

moving you  
**Forward**

# Audeo Charter School

SERVING SOUTHERN CALIFORNIA SINCE 2001



Program Highlights and Overview  
2013-2014

# our Leadership

## Board of Directors

**Mary Searcy Bixby**  
Founder and President

**Al Ferris**  
Chairman

**Jane Gawronski**  
Secretary

**Owen Sweeney**  
Treasurer

**David Quezada**  
Member

## School Leadership

**Mary Searcy Bixby**  
Founder and President

**Lynne Alipio**  
Chief Business Officer and CFO

**Tim Tuter**  
Director of Instruction and Innovation

**Stephanie Starr**  
Special Instructional Services Coordinator

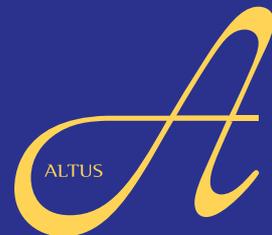
**Jamila Wardak**  
Learning Lead

**Kim Jimenez**  
Counselor

**Amanda Orozco**  
Counselor

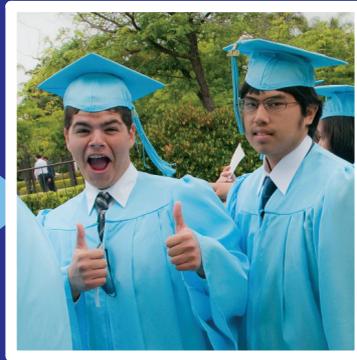


- Call us at (858) 678-2050
- Fax us at (858) 552-9394
- Visit our website at [www.audeocharterschool.net](http://www.audeocharterschool.net)
- Email us at [info@audeocharterschool.net](mailto:info@audeocharterschool.net)
- Our mailing address is:  
10170 Huennekens Street  
San Diego, CA 92121



An Altus Network Charter School

# our Students



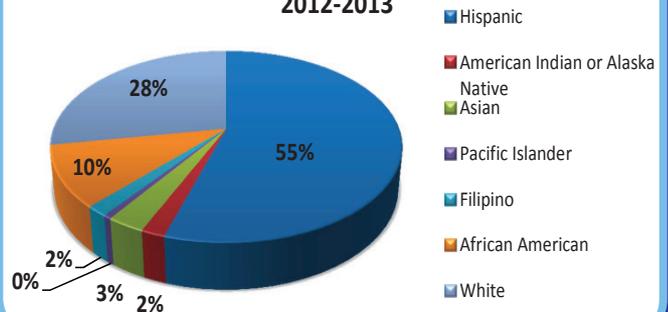
“Audeo’s independent study model provides flexibility for my family, and my children have made huge academic improvements in areas where they were having difficulties. Their teacher is phenomenal and strives to bring out their best work. I’m so thankful to have found such a caring environment that meets my kids’ educational needs.”

-Carlsbad Parent

In order to respond to student and parents needs, Audeo conveniently enrolls students grades 6 through 12, in all locations, on a continuous, year-round basis. The vast majority of new students indicate they choose Audeo due to the need for credit recovery, as well as desire for a safer, more positive environment.

The demographics of the students who attend Audeo Charter School typically mirror those of Southern California school districts.

**Audeo Charter School  
Student Ethnicity  
2012-2013**



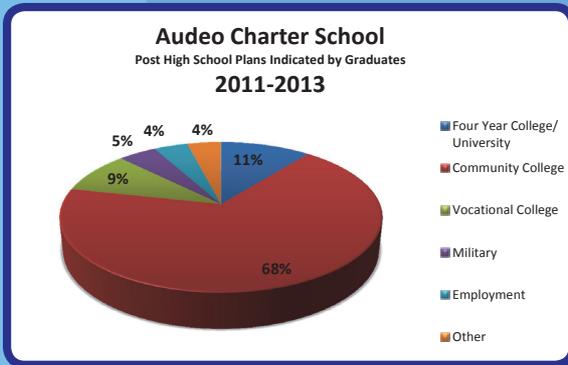
# our Highlights

- The San Diego Small Business Chamber of Commerce recognized Audeo as an “Emerging Business of the Year” and as a “Most Innovative Product or Service” Finalist.
- Audeo received the California Award for Performance Excellence Eureka Silver Level Award ([www.caexcellence.org](http://www.caexcellence.org)).
- Audeo received 3-year grant from San Diego Social Venture Partners [www.sdsvp.org](http://www.sdsvp.org).
- Audeo Partners with Westfield Shopping Centers in Carlsbad and Escondido.
- Audeo was granted a 6-year clear WASC accreditation term in July 2012.
- Audeo’s courses are certified as a-g approved for admission to the University of California.
- Audeo’s President of the Board of Directors was recognized by the University of San Diego as a Remarkable Leader in Education for her legendary contribution to education in San Diego County.
- Of the parents surveyed, 94.2% indicated that their child’s academic progress has greatly improved since enrollment.



The California Council for Excellence, which administers the California Award for Performance Excellence, recognized Audeo Charter School as a silver-level Eureka Award recipient in 2009. The award program, which emulates the Malcolm Baldrige National Quality Program, recognizes organizations that demonstrate superior performance in seven key business areas that include leadership, strategic planning, customer and market focus, measurement and knowledge management, human resources, process management, and business results.

# our Graduates



// As a current student at UCSD and Audeo graduate, reflecting back at my time at Audeo I now realize that being at Audeo helped me tremendously in more areas than I've ever imagined. I'm currently studying for my MCAT and hope to enter Medical School in Fall 2012. My goal is to become a physician. I just want to say thanks for everything! //

~former Audeo student

## college Acceptances

### University of California

UC Berkeley  
UC Los Angeles  
UC Merced  
UC Riverside  
UC Santa Barbara  
UC Santa Cruz  
UC San Diego

### Cal State University

CSU East Bay  
CSU Long Beach  
CSU Los Angeles  
CSU Monterey Bay  
CSU Northridge  
CSU San Marcos  
Humboldt State University  
San Diego State University  
San Francisco State University  
San Jose State University  
Sonoma State University

### Out of State

Fisher College, Boston  
Marymount University, Virginia  
University of Hawaii at Monoa  
University of Northern Colorado

### Private

Hope International University  
The Master's College & Seminary  
National University  
Point Loma Nazarene University  
University of Phoenix  
University of San Diego  
Vanguard University

### Community College

Grossmont College  
Palomar College  
San Diego City College  
San Diego Mesa College  
San Diego Miramar College

# our Curriculum

All students participate in an individualized standards-based curriculum to meet their personal and graduation goals. Audeo Charter School holds the same high expectations for all population groups. The individualized nature of Audeo's program allows it to meet the needs of English Language Learners, Gifted and Talented Education (GATE) students, special needs pupils with IEPs, and economically disadvantaged students. Courses at Audeo are designed to enable students to master the objectives of the district at a level of proficiency that meets UC a-g requirements.

Students and parents receive a course syllabus that shows what is expected of the student. Assignments are clearly described in the syllabus and the accompanying lesson guide. Based on a student's individual needs and strengths, a teacher can then engage him/her with alternative assignments, tutoring, new materials, remediation assignments, or other options to ensure that the student meets the standards of the course.

Every course offered at Audeo has lessons that utilize technology. Every classroom contains desktop and laptop computers. Students are encouraged to use these resources to develop their skills, whether they are working on keyboarding, Inspiration, Microsoft Word, Publisher, Excel, or PowerPoint. All computers are connected to the Internet, and students may use them for research as well as other class assignments.





Teachers assigned to a department in their area of expertise write all new course contracts. Drafts of new syllabi and lesson guides are reviewed to verify quality of content, alignment with standards, and appropriateness for independent study use. Departments include the specific state standards for each course in the syllabi and lesson guides.

“As a teacher at Audeo, I feel like I can really build relationships with students, and that’s where our success stories come from. I had a student who was having a tough time finishing a novel. I cheered her through that project, and she began to get excited about reading. Before I knew it she was graduated and going to college, and she still keeps in touch. It’s wonderful to see how a little personal support makes a difference. Students who haven’t gotten extra help or time in the traditional classroom can be turned around.”

~Audeo Teacher

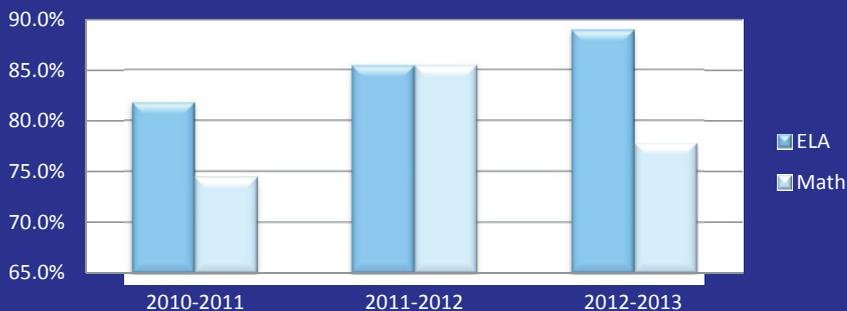
# our Results

*As an intervention program, Audeo strives to help students graduate with a diploma, complete school with a CHSPE, or return to a traditional school or other alternative education program that best suits their academic needs.*

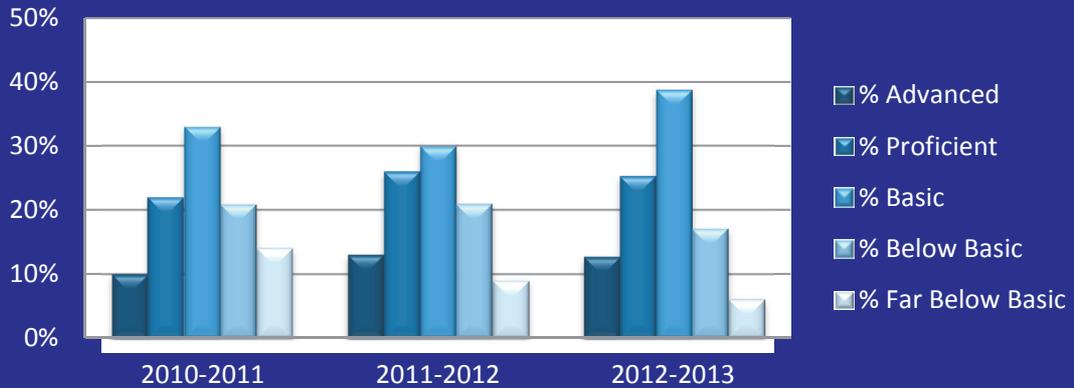
Adequate Yearly Progress		
Year	Indicators	AYP Status
2010	Met 7 of 10	No
2011	Met 9 of 12	No
2012	Met 12 of 12	Yes

Adequate Yearly Progress Participation Rate				
Year	English-Language Arts		Mathematics	
	Participation Rate	AYP Target	Participation Rate	AYP Target
2010	99%	95%	99%	95%
2011	98%	95%	99%	95%
2012	98%	95%	98%	95%

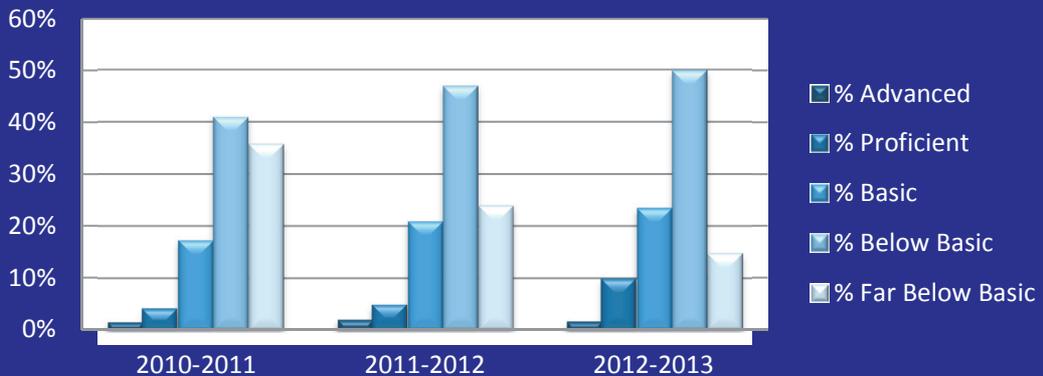
**Audeo Charter School  
CAHSEE Passing Rates-10th Grade CBEDS  
2010-2013**



### Audeo Charter School CST Summary Report 2010-2013 English-Language Arts (Grades 7-11)



### Audeo Charter School CST Summary Report 2010-2013 Mathematics (Grades 7-11)



# our Instructional Design



Audeo is an independent study program that offers students an alternative to a traditional school setting. Our courses are based on California State Course Standards. In addition to providing a rigorous, personalized academic experience, Audeo works to alleviate social and personal

pressures that can impact academic performance. The school has many community partnerships that provide resources to students and their families.

