, audio-visual equipment, individual teacher telephones, bookshelves, textbooks, storage, alarm systems, smoke detectors, tables, chairs, and teacher desks.

*Last updated: 2/1/2018*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

**Please Note:** The 2016-2017 school year was Audeo Charter School II's first year of operation.

As of the 2017-2018 school year Audeo Charter School II was identified as a Dashboard Alternative School Status (DASS) school. DASS schools have at least 70% of their total enrollment comprised of groups that are high-risk of dropping out of school. These groups include students who are suspended, expelled, wards of the court, pregnant and/or parenting, recovered dropouts, habitually truant, retained more than once in kindergarten through eighth grade, credit deficient, large gaps in enrollment, high level of transiency, Foster Youth, and Homeless Youth.

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)		61%		61%		48%
Mathematics (grades 3-8 and 11)		22%		22%		37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 2/1/2018*



**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	104	97	93.27%	60.82%
Male	51	48	94.12%	58.33%
Female	53	49	92.45%	63.27%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	50	47	94.00%	46.81%
Native Hawaiian or Pacific Islander	--	--	--	
White	42	38	90.48%	71.05%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	58	53	91.38%	54.72%
English Learners	16	15	93.75%	20.00%
Students with Disabilities	18	18	100.00%	38.89%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 2/1/2018*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	104	98	94.23%	22.45%
Male	51	48	94.12%	22.92%
Female	53	50	94.34%	22.00%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	50	48	96.00%	14.58%
Native Hawaiian or Pacific Islander	--	--	--	
White	42	38	90.48%	28.95%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	58	54	93.10%	16.67%
English Learners	16	15	93.75%	13.33%
Students with Disabilities	18	18	100.00%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 2/1/2018*

## CAASPP Test Results in Science for All Students

### Grades Five, Eight and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)					56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 2/1/2018*

### Career Technical Education Programs (School Year 2016-17)

Career Technical Education (CTE) opportunities vary according to the students' goals. Their career aptitudes and interests are discussed with the student and parents and become part of the Pathways Personalized Educational Plan (PPEP). Audeo II offers more than 20 CTE courses in either an independent study or online environments. Eleventh and twelfth grade students research career paths and post-secondary career options to compile an electronic portfolio as part of a required senior course called "Pathways Exhibition". Counselors, teachers, career resource speakers, administrators and parents provide assistance in the educational and career decision making process. Because of the flexibility in this school's schedule, students are able to work while traditional schools are in session, which broadens the range of job opportunities available. The school allows students the freedom to participate in community events and encourages them to volunteer. In order to broaden their experience and prepare students for the transition from school to career, students who remain at Audeo Charter School II until graduation are required to earn two credits in either Service Learning or in our state approved General Work Experience Education (WEE) courses. In this way, students have the chance to experience the world outside school as either volunteers or while learning a vocational skill on their path to becoming College and Career Ready.

*Last updated: 2/1/2018*

### Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	47
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 2/1/2018*

### Courses for University of California (UC) and/or California State University (CSU) Admission

Audeo II maintains a comprehensive course list of UC A-G approved courses. The majority Audeo II's high school students enrolling are behind in credits and not on track to graduate with their 4-year cohort. The majority enroll with courses completed at their previous school that did not meet the UC A-G requirements.

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	86.4%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	26.3%	26.3%	--

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/2018

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

#### Opportunities for Parental Involvement (School Year 2017-18)

Parents become involved in their children’s education at Audeo Charter School II from the beginning. Parents are a part of the initial meeting with the teacher, when they learn school requirements. Together with the student, they develop each student’s unique Pathways Personalized Educational Plan (PPEP). Parents are encouraged to call and make appointments at any time; parents are involved in their child’s education on a daily/weekly basis. Parents are encouraged to give feedback through the annual LCAP parent survey, open houses, senior exit orientation meetings, master agreement signings, board meetings, and graduation.

