Executive Summary School Accountability Report Card, 2011–12

For Audeo Charter School

Address:	10170 Huennekens St., San Diego, CA, 92121-2964	**Phone:**	(858) 678-2050
Principal:	Tim Tuter, Program Administrator	**Grade Span:**	6-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Audeo Charter School (Audeo) is an innovative, role model public school that dares to make a significant difference in the lives of students in grades 6 through 12. Offering an option to traditional schools, Audeo 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 like a business with strategic objectives, 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.***

Audeo Charter School is composed of learning centers in 8 locations throughout the county. This futuristic public school is designed for students in grades 6-12 who seek an alternative to the traditional approach to education. Independent study is the primary method of instruction, along with seminars, workshops, guest speakers, tutoring, and field trips to provide skills development and enrichment in the core curriculum.

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

Student options include returning to comprehensive schools, earning a High School diploma, preparing for the General Educational Development (GED) test and/or the California High School Proficiency Exam (CHSPE). Each student receives a 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.

Student Enrollment

Group	Enrollment
Number of students	594
Black or African American	10.6%
American Indian or Alaska Native	1.7%
Asian	4.0%
Filipino	1.9%
Hispanic or Latino	50.0%
Native Hawaiian or Pacific Islander	0.3%
White	30.0%
Two or More Races	0.2%
Socioeconomically Disadvantaged	70.5%
English Learners	27.3%
Students with Disabilities	9.8%

Teachers

Indicator	Teachers
Teachers with full credential	19
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	36%
Mathematics	7%
Science	19%
History-Social Science	23%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	688
Statewide Rank (from 2011 Base API Report)	**
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 9 of 12
2012–13 Program Improvement Status (PI Year)	Year 2

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.
**Audeo is an ASAM School. ASAM schools do not receive Statewide or Similar Schools ranks.

School Facilities

Summary of Most Recent Site Inspection

The 7 learning centers are exceptionally attractive, clean, safe, and orderly. All are carpeted, air conditioned, and equipped with multiple computers connected to the Internet. A library/media center serves all the sites, which each maintain a revolving collection of more than 10,000 fiction, research, and text resources. Each site has a refrigerator and microwave, and balanced meals are available. The resource centers are inspected frequently by facilities staff to ensure that high standards are maintained throughout the school. For more information about the condition of this school's facilities, contact the Program Administrator.

Repairs Needed

There are no repairs needed. All facilities are regularly inspected for safety and compliance.

Corrective Actions Taken or Planned

N/A

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$5,861
State	$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	41.06*

*Audeo is an ASAM school. As an alternative option, students enroll with Audeo to address credit deficiencies before returning to a traditional school or may choose to complete the CHSPE or GED which are not factored into the four-year graduation rate.

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	10.0%

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Audeo Charter	**District Name**	San Diego Unified
Street	10170 Huennekens St.	**Phone Number**	(619) 725-8000
City, State, Zip	San Diego, CA, 92121-2964	**Web Site**	www.sandi.net
Phone Number	(858) 678-2050	**Superintendent**	William Kowba
Principal	Tim Tuter, Administrator	**E-mail Address**	superintendent@sandi.net
E-mail Address	ttuter@audeocharterschool.net	**CDS Code**	37683383731395

School Description and Mission Statement (School Year 2011–12)

The Vision

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

The Mission

Audeo Charter School 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 is personalized, individualized, and high quality.
- Audeo 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 uses business principles in managing the school.
- Audeo is committed to the creation of educational reform models centered on how effective educational organizations run, how teachers teach, and students learn.
- Audeo 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.

Audeo is committed to the improvement of the quality of life for students, their families, and the community at large.

