

To: Superintendent McPhetridge and AUSD Board of Education

From: Kelly Lara, Director of Student Services

Date: March 2, 2015

Re: Alameda Community Learning Center (ACLC) Charter Renewal Petition Request

Action Requested:

Approve the Alameda Community Learning Center (ACLC) charter renewal petition because the charter school has met the standards set forth in the California Charter School Act, Education Code sections 47605 and 47607, which govern charter school renewals. As required by Education Code sections 4605 and 47607, the petition presents a sound educational program; the petitioners are likely to successfully implement the program set forth in the petition; the petition contains the required signatures and affirmations; and the petition contains reasonably comprehensible descriptions of all of the 16 elements required by the California Charter Schools Act.

Summary

Staff recommends that the AUSD Board of Education approve the petition to renew the charter of the Alameda Community Learning Center of Alameda (ACLC), under the California Charter Schools Act.

Procedural Background

- 1) A representative from ACLC submitted the ACLC charter renewal petition on January 13, 2015 at a regularly scheduled Board of Education meeting.
- 2) A public hearing was held on February 10, 2015. Representatives from ACLC presented.
- 3) AUSD staff conducted a 2-day inspection visit at ACLC on February 5 and February 6, 2015.

Statutory Background

Pursuant to Education Code 47605, Charter law outlines the criteria governing the approval or denial of petitions for renewal of charter school petitions. The following excerpt is taken from the Charter Schools Act, Education Code 47605. This excerpt delineates criteria for charter approval and denial:

A school district governing board shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

- 1. The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.*
- 2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.*
- 3. The petition does not contain the number of signatures required.*
- 4. The petition does not contain an affirmation of each of the conditions described in Education Code 47605(d).*
- 5. The petition does not contain reasonably comprehensive descriptions of the 16 required charter elements.*

The following excerpt is taken from the Charter Schools Act, Education Code 47607(b). This excerpt delineates additional requirements for charter renewal:

Commencing on January 1, 2005, or after a charter school has been in operation for four years, whichever date occurs later; a charter school shall meet at least one of the following criteria prior to receiving a charter renewal pursuant to paragraph (1) of subdivision (a):

- 1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.*
- 2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years,*
- 3. Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years*

4. (A) *The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.*

Results of Education Code 47607(b) Criteria

(1) In 2013, 2012, and 2011, ACLC met the API growth target established by the California Department of Education.

(2) In 2013, ACLC's Statewide ranking was 10.

(3) In 2013, ACLC's comparable school ranking was a 3, 2012 ranking was a 1, 2011 ranking was 2. As such, ACLC did not meet the standard set forth in this criteria.

(4) The majority of ACLC students would have attended Wood Middle School and Encinal High School. ACLC's API scores exceed both Wood and Encinal for 2011, 2012, and 2013.

	2011	2012	2013
ACLC	824	825	869
EHS	751	760	797
Wood	749	762	786

ACLC has met the standard outlined in EC 47607(b) by meeting at least one of the four criteria.

Discussion

Staff convened a petition review team comprised of leadership within the District, which subsequently conducted an evaluation of the petition pursuant to the Charter Schools Act and with the application of the Alameda Unified School District Charter School Board Policy and Administrative Regulations.

(1) The petition presents a sound educational program.

The Alameda Community Learning Center educational program is sound.

- Academic test results confirm that the educational program is sound (see academic performance data below).
- The renewal petition describes a common core standards-based curriculum with the focus on all students being educated and successful citizens for the 21st Century.
- ACLC's educational practices center around fostering students' development to become self-motivated, competent, and self-directed lifelong learners.
- ACLC is implementing a research based project learning model.

- ACLC provides supports and interventions for students.

Academic Performance Data

Academic performance data confirms that the Alameda Community Learning Center (ACLC) educational program is sound. Looking broadly at the program over time, it is clear that ACLC is consistently performing well, is demonstrating growth, and has exceed the state API target of 800 school-wide in 2013, 2012, and 2011. When looking deeply at ACLC's student learning performance data and analyzing achievement for subgroups, it is noteworthy to report that while ACLC's socioeconomically disadvantaged students (67 students) achieve an over 800 API score and English Learners (31 students) achieve an over 900 API score, African American students (26 students) achieve a 672 API score and do not perform in alignment with their peers. Furthermore, students with disabilities (15 students) fall below their peers achieving a 608 API score.

(2) The petitioners are demonstrably likely to successfully implement the program set forth in the petition.

The petitioners are likely to successfully implement the program set forth in the petition as evidenced by their 19 years of implementation. The ACLC Board is comprised of 2 facilitators, 1 lead facilitator, 2 parents, 1 learner, and 1 alumna. The ACLC Board focuses on issues relating to graduation standards, budget proposals, strategic planning for the academic program, and day to day facilities issues.

(3) Petition Signatures

Pursuant to CA Education Code Section 47605(a)(1)(B), the petition contains the signatures by a number of teachers that is equivalent to at least one-half the number of teachers that the charter school estimates will be employed at the school during its next year of operation.