### State Priority: Pupil Engagement

*Last updated: 2/1/2018*

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

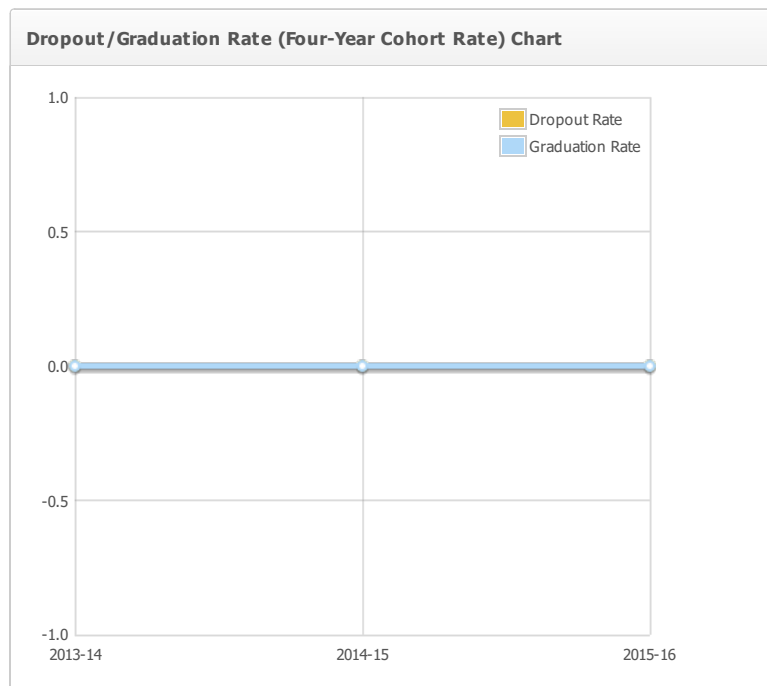
- High school dropout rates; and
- High school graduation rates

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

**Please Note:** The 2016-2017 school year was Audeo Charter School II’s first year of operation.

As of the 2017-2018 school year Audeo Charter School II was identified as a Dashboard Alternative School Status (DASS) school. DASS schools have at least 70% of their total enrollment comprised of groups that are high-risk of dropping out of school. These groups include students who are suspended, expelled, wards of the court, pregnant and/or parenting, recovered dropouts, habitually truant, retained more than once in kindergarten through eighth grade, credit deficient, large gaps in enrollment, high level of transiency, Foster Youth, and Homeless Youth.

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	--	--	--	81.0%	82.3%	83.8%





**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

**Please Note:** The 2016-2017 school year was Audeo Charter School II's first year of operation.

As of the 2017-2018 school year Audeo Charter School II was identified as a Dashboard Alternative School Status (DASS) school. DASS schools have at least 70% of their total enrollment comprised of groups that are high-risk of dropping out of school. These groups include students who are suspended, expelled, wards of the court, pregnant and/or parenting, recovered dropouts, habitually truant, retained more than once in kindergarten through eighth grade, credit deficient, large gaps in enrollment, high level of transiency, Foster Youth, and Homeless Youth.

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	--	--	87.1%
Black or African American	--	--	79.2%
American Indian or Alaska Native	--	--	80.2%
Asian	--	--	94.4%
Filipino	--	--	93.8%
Hispanic or Latino	--	--	84.6%
Native Hawaiian or Pacific Islander	--	--	86.6%
White	--	--	91.0%
Two or More Races	--	--	90.6%
Socioeconomically Disadvantaged	--	--	85.5%
English Learners	--	--	55.4%
Students with Disabilities	--	--	63.9%
Foster Youth	--	--	--

