California Department of Education  
Charter Schools Division  
Created 01/2024  
memo-lacb-csd-jun24item02  
Attachment 6

# Altus Schools South Bay Academic Memorandum Response

## Section 1. School Information

### General Information

1. **School Address (Include city and zip code):** 3252 Bonita Rd. Chula Vista, CA 91910-3200
2. **Located in District:** Sweetwater Union High School District
3. **Website Address:** www.sweetwatersecondarycharter.com
4. **County-District-School (CDS) Code:** 37771070000000
5. **Charter Number:** 1903
6. **Current Charter Term Start Date (mm/dd/yyyy):** 07/31/2017
7. **Current Charter Term End Date (mm/dd/yyyy):** 06/30/2025
8. **School Description:** Altus Schools South Bay (ASSB) is an independent study, academic intervention program. Every ASSB 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. ASSB teachers are commited to partnering with parents to provide a personalized and rigorous academic experience for every student. ASSB is a Dashboard Alternative School Status (DASS) school.
9. **Grade Levels Served:** 7-12
10. **2022–23 Enrollment:** 369
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 | 20.9% | 22.4% |
| Foster Youth | .5% | .2% |
| Homeless | 7% | 1.5% |
| Socioeconomically Disadvantaged | 75.3% | 60.5% |
| Students with Disabilities | 25.5% | 14.6% |

Table 2. 2023 Race/Ethnicity Information

| Race/Ethnicity | School Total (Percentage) | District Total (Percentage) |
| --- | --- | --- |
| African American | 3.5% | 3.2% |
| American Indian | 0% | .5% |
| Asian | .8% | 2% |
| Filipino | 2.2% | 8.8% |
| Hispanic | 86.4% | 68.4% |
| Pacific Islander | .3% | .4% |
| Two or More Races | 1.6% | 3.9% |
| White | 4.9% | 12.1% |

## 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** | Green  5.6% chronically absent | **Yellow**  24.3% chronically absent |
| **Suspension Rate** | Blue  0% suspended at least one day | **Orange**  3.5% suspended at least one day |
| **English Learner Progress** | Orange  47.8% making progress | **Yellow**  48.7% making progress |
| **Graduation Rate** | Red  65.1% graduated | **Orange**  86.4% graduated |
| **College/Career** | Low  14.2% prepared | **Medium**  43.9% prepared |
| **English Language Arts** | Yellow  9.5 points below standard | **Orange** 13.6 points below standard |
| **Mathematics** | Orange  115.7 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&lstGroup=1&lstSubGroup=1&lstGrade=13&lstSchoolType=A&lstCounty=37&lstDistrict=77107-000&lstSchool=0136473.

## 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, ASSB received a “Yellow” performance level at 9.5 points below standard, a 5.6 point increase from the year prior. ASSB exceeded the state's ELA performance level of "Orange" at 13.6 points below standard. 48.2% of ASSB students in the 22-23 school year met or exceeded standards on the CAASPP ELA, surpassing the County DASS Average of 22% and meeting MOU target. ASSB's -9.5 Distance from Standard (DFS) in ELA exceeded both County (-134.9 DFS) and State (-118.2 DFS) DASS Averages. ASSB ranked #1 out of 56 (excluding other Altus Schools) DASS Schools in San Diego County in CAASPP ELA DFS.

ASSB's 5.6% Chronic Absenteeism rate for 22-23 is a 3.7% improvement from the year prior and substantially lower than the state's 24.3% average. ASSB ranked #6 out of 56 (excluding Altus Schools) for County DASS Schools Chronic Absenteeism.

While the CDE has not yet released 2023 DASS Graduation Rates, ASSB's DASS Graduation Rate is an area of progress with ASSB's internal dashboard monitoring tool projecting a 94.2% DASS Graduation Rate, a 6.9% increase from prior year. ASSB's prior year graduation rate (87.3%) also exceeded state (71.9%) and County (74.7%) DASS Graduation Rates - meeting MOU targets. Also, ASSB's 0% Suspension Rate in the 22-23 school year exceeded the MOU target of 1.5%. ASSB 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 ASSB 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. NWEA MAP assessments are included on the CDE’s approved verified data list. In the 22-23 school year, 68% of all ASSB students met their NWEA MAP growth target in Reading, 73% in Language, and 73% in Math. Additionally, all student groups, including Hispanic/Latino, Students with Disabilities (SWDs), English Learners (ELs), and Socioeconomically Disadvantaged (SEDA), met the MOU target of 60% in all areas. Notably, 76% of SWDs met their target in Math and 80% in Language.