Opportunities for Parental Involvement (School Year 2011–12)

Parents become involved in their children's education at Audeo Charter School from the beginning. They are required to attend with their child during the initial orientation. Parents are also a part of the initial meeting with the teacher, when they learn site-specific requirements and, together with the student, discuss the Personalized Educational Plan (PEP). 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 represented on the school's Board of Directors.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	40
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	58
Grade 3	0	Grade 10	99
Grade 4	0	Grade 11	181
Grade 5	0	Grade 12	180
Grade 6	10	Ungraded Secondary	0
Grade 7	26	Total Enrollment	594

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	10.6%
American Indian or Alaska Native	1.7%
Asian	4.0%
Filipino	1.9%
Hispanic or Latino	50.0%
Native Hawaiian or Pacific Islander	0.3%
White	30.0%
Two or More Races	0.2%
Socioeconomically Disadvantaged	70.5%
English Learners	27.3%
Students with Disabilities	9.8%

Average Class Size and Class Size Distribution (Elementary)

N/A

Average Class Size and Class Size Distribution (Secondary)

N/A

III. School Climate

School Safety Plan (School Year 2011–12)

The safety plan which is updated, reviewed by school faculty, and approved annually (January) includes disaster procedures, procedures for safe entry and exit of pupils, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes and the school discipline policy. Regular safety drills are conducted.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12
Suspensions	0%	0%	0%
Expulsions	0%	0%	0.3%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

The 7 learning centers are exceptionally attractive, clean, safe, and orderly. All are carpeted, air conditioned, and equipped with multiple computers connected to the Internet. A library/media center serves all the sites, which each maintain a revolving collection of more than 10,000 fiction, research, and text resources. Each site has a refrigerator and microwave, and balanced meals are available. The resource centers are inspected frequently by facilities staff to ensure that high standards are maintained throughout the school. For more information about the condition of this school's facilities, contact the Program Administrator.

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		N/A			
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12
With Full Credential	13	18	19
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	N/A	N/A
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	297
Counselor (Social/Behavioral or Career Development)	Contracted As Needed	
Library Media Teacher (librarian)	N/A	
Library Media Services Staff (paraprofessional)	N/A	
Psychologist	Contracted As Needed	
Social Worker	Contracted As Needed	
Nurse	Contracted As Needed	
Speech/Language/Hearing Specialist	Contracted As Needed	
Resource Specialist (non-teaching)	2.8	
Other	Contracted As Needed	

Note: Cells shaded in black 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$5,861	N/A	N/A	$64,014
District			N/A	$64,014
Percent Difference – School Site and District			N/A	N/A
State			$5,455	$68,835
Percent Difference – School Site and State			N/A	N/A

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. ***Basic/unrestricted*** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE *Certificated Salaries & Benefits* Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2011–12)

As a 501c3 non-profit corporation, Audeo Charter School 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 direct instruction, additional tutoring at the sites, up-to-date instructional materials and technology support.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$38,347	$41,455
Mid-Range Teacher Salary	$58,269	$66,043
Highest Teacher Salary	$78,416	$85,397
Average Principal Salary (Elementary)	$105,878	$106,714
Average Principal Salary (Middle)	$109,361	$111,101
Average Principal Salary (High)	$115,766	$121,754
Superintendent Salary	$245,192	$223,357
Percent of Budget for Teacher Salaries	39.00%	39.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	31%	31%	36%	55%	57%	59%	52%	54%	56%
Mathematics	6%	6%	7%	47%	49%	50%	48%	50%	51%
Science	21%	23%	19%	55%	60%	64%	54%	57%	60%
History-Social Science	20%	21%	23%	44%	47%	50%	44%	48%	49%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	59%	50%	64%	50%
All Students at the School	36%	7%	19%	23%
Male	33%	7%	22%	27%
Female	39%	7%	16%	19%
Black or African American	21%	3%	17%	13%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	38%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	28%	2%	9%	13%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	48%	13%	32%	36%
Two or More Races	49%	18%	0%	33%
Socioeconomically Disadvantaged	31%	6%	17%	17%
English Learners	7%	2%	0%	14%
Students with Disabilities	33%	10%	13%	23%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	42%	47%	57%	53%	60%	57%	54%	59%	56%
Mathematics	39%	37%	44%	56%	59%	61%	54%	56%	58%

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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	43%	25%	33%	39%	37%	24%
All Students at the School	43%	25%	31%	56%	34%	10%
Male	56%	22%	22%	61%	32%	7%
Female	34%	28%	38%	52%	36%	12%
Black or African American	73%	18%	9%	73%	18%	9%
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	51%	31%	18%	73%	22%	4%
Native Hawaiian or Pacific Islander						
White	27%	24%	48%	30%	55%	15%
Two or More Races						
Socioeconomically Disadvantaged	52%	20%	28%	62%	32%	6%
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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.