At Audeo, a student's educational experience is guided by a highly qualified staff in a safe, supportive environment. The primary method

of instruction is independent study that is supplemented with seminars, direct instructional workshops, guest speakers, tutoring and field trips. These individual and small group activities offer opportunities for students to develop basic skills, explore careers, learn higher-

level thinking skills, expand interpersonal relationship skills, and enrich the core curriculum. Independent study and supplemental activities are overseen by a teacher who is responsible for the success of each and every student. Students are scheduled for classroom time with the teacher so that no more than 25 students are in the facility at any one time. This ensures individual attention and the ability of the teacher to get to know the students, their families and factors that affect their lives.

Students' course of study is based on a Personalized Education Plan (PEP). This plan is developed by the Audeo counselor along with the student, parents and teacher. It incorporates high school graduation requirements, the student's short- and long-term goals, learning styles, previous work, current interests, academic achievement,

skills development and standardized test scores. The PEP is reviewed and updated by the parents, student and teacher on a regular basis throughout the student's enrollment.

Students at Audeo study one or two courses at a time and are expected to complete a minimum of one course every three to four weeks. Students progress at an individualized pace, receiving tutoring or enrichment as needed. Students earn course credits and attendance by successfully completing the prescribed lessons that demonstrate mastery of the state standards. Rather than measure attendance by students being present in the classroom, Audeo measures attendance by the successful and satisfactory completion of a work product that demonstrates learning. Audeo's implementation includes a successful model of collaborative learning, teaching across the curriculum, self-

paced lessons, and year-round open enrollment. This is based on a university model that students find appealing.

Altus Schools recently added a blended learning option for its students. Blended learning is a formal educational program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and pace. This option allows students to complete the majority of their academic coursework at home.



# our Purpose

## The Mission

Audeo Charter School implements personalized educational programs to facilitate student learning. These educational programs demonstrate that an educational reform model provides a prototype for changing the way teachers teach and students learn.

## Strategic Objectives

To respond to its stakeholders' requirements and to ensure the organization's long-term sustainability, Audeo Charter School will:

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

## The Vision

The educational community known as Audeo Charter School is committed to the development of a personalized instructional program with intensive parental involvement 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, its employees, and the San Diego community at large.

# 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 is committed to the creation of educational reform models centered on how effective educational organizations run, how teachers teach, and how 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, performances and commitment to the vision of Audeo.



## OUR CULTURE

Audeo Charter School is committed to maintaining a culture and environment that allows students to maximize their academic potential.

**Our facilities** are intentionally designed to support this objective.

Audeo facilities include eight Learning Centers located throughout Southern California. Learning Centers are exceptionally clean, safe and orderly. All meet American Disabilities Act requirements and have the required conditional use permits.

Audeo has also developed a comprehensive school safety plan that meets state requirements and is reviewed annually.

To maintain settings conducive to personalized teaching and learning, the number of students at a site at any given time is limited to approximately 20 students.

The **culture** at Audeo reflects an openness to a different way of operating for the betterment of students.

At Audeo, agility and reflective evaluation are deeply embedded within the organizational culture, and each person at Audeo is committed to working to “make a difference for kids.” The testing point for decisions is “is it good for our students?” Audeo achieves this positive, student-focused organizational culture through continuous improvement, relationship building, collaboration and staff accountability.

Our **Vision, Mission and Values** drive our culture and each aspect of our organization. During the founding of Audeo, parents, students, teachers, administrators and community members had a vision of an entirely new type of school that would meet the needs of students who were not succeeding in traditional schools and who would benefit from an alternate method of completing high school.



This vision was influenced by research that shows that high school is a time of great risk because schools are large and impersonal. This research supports the need for our Vision of a “personalized instructional program that demonstrates positive outcomes for each student.” Founders were also influenced by research that indicates that many students failed to succeed academically because of social issues and pressures. Therefore, the Vision continues: “Audeo is committed to collaborative efforts to improve the quality of life for students, their families, and Southern California communities it serves.”

Audeo teachers are committed to the delivery of excellence in teaching. Audeo reflects cutting-edge theories and practices that require teachers, administrators, and other school leadership to become involved in reform initiatives.



Teachers are actively involved in the development of a curriculum that is rigorous, aligned to California Standards, and meets the individual needs of the students.

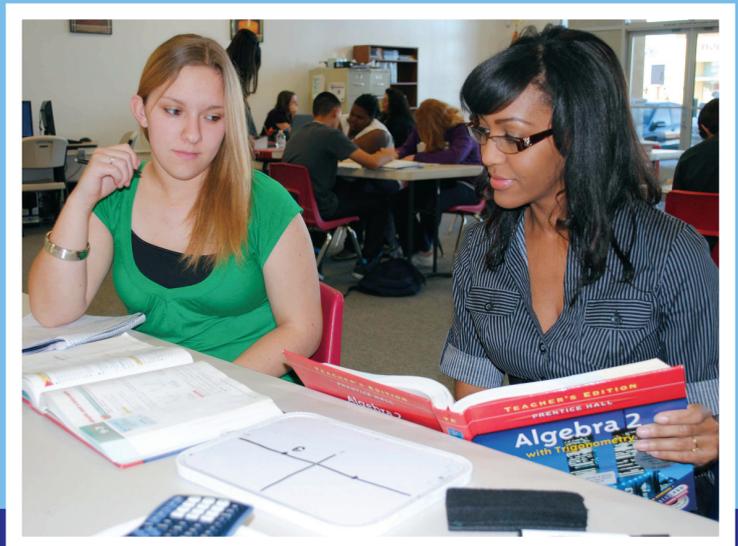
They are also actively involved with students and their families. Teachers are engaged with parents weekly, meeting formally with parents several times a year, making home visits, making phone calls to discuss progress, and considering students’ families as a part of the learning process. Our core competency is transforming lives by nurturing student achievement. Our personalized educational programs enable students who need an alternative to the traditional school model a chance to grow and succeed in a safe, nurturing environment.

# our Expertise

If you know someone who would benefit from the Audeo experience, telling them about us could change their life!

Here students in grades 6-12 can:

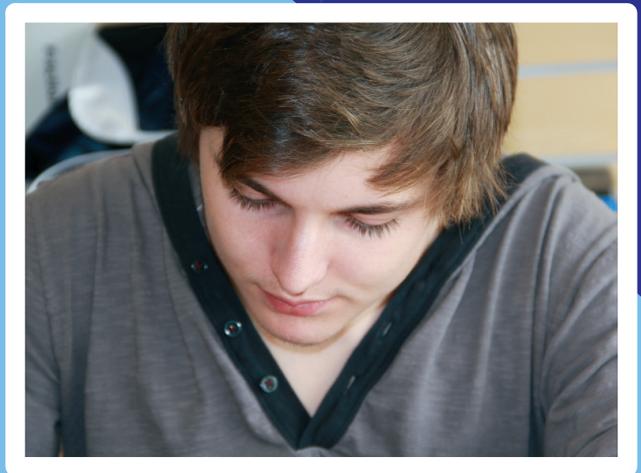
- Take one course at a time
- Learn in a small group setting
- Receive a rigorous education
- Learn in a safe environment
- Prepare for college
- Earn a high school diploma
- Receive personalized lessons
- Have a flexible schedule



# our School to Work Program

## Our Curriculum

- Consumer Math
- Career & Life Management 1 & 2
- Intro to Careers 1 (Naviance)
- Business Careers 1 & 2
- Work Experience 1 & 2
- Intro to Careers 2 (Senior Portfolio)
- Business Law (Senior year)



The Altus Institute's Network of Charter Schools has expanded the scope of opportunities that help young people become successful, productive citizens. Students enrolled at Audeo Charter School can participate in the School to Work Program - an option for our students to earn academic credit for up to 350 hours of paid employment.

This program is a unique collaboration between students, teachers and community merchants and business owners. To find out more, please contact:

**Jamila Wardak or Amanda Orozco at (858) 678-2050.**

our

# Operations and Fiscal Services

One of Audeo's **Human Resource** objectives is to attract, hire and retain highly qualified faculty and staff. Our employees are offered:

- More than 60 hours per teacher of professional development, annually.
- Annual pay that is 5% above SDUSD salary schedules for comparable positions.
- A school-funded comprehensive benefit plan at no cost to employees.
- School-paid premiums for monthly employees and their eligible dependents to enroll in medical, dental, vision, chiropractic, life and Accidental Dismemberment and Disability, employee assistance program, and leave benefits.
- Options to elect from a variety of voluntary benefits that have been negotiated at competitive prices. These benefits include legal assistance, short- and long-term disability, and additional retirement options.
- School-paid professional liability insurance up to \$2 million.

2008 – 2009 Funding Year			
Total Number of California Charter Schools that Applied for Non-Classroom Based Funding Determination in 2008 - 2009			25
Total Number of Schools that Received Funding For	100% Funding Determination	85% Funding Determination	70% Funding Determination
5 years	2	3	1
4 years	2	1	0
3 years	7	0	0
2 years	5	3	1
1 year	0	0	0
<b>Total</b>	<b>16</b>	<b>7</b>	<b>2</b>

*Of the 25 charter schools that applied, Audeo was one of only two that received 100% funding for the maximum 5-year period.*

The school's financial commitments and obligations continue to remain in good standing. Audeo has a sound plan for meeting short- and long-term commitments as reflected in the budget.

The School's annual budget, long-term budget projections, and monthly cash flow projections are detailed and comprehensive. The projections demonstrate that the school will remain in a strong financial position over the course of the next five years. The projections are based on sound data and generally conservative assumptions.

**“As a traditional school counselor, I love having Audeo as an option I can offer our students who are struggling in a large, comprehensive setting. The feedback I get from students who have attended Audeo is overwhelmingly positive. Audeo’s ability to take disengaged students and get them back on track is amazing. All school districts should strive to have education settings like Audeo. Audeo is a top notch educational option!”**

**~ Traditional School Counselor**

## INSTRUCTIONAL PROGRAM

Altus Schools serve a wide geographic region and diverse student population. Altus students may choose to stay at an Altus school to complete the requirements for their high school diploma, the California High School Proficiency Exam (CHSPE), or return to their resident school.

Upon enrollment, a Pathways Personalized Education Plan (PPEP) is prepared by the counselor that outlines high school graduation requirements. This PPEP is delivered to the teacher. The student, parents, and teacher complete the planning with a discussion of the student's short and long term goals, transcripts from previous schools, learning styles, current interests, academic achievement, career interests, skills development, and standardized test scores. The PPEP is reviewed and updated by the parents, student, and teacher on a regular basis throughout the student's enrollment.

