California Department of Education

Charter Schools Division

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Attachment 4

# California State Board of Education-Authorized Charter School 2024 Academic Memorandum Form

CALIFORNIA DEPARTMENT OF EDUCATION

This document contains Academic Memorandum Form responses from Altus Schools East County (Charter #1889). Responses from the charter school have been provided, as is, and have not been edited by the California Department of Education (CDE) for capitalization, punctuation, or spelling.

## Altus Schools East County2024 Academic Memorandum Form

### Section 1. Charter School Information

#### General Information

Provide the following information as it pertains to the charter school.

| **Prompt** | **Response** |
| --- | --- |
| Charter School Name | Altus Schools East County |
| School Address | 111 Fletcher Pkwy. |
| City | El Cajon |
| ZIP Code | 92020 |
| Located in District | Grossmont Union High School District |
| County | San Diego |
| Website Address | www.altuseastcounty.com |
| County District School (CDS) Code | 37-77099-0136077 |
| Charter Number | 1889 |
| Current Charter Term Start Date | 7/5/2017 |
| Current Charter Term End Date | 6/30/2025 |
| Grade Levels Served | 7-12 |
| 2023–24 Enrollment | 260 |
| Instruction Type | Nonclassroom-based |

**School Description:**

Altus Schools East County (ASEC) is an independent study, academic intervention program. Every ASEC student enjoys the benefits of a custom-built course plan, one-on-one attention from teachers, individualized college and career planning, and a flexible schedule that meet the students' academic and personal needs. ASEC teachers are committed to partnering with parents to provide a personalized and rigorous academic experience for every student. ASEC is a Dashboard Alternative School Status (DASS) school.

##### Demographic Information

Provide the following information as a percentage of the charter school's total student population. Provide the information as it is reported on the 2024 California School Dashboard.

###### 2024 Student Group Information

| **Prompt** | **Percentage** |
| --- | --- |
| English Learners | 11.9 |
| Foster Youth | 0.8 |
| Homeless | 8.8 |
| Socioeconomically Disadvantaged | 70.8 |
| Students with Disabilities | 23.8 |

###### 2024 Race/Ethnicity Information

| **Prompt** | **Percentage** |
| --- | --- |
| African American | 6.9 |
| American Indian | 0.4 |
| Asian | 1.5 |
| Filipino | 0.4 |
| Hispanic | 61.9 |
| Pacific Islander | 0.4 |
| Two or More Races | 7.3 |
| White | 20.4 |

### Section 2. California School Dashboard Data Overview

#### California School Dashboard

For each California School Dashboard indicator below, provide the percentage of the charter school’s total student population and color regarding the charter school’s 2024 academic performance. For English Language Arts and Mathematics, indicate if the charter school is above or below distance from standard.

###### 2024 Performance Levels: Percentage and Colors

| **Prompt** | **Percentage** | **Color** |
| --- | --- | --- |
| Chronic Absenteeism | 0 | Blue |
| Suspension Rate | 0 | Blue |
| English Learner Progress | 56.3 | Green |
| Graduation Rate | 57.5 | Red |
| College/Career | 18.5 | Yellow |

###### 2024 Performance Levels: Colors and Distance from Standard

| **Prompt** | **Color** | **Above or Below Standard** | **Distance From Standard** |
| --- | --- | --- | --- |
| English Language Arts | Yellow | Above standard | 1.3 |
| Mathematics | Orange | Below standard | 127.3 |

#### California Assessment of Student Performance and Progress

Provide the percentage of students that met or exceeded the standard for California Assessment of Student Performance and Progress (CAASPP) English language arts/literacy and mathematics test results:

| **Prompt** | **Percentage** |
| --- | --- |
| English Language Arts | 47.5 |
| Mathematics | 12.5 |

### Section 3. Areas of Greatest Progress and Need

Provide a narrative response to each of the below questions.