California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	33.30%	16.70%	5.60%
9	18.30%	31.70%	10.00%

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page at* http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The ***statewide API rank*** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The ***similar schools API rank*** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	3	*	*
Similar Schools	10	*	*

*****Audeo is an ASAM school. ASAM schools do not receive Statewide or Similar Schools rankings.

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	-11	-15	54
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-12	-4	72
Native Hawaiian or Pacific Islander			
White	-3		
Two or More Races			
Socioeconomically Disadvantaged	2	-38	68
English Learners			
Students with Disabilities			

Note: “N/D” means that no data were available to the CDE or LEA to report. “B” means the school did not have a valid API Base and there is no Growth or target information. “C” means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	234	688	79,205	808	4,664,264	788
Black or African American	15	634	7,725	739	313,201	710
American Indian or Alaska Native	4		221	812	31,606	742
Asian	12	742	7,418	881	404,670	905
Filipino	3		5,060	870	124,824	869
Hispanic or Latino	116	656	35,701	746	2,425,230	740
Native Hawaiian or Pacific Islander	1		519	786	26,563	775
White	79	722	18,673	898	1,221,860	853
Two or More Races	0		3,800	878	88,428	849
Socioeconomically Disadvantaged	155	671	50,669	756	2,779,680	737
English Learners	58	602	29,484	728	1,530,297	716
Students with Disabilities	25	600	9,587	627	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page at* http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	No	No

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement		130
Percent of Schools Currently in Program Improvement		58.3%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.
For general admissions requirements, please visit the *UC Admissions Information* Web page at http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page at* http://www.calstate.edu/admission/admission.shtml. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate		1.3**	5.3**		8.3	5.8		16.6	14.4
Graduation Rate		33.33*	41.06*		82.19	85.46		74.72	76.26

*Audeo is an ASAM school. As an alternative option, students enroll with Audeo to address credit deficiencies before returning to a traditional school or may choose to complete the CHSPE or GED which are not factored into the four-year graduation rate.

**Based on Annual Adjusted Grade 9-12 Dropout Rate.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012
	School
All Students	121
Diploma	82%
GED/CHSPE	18%
Black or African American	10%
American Indian or Alaska Native	2%
Asian	10%
Hispanic or Latino	39%
Native Hawaiian or Pacific Islander	1%
White	38%
Two or More Races	0%
Socioeconomically Disadvantaged	68%
English Learners	6%
Students with Disabilities	7%

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2011–12)

School-to-Career opportunities vary according to the students' goals. Their career aptitudes and interests are discussed with the student and parents and become part of the Personalized Educational Plan (PEP). Twelfth grade students research career paths and post-secondary career options and compile a portfolio as part of a required senior course called "Introduction to Careers." 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, thus accessing a wider range of job opportunities. 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 until graduation are required to earn two credits in either Service Learning or the Regional Occupational Program (ROP). In this way, students have the chance to experience the world outside school as either volunteers or while learning a vocational skill.

Career Technical Education Participation (School Year 2011–12)

N/A

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	67.2%*
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	10.0%*

*Audeo is an ASAM school. As an alternative option, students enroll with Audeo to address credit deficiencies before returning to a traditional school or may choose to complete the CHSPE or GED which are not factored into the UC completion rate.

Advanced Placement Courses (School Year 2011–12)

N/A

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Ongoing professional development opportunities are incorporated into the Audeo meeting structure for all faculty and staff. To improve student academic achievement and to address the requirements of NCLB, a formal Individual Development Plan (IDP) is created. The plan is to ensure that all teachers' are 100% NCLB compliant, to deepen teachers' content knowledge, and to increase teachers' knowledge of the standards and instructional methods based on student results. In addition, teachers are encouraged to attend seminars and workshops offered by local universities, the San Diego County Office of Education (SDCOE), and professional associations. All clerical and non-classified staff participates in regular professional development based on the needs of students and organizational outcomes as outlined in the strategic plan. The school adheres to the requirement for the annual number of school days dedicated to staff development per Education Code 33126(b)(9).