Students study one subject/course at a time and are expected to complete one course every three to four weeks. Within these parameters students can progress at an individualized pace, receiving tutoring or enrichment as needed.

Altus students earn course credits and attendance by successfully completing the prescribed lessons that demonstrate mastery of the state standards. Unlike traditional schools where attendance is accumulated by being physically present in the classroom, Altus measures attendance by completion of a work product.

The student's primary, academic support

person for student success is the teacher. The teacher becomes fully acquainted with his/her students, their families, and other factors that affect their learning and academic success. In addition to the services provided by staff, Altus Schools have many partnerships and alliances to provide community resources for students and their families.

**Home-School Partnership** The most important relationship we build is the one between the teacher, student, and the student's family. Altus Schools encourage parent/guardian involvement through the monitoring of his/her student's regular attendance of classroom appointments, completion of high quality work according to scheduled dates, and attendance of workshops, seminars, testing days and fieldtrips. With parents actively involved in their student's lives, we can create a successful learning environment.

Two-way communication between all staff and parents is a building block for student success. Teachers are available for parent-student conferences, phone calls, interventions and home visits. In addition, there are scheduled opportunities throughout the year for dialogue such as open house, master agreement signings, college information meetings, and senior meetings. A climate that continually promotes open communication and dialogue is expected and supported.

### **Attendance, Lessons, and Course Credits**

Student's academic days of attendance (ADA) is determined by the professional judgment of the teacher as it relates to the time spent on the successful completion of each lesson. Students are expected to complete 12 courses every 10 months at an acceptable level of competency to demonstrate learning and proficiency of state standards. To meet this expectation at Altus Schools, students should complete an average of 7 assignments per week and complete 1 semester course in 3 to 3.5 weeks.

**Year-round School Year** Altus Schools have a year-round school year that is designed to maximize the amount of days and time that a student is able to earn credits. Therefore, Altus students' enrollment and education continues through the summer. The summer session expectations are the same as the traditional school year. Students are still expected to complete approximately 7 assignments a week, earn 1 semester credit every 3 to 3.5 weeks, and attend all scheduled classroom appointments. Students that are up-to-date with credits and grade level have the option to take the summer off and need to inform the classroom teacher as summer approaches.

**Student Assessments** Students at Audeo are part of the public school system in the State of California. Participating in the state testing system is a requirement. All students scheduled to graduate must take the state mandated tests which include the California High School Exit Exam (CAHSEE), California Standards Tests (CST), California English Language Development Test (CELDT), and Fitnessgram scheduled throughout the school year. These tests are



very critical. They tell us what students are learning in the Sciences, Social Sciences, Language Arts, Mathematics, Language Development, and Physical Ability.

All students must take and pass the California High School Exit Examination (CAHSEE) before they receive a diploma at any public high school in California. The purpose of the CAHSEE is to ensure that students have the basic mathematics and English skills necessary to move beyond high school.

The staff at Audeo is dedicated to making sure students receive the instruction they need to do well on these tests. Students are offered many opportunities for special assistance if it is needed. These opportunities include: diagnostic assessment, CAHSEE preparation courses, direct instruction, one-to-one tutoring, and small group instruction. Please review your student's test results and be sure he or she is working on improving his/her weak areas. It is important that we work together to help your student succeed.

If you have any questions about testing and/or a specific test you may contact the school counselor. The table below provides basic information about the standardized tests and approximate administration dates. Additional information about state tests is posted on the

California Department of Education website  
at <http://www.cde.ca.gov/statetests/>.

Assessments	Subject(s)	Grade Level(s)	Approximate Dates
School Assessments (NWEA/MAPs)	Reading, Language Arts, Mathematics	6 <sup>th</sup> – 11 <sup>th</sup>	September & March
California English Language Development Test (CELDT)	English Language – Reading, Writing, Listening and Speaking	6 <sup>th</sup> – 12 <sup>th</sup> English Learners	September – October
Fitnessgram	Physical Fitness Evaluation	7 <sup>th</sup> & 9 <sup>th</sup>	February
California Writing Standards Test	Writing	7 <sup>th</sup>	March
California High School Exit Exam (CAHSEE)	English Language Arts and Mathematics	10 <sup>th</sup> – 12 <sup>th</sup> Taken until both sections are passed	10 <sup>th</sup> grade-March 11 <sup>th</sup> -12 <sup>th</sup> grade-Nov & May 12 <sup>th</sup> grade only-Oct, Feb, July
California Standards Tests (CST)	English, Social Studies, Mathematics and Science	6 <sup>th</sup> – 11 <sup>th</sup>	April – May



**College Admission Requirements**

At Audeo, we provide a rigorous curriculum that prepares students for higher education. The admission requirements to the local community colleges, California State Universities (CSU), and University of California (UC) are listed in the table.

For more information about the college entrance requirements and exams, contact the college counselor (with assistance from your teacher) and/or visit the following websites:  
[www.actstudent.org](http://www.actstudent.org) or  
[www.collegeboard.com](http://www.collegeboard.com)

ADMISSION REQUIREMENTS			
Elements	Community College	California State University (CSU)	University of California (UC)
<i>High School Education</i>	Diploma, GED, or CHSPE	Diploma (Including UC/CSU approved coursework)	Diploma (Including UC/CSU approved coursework)
<i>GPA</i>	Any	Calculated from UC a-g list courses taken after 9 <sup>th</sup> grade	Calculated from UC a-g list courses taken after 9 <sup>th</sup> grade
<i>Entrance Exams</i>	No entrance exam; assessments for course placement	SAT or ACT	SAT Reasoning Test plus two SAT Subject Tests in two different areas  <i>or</i> ACT Assessment plus Writing

**California High School Exit Examination**

All students must take and pass the California High School Exit Examination (CAHSEE) before they receive a diploma at any public high school in California. The purpose of the CAHSEE is to ensure that students have the basic mathematics and English skills necessary to move beyond high school. Information regarding testing dates is available from your teacher.

**Student Eligibility for Assistance in Preparing for CAHSEE after Grade 12**

Pursuant to California Education Code section 37254, this is notification that:

1. Pupils, including English learners, who have not passed one or both parts of the California High School Exit Examination (CAHSEE) by the end of grade 12 are entitled to receive intensive instruction

and services for up to two consecutive academic years after completion of grade 12 or until they pass both parts of the CAHSEE, whichever comes first;

2. English learners, who have not passed one or both parts of the CAHSEE by the end of grade 12, are entitled to receive services to improve English proficiency as needed to pass those parts of the CAHSEE not yet passed for up to two consecutive academic years after completion of grade 12 or until they pass both parts of the CAHSEE, whichever comes first; and
3. Pupils, who have not passed one or both parts of the CAHSEE by the end of grade 12, have the right to file a complaint regarding intensive instruction and services under the Uniform Complaint Procedures if he or she was not provided

the opportunity to receive intensive instruction and services for up to two consecutive academic years after completion of grade 12 or until they pass both parts of the CAHSEE, whichever comes first.

If you have any questions about eligibility for services, wish to obtain services, or wish to file a complaint regarding services, please contact the School Counselor at 10170 Huennekens Street, San Diego 92121 and (858) 678-2050.

### **Graduating Class Year Determination**

Students who satisfy graduation requirements by the end of July of the school year (i.e., 10-11, 11-12, etc.) and have passed both portions of the CAHSEE of the July administration will be designated graduates of the school year.

Students who did not complete all the graduations requirements by the end of July, and/or do not have confirmation of passing the CAHSEE by October 1, will receive their diploma with the next year's graduating class.



**Graduation Ceremony** Graduation is a special and dignified event. The commencement ceremony is typically held at the Organ Pavilion in Balboa Park at the beginning of June.

Students wishing to participate in the graduation ceremony from an Altus School must complete the following requirements:

- Complete all stated requirements for a high school diploma. **OR** Complete all stated requirements for the California High School Proficiency Exam (CHSPE).

**AND**

- Attend a Senior Exit Orientation.
- Complete all requirements by the official due dates as listed on the Annual Master School Calendar.
- Attend both Graduation Rehearsals.
- Follow all graduation ceremony rules and regulations.

### **Graduation Ceremony Expectations**

- The graduates must wear the designated cap and gown.
- Gentlemen should wear a white collared dress shirt with a tie, dark slacks (not jeans), and dress shoes.
- Ladies should wear a nice dress, pantsuit, or outfit with dress shoes.
- No decorations on caps or gown are permitted.
- Dress appropriately for the occasion.
- No flip-flops or tennis shoes are permitted.
- No air-horns, beach balls, or anything else that will take away from this dignified event.
- Guests must act appropriate and be respectful of the event and its participants.



**Senior Exit Orientation** Students and a parent or guardian are required to attend this important meeting. During this meeting, graduation requirements are reviewed, expectations and logistics for the graduation ceremony are presented. Information is also available to prepare parents and students for post high school options, including financial aid filing, scholarship information, college application process (with a focus on community college). Attendance at this meeting may be waived for students who do not plan to participate in the June graduation ceremony.

**Pathways/Naviance Family Connection**

Our PATHWAYS/Naviance Family Connection program uses a variety of interest and personality type surveys and research tools to help you develop your chosen path.

**My Personality Type:** Learn about your personality strengths and gain insight into your educational and career needs.

**My Learning Style:** Learn what environment and methods make learning optimal for you.

**Explore Interests:** Complete a Career Interest Profiler and explore what careers appeal to you.

**My Game Plan:** Create targeted goals for after high school, including college interests, athletic programs, chosen references, etc.

**College Search/Lookup:** Lookup schools that you are interested in applying to, compare requirements, school programs, student life, and more.

**My Test Scores:** Enter and track your PSAT, SAT I, SAT Subjects Tests, PLAN, and ACT test scores

**My Scholarships:** Use scholarship list to locate scholarships and add matches.

**My Resume:** Use resume tool to create your own resume.

## ***Pathways – Education with a Purpose***

From their entrance into the Altus Schools Network, with support from counselors and teachers, students focus on their future through various **Pathways**. **Pathways** is designed to introduce and engage students in grades 9-12 in formal post-high school planning and to improve student learning and high school completion rates. Working with counselors and teachers, students will focus on choices, including four-year colleges and universities, community college, military, and vocational studies.

An [Introduction to Careers 1](#) course for 9th, 10th and first semester 11th grade students helps shape the thought process of the students while they explore their career interests and they progress through high school. Students' choices are supported by Naviance, a web-based resource. Naviance provides students and parents access to colleges' and vocational schools' information, scholarships and financial aid application tools, extensive career research, and learning styles tools. Targeted student activities are available to support **Pathways** such as career days, college days, military days, guest speakers, field trips, work experience, service learning and internships.

# KEY SCHOOL POLICIES

## Students Responsibilities

- Attend school according to the schedule on the master agreement, arrive on time, and return directly home after each appointment.
- Complete ALL assignments as scheduled.
- Participate in classroom activities.
- Follow all classroom rules and procedures.
- Follow school rules, including the Internet Use, Student Citizenship and the Zero Tolerance Policies, and obey the Loitering Law.
- Cooperate with adults and other students and respect the rights of others to learn and help to create a positive learning environment for everyone.
- Refrain from using profanity or making derogatory statements (“put-downs”).
- Respect the property of the school, the community, and others.
- Be responsible for the care and return of all instructional materials and textbooks.
- Maintain honesty and integrity in completing all work, tests, and evaluations.



**Student Citizenship** The grading criteria for citizenship are based on the student attendance and punctuality of classroom appointments, attitude, preparation to learn and completion of courses on time. Students can earn an Excellent, Good, Satisfactory, or Needs Improvement based on the above mentioned criteria.