1. Based on California School Dashboard (Dashboard) data, identify the charter school’s areas of greatest progress.

English Learner Progress is an area of greatest progress as reflected by the school’s dashboard. In the 2023-24 school year, ASEC received a “Green” performance level at 56.3% of our English Learner students making progress. Notably, ASEC exceeded the state's ELPI Average of 45.7% in 2024. ASEC greatly exceeds the San Diego County DASS Average of 33.7% and the State DASS Average of 32.7%, thus meeting MOU target. Comparatively, ASEC ranked in the 90th percentile for DASS Schools in California. Another area of greatest progress is ASEC's 0.0% Chronic Absenteeism rate with a “Blue” performance level for 23-24, which greatly exceeded the state's DASS average of 43% and the County’s DASS average of 24.6%, meeting the MOU target. In fact, ASEC’s 0% Chronic Absenteeism greatly exceeds the statewide average of 18.6% in 23-24. Notably, this rate ranked ASEC #1 (tied with other Altus Schools) out of 229 for State DASS Schools Chronic Absenteeism. ASEC received a “Yellow” performance level on English Language Arts at 1.3 points above standard in the 23-24 school year with 100% participation rate. ASEC’s 1.3 DFS in ELA greatly exceeds the County DASS Average of -99.9 DFS and the State DASS Average of -112.6 DFS, meeting the MOU Target. In fact, 1.3 ELA DFS puts ASEC in the 98th percentile of California DASS Schools, ranking #9 out of 544 state DASS schools and #2 out of 42 County DASS schools. College and Career has also been an area of greatest progress as ASEC increased by 7.3% on the College and Career Indicator (CCI) in the 23-24 school year. ASEC’s 18.5% of students prepared on the CCI greatly exceeds the State DASS Average of 5.2%. This CCI rate ranked ASEC #5 out of 37 in San Diego County DASS Schools and #38 out of 632 Statewide DASS Schools. ASEC had a 0% Suspension Rate with a “Blue” performance color in the 23-24 school year, exceeding the MOU target of 1.5%. ASEC surpassed the state's 3.2% Suspension Rate and the San Diego County DASS rate of 1.93% suspension. In fact, ASEC has not had one single suspension for the entirety of the CDE’s oversight for the past 7 years. While the CDE has not yet released 2024 DASS Graduation Rates, ASEC’s internal dashboard monitoring tool projects a 97.8% DASS Graduation Rate, which is a 1.8% increase from the previous year. The 22-23 ASEC DASS Graduation Rate was 96%, which far exceeded the State DASS Average Graduation Rate of 68.8% and the San Diego County DASS Rate of 73.4%, thus meeting the MOU target. One of the greatest accomplishments for ASEC over the preceding five years has been raising the DASS Graduation Rate for All Students (25.0%), Hispanic students (29.2%), SED students (27.4%) and Students with Disabilities (44.3%)As a DASS school, ASEC has maintained a low One-Year Dropout Rate below 5.0%. This is an outstanding achievement given that the majority of ASEC students enroll behind in credits, not on track to graduate within 4 years, 1-2 grade levels behind in English, and 2-3 grade levels behind in math.

1. What internal assessments (not CAASPP) are being used to demonstrate the charter school’s areas of greatest progress? Are any of these assessments on the approved verified data list? If so, which ones?

Students at ASEC participate in NWEA Measures of Academic Progress (MAP) assessments in Reading, Language Usage, and Mathematics in the Fall and Spring each school year to measure grade-level proficiency and academic growth targets. This data is incredibly helpful in guiding the development of students’ Pathways Personalized Education Plan (PPEP). NWEA MAP assessments are included on the CDE’s approved verified data list. The national norm for students to meet these growth targets is 50%. In the 23-24 school year, 78% of all ASEC students met their NWEA MAP growth target in Reading, 76% in Language, and 76% in Math; thus exceeding the school’s MOU target of 60%, and demonstrating areas of great progress. Additionally, Hispanic/Latino, Students with Disabilities (SWDs), and Socioeconomically Disadvantaged (SEDA) student groups met the MOU target of 60% in all areas. Notably, 83% of English Learners met their target in Reading and 89% in Language. ASEC administers the Initial and Summative ELPAC (included on the CDE’s approved verified data list). ELPAC results are reflected on the Dashboard's English Language Performance Indicator (ELPI), an area of progress for ASEC with 56.3% English Learner Progress. ASEC administers the CAASPP Smarter Balanced Interim Assessment in November. The Interim results provide guidance on areas of need and strength in order to effectively prepare students for the SBA Summative Assessment. Interim results are reviewed on the California Educator Reporting System (CERS). Based on the 23-24 Interim scores, ASEC identified ELA as an area of greatest progress with 44% of 11th grade students meeting or exceeding standards, and 35% of 8th grade students.