ASSB 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), which is an area of progress for ASSB with 47.8% 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%. ASSB is on par with the state's 48.7% English Learner Progress.

ASSB administers the CAASPP Smarter Balanced Interim Assessment in November. Results are utilized to more 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, ASSB identified 11th grade ELA as an area of greatest progress with 67% of students meeting or exceeding standards.

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

ASSB 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 ASSB are two to four grade levels behind in Math, with greatest impacts to EL, SEDA, and SWD. While math continues to be an area of need, ASSB increased by 4.6 points in the 2023 Summative Math SBA, an "Orange" performance level (same level as the state). 14.28% of ASSB students scored at or above standard in Math, exceeding the County DASS Average of 4.9%. ASSB had a -115.7 Distance from Standard (DFS) in Math, exceeding County (-203.3 DFS) and Statewide (-192.8 DFS) DASS averages. In 2023, ASSB ranked #3 out of 56 San Diego County DASS Schools in Math. While Math continues to be a critical area of need, ASSB outperforms almost all similar programs in the county and state.

The College/Career Indicator (CCI) is an area of need (with focus ELs and SWDs; however, notable progress has been made. In 2023, 14.2% of students were CCI Prepared, reflecting an 8.9% 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, ASSB is designed to address the needs of students who have previously lacked success in other school environments. ASSB 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, ASSB 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.

ASSB teachers are providing students with SBA Math practice opportunities through small group tutoring sessions focusing on Key Claims/Targets, specifically Math Claim #1: Concepts and Procedures based on the SBA blueprint. ASSB 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 SWDs, ELs, 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 IEP goals of SWDs are being met.

ASSB’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. ASSB continues to refine and improve this unique approach of curriculum, instruction, and professional learning to improve mathematics achievement for all students and student groups.

ASSB is focusing on earning college credit and UC A-G requirements to address the College/Career area of need. ASSB continues to develop partnerships with local community colleges that offer embedded student supports, making college courses accessible for ELs and SWDs. Dual enrollment is free for ASSB students, creating access for SEDA. ASSB 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 ASSB’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, ASSB 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.

• ASSB is exceeding the 84% student participation target with a current Cumulative Participation Rate of 99%. ASSB is exceeding the 50% credit completion target with a current 71% Cumulative Credit Completion Rate. As of January 2024, ASSB projects a potential dropout rate of .6%, thus far below the goal of 5%.

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. Honors/AP, college courses,11 complete CTE Pathways and Work Experience Education is available to all students. Designated ELD curriculum is available.

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

• Currently, 100% of ASSB 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 ASSB suspension and expulsion rate is 0%. All ASSB 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 are provided resources to support student learning through the school’s Family Learning Series. Educational partners complete the LCAP Survey to provide feedback. Community engagement is fostered 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.**

ASSB met both Math and ELA Smarter Balanced Summative Assessments LCAP goals by inreasing 5.6 points in ELA and 4.6 points in Math from the year prior. ASSB had a 1.6% Chronic Absenteeism Rate - a 7.8% decrease from the year prior. The 47.8% rate on the ELPI exceeds the 45% LCAP target. The cumulative participation rate of 92% and the 1.8% dropout rate exceeds the expectations of the Pupil Engagement Metrics.

CCI as an identified area of focus.100% of teachers met their professional development requirements, with 99% reporting high levels of training relevance. 98% of students and 100% of parents reported high levels of satisfaction with student's overall educational experience. ASSB had a 0% Suspension and Expulsion rate. Notably, 99% of parents reported high levels of school safety satisfaction, and 100% of parents reported that ASSB 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 provide input: Family Resource Night, English Learner Advisory Committee, Open House, 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 ASSB's 25 community-based partnerships.