Audeo expects our students to be good citizens and to be honest. We expect students to complete assessments without outside assistance, not to plagiarize, respect instructional materials and school resources, and to make a good-faith effort when completing exams and required tests.

## **Internet/Technology Use Policy**

Technology and access to the Internet are part of the learning opportunities available at the Altus Schools. We strongly believe in the educational value of such services and recognize their potential to support our curriculum and student learning. Time using technology, the computer and/or the Internet must be used productively to support academic progress. The school will make every effort to protect students from any misuses or abuses as a result of their experience with the Internet. All users must be continuously on guard to avoid inappropriate and illegal interactions with the Internet.

**Loitering Law** It is unlawful for any juvenile who is subject to a compulsory alternative education program to loiter, idle, wander or be in or upon the public streets,

highways, roads, alleys, parks, playgrounds, or other public grounds, public places, public buildings, or the premises of any establishment, vacant lots or unsupervised place between the hours of 8:30 a.m. and 1:30 p.m. on any day when that juvenile otherwise would be required to attend a regular compulsory education school. This means that students should either be in the classroom or at home between the hours of 8:30 a.m. and 1:30 p.m., Monday through Friday. Students are permitted to be in other locations during these hours only if the student is accompanied by a parent or guardian.

**Zero Tolerance** Altus Schools subscribe to the Zero Tolerance Policy which mandates expulsion of students who come to school with any sort of weapon or anything which can be used as a weapon, who cause serious fights, or who offer drugs for sale on or near the campus. In addition to discipline, if a student is found to have violated the law, he or she may be arrested or taken to a juvenile detention facility.

The following offenses will require immediate action:

- Fighting/open rebellion
- Possession or use of drugs
- Bullying, cyber-bullying or harassment
- Defiance/unprovoked attack
- Smoking
- Stealing
- Vandalism
- Profanity, Vulgarity, or Obscene Acts
- Severely inappropriate behavior

**Expulsion Policy** A full Board of Directors approved policy is listed on our school's website at [www.audeocharterschool.net](http://www.audeocharterschool.net) under the "For Students"/"School Policies" tab.

**Dress Code** In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to school. Parents/guardians will be notified and students will be asked to change or sent home if they are found to be in violation of the dress code.

Dress code violations include, in part, the following:

- Pants sagging below the waist
- Beachwear or sleepwear, including bedroom slippers
- Shorts/skirts that are above mid-thigh
- Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment
- Visible undergarments (including boxer shorts, bras, etc.)
- Clothing that promotes alcohol, drugs, tobacco, or other controlled substances
- Clothing that uses suggestive/vulgar/profane language and/or images
- Head coverings such as hats, bandanas, beanies, or do-rags

**Cell Phone/Electronics Policy** Student possession and use of cellular phones, pagers and other electronic devices (iPods, mp3 players, etc.) on school campuses while under the supervision and control of school employees is permitted under the circumstance described herein. All students may use these devices before school begins and after school ends. These devices must be kept out of sight and turned off during the instructional program. Students are not allowed to step outside of the classroom to use their cell phones during scheduled

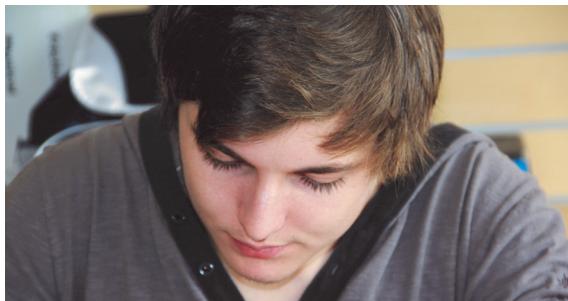
Learning Center hours. This includes making or accepting phone calls. During Learning Center hours phone calls should be limited to arranging for transportation or possible unexpected emergencies. If a student needs to contact their parent/guardian or the parent/guardian needs to contact the student it should be done through the student's teacher. Unauthorized use of such devices disrupts the instructional program and distracts from the learning environment. Therefore, unauthorized use is grounds for confiscation of device by classroom teachers. Devices will be returned at the end of the day to the student/parent. Repeated unauthorized use of such devices may lead to disciplinary action.

### **Parents' Responsibilities**

- Ensure that students get to their scheduled appointment on time. If this is not possible, contact the teacher to arrange an alternate time.
- Hold high expectations for your student, regularly monitor his or her daily work.
- Support school rules and the independent study definition of attendance—students complete school work rather than spending time in the classroom.
- Establish a schedule with the student and provide a space for study time at home.
- Arrange for student to attend appropriate workshops, seminars and field trips.
- Meet with staff when requested, particularly during the fall, spring, and summer parent-teacher conferences.
- Participate in decisions related to the education of your student.
- Ensure that students are clothed properly for school and school events.

### **Parents' Role in Discipline and Behavior**

Parents are expected to cooperate with school



staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

- Instill in your child a sense of responsibility for what he/she says and does.
- Help him/her to solve conflicts in a peaceful manner.
- Review your own attitude about discipline and behavior.
- Make sure you communicate with the school to learn necessary facts and expected behavior.
- As a role model for your child, show respect for learning and the necessity for completing an education.

**Emergency Procedures** Altus Schools have plans and preparations for major emergency situations. We believe that the reactions of people in emergencies depend largely upon their training. Our staff has been trained, and drills are held regularly to make certain that the students understand emergency procedures.

Please assure students that they are as safe at school as they are at home in a serious emergency. The safety and welfare of the students is our primary concern in the event of an emergency. Your child should be instructed to obey the directions of their teachers.

If you have questions about our emergency preparedness program, please contact us at (858) 678-2050.

Altus Schools define crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff. In the event of a crisis, such as a natural disaster we ask the following:

- Please *do not* telephone the school. Telephone lines will be needed for emergency communications.
- Please *do not* drive to the classroom if possible. Streets should be as open as possible for emergency vehicles.
- Turn your radio to AM 600 or 1170 on the AM dial. Information and instructions for picking up students during or after an emergency will be given over the radio.

In conjunction with the National Association for Search and Rescue, we urge every family to make home emergency plans and preparations.

**Student Sexual Harassment Policy** Altus Schools are committed to making the schools free from sexual harassment. This means that that we prohibit harassment made by someone from or in the educational setting. Sexual harassment can be such actions as: unwelcome sexual advances, requests for sexual favors, verbal, visual, or physical conduct of a sexual nature made by someone from or in the educational setting.

Altus Schools prohibit conduct that has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile, or offensive educational environment.

Altus Schools further prohibit sexual harassment in which a student's grades, benefits, services, honors/awards program or activities are dependent on submission to such conduct.

Students should report any sexual harassment to their teacher, counselor, or program administrator. Students who violate this policy shall be disciplined appropriately. This includes suspension or possible expulsion. Employees who violate this policy shall be disciplined according to personnel procedures. All Altus Schools employees sign a Code of Ethics outlining appropriate ethical conduct and expected staff-student interaction. We believe that we can resolve harassment issues at the school site. If not, students may contact: (858) 678-2050; 10170 Huennekens St., San Diego, CA 92121.

**Student Non-Discrimination** Altus Schools are committed to equal opportunity for all individuals in education. Altus Schools shall promote programs which ensure that discriminatory practices are eliminated in all school activities and will take steps to assure that the lack of English will not be a barrier to admission and participation in school programs.

No student may discriminate, injure, intimidate, interfere with, oppress, or threaten any student or anyone from an Altus School because of race, color, religion, ancestry, national origin, physical and mental disability, gender or sexual orientation. Any student who engages in such activities may be subject to disciplinary action up to and including expulsion and the police may be contacted to take further action.

Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal.

Any student or parent who feels that discrimination has occurred should immediately contact a teacher or the school at (858) 678-2050.

**Teacher Qualifications** Our school's focus on delivering a strong standards-based and personalized educational program meets the goals of *No Child Left Behind*. Many parts of the law, including professional development for teachers, communication with parents, opportunities for tutoring, and school choice have always been common practice at Altus Schools.

We have a rigorous selection process and we believe our teachers are outstanding. We not only hire teachers who are strong academically, we choose people

- who will work with both the family and the student,
- who will go above and beyond in helping your child develop workplace skills like responsibility and dependability,
- who will assess your child's strengths and build on them,
- who will provide support for their areas of weakness, and
- who will help your child succeed both personally and academically.

We are sure you know your child's teacher and qualifications very well, but the law gives you the right to request information about:

- Whether the teacher has met the criteria for grade levels and subject areas taught;
- Whether the teacher is teaching under an

emergency credential or license, or other provisional status;

- The baccalaureate degree major of the teacher and any graduate degree held by the teacher, and the field of discipline of that degree;
- The qualifications of the paraprofessional in your child's classroom.

Parents are invited to seek further information on their specific teacher or paraprofessional.

To further support students working on courses in core subject areas (English, mathematics, sciences, social science, and the fine and practical arts), additional certificated teachers with subject-matter expertise are available to students at their assigned learning center, via email or telephone within 24 hours. Ask your teacher for the list of these teacher subject-matter resources. Please contact us at (858) 678-2050 if you have any questions.

### **Communication**

Audeo seeks to convey the most current, accurate information possible to our parents and students. This includes the use of surveys and periodic AlertNow automated messages to your contact numbers. These messages will contain timely, important information.

As we encourage our students to succeed and be accountable for their work, we expect the same for our organization and our employees. If you have suggestions, ideas, or concerns, please feel free to discuss it with your student's teacher.



# Graduation Requirements and Course Catalog



**Altus Graduation:**

Students graduating from an Altus School must complete 42 Semester Credits in grades 9-12. Altus schools' graduation requirements may fulfill the University of California (UC) and California State University (CSU) admissions requirements. Items that have an asterisk (\*) are the courses that UC or CSU bound students should take.

GRADUATION COURSE REQUIREMENTS	
<b>English - 8 semester credits</b>	<b>Mathematics - 6 semester credits</b>
4 credits - English 1-4* 2 credits - American Literature* 2 credits - World Literature*, Contemporary Voices in Literature* or English Literature* *4 years required	2 credits - Algebra 2 credits - Geometry 2 credits - Intermediate Algebra* or Integrated Math I *3 years required, 4 years recommended
<b>Science - 4 semester credits</b>	<b>Social Studies - 6 semester credits</b>
2 credits - Physical Science (Earth Science, Physics* or Chemistry*) 2 credits - Life Science (Biology*) *2 years required, 3 years recommended	2 credits - World History*, Geography & Economics* 2 credits - US History* 1 credit - Government* 1 credit - Economics * 2 1/2 years required
<b>Electives - 13 semester credits</b>	<b>Senior Exhibition - 1 semester credit</b>
PE credits earned prior to Altus will be counted as elective credits UC/CSU: 2 credits –Approved electives in same area	All students must present a senior portfolio (met through the <i>Introduction to Careers 2</i> course)
<b>World Languages and Visual, Performing and Practical Arts – 3 semester credits</b>	
<u>Option 1:</u> 2 credits - World Language (both semesters must be the same language) 1 credit - Visual, Performing or Practical Arts	<u>Option 2:</u> 2 credits - Visual or Performing Arts 1 credit - Practical Art
<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 or Performing Arts (both semesters need to be the same course)	

## GRADUATION COURSE REQUIREMENTS, CONTINUED

### Computer Literacy – 1 semester credit

Demonstrate proficiency in computer literacy in grades 7-12 by taking an approved course.

