California Department of Education
Charter Schools Division
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memo-lacb-csd-jun24item02
Attachment 5

# Altus Schools East CountyAcademic Memorandum Response

## Section 1. School Information

### General Information

1. **School Address (Include city and zip code):** 111 Fletcher Pkwy. El Cajon CA 92020-2510
2. **Located in District:** Grossmont Union High School District
3. **Website Address** www.grossmontsecondarycharter.com
4. **County-District-School (CDS) Code:** 37770990136077
5. **Charter Number:** 1889
6. **Current Charter Term Start Date (mm/dd/yyyy):** 07/05/2017
7. **Current Charter Term End Date (mm/dd/yyyy):** 06/30/2025
8. **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 commited to partnering with parents to provide a personalized and rigorous academic experience for every student. ASEC is a Dashboard Alternative School Status (DASS) school.
9. **Grade Levels Served:** 7-12
10. **2022–23 Enrollment:** 257
11. **Instruction Type:** Non-Site Based

### Demographic Information

The following demographic information was obtained from the California School Dashboard website at <https://www.caschooldashboard.org/>.

Table 1. 2023 Student Group Information

| Student Group | School Total (Percentage) | District Total (Percentage) |
| --- | --- | --- |
| English Learners | 12.1% | 14.2% |
| Foster Youth | .8% | .3% |
| Homeless | 5.8% | 3.4% |
| Socioeconomically Disadvantaged | 70.4% | 63.5% |
| Students with Disabilities | 22.2% | 18% |

Table 2. 2023 Race/Ethnicity Information

| Race/Ethnicity | School Total (Percentage) | District Total (Percentage) |
| --- | --- | --- |
| African American | 7.4% | 5.3% |
| American Indian | .8% | .8% |
| Asian | 1.6% | 3% |
| Filipino | .4% | 1.6% |
| Hispanic | 60.3% | 40.4% |
| Pacific Islander | .4% | .5% |
| Two or More Races | 7.4% | 5.1% |
| White | 21% | 42.9% |

## Section 2. California School Dashboard Data Overview

### California School Dashboard

The following performance information was obtained from the California School Dashboard website at <https://www.caschooldashboard.org/>.

Table 1. 2023 Performance Levels

| **Dashboard Indicator** | **School Performance Level** | **State Performance Level** |
| --- | --- | --- |
| **Chronic Absenteeism** | Yellow6.5% chronically absent | **Yellow**24.3% chronically absent |
| **Suspension Rate** | Blue0% suspended at least one day | **Orange**3.5% suspended at least one day |
| **English Learner Progress** | No color57.6% making progress | **Yellow**48.7% making progress |
| **Graduation Rate** | Red65.4% graduated | **Orange**86.4% graduated |
| **College/Career** | Low11.2% prepared | **Medium**43.9% prepared |
| **English Language Arts** | Green8.5 points above standard | **Orange**13.6 points below standard |
| **Mathematics** | Red142.7 points below standard | **Orange**49.1 points below standard |

### California Assessment of Student Performance and Progress

The School’s California Assessment of Student Performance and Progress (CAASPP) results are available on the CAASPP website at <https://caaspp-elpac.ets.org/caaspp/>.

A direct link to the School’s CAASPP English language arts/literacy and mathematics test results is available at https://caaspp-elpac.ets.org/caaspp/DashViewReportSB?ps=true&lstTestYear=2023&lstTestType=B&lstCounty=37&lstDistrict=77099-000&lstSchool=0136077&lstGroup=1&lstSubGroup=1&lstSchoolType=A&lstGrade=13&Keyword=grossmont%20secondary&ct=2&cds=37770990136077.

## Section 3. Areas of Greatest Progress and Need

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

English Language Arts is an area of greatest progress as reflected by the school’s dashboard. During the 2022-23 school year, ASEC received a “Green” performance level at 8.5 points above standard, a remarkable 17 point increase from the year prior. ASEC exceeded the state's ELA performance level of "Orange" at 13.6 points below standard. Notably, 54.1% of ASEC students in the 22-23 school year met or exceeded standards on the CAASPP ELA, exceeding the San Diego County DASS Average of 22%, meeting MOU target. Additonally, ASEC's 8.5 Distance from Standard (DFS) in ELA exceeded both San Diego County (-134.9 DFS) and State (-118.2 DFS) DASS Averages. Comparatively, ASEC ranked #1 out of 56 (excluding other Altus Schools) DASS Schools in San Diego County in CAASPP ELA DFS.

ASEC's 6.5% Chronic Absenteeism rate for 22-23 greatly exceeded the state's average of 24.3%, meeting the MOU target. This rate ranked ASSB #6 out of 56 (excluding Altus Schools) for County DASS Schools Chronic Absenteeism Rate.