(4) Required Affirmations

Pursuant to CA Education Code 47605(b)(4), the petition contains an affirmation of each of required conditions contained in CA Education Code section 47605(d)(1).

(5) The petition contains reasonably comprehensive descriptions of the 16 required charter elements.

Sixteen Elements Table

	Element	Inadequate	Reasonably Comprehensive	Statutory Reference	Evidence
1.	Description of the educational program of the school, including what it means to be an “educated person” in the 21 st century and how learning best occurs.		X	E.C. 47605(b)(5)(A)	<ul style="list-style-type: none"> • ACLC describes what it means to be an “educated person” in the 21st century as an individual who is self-motivated, competent, and self-directed lifelong learner. • ACLC indicates that an integral component of this is that students take an ownership over their learning, utilize technology and become proficient, have their voice honored, work in mixed age groups, and are engaged in purposeful work.
2.	Measures pupil outcomes		X	E.C. 47605(b)(5)(B)	<ul style="list-style-type: none"> • ACLC measures pupil outcomes through: <ol style="list-style-type: none"> 1. Learner Led Conferences: twice yearly authentic assessment. 2. Benchmarks 3. Standardized Testing • ACLC’s next step in the development of a cycle of inquiry would be to develop common benchmark assessments that measure students’ performance against the standard, discuss the results with subject alike colleagues, and utilize the results to plan further instruction.
3.	Method by which pupil progress is to be measured		X	E.C. 47605(b)(5)(C)	<ul style="list-style-type: none"> • ACLC reviews student cumulative files and administers math placement assessments before new students begin. • ACLC engages in team meetings to discuss at-risk learners and plan interventions to support their achievement. • ACLC is working on the next step of developing a cycle of inquiry.
4.	Governance structure		X	E.C. 47605(b)(5)(D)	<ul style="list-style-type: none"> • ACLC has a multi-tiered governance structure with opportunities for learners (students), facilitators (teachers), and guardians to be involved in the decision making process and have a voice.
5.	Qualifications to be met by individuals employed at the school		X	E.C. 47605(b)(5)(E)	<ul style="list-style-type: none"> • The school has started implementing systems to ensure that facilitators teaching CORE NCLB courses are properly credentialed in California. While there is flexibility for Charter schools in non-CORE areas, the school expressed a desire to develop a "standard" for credential requirements for on-CORE areas that will be further discussed.
6.	Procedures of ensuring health & safety of students		X	E.C. 47605(b)(5)(F)	<ul style="list-style-type: none"> • The ACLC charter documents comprehensive health and safety policies to support the safety of students and staff and includes policies focused upon: <ul style="list-style-type: none"> ○ Behavioral rules and expectations ○ Facility safety ○ Off site activity safety ○ Sexual or discriminatory harassment

					<ul style="list-style-type: none">○ Immunizations• Regarding criminal records/background checks for employees- 6 ACLC teachers who were originally AUSD district teachers submitted criminal record/background checks prior to working within AUSD. As such, ACLC does not receive continuous reporting or updates on the status of these employees. Through interview with the Executive Director and Chief Officer of Operations, ACLC is committed to correcting this oversight.																																			
7.	Means for achieving racial and ethnic balance		X	E.C. 47605(b)(5)(G)	<ul style="list-style-type: none">• ACLC seeks to achieve racial and ethnic balance that equals or exceeds AUSD’s through marketing and outreach. <table><tr><td>Ethnicity/ Race</td><td>2010- 11</td><td>2011- 12</td><td>2012- 13</td><td>2013- 14</td></tr><tr><td>% White</td><td>35%</td><td>37%</td><td>35%</td><td>43%</td></tr><tr><td>% A.A.</td><td>15%</td><td>13%</td><td>14%</td><td>6%</td></tr><tr><td>% Hispanic</td><td>17%</td><td>16%</td><td>16%</td><td>16%</td></tr><tr><td>% Asian/ Pacific Islander</td><td>19%</td><td>18%</td><td>16%</td><td>20%</td></tr><tr><td>% Mixed</td><td>13%</td><td>16%</td><td>18%</td><td>10%</td></tr><tr><td>% Other</td><td>1%</td><td>0%</td><td>1%</td><td>1%</td></tr></table>	Ethnicity/ Race	2010- 11	2011- 12	2012- 13	2013- 14	% White	35%	37%	35%	43%	% A.A.	15%	13%	14%	6%	% Hispanic	17%	16%	16%	16%	% Asian/ Pacific Islander	19%	18%	16%	20%	% Mixed	13%	16%	18%	10%	% Other	1%	0%	1%	1%
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8.	Admission requirements, if applicable		X	E.C 47605(b)(5)(H)	<ul style="list-style-type: none">• ACLC is nonsectarian in its programs, admission policies, and all other operations and will not charge tuition nor discriminate against applicants.• ACLC admits all pupils who wish to attend. No test or assessment is administered prior to acceptance or enrollment.• If the number of applicants exceeds the spaces available, ACLC shall admit students through a public random drawing done in the following priority order:<ul style="list-style-type: none">1. Children of facilitators, staff member, current CLCS, Nea, and ACLC Board members2. Siblings of existing learners who are AUSD residents.3. Learners applying from within AUSD enrollment boundaries.4. Siblings of existing learners who are non-residents.																																			
9.	Manner for conducting annual, independent audits and for resolving exceptions or deficiencies		X	E.C. 47605(b)(5)(I)	<ul style="list-style-type: none">• Annual independent financial audit is conducted in accordance with EC 47605(b)(5)(I) and 47605(m). Books and records shall be kept in accordance with generally accepted accounting principles.• Per review of the audited financial statements, as of June 30, 2014, there are no compliance or internal control deficiencies noted.																																			
10.	Suspension and expulsion procedures		X	E.C. 47605(b)(5)(I)	<ul style="list-style-type: none">• ACLC adheres to suspension regulations listed in EC 48900.• ACLC distributes and reviews the ACLC Rulebooks with students and families at “back to school night” and posts the document online.• ACLC also utilizes a Judicial Committee																																			