### ROP/Service Learning/WEE – 2 semester credits

Option 1:  
2 credits - ROP (Regional Occupational Program)

Option 2:  
2 credits - Service Learning (120 hours total of community service)

Option 3:  
Work Experience Education (350 hours of paid employment)

### 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.

### California High School Exit Examination (CAHSEE)

All graduates must pass both the English Language Arts and Mathematics sections of the California High School Exit Examination in order to receive a diploma in California. **Passing score is 350.**

**NOTE:** Students, including English learners, who have not passed one or both parts of the high school exit examination by the end of grade 12 are to be provided the opportunity to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.

*\* Courses required for UC/CSU Admissions.*

Students planning on applying to a UC or CSU can request a meeting With a college counselor to develop a course plan.



## ENGLISH

### **Altus English 6-1, 6-2 (A1550a, A1550b)**

#### **Blended Learning Course:**

#### **English Language Arts 6**

Grade: 6

This two-semester course includes a variety of literary texts to develop students' understanding of plot, setting, characterization, and theme. Instruction also helps students transition from reading the narrative texts most common in elementary school to argumentative and informational texts, with a strong focus on the common structures of these text types. Informative lectures and targeted lesson plans engage students in a variety of literary genres. Students develop the skills to succeed on standardized tests through analyzing and evaluating numerous texts.

### **Altus English 7-1, 7-2 (A1501a, A1501b)**

#### **Blended Learning Course:**

#### **English Language Arts 7**

Grade: 7

This two-semester course includes the study of literature in major genres: short story, drama, nonfiction, poetry, fable, myth, legend and the novel. Activities emphasize writing, oral communication, spelling, vocabulary, grammar and usage. A variety of writing styles and essay types are emphasized.

### **Altus English 8-1, 8-2 (A1520a, A1520b)**

#### **Blended Learning Course:**

#### **English Language Arts 8**

Grade: 8

This two-semester course includes the study

of literature in major genres: short story, drama, nonfiction, poetry, fable, myth, legend and the novel. Activities emphasize writing, oral communication, spelling, vocabulary, grammar and usage. A variety of writing styles and essay types are emphasized.

### **\*+Altus English 1, 2 (A1540, A1541)**

#### **Blended Learning Course:**

#### **\*English Language Arts 9**

Grade: 9

In this two-semester course, the students will be exploring the human condition and the discovery of the self, in an attempt to address the Essential Question, "What does it mean to be human?" They will be asked to examine the reasons why we behave in the ways that we do, how humans interact with one another, and express their beliefs and values.

Required readings will focus on analysis and making historical connections with the classic literature, as well as developing reading, vocabulary, and writing skills that are aligned with the California Common Core Standards. Students will grapple with the theme of self-discovery in various formats by using Web 2.0 technology.

### **\*+Altus English 3, 4 (A1570, A1571)**

#### **Blended Learning Course:**

#### **\*English Language Arts 10**

Grade: 10

In this two-semester course, the students will be exploring the themes of prejudice, equality, and self-advocacy in an attempt to address the Essential Question, "What does it mean to find one's voice and question one's rights?" They will be asked to examine focusing questions such as, "Are people essentially good or essentially evil?"

Required readings will focus on analysis and making historical connections with the classic literature, as well as developing reading, vocabulary, and writing skills that are aligned with the California Common Core Standards. Students will grapple with the themes of social injustice and social advocacy using a variety of mediums including textbooks, novels, videos and the various web 2.0 technology.

**\*+Altus American Literature 1, 2 (A1583, A1584)**

**Blended Learning Course:**

**\*English Language Arts 11**

Grade: 11

This two-semester course emphasizes skills and strategies for independent reading, analyzing, and writing about works of American literature, with a focus on how that literature reflects social, political, and moral issues in the U.S. Reading, writing, oral communication, and language study are emphasized in this course. The goal is to encourage students to communicate effectively in various forms.

**\*Altus Honors American Literature 1,2 (A1585, A1586)**

Grade: 11

This two-semester course emphasizes skills and strategies for independent reading of, analyzing, and writing about works of American literature, with a focus on how that literature reflects social, political, and moral issues in the United States. Instruction in each standards-based unit of study interrelates reading, writing, oral communication, and language study. Students are provided with multiple

opportunities to articulate their own ideas as well as to question, interpret, and evaluate others ideas. The goal of instruction is to support students who communicate effectively in various forms, for genuine purposes, and to authentic audiences. This course is approved for admission to the University of California as an honors course.

**\*+Altus Contemporary Voices in Literature 1, 2 (A1612, A1613)**

Grade: 11, 12

This two-semester course meets the English requirements for grades 11 or 12, or it can be taken as an elective. Students explore issues by American and world writers who are writing today. These writers come from diverse cultural and ethnic backgrounds. Students write for various purposes and audiences. The course integrates all aspects of literacy: reading, writing, speaking, and listening.

**\*+Altus English Literature 1, 2 (A1641, A1642)**

Grade: 12

In this two-semester course students will explore classic works of literature developed in the British Isles over the last 1,000 years. Students develop the ability to use varying approaches to writing and the develop the ability to use new vocabulary terms within this writing. Activities emphasize reading, writing, and standard English grammar and usage.

**\*+Altus World Literature 1, 2 (A1705, A1706)**

**Blended Learning Course:**

**\*English Language Arts 12**

Grade: 11, 12

In this two-semester course students will explore genres through exposure to works by writers from various cultural and ethnic backgrounds. Students explore how the development of technology has impacted language usage. Students write for various purposes and audiences and exhibit their ability to integrate all aspects of literacy: reading, writing, speaking, and listening.

**+Altus Journalism 1, 2 (A1960, A1961)**

Grade: 9-12

This two-semester elective course introduces students to the basic techniques of journalistic writing. Students will explore the concept of freedom of press and its implications for contemporary American culture. This course will prepare students for involvement with both local and school-related publications. Students will learn to meet deadlines, conduct interviews, perform evaluations, and familiarize themselves with editing procedures. In addition, students will learn to utilize a variety of informational sources, critique the unique aspects of a newspaper, and apply grammar, punctuation and vocabulary appropriately. In addition to these activities, students will maintain an individual portfolio which will contain major course assignments along with reflections regarding course activities. This portfolio will be representative of the course goals and objectives.

**+Altus Writer's Workshop 1, 2 (A1745N, A1746N)**

Grade: 9-12

This two-semester elective course provides

instruction in the process of writing for different purposes and audiences. Students will demonstrate competency in the process of composition, while becoming familiar with various styles of writing. Students will gain practice editing and revising their own original works, while developing critical thinking skills and improving their use of the English language. .

**CAHSEE Support ELA (Grammar in Use – Part 1)**

**Blended Learning Course:**

**CAHSEE ELA**

Grade: 10-12

This one-semester course is specifically designed for 10<sup>th</sup>-12<sup>th</sup> grade students that have not passed the English Language Arts section of the California High School Exit Exam (CAHSEE).

This course is designed to improve reading and writing skills and provide students with standardized test prep strategies to apply to the ELA section of the CAHSEE.

## MATHEMATICS

**Altus Math 6-1, 6-2**

**Blended Learning Course: Math 6**

Grade: 6

This course develops students' number fluency and understanding of the rational number system, extending students' understanding of fractions and decimals to the introduction of rates, ratios, proportions, and percent. Students also write, simplify, and evaluate numerical and algebraic expressions and they explore the meanings of variables and formulas. Students generalize their

understanding of inverse operations as they learn to solve one-step equations and inequalities and model real-world situations using this algebraic notation. After a targeted exploration of area and volume, measures of spread, and graphs and plots, the course concludes with an in-depth study of numbers and their opposites represented numerically, algebraically, and graphically.

**Altus Pre-Algebra 7-1, 7-2 (A4001a, A4001b)**

**Blended Learning Course: Math 7**  
Grade: 7

This course is required of all 7<sup>th</sup> grade students. This course lays the foundation for Algebra 1 and focuses on the following key strands: number sense; functions and algebra; measurement and geometry; statistics, data analysis, and probability; and mathematical reasoning. Basic operations, problem solving, and communication in math are also emphasized. (*Ref. California Math Content Standards for Math 7*)

**Altus Algebra Readiness 8-1, 8-2 (A4080)**

**Blended Learning Course: Math 8**  
Grade: 8

This course is designed for grade 8 students who need additional time and support to build the fundamental skills necessary for success in algebra. The course is organized around five major strands: number sense, algebra and functions, measurement and geometry, Algebra 1, and mathematical reasoning. It reinforces the skills and concepts needed to meet the standards on which these students will be assessed. Students will study an array of principles including: Operations and properties; solving one-step equations and

inequalities; working with ratios, proportions and percents; solving linear functions; graphing; analyzing data; and probability.

**Altus Basic Algebra 1, 2 (A4032, A4033)**

Grade: 7-9

This is the standard course required of all grade 7 students who are not enrolled in Honors Pre-Algebra or Pre-Algebra Exploration or grade 8 students who have not successfully passed pre-algebra. The course lays the foundation for algebra and emphasizes the following strands: number sense and operations; functions and algebra, problem solving, mathematical reasoning, general mathematics vocabulary and communication. (*Ref. CA Math Content Standards for Basic Algebra*)

**Blended Learning Course: Trigonometry**

Grade: 11-12

In this one-semester course, students use their geometry and algebra skills to begin their study of trigonometry. Students will be required to express understanding using qualitative, quantitative, algebraic, and graphing skills. This course begins with a quick overview of right triangle relationships before introducing trigonometric functions and their applications. Students explore angles and radian measures, circular trigonometry, and the unit circle. Students extend their understanding to trigonometric graphs, including the effects of translations and the inverses of trigonometric functions. This leads to the Laws of Sines and Cosines, followed by an in-depth exploration of trigonometric identities and applications. This course ends with an introduction to the polar coordinate system, complex numbers, and

DeMoivre's Theorem.

**\*+Altus Algebra 1, 2  
(A4041, A4042/A4032, A4033)**

**\*Blended Learning Course: Algebra I**

Grade: 8-10

This course in elementary algebra is a college preparatory course in which the student learns the fundamentals of solving problems by methods that were not previously available at the arithmetic level. Students develop an understanding of the symbolic language of math. Algebraic skills and concepts are developed in various problem-solving situations with symbolic reasoning and calculations with symbols serving as the focus of the course. (Ref. *California Math Content Standards and Framework for Algebra 1*).

**\*+Altus Geometry 1, 2 (A4141, A4142)**

**\*Blended Learning Course: Geometry**

Grade: 9-11

Students will learn many geometry skills and concepts that are useful in their daily lives. In addition to learning these skills and concepts, students will develop the ability to construct formal, logical arguments and proofs in geometric settings and problems. (Ref. *California Math Content Standards and Blueprint for Geometry*)

**Altus Integrated Math 1, 2 (A4121, A4122)**

Grade: 10-12

This course is designed to review the concepts taught in a first-year algebra course and in the geometry course. It provides supplementary instruction of the key California Content Standards for these two

courses and reinforces both content knowledge and basic skills in these disciplines. (Ref. *California Content Standards for Integrated Math 1*)

**\*+Altus Intermediate Algebra 1, 2 (A4151, A4152)**

**\*Blended Learning Course: Algebra II**

Grade: 11-12

This course complements and expands the mathematical content and concepts of Algebra 1 and Geometry. In this course, students gain experience with algebraic solutions of problems in various content areas including the solution of systems of quadratic equations, permutations and combinations, logarithmic and exponential functions, the binomial theorem, and the complex number system. (Ref. *California Math Content Standards Blueprint for Algebra 2*)

**\*+Altus Pre-Calculus 1, 2 (A4161, A4162)**

**\*Blended Learning Course: Pre -Calculus**

Grade: 11-12

This college preparatory course is normally offered only to twelfth-grade students. The course includes two semesters of integrated concepts of trigonometry and advanced algebra in such a form as to make them most useful for later study of analytic geometry and calculus. This course also includes an introduction to topics in discrete mathematics. This course is intended to help students meet mathematics content standards AT.1 through AT.7 and performance standards. (Ref. *CA Math Content Standards*)

**\*Altus Honors Pre-Calculus 1, 2 (A4163, A4164)**

Grade: 11-12

Honors Pre-Calculus is a rigorous course designed specifically for students who seek a challenge in mathematics and intend to take Calculus. The course content covers a variety of functions including linear, polynomial, rational, exponential, logarithmic, and trigonometric functions. Additionally topics include: matrices, conic section, and sequence and series. Honors Pre-Calculus is designed and intended for students planning to major in mathematics, engineering, economics, and sciences. (*Ref. CA Math Content Standards*) This course is approved for admission to the University of California as an honors course.