While the CDE has not yet released 2023 DASS Graduation Rates, ASEC's DASS Graduation Rate is an area of progress with ASEC's internal dashboard monitoring tool projecting a 96.9% DASS Graduation Rate, a 5.6% increase from prior year. ASEC's prior year graduation rate (91.3%) also exceeded state (71.9%) and San Diego County (74.7%) DASS Rates - meeting MOU targets.

ASEC had a 0% Suspension Rate in the 22-23 school year, exceeding the MOU target of 1.5%. ASEC surpassed the state's 3.5% Suspension Rate and the San Diego County DASS rate of 3.5% suspension.

1. **What internal assessments (not CAASPP) are being used to demonstrate the 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 22-23 school year, 68% of all ASEC students met their NWEA MAP growth target in Reading, 77% in Language, and 72% in Math; thus exceeding the MOU target 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, 82% of SEDA and 74% SWD student groups met their target 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 57.6% English Learner Progress, thus meeting the MOU target by exceeding the San Diego County DASS School's average of 34.3% and the statewide DASS School's average of 32.5%. ASEC also exceeds the state's 48.7% 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), which identified ELA as an area of greatest progress.

1. **Based on Dashboard data, identify the 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, with greatest impact to EL, SEDA, and SWD. Although an area of need, 16.39% of ASEC students scored at or above standard in Math, exceeding the San Diego County DASS Average of 4.9%. ASEC had a -142.7 Distance from Standard (DFS) in Math, supassing the San Diego County (-203.3 DFS) and the Statewide (-192.8 DFS) DASS averages. ASEC ranked #2 out of 56 (excluding other Altus Schools) San Diego County DASS Schools in Math. While Math continues to be a critical area of need, ASEC outperforms almost all similar programs in the state and county.

The College/Career Indicator (CCI) is an area of need (with focus ELs and SWDs); however, notable progress has been made. In 2023, 11.2% of students were CCI Prepared, a 5.8% increase since the last CCI in 2019. With many CCI measures not structurally intended for ASEC's setting, focus is on applicable measures.

1. **How is the 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 inherited post-pandemic Math learning loss, ASEC has implemented the following professional learning elements this school year: Math Literacy Summit, Math Book Study to enhance instruction, Math Virtual Reality coursework to engage learners, professional learning on Culturally Relevant Math Instruction, and the expansion of Math content and teacher cohorts based on student roster needs.

ASEC teachers provide students with SBA Math practice opportunities through small group tutoring sessions that focus on Key Claims/Targets, specifically Math Claim #1: Concepts and Procedures based on the SBA blueprint. ASEC partners with the non-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.

 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.

ASEC is focusing on earning college credit and UC A-G requirements to address the College/Career area of need. ASEC continues to develop strong partnerships with local community college districts that offer embedded student supports and services, making college courses accessible for ELs and SWDs. Dual enrollment is free for ASEC students, creating access for SEDA. ASEC will continue to improve college credit opportunities through embedded tutors, reserving courses that satisfy A-G requirements, and by creating an Early College Pathway Plan upon enrollment.

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

1. **Identify the Measurable Pupil Outcomes in Element 2 of the 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%. ASEC is exceeding the 50% credit completion target with a current 73% Cumulative Credit Completion Rate. As of January 2024, ASSB projects an exemplary 0% potential dropout rate of 0%.

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 and Work Experience Education. New Designated ELD curriculum focuses on the development of all language domains.

Goal 3: Implement a targeted and data informed professional learning system to increase teacher effectiveness and promote highquality 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.

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. 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, and communication tools.

## Section 5. Local Control and Accountability Plan Progress

1. **Provide a summary of progress made in meeting the School’s 2022–23 Local Control and Accountability Plan (LCAP) goals.**

In 2022-23, ASEC met both Math and ELA Smarter Balanced Summative Assessments LCAP goals by exceeding the County and State DASS Schools averages. In 22-23, ASEC had a 0% Chronic Absenteeism Rate - a 6.4% decrease from the previous year. The 57.6% ELPI rate on the ELPI exceeds the 45% LCAP target. The 22-23 cumulative participation rate of 88.1% and the .8% dropout rate exceeds the expectations of the Pupil Engagement Metrics.

ASEC identified CCI as an area of focus. ASEC had 100% of teachers meet their professional development requirements, with 99% reporting high levels of training relevance. Notably, 100% 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, 98% of parents reported high levels of school safety satisfaction, and 98% of parents reported that ASEC Resource Centers provided innovative learning opportunities for students.

1. **Provide a summary of the School’s 2023–24 LCAP mid-year update that describes what the School is doing to increase community input.**

The following are 2023-24 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.