1. Based on Dashboard data, identify the charter school’s areas of greatest need. Include references to student groups.

ASEC is a DASS school with at least 70% of the school’s total enrollment comprised of high-risk student groups. Most students who enroll at ASEC are two to four grade levels behind in Math. The area of greatest need for ASEC is Mathematics, with specific focus SEDA (-130.4 DFS with an increase of 25.1 from year prior), and SWD (-195.5 DFS). Although an area of need, ASEC did increase by 15.4 points in Mathematics during the 23-24 school year with 100% participation rate. This increase reflects an “Orange” Performance Level, improving from a “Red” the year prior. With a -127.3 DFS in the 23-24 school year, ASEC exceeded the County DASS Average of -174.7 and State DASS Average -183.1, meeting the MOU standard. Comparatively, ASEC ranked #65 out of 544 DASS Schools statewide, and #5 (excluding other Altus Schools) out of 42 County DASS Schools. While Math continues to be a critical area of need, ASEC outperforms other similar programs in the state and county.

1. How is the charter school addressing these areas of need? Include references to student groups.

As a DASS school, ASEC is specifically designed to address the needs of students who have previously lacked success in other school environments. ASEC continues implementation of internal Dashboard monitoring instruments to closely track and intervene with real-time measures to ensure engagement and continued improvement of its unique student population. In response to the National Math Crisis and Math being a critical area of focus, ASEC has implemented a comprehensive Math Plan, which includes the following key initiatives: a Math Book Study to refine instructional practices and curriculum, the Math Literacy Summit, Math Virtual Reality coursework to engage all learners in content and procedures, IXL Math for supplemental instruction, an expansion of Math content sessions and teacher cohorts tailored to student needs, and professional learning focused on Culturally Relevant Math Instruction. The Math Study Group—composed of school leadership and expert teachers—meets regularly to refine instructional strategies and interventions. With a focus on essential math concepts, the group analyzes assessments to identify learning gaps and implement targeted support. Additionally, they continuously adjust the Professional Learning Plan to align with student needs and instructional goals, ensuring sustained academic growth. The Math Study Group is launching a ‘Transformative Math Culture’, built on a growth mindset where all students are empowered to excel in math. The Math Literacy Summit focuses on data analysis, evidence-based instruction, and supporting special populations to improve math outcomes. Staff participate in sessions to address achievement gaps, implement differentiated instruction for high-risk students, and collaborate on effective strategies. A Teacher Best Practice Panel showcases successful strategies, while instructional planning at the end allows staff to directly apply insights to their teaching. Virtual Reality (VR) is integrated into math instruction to create immersive learning experiences that boost student engagement and interest. By allowing students to visualize and manipulate mathematical concepts in a 3D space, this hands-on approach makes abstract concepts more accessible by allowing students to experience them in a practical, real-world context. IXL Math has been adopted by the school this year to provide supplemental instructional support. The primary focus for this school year is to support the needs of unique learners, particularly Special Education. Through this platform, instructional staff will be able to reinforce deep conceptual understanding of grade-level standards and skills needed to demonstrate proficiency on end-of-the-year assessments. We have prioritized specific standards within these themes and structured weekly tutorial sessions to address them. ASEC teachers are committed to strengthening students' math proficiency by offering weekly SBA Math practice sessions through small-group tutoring. These sessions specifically target Key Claims and Objectives, with a primary emphasis on Math Claim #1: Concepts and Procedures, guided by an in-depth review of the SBA blueprint. ASEC partners with the not-for-profit organization, The Education Ladder, which provides on-site academic tutors who specialize in Math. EdLadder coaches have been instrumental in providing individualized Math support to SWD, EL, and SEDA. ELAD offers monthly sessions to support teachers with implementing Math strategies for ELs. The Special Education Department leads compliance clinics to ensure Math goals of SWDs are being met. We focus on professional learning and continuous training to build teacher capacity and improve student success in mathematics. Teachers participate in professional learning communities, customized training plans, and ongoing math development sessions to enhance instructional effectiveness. By leveraging the Professional Learning System (Altus University), we provide coaching and specialized support for teachers, education specialists, and Supplemental Math Coaches to strengthen their ability to deliver high-quality math instruction. ASEC’s key process, the PPEP, coupled with the MTSS framework, provides staff with a systematic approach to meet and respond to the academic, physical, social-emotional, and behavioral needs of students. ASEC will continue to refine and implement a systematic approach of curriculum, instruction, and professional learning to improve mathematics achievement for all students and student groups. Through a commitment to data-driven decision-making, research-based instructional practices, and a strong foundation of professional learning, we strive to ensure every student has access to high-quality math instruction that prepares them for future academic and career success.