**Blended Learning Course: Financial Math**  
Grade: 9-12

A two-semester course designed for high school students, this course focuses on the applications of mathematics in both personal and business settings. This course contains 15 major topics encompassing many aspects of financial math: personal financial planning, income, budgeting and wise spending, banking, paying taxes, the importance of insurance, long-term investing, buying a house, consumer loans, consumer credit, consumer debt, economic principles, traveling abroad, starting a business, and analyzing business data. Students apply various math skills such as percents, proportions, probability, data analysis, linear systems, exponential functions and formulas to real life situations. A unique feature of this course is that each lesson is centered on the mathematical skills used in the world of personal finance. In the Making Connections sections, engaging project based learning

activities provides students with a deeper understanding of the subject matter. Students participate in interactive activities and use inquiry to explore scenarios that are relevant to their lives.

**Altus CAHSEE Support Math Part 1 (A4088)**

**Blended Learning Course: CAHSEE Math**  
Grade: 10-12

This one-semester course is specifically designed for 10<sup>th</sup>-12<sup>th</sup> grade students that have not passed the mathematics section of the California High School Exit Exam (CAHSEE). Course content includes diagnostic tests and test prep skills, fractions, decimals, percents, problem solving and critical thinking, integers and order of operations, exponents, introduction to algebra, solving one step equations and inequalities.

**CAHSEE Support Math Part 2 (A4088)**  
Grade: 10-12

This one-semester course is specifically designed for 10<sup>th</sup>-12<sup>th</sup> grade students that have not passed the mathematics section of the California High School Exit Exam (CAHSEE). Course content includes diagnostic tests and test prep skills, solving multi step equations and inequalities, algebra word problems, introduction to graphing, graphing and writing equations, systems equations and systems of inequalities, polynomials, and statistics.

**CAHSEE Support Math Part 3 (A4088)**  
Grade: 10-12

This one-semester course is specifically

designed for 10<sup>th</sup>-12<sup>th</sup> grade students that have not passed the mathematics section of the California High School Exit Exam (CAHSEE). Course content includes diagnostic tests and test prep skills, data interpretation, probability, patterns and problem solving, measurement, ratio, proportions, and scale drawing, plane geometry, solid geometry, reflections, translations, and plotted shapes.

**CAHSEE Support Math (10-12) (A4088)**  
Grade: 10-12

This one-semester course is specifically designed for 10<sup>th</sup>-12<sup>th</sup> grade students that have not passed the mathematics section of the California High School Exit Exam (CAHSEE). Course content includes topics to be found in number sense, statistics, data analysis, and probability, algebra and functions, measurement, geometry, Algebra 1, and mathematical reasoning strands.

## SCIENCE

**Altus Earth Science 6-1, 6-2**  
**Blended Learning Course: MS Earth Science**  
Grade: 6

Students enrolled in this two-semester course will explore the scope of Earth sciences, covering everything from basic structure and rock formation to the incredible and volatile forces that have shaped and changed our planet. As climate change and energy conservation become increasingly more prevalent in the national discourse, it will be important for students to understand the concepts and causes of our changing Earth. Earth Science is a two-semester course that

will provide a solid foundation for understanding the physical characteristics that make the planet Earth unique and will examine how these characteristics differ among the planets of our solar system.

**Altus Life Science 7-1, 7-2 (A6003a, A6003b)**  
**Blended Learning Course: MS Life Science**  
Grade: 7

This two-semester course is designed to meet the California Content Standards for Life Science which includes an introduction to the topics of cell biology, genetics, evolution, earth science, and living systems. Students in this course will use the inquiry method supplemented by conducting and analyzing experiments in order to explore the nature of living things. Students will also use technology to collect data and communicate ideas.

**Altus Physical Science 8-1, 8-2 (A6005a, A6005b)**  
**Blended Learning Course: MS Physical Science**  
Grade: 8

This two-semester course is designed to meet the California Content Standards for Physical Science which includes motion, forces, structure of matter, earth and life science, chemistry, density and buoyancy. Students will use the inquiry method supplemented by conducting and analyzing experiments to explore the nature of the physical and chemical world. Students will also use technology to collect data and communicate ideas.

**\*+Altus Earth Science 1, 2 (A6023, A6024)**  
**Blended Learning Course: Earth Science**

Grade: 9-12

This two-semester course is designed to meet the California Content Standards for Earth Science which includes astronomy, chemistry, geology, oceanography, meteorology, and paleontology, and serves as a foundation for further study in physics, chemistry, marine and environmental science. Students will use the inquiry method to investigate those principles and processes that bring about changes in the physical environment, supplement their understanding by conducting and analyzing experiments, and utilizing technology to collect data and communicate ideas.

**\*+Altus Biology 1, 2 (A6111, A6112)**

**Blended Learning Course: Biology**

Grade: 10-12

This two-semester course is designed to meet the California Content Standards for Biology which includes cell biology, genetics, ecology, evolution, and physiology. It also serves as a foundation for further study in physics, chemistry, marine and environmental science. Students in this course will use the inquiry method supplemented by conducting and analyzing experiments to investigate the fundamental processes of living and non-living systems, as well as the interrelationships between them. Students will also use technology to collect data and communicate ideas. In addition, students will explore the impact of human society and technology on the biosphere.

**\*+Altus Physics 1, 2 (A6311, A6312)**

**Blended Learning Course: Physics**

Grade: 9-12

This two-semester course is designed to meet the California Content Standards for Physics which includes motion, forces, conservation of energy, momentum, heat and thermodynamics, wave phenomena, electricity and magnetism. It also serves as a foundation for further study in biology, chemistry, marine and environmental science. Students will use the inquiry method supplemented by conducting and analyzing experiments to investigate the physical laws that govern nature and the universe. Students will also use technology to collect data and communicate ideas.

**\*+Altus Chemistry 1, 2 (A6211, A6212)**

**Blended Learning Course: Chemistry**

Grade: 10-12

This two-semester course is designed to meet the California Content Standards for Chemistry which includes atoms and bonding, conservation of matter, stoichiometry, properties of gases, acids and bases, solutions, chemical thermodynamics, reaction rates, chemical equilibrium, organic and nuclear chemistry. This course serves as a foundation for further study in college science courses. Students will use the inquiry method supplemented by conducting and analyzing experiments to investigate the nature of elements, compounds and mixtures, and how they interact through chemical reactions. Students will also use technology to collect data and communicate ideas.

## SOCIAL STUDIES

**Altus World History and Geography 6-1, 6-2**

**Blended Learning Course: MS World History and Geography**

*\* UC a-g approved*

*+NCAA approved*

Grade: 6

Providing students with an opportunity to learn the diverse history that has shaped our world, this course delves into the evolution of civilization from the rise of ancient empires through the 21st century. Students enrolled in this exciting and informative course will investigate the development of medieval societies, the effects of the Renaissance and the Reformation, and the progress made during different periods of revolution, industrialization, urbanization, and reform. Over the course of two semesters, students will analyze effects of political conflicts and social issues on the continuing development and interdependence among nations in the modern world.

**Altus World History and Geography 7-1, 7-2 (A6521a, A6521b)**

**Blended Learning Course: Ancient Civilizations, Medieval and Early Modern Times**

Grade: 7

In this two-semester course students will learn about the social, cultural, and technological changes that occurred throughout the world in the years A.D. 500-1789. After reviewing the ancient world and the ways in which history is uncovered, students will study the history of great civilizations that were developing throughout the world during medieval and early modern times. Students explore the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire. Students learn all aspects about civilizations in the Middle Ages such as Islam, Ghana, Mali, Japan, China, and Latin America. Students examine the growing economic interaction among civilizations as well as the

exchange of ideas, beliefs, technologies, and commodities. Students learn about the continuing impact of these civilizations in the world today. (*Ref. California Grade 7 History-Social Science Content Standards*)

**Altus United States History & Geography 8-1, 8-2 (A6551a, A6551b)**

**Blended Learning Course: United States History and Geography**

Grade: 8

In this two-semester course students will study the ideas, issues, and events from the framing of the U.S. Constitution up to World War I, emphasizing America's role in the war. After studying the birth and rise of America's democratic institutions, students examine the shaping and the establishment of the Constitution. Students trace the development of American politics, society, culture, and economy and connect them to the emergence of major regional differences. They learn about the struggles facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions. (*Ref. California Grade 8 United States History-Social Science Content Standards*)

**\*+Altus World History, Geography, and Economics 1, 2 (A6605, A6606)**

**Blended Learning Course: World History and Geography-Modern World**

Grade: 10

In this two-semester course students will study major turning points that shaped the modern world, from the late Eighteenth Century through the present, including the

cause and course of World Wars One and Two. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, with a focus on international relations. They learn from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives. (Ref. *California Grade10 History- Social Science Content Standards*)

**\*+Altus United States History and Geography 1, 2 (A6701, A6702)**

**\*Blended Learning Course: U.S. History**  
Grade: 11

In this two-semester course students will study the major turning points in American history in the twentieth century. Following a review of early American history and the impact of the Enlightenment on the U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. Students will trace the change in the ethnic composition of American society; the movement towards equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider

the major social problems of our time and trace their causes in historical events. Students understand that our rights under the U.S. Constitution are vital to maintain in order to continue our freedoms. (Ref. *California Grade11 History/Social Science History Content Standards*)

**\*+Altus Government 1 (A6757)**

**Blended Learning Course:**

**\*U.S. Government**

Grade: 12

In this one-semester course, students will study and seek a deeper comprehension of cultural and political institutions in American government. Students will apply their knowledge of American political institutions as they compare other systems of government in the world today. They will analyze the history and pattern of change in interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive and judiciary branches of government. Students will focus in particular on relationships among federal, state and local governments and specific emphasis on the significance of historical documents, such as the *Federalist Papers*. (Ref. *California Grade 12 History-Social Science State Standards*)

**\*+Altus Economics 1 (A6758)**

**Blended Learning Course: Economics**

Grade: 12

In this one-semester course, students will establish a foundation of understanding of fundamental economic concepts. They will expand their ability to analyze and apply tools such as graphs, statistics, and equations from other subject areas to the understanding of

operations and institutions of economic systems. Students will comprehend and analyze basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement and methods in an historic context. (*Ref. California Grade 12 History-Social Science State Standards*)

**+Altus Geography 1 (A6538)**

Grade: 9-12

This one-semester course is offered as an elective. Students will demonstrate knowledge and understanding of human and physical geography. They will be able to explain the uses of geography and various ways that the world is organized. This will include proficiency in reading various maps, charts, and graphs. Major topics will include the solar system, weather and climate, land forms, water, and natural resources, human systems, North America, South America, and Europe. (*ref. History-Social Science Framework for California Public Schools*)