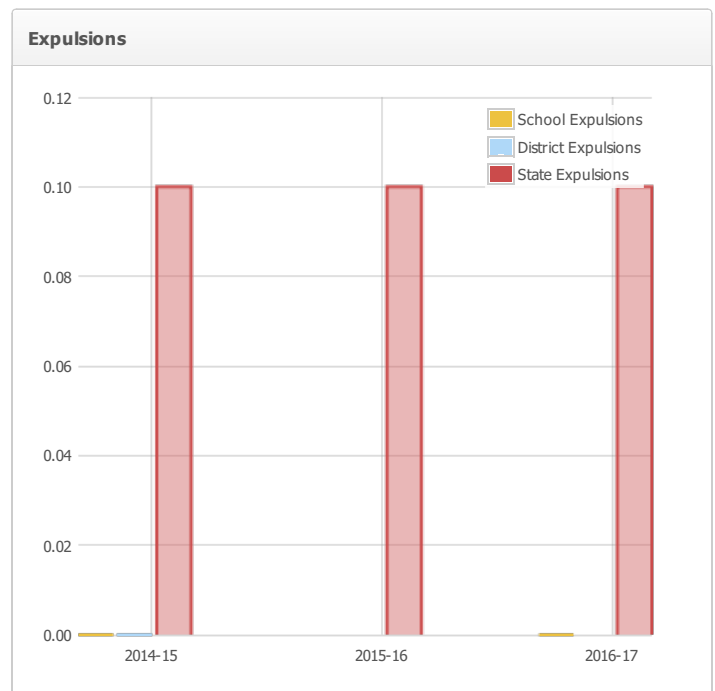
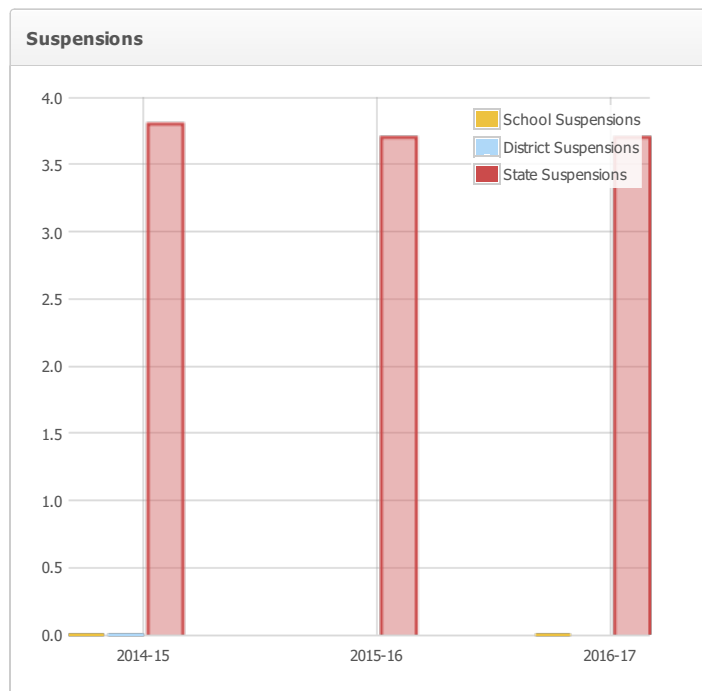
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	--	--	0.0%	--	--	--	3.8%	3.7%	3.7%
Expulsions	--	--	0.0%	--	--	--	0.1%	0.1%	0.1%



Last updated: 2/1/2018

## School Safety Plan (School Year 2017-18)

The safety plan is updated and approved annually. It includes disaster procedures, procedures for safe entry and exit of pupils, procedures for serious disciplinary problems, lockdown procedures, loitering law, going to and from school safely, zero tolerance policy, emergency resource information, emergency disaster kit, and emergency quick reference guide. A sexual harassment policy, child abuse reporting procedures, school dress codes and the school discipline policy are also included. Regular safety drills are conducted and recorded three times per year.

Last updated: 2/1/2018



## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017-18)

Please Note: The 2016-2017 school year was Audeo Charter School II's first year of operation.

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	--

Last updated: 2/1/2018

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	2.0	N/A
Other		N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/1/2018

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Please Note: The 2016-2017 school year was Audeo Charter School II's first year of operation.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$0.0	\$0.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$0.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 2/1/2018

## Types of Services Funded (Fiscal Year 2016-17)

As a 501c3 non-profit corporation, Audeo Charter School Corporation, has full authority and discretion in the management of all its fiscal matters. The latitude to determine the use of funds is accompanied by an obligation to remain revenue neutral and to submit an audited financial report annually to the District. More than half of the funds the school receives go to certificated instructors who work directly with students. Funds are also used for purchasing up-to-date instructional materials and technology.