### Section 4. Summary of Performance on Measurable Pupil Outcomes

Provide a narrative response to the below question.

1. Identify the Measurable Pupil Outcomes in Element 2 of the charter petition. Summarize the performance for each outcome.

The Measurable Pupil Outcomes outlined in ASEC’s charter petition are continually monitored and refined as part of the goals, actions, and metrics in the school’s LCAP and via monthly data reports. Overall, ASEC continues to meet or exceed the annual goals and has implemented internal monitoring instruments to closely track and intervene with real-time measures when improvement is needed. Goal 1: Provide a personalized and innovative instructional program focused on increasing student engagement and academic achievement in performance areas that are appropriate for a DASS school. • ASEC is exceeding the 84% student participation target with a current Cumulative Participation Rate of 92.1%. ASEC is exceeding the 50% credit completion target with a current 66.4% Cumulative Credit Completion Rate. As of January 2024, ASEC projects an exemplary 0% potential dropout rate and a projected 0% Chronic Absenteeism Rate. Goal 2: Provide a broad and rigorous Course of Study focused on 21st Century Learning Skills aligned to CCSS, NGSS, ELD,and CTE that's Accessible to all Students. • 100% of English courses are aligned to CCSS and ELD standards; 100% of Math courses are aligned to CCSS; 100% of Science course are aligned to NGSS. Advanced coursework through Honors and AP courses are available to all students. ASEC offers 11 complete CTE Pathways, all aligned to CTE Model Curriculum and Standards, and Work Experience Education. In the entire 23-24 school year, ASEC had 70 Early College Credit Completers. In Fall Semester alone for the 24-25 school year, ASEC had 69 Early College Credit Completers, thus demonstrating that ASEC is projected to significantly increase annual number of students completing college credit courses this school year, likely doubling. Goal 3: Implement a targeted and data informed professional learning system to increase teacher effectiveness and promote high-quality instruction schoolwide. • Currently, 100% of ASEC staff are on track to meet annual targets of 60 hours of professional development, with 10 math-specific hours. Additionally, 100% of ASEC staff are Leading Edge Certified (LEC). Currently, the English Learner Achievement Department (ELAD) has provided three of its six annual trainings focused on Assessment, Curriculum, Equity and Instruction. Goal 4: Provide a safe environment and supportive school culture for all educational partners to teach and learn. • The current ASEC suspension and expulsion rate is 0%. All ASEC Resource Centers have established a compliant School Safety Plan that is developed and implemented by a School Safety Committee. Goal 5: Provide innovative, engaging and community-based resource centers to service and support students, parents and family members. • Parents and guardians are provided opportunities and resources to support student learning through the school’s Family Learning Series, which offers 11 webinars for the 24-25 school year. Educational partners have been encouraged to complete the ASEC LCAP Survey to provide valuable feedback. ASEC fosters community engagement through Student Site Council, English Leaner Advisory Committee, school events like Open House and Senior Night, and communication tools.

### Section 5. Local Control and Accountability Plan Progress

Provide a narrative response to each of the below questions.

1. Provide a summary of progress made in meeting the charter school’s 2023–24 Local Control and Accountability Plan (LCAP) goals.

In 2023-24, ASEC met both Math and ELA Smarter Balanced Summative Assessments LCAP goals by exceeding the County and State DASS Schools averages. In 23-24, ASEC had a 0% Chronic Absenteeism Rate - a 6.4% decrease from the previous year. The 56.3% ELPI rate on the ELPI exceeds the 45% LCAP target. ASEC met all Pupil Achievement Measures of Academic Progress by NWEA with more than 60% of all students meeting their annual growth targets in Reading (78%), Language (76%), and Mathematics (76%); as well as over 60% of student groups meeting these targets. The 23-24 cumulative participation rate of 91.7% and the .4% dropout rate greatly exceeds the expectations of the Pupil Engagement Metrics. Although there was an increase of 15.4 points, ASEC identified Mathematics as an area of focus. Based on the Student Confidence Survey, 93% of students reported that they gained confidence in their ability to learn and succeed in school within 90 days of enrollment, exceeding the 90% target. ASEC increased the annual number of students completing college credit courses from 34 in the 22-23 school year, to 70 in the 23-24 school year. As college credit courses have increased, there’s a slight decrease in AP course participation, from 10 in the 22-23 school year to 8 in the 23-24 school year. ELAD provided the targeted six annual trainings in the 23-24 school year. ASEC had 100% of teachers meet their professional development requirements, with 100% reporting high levels of training relevance. Notably, 98% of students and 100% of parents reported high levels of satisfaction with the student's overall educational experience at ASEC. ASEC had a 0% Suspension and Expulsion rate. Additionally, 100% of students and 100% of parents reported high levels of school safety satisfaction, and 98% of parents reported that ASEC Resource Centers provided innovative learning opportunities for students. ASEC provided 12 Family Learning Series and Special Education Staff increased the opportunities for parental and family member participation for students with exceptional needs in advisory meetings, school events, and conferences.