**\*+Altus Philosophy 1 (A6821)**

Grade: 11, 12

This one-semester rigorous course provides an historic overview of the major schools of philosophic thought in the Western and Eastern worlds, and introduces students to eight major philosophic ideas concerning the nature of man and his relationship to the universe. Students learn to employ the vocabulary of epistemological, metaphysical, and ethical discussion, while developing critical thinking skills through the combined dynamic of reading, debate, and discussion. (*ref. History-Social Science Framework for California Public Schools*)

**\*+Altus Psychology 1, 2 (A6831, A6832)**

**\*Blended Learning Course: Psychology**

Grade: 11, 12

In this two-semester course students will study the following areas: an introduction to psychology research methods; biological bases of behavior; sensation and perception; motivation and emotion; learning; memory and thought; thinking and language; states of consciousness; and lifespan development. Specific content will include research, the nervous system, the endocrine system, nature vs. nurture, classical conditioning, operant conditioning, sleep, drugs, cognitive and emotional development, dying and death, and gender roles and differences, personality and individuality, intelligence testing, theories of personality, psychoanalytic theory, humanistic theory, cognitive theory, stress and health, psychological disorders, anxiety disorders, drug addiction, therapy and change, biological approaches to treatment, individual interaction, group interaction, attitudes and social influence, and psychology future and present. (*ref. History-Social Science Framework for California Public Schools*)

**\*+Altus Sociology (A6837)**

**\*Blended Learning Course: Sociology**

Grade: 11, 12

Pre-requisite: Completion of first semester or concurrent enrollment in US History

In this one-semester course students are introduced to sociological concepts, theories, and procedures. Students will learn to analyze the basic structures and functions of societies and of groups within societies. They will study social organization, identify conditions that lead to disorganization, and evaluate methods of reorganization. The

topics explored will include sociological perspectives, sociological methods of inquiry, culture, social structure, socialization, self and social interaction, deviance, crime, and social control, groups and organizations, social institutions, stratification, racial and ethnic relations, gender and age inequality, demography and urbanization, and social change. (*ref. History-Social Science Framework for California Public Schools*)

## FOREIGN LANGUAGE

### **\*+Altus German 1 (A2051)**

Grade: 7-12

No prerequisites

In this one-semester course students will build a foundation of knowledge in the German language in each communication pathway: listening, reading, speaking and writing. The focus of this course is on the development of the aptitude to speak fluently with precise pronunciation and intonation, while encouraging gratitude for the traditions and customs of the culture. (*Ref. Foreign Language Framework for California Public Schools*).

### **\*+Altus German 2 (A2052)**

Grade: 7-12

Prerequisite: German 1

In this one-semester course students will build a foundation of knowledge of the German language in each communication pathway: listening, reading, speaking and writing. The focus of this course is on the development of the aptitude to speak fluently with precise pronunciation and intonation,

while encouraging gratitude for the traditions and customs of the culture. (*Ref. Foreign Language Framework for California Public Schools*).

### **Blended Learning Course: Spanish Year 1**

Grade: 6-8

Middle school students begin their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas.

### **Blended Learning Course: Spanish Year 2**

Grade: 6-8

Prerequisites: Spanish Year 1

Middle school students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas.

### **\*+Altus Spanish 1 (A2321)**

**Blended Learning Course: Spanish I**

Grade: 9-12  
No prerequisite

This one-semester course is designed to build a foundation of knowledge of the Spanish language in each communication pathway: listening, reading, speaking and writing. The focus of this course is on the development of the aptitude to speak fluently with precise pronunciation and intonation, while encouraging gratitude for the traditions and customs of the culture. (Ref. *Foreign Language Framework for California Public Schools*).

**\*+Altus Spanish 2 (A2322)**  
**Blended Learning Course: Spanish I**  
Grade: 9-12  
Prerequisite: Altus Spanish 1

This one-semester course is designed to build a foundation of knowledge of the Spanish language in each communication pathway: listening, reading, speaking and writing. The focus of this course is on the development of the aptitude to speak fluently with precise pronunciation and intonation, while encouraging gratitude for the traditions and customs of the culture. (Ref. *Foreign Language Framework for California Public Schools*).

**\*+Altus Spanish 3 (A2323)**  
**Blended Learning Course: Spanish II**  
Grade: 9-12  
Prerequisite: Altus Spanish 1, 2; Blended Learning Spanish I

This one-semester course is designed to expand students' base knowledge of the Spanish language in each communication pathway: listening, reading, speaking and

writing. The focus of this course is on the development of the aptitude to speak fluently with precise pronunciation and intonation. Encouragement of gratitude for the traditions and customs of the culture is extended. (Ref. *Foreign Language Framework for California Public Schools*).

**\*+Altus Spanish 4 (A2324)**  
**Blended Learning Course: Spanish II**  
Grade: 9-12  
Prerequisite: Altus Spanish 1, 2 and 3;  
Blended Learning Spanish I

This one-semester course is designed to expand students' base knowledge of the Spanish language in each communication pathway: listening, reading, speaking and writing. The focus of this course is on the development of the aptitude to speak fluently with precise pronunciation and intonation. Encouragement of gratitude for the traditions and customs of the culture is extended. (Ref. *Foreign Language Framework for California Public Schools*).

**\*Altus Spanish 5 (A2325)**  
**Blended Learning Course: Spanish III**  
Grade: 9-12  
Prerequisite: Altus Spanish 1, 2, 3, and 4;  
Blended Learning Spanish I, II

This one-semester course is designed to expand students' knowledge of the Spanish language in each communication pathway: listening, reading, speaking and writing. The focus of this course is on the development of the aptitude to speak fluently with precise pronunciation and intonation. Encouragement of gratitude for the traditions and customs of the culture is extended. (Ref. *Foreign*

## FINE ARTS

### **Altus Art 7-1, 7-2 (A0101, A0102)**

Grade: 7

In this two-semester course, students will be introduced to the elements and principles of art, art theory, and art criticism. Students will create and critique works of art that use various mediums such as pencil, paint, and ink. Students will learn self-expression through basic art concepts.

### **Altus Art 8-1, 8-2 (A0120, A0121)**

Grade: 8

In this two-semester course, students will continue to discover the elements and principles of art, art theory, and art criticism. Students will create and critique works of art that use various mediums such as pencil, paint, and ink. Students will learn self-expression through basic art concepts.

### **\*Altus Art 1, 2 (A0191, A0192)**

#### **Blended Learning Course:**

#### **Introduction to Art (one semester only)**

Grade: 9-12

This two-semester course is an introduction to elements and principles of art, art theory, and art criticism as it applies to master works and their own work. The course introduces a variety of media, including pencil, paint, cardboard, and ink to complete expressive compositions. Assignments based on an articulation of realistic space and three-

dimensional forms provide a foundation for more complex projects integrating the principles of art. Students will investigate the historical context of art throughout projects and evaluate the role of art in contemporary society, including the social/political uses of art. Students will analyze the role and influence of mass communication in the arts.

### **Blended Learning Course: Art History I (one semester only)**

Grade: 9-12

Introducing art within historical, social, geographical, political, and religious contexts for understanding art and architecture through the ages, this course offers high school students an in-depth overview of art throughout history, with lessons organized by chronological and historical order and world regions. Students enrolled in this one-semester course will cover topics including early Medieval and Romanesque art; art in the 12th, 13th, and 14th centuries; 15th-century art in Europe; 16th-century art in Italy; the master artists; high Renaissance and Baroque art; world art, which includes the art of Asia, Africa, the Americas, and the Pacific cultures; 18th- and 19th-century art in Europe and the Americas; and modern art in Europe and the Americas.

### **Altus Photography 1 (A3691)**

Grade: 9-12

In this one-semester course students will acquire the ability to complete all of the processes involved in taking various kinds of photographs and producing finished prints. Students are taught the terminologies and techniques of photographic production, and camera operation. Students will study

sensory, formal, expressive, and aesthetic properties of photographic art. Students will understand the principles of good composition (texture, shape, light, motion, perspective) and the application of photographic principles to industrial processes.

**Altus Music Appreciation 1, 2 (A5381, A5382)**

Grade: 9-12

This two-semester course introduces the historical contributions and cultural dimensions of music throughout the world. Students have an opportunity to respond to, analyze, and make judgments about specific works of music. Students investigate music from several cultures and different time periods. Students develop an understanding of cultural diversity as it relates to music and composers. Students also critically assess and derive meaning from works of music according to the elements of music, aesthetic qualities, and human responses.

**\*Altus Commercial Art 1, 2 (A0201, A0202)**

Grade: 9-12

In this two-semester course students will explore and design basic computer based two-dimensional and three-dimensional works of art. Students are introduced to the elements and principals of visual design, such as line, shape, and balance, through various media. Students will develop design skills to be applied to real-world applications of design by creating various commercial art products.

## PRACTICAL ARTS

**Altus Exploring Family and Consumer Sciences (A1032)**

Grade: 7, 8

This one-semester course teaches middle school students the necessary living skills to assist them in improving their home, personal qualities, and family environments. They will study the dynamics of personal, family, and peer relationships. They will also learn about child care and development, food and nutrition, living environments and careers related to family and consumer sciences. Students will also learn how to have active roles in their school and community.

**Altus Middle Level AVID/Senior High AVID 1, 2(A8061/A8060)**

Grade: 6-8/9-12

These courses are designed for college bound students who are enrolled in a college-prep course. This course is designed to teach strategies to ensure success in college-prep coursework such as, note taking, outlining, writing, speaking, reading, test taking, and self-awareness. Students will work individually as well as collaboratively with small groups.

**Altus Business Careers 1, 2 (A0701, A0702)**

Grade: 9-12

These courses are designed to introduce modern business practices that include training in math, vocabulary, writing, communication, and proper business manner. Students will also learn about the American economic system, entrepreneurship,

leadership, money management, and consumerism. Included are units on banking services, finances, paying taxes and Social Security services.

**Altus Business Law 1, 2 (A0561, A0562)**  
Grade: 9-12

This two-semester course provides students with an understanding of the legal aspects of business. The first semester focuses on the intricacies of law and recognizing situations that may require legal assistance. Included units are contractual agreements, the court system, consumer protection and product liability and warranties. The second semester examines a variety of contracts. Included units are agency relationships, employment law, transferring and negotiable instruments, marriage, divorce, renting and buying a home, and retirement.

**Altus Career and Life Management 1, 2 (A1169, A1163)**  
Grade: 9-12

This two-semester course will explore career possibilities, consumerism and the dynamics of family and human services. The course increases students' awareness of life skills including balancing personal/school life, work and family. Students will explore career paths and interests.

**Altus Child Development/Parenthood Education (A1125, A1126)**  
Grade: 9-12

This two-semester course will introduce students to the vital skills in parenting and will provide information in the growth and development of infants and children as well

as provide “real-life” opportunities to observe a daycare setting, care for a simulated infant, and explore essential parenting skills. Students will further explore the vital skills needed by a parent to ensure the positive development of all family members. Students will also explore “real-life” opportunities by seeking out community resources for children and their families.

**Altus Food Preparation and Nutrition 1, 2 (A1165, A1166)**  
Grade: 9-12

This two-semester course will introduce the principles of being a smart consumer, proper food selection and preparation, basic nutrition, and preparing meals for both the individual and family. Students will develop necessary skills for meeting nutritional needs through exposure to food and ecology, special nutrient needs, and kitchen organization. Food customs and traditions in the U.S. will also be explored.

**Altus Health (A2550)**  
**Blended Learning Course: Foundations of Personal Wellness**  
Grade: 9-12

This one semester course teaches students how to care for their bodies. Units covered in this course are: consumer and community health, injury prevention, alcohol, tobacco and other drugs, nutrition, environmental health, family living and communicable and chronic diseases.