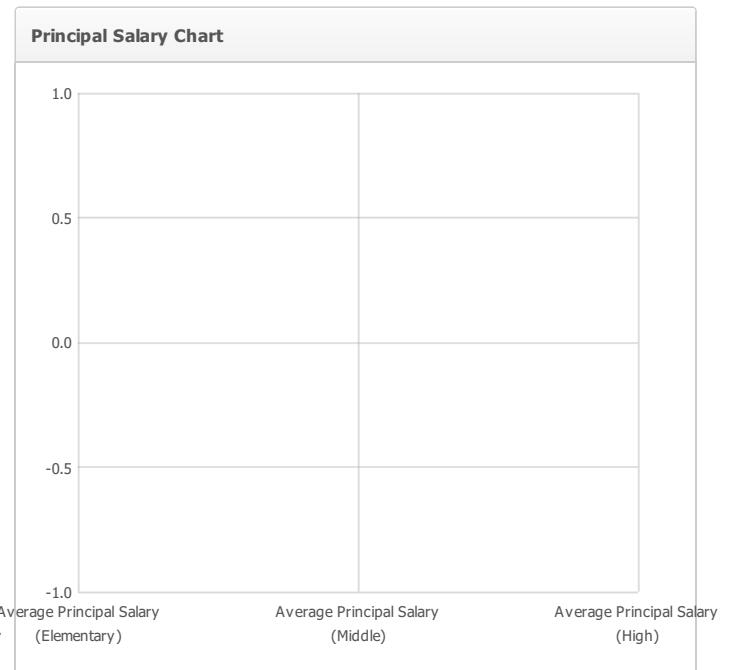
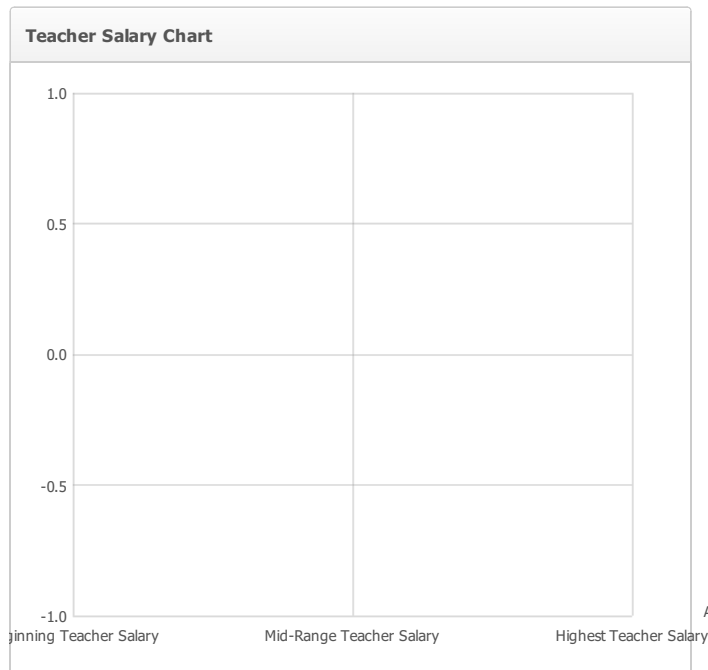
*Last updated: 2/1/2018*

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

**Please Note:** The 2016-2017 school year was Audeo Charter School II's first year of operation.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$
Mid-Range Teacher Salary	\$	\$
Highest Teacher Salary	\$	\$
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$	\$
Percent of Budget for Teacher Salaries	0.0%	0.0%
Percent of Budget for Administrative Salaries	0.0%	0.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



*Last updated: 2/1/2018*

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	1	N/A
All Courses	1	0.4%

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

*Last updated: 2/1/2018*

**Professional Development**

Audeo Charter School II offers its workforce a comprehensive professional development system. The system is based on student achievement data, California state mandates, federal regulations and mandates, and the best pedagogical practices. In short, the plan provides a school within a school for the purposes of teaching and learning to deepen teachers' content knowledge, and to increase teachers' knowledge of the standards and instructional methods based on student results in an independent study environment. It was designed to fulfill Audeo II's professional development needs to produce a rigorous academic and professional experience for teachers, clerical and classified staff. In addition, all personnel are encouraged to attend seminars and workshops offered by local universities, the San Diego County Office of Education (SDCOE), and professional associations. Staff participates in regular professional development based on the needs of students and organizational outcomes as outlined in the Strategic Plan and the Local Control Accountability Plan. At a holistic level, Audeo II's professional development also provides support for all employees to develop skills and techniques crucial to their personal lives as they work toward a healthy work/life balance. The school adheres to the requirement for the annual number of school days dedicated to staff development per Education Code 33126(b)(9).

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