1. Provide a summary of the charter school’s 2024–25 LCAP mid-year update that describes what the charter school is doing to increase community input.

ASEC has prioritized meaningful engagement with the community to shape its 2024–25 Local Control and Accountability Plan (LCAP). The following are 2024-25 family participation opportunities where family members can provide input: Family Resource Night, English Learner Advisory Committee, Open House and Senior Night, Family Learning Series, School Site Council Meetings, College and Career Week, School Board Meetings, Pathway Portfolio Panels, College Sessions, SELPA community advisory meetings, and IEP Educational Meetings. Community input is being provided by ASEC's 24 community-based partnerships. One of those partnerships being Cuyamaca Community College, where ASEC’s strong partnership offers ASEC students opportunities to complete dual enrollment college courses for free with wrap-around support services. Parents played an essential role in guiding the school’s instructional direction through varied consultation methods that ensured accessibility and inclusivity. The Parent LCAP Engagement Survey provided a structured platform for parents to share valuable feedback on school initiatives, curriculum effectiveness, and student support programs. Additionally, Open House Events and Senior Night Events facilitated direct interactions between parents, educators, and administrators, fostering transparent communication and collaboration. The school also strengthened parent involvement through participation in School Site Council (SSC) meetings and English Learner Advisory Committee (ELAC) sessions, ensuring that diverse parent perspectives were incorporated into key decision-making processes. Parent-Teacher Conferences allowed for personalized discussions about individual student progress, reinforcing the home-school partnership. To further empower families, the Family Learning Series offered informative sessions to help parents support their children's educational journey, while Board Meetings provided an opportunity for parents to contribute to broader school policies and initiatives. These efforts collectively enhanced parent engagement and ensured that family perspectives were integral to the LCAP's development. Recognizing the importance of student perspectives, the school created multiple opportunities for students to provide direct input on their academic, social-emotional, and behavioral experiences. The Student LCAP Engagement Survey served as a structured mechanism for gathering feedback, while participation in SSC and ELAC meetings allowed students to engage in meaningful discussions about school policies and programming. In addition to formal surveys and meetings, students contributed insights through Open House Events, Senior Night Events, College and Career Week, Senior Exhibition Panels, and Health & Wellness Week. These events encouraged dialogue between students, teachers, and administrators, ensuring that student voices influenced program enhancements. Student-Teacher Conferences further personalized student engagement by providing dedicated time for academic discussions and goal-setting. By integrating both parent and student feedback, the school strengthened its LCAP planning process, ensuring that instructional strategies, student support initiatives, and school climate improvements reflect the diverse needs of the community. This ongoing commitment to educational partners engagement fosters a more inclusive, responsive, and student-centered learning environment that promotes academic success and overall well-being.

### Section 6. Differentiated Assistance

1. Does the charter school qualify for Differentiated Assistance?

No

If yes, provide a narrative response to each of the below questions.

1. Under which student groups and state priorities did the charter school meet the eligibility criteria for Differentiated Assistance (DA) in both the prior and current year?

[No Response]

1. Identify the support provider the charter school will be working with for technical assistance with DA.

[No Response]

1. What improvement strategies and actions has the charter school selected to address its identified student groups and state priorities?

[No Response]

### Section 7. Acknowledgment, Certification, and Submission

Initial each of the below statements to confirm that you have read and understand following:

#### Acknowledgment

I understand and acknowledge that the CDE will present this information to the California State Board of Education (SBE) as a part of its annual information memoranda regarding the academic progress of charter schools authorized by the SBE. This information will be made publicly available and/or provide the information to other agencies, organizations, and individuals.

AF

#### Certification

I hereby certify that I am a full-time paid employee of the charter school who has direct knowledge of the information contained herein and am authorized to submit this information to the CDE. I certify that I have provided only true and correct information about the charter school.

AF

###### Contact Information

| **Prompt** | **Response** |
| --- | --- |
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