**Altus Health and Driver's Education (A2751)**  
Grade: 10-12

This is a one semester course that teaches components of health along with driver's education. Units covered in the **Health** component are: tobacco and alcohol, illegal drugs, communicable and sexually transmitted diseases, AIDS, safety and well-being, first aid, and handling emergencies. **Driver's Education** prepares students to pass the state driving exam. The units covered in this course are: Assessing and Managing Risk, Handling Social Pressures, Rules of the Road, Basic Driving Skills, Light and Weather Conditions, Buying a Car, and Getting your State Driving Test.

#### **Altus Driver's Education (A2750)**

Grade: 9-12

Driver's Education prepares students to pass the state driving exam. The units covered in this course are: Assessing and Managing Risk, Handling Social Pressures, Rules of the Road, Basic Driving Skills, Light and Weather Conditions, Buying a Car, and Getting your State Driving Test.

#### **Altus Introduction to Careers 1 (A8103)**

Grade: 9-11

This one-semester course allows students the opportunity to explore post secondary career and educational possibilities. Students will begin career exploration and research using interest surveys and learning style inventories. The course allows students to examine and create a budget for real life application. Students will create a final multimedia presentation that describes their specific actions to prepare for their career.

#### **Altus Senior Exhibition (A8104)**

Grade: 12

*Mandatory graduation requirement.*

This one-semester elective is required of all graduates. Students will be ready for life beyond high school. Students will be introduced to pre-employment techniques and the steps required for college admission and the securing of financial aid. In completing projects for a senior portfolio and presenting an exhibition students will demonstrate their readiness for the future.

#### **Altus Introduction to Careers (Military) (A8104)**

Grade: 12

This one-semester elective is an alternative option for graduates planning for careers in the military service. Students will be introduced to pre-military requirements and the ASVAB matriculation process. In completing projects for a senior portfolio and exhibition, students will improve their recruitment opportunities and create documents appropriate to entering military service.

#### **Altus Career Readiness 1, 2 (A8103, A8104)**

Grade: 9-12

#### **Blended Learning Course: Career Planning and Development (one semester only)**

Grade: 11-12

This course provides the knowledge and insight necessary to compete in today's challenging job market. This relevant and timely course helps student investigate careers as they apply personal interests and abilities, develop skills and job search documents needed to enter the workforce,

explore the rights of workers and traits of effective employees, and address the importance of professionalism and responsibility as careers change and evolve. This course includes lessons in which students create a self-assessment profile, a cover letter, and a résumé that can be used in their educational or career portfolio.

### **Altus Keyboarding 1, 2 (A0601, A0602)**

Grade: 9-12

Upon completion of these courses, students will have knowledge of the keyboard, proper keyboarding techniques, hand and body positioning needed for keyboarding, tabulations, speed and accuracy. Students will improve and enhance letter/memo, report, keyboarding, and table formatting skills with speed and accuracy.

### **Altus Parenting and Infant Development (A1171)**

Grade: 9-12

This one-semester course will teach students necessary skills for parenting. It will also introduce students to infant and child development. Students will learn how to prepare for a newborn baby and what to expect each month of the first year of life. They will also learn about prenatal care, being an educated consumer, budgeting, and decision making. This course teaches the theory of aspects of parenting and child development.

### **Altus Service Learning (A8087)**

Grade: 9-12

This one semester course provides the opportunity for students to complete the (60

hours) community service with a non profit organization within their community. Students are encouraged to explore organizations in need of help within their community where they can apply skills learned through their academic program and provide essential support to the community in which they live. Students who choose the Service Learning option for graduation must complete 2 semesters (120 hours) of Service Learning.

### **Altus Study Skills (6<sup>th</sup> – 8<sup>th</sup>) (A8030)**

This one-semester course is designed to help students improve in and provide added support for study skills, organization, reading, mathematics, and courses in which the student is concurrently enrolled. The activities in this course will help enhance higher level thinking, problem solving, and basic skills via workshops and personalized assignments developed to support and ensure student success.

### **Altus Study Skills (9<sup>th</sup> – 12<sup>th</sup>) (A8007, A8008)**

This one-semester course is designed to help students improve in and provide added support for study skills, organization, reading, mathematics, and courses in which the student is concurrently enrolled. The activities in this course will help enhance higher level thinking, problem solving, and basic skills via workshops and personalized assignments developed to support and ensure student success.

### **Altus Study Skills (CHSPE Math 9-12) – 6<sup>th</sup> edition (A8007, A8008)**

This one-semester course is designed to prepare students to pass the California High School Proficiency Examination (CHSPE). It uses individualized instruction for remediation with a specific focus on weaknesses in mathematics. Completion of this course should enable students to (1) improve their skills in basic math and elementary algebra, (2) recognize and understand the various types of objective test questions, and (3) improve their chances of passing the CHSPE test. The primary methods of instruction include, but are not limited to, lectures, timed tests, homework assignments, and individualized instruction.

**Altus Study Skills – CHSPE PREP/Part 1/  
Language Arts – 6<sup>th</sup> edition (A8007, A8008)**

This one-semester course is designed to prepare students to pass the California High School Proficiency Examination (CHSPE). It uses individualized instruction for remediation with a specific focus on weaknesses in language arts. Completion of this course should enable students to (1) improve their skills in basic grammar, writing, and language skills, (2) recognize and understand the various types of objective test questions, and (3) improve their chances of passing the CHSPE test. The primary methods of instruction include, but are not limited to, lectures, timed tests, homework assignments, and individualized instruction.

**Altus Consumer Math (A2505)  
Blended Learning Course: Personal  
Finance**

Grade: 9-12

*Prerequisites: basic math skills*

This introductory finance course teaches what it takes to understand the world of finance and make informed decisions about managing finances. Students learn more about economics and become more confident in setting and researching financial goals as they develop the core skills needed to be successful. In this one-semester course, students learn how to open bank accounts, invest money, apply for loans, apply for insurance, explore careers, manage business finances, make decisions about major purchases, and more. Students will be inspired by stories from finance professionals and individuals who have reached their financial goals.

**BLENDED LEARNING  
ELECTIVES**

**Technology Electives**

**Computer Applications (A4421)**

Grade: 9-12

Offering insight into the suite of products most used by working professionals, this course challenges high school students to become proficient in Microsoft® Word®, Excel®, PowerPoint®, and Outlook® through engaging lessons and coursework. This one-semester course is designed to provide students with hands-on experience with tasks such as creating flyers, brochures, schedules, presentations, and mail merge.

**Computer Literacy (A0722)**

Grade: 9-12

The Computer Literacy course focuses on the basic computer skills students need to become confident and prepared to use technology at school, at work, and in everyday life. Students learn search engines and web browsers, keyboarding and typing, web-based and email applications, presentations, image editing, and spreadsheets for data organization and calculations. The course addresses the writing, formatting, and proofreading of cover letters, works cited pages, and other professional documents.

**Computer Science 1 (A4411, A4412)**  
Grade: 7-12

Computer Science 1 introduces students to the basics of computer science through a series of Python® programming projects that encourage creativity and experimentation. Students create a diverse portfolio of projects as they learn commands and functions, values and variables, Graphical User Interface, modular and object-oriented programming, and events and event-driven processes. Students learn loops, debugging techniques and software development processes including iterative and incremental models. Students explore careers in programming, including profiles from a wide variety of programming professionals.

## Digital Art Electives

**Digital Arts 1 (A0211)**  
Grade: 9-12

The Digital Arts 1 course focuses on building a solid foundation of the basic elements of visual art: line, shape, form, color, value, space, and texture. This course teaches core skills using Inkscape, a free open-source

alternative to Adobe® Illustrator®. Topics include learning processes for evaluating artworks, and identifying selected artists' works, styles, and historical periods. Students learn 3D space in a 2D environment; filters, gradients and highlights; and methods of working with color. Students express themselves creatively in original digital drawings and artwork.

## Health Science Electives

**Introduction to Health Science A, B (A8103)**  
Grade: 9-12

This course introduces students to a variety of careers as they develop the basic skills required in healthcare fields.

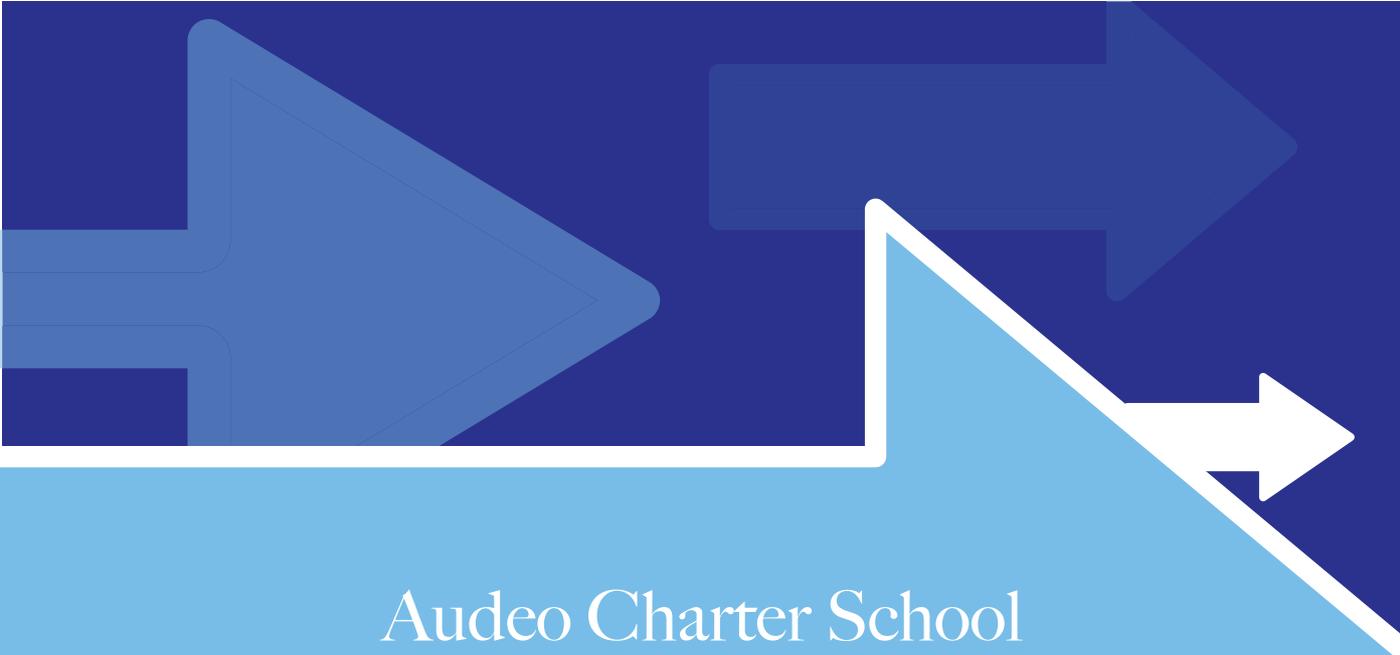
## General Electives

**Strategies for Academic Success (A8007)**  
Grade: 9-12

Offering a comprehensive analysis of different types of motivation, study habits, and learning styles, this one-semester course encourages students to take control of their learning by exploring varying strategies for success. Providing engaging lessons that will help students identify what works best for them individually, this one-semester course covers important study skills, such as strategies for taking high-quality notes, memorization techniques, test-taking strategies, benefits of visual aids, and reading techniques.

## NOTES

## NOTES



# Audeo Charter School

## LEARNING CENTER LOCATIONS:

**Carlsbad**

**Moreno Valley**

**Escondido**

**Pacific Beach**

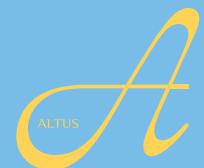
**Kearny Mesa**

**San Marcos**

**Mission Valley**

**Westminster**

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