					comprised of learners and students. Learners, facilitators, and families can be brought before the judicial committee. During inspection, stakeholders commented on the merit and effectiveness of the judicial committee and involving all parties in the democratic process, eradicating the traditional hierarchy and engaging all parties in reflection.
11.	Manner for covering staff members through the State Teachers' Retirement System, Public Employees' Retirement System, or federal social security		X	E.C. 47605(b)(5)(K)	<ul style="list-style-type: none"> • ACLC offers the appropriate retirement system for employees, both PERS and STRS. Employees who are not a member of either must contribute to the Federal Social Security System.
12.	Attendance alternatives for pupils residing within the district who choose not to attend the charter school		X	E.C. 47605(b)(5)(L)	<ul style="list-style-type: none"> • Students who chose not to attend the charter school may attend school within AUSD according to District policy. • Students are informed at the time of admission that they have no right to admission into a particular school of any local education agency as a consequence of enrolling into ACLC.
13.	Employee rights of return, if any		X	E.C. 47605(b)(5)(M)	<ul style="list-style-type: none"> • Employees are exclusive employees of the Charter and have no rights to employment in the District.
14.	Dispute resolution procedure for school-authorizer issues related to charter		X	E.C. 47605(b)(5)(N)	<ul style="list-style-type: none"> • ACLC has established a detailed dispute resolution procedure. <p>Complaints between ACLC and AUSD:</p> <ul style="list-style-type: none"> • Complaints not related to issues of revocation will be involved first through an informal process between the Superintendent and the ACLC Lead Facilitator. <p>Internal Complaints:</p> <ul style="list-style-type: none"> • Complaints between ACLC learners, staff, parents, volunteers, advisors, partner organizations, and Board members shall not be intervened by the AUSD Board of Education without consent of the ACLC Board. • Unfortunately, the internal dispute procedure does not outline that parties involved in the complaint will receive written resolutions. • The complaint process outlines that decisions of the ACLC Board shall be final. <p>Parent Complaints:</p> <ul style="list-style-type: none"> • ACLC has adopted grievance procedures providing for prompt and equitable resolution of learner and employee complaints alleging any action which would be prohibited by Title IX or Section 504 and are documented in the learner and family handbook.
15.	Statement regarding exclusive employer status of the school		X	E.C. 47605(b)(5)(O)	<ul style="list-style-type: none"> • ACLC is the exclusive employer and not AUSD unless otherwise mutually agreed in writing.
16.	Procedures for school closure		X	E.C. 47605(b)(5)(P)	<ul style="list-style-type: none"> • Upon the CLCS Board taking official action to close ACLC, the CLCS Board will promptly notify parents, learners, AUSD, and ACOE. • ACLC will provide parents, learners, and District with copies of appropriate learner records and will assist learners with transferring to their next school.

Charter Renewal Criteria

Rubric Score of 5 = Achieving the Criteria
Rubric Score of 2 = Not Achieving the Criteria

Criteria 1: Improving Student Achievement

A charter school promotes student learning through a clear vision and high expectations. It achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, state and federal performance standards, and closing achievement gaps of students.

	The criteria for making judgments on the quality of the Student Academic Achievement First	Rubric Score	Evidence
1.1	Achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, and state and federal standards.	5	<ul style="list-style-type: none"> • ACLC achieved API growth targets school wide for the 2013, 2012, and 2011 school years. • School wide performance goals are clearly articulated to all students, families, and staff. • ACLC implements regular benchmarks in all core subjects. Teachers and Students use the results of benchmark assessments to inform future learning or plan immediate interventions. • ACLC teachers have created assessments aligned to California Common Core State Standards and ACLC plans to utilize Smarter Balanced aligned benchmarks to track student proficiency rates. • ACLC has established graduation standards for their learners. Learners are expected to maintain a cumulative GPA of 2.00 and complete 230 units of credit. In addition, learners are expected to complete 80 hours of community service hours and create a web based Learner Portfolio as a culminating project.
1.2	Achieves comparably improved student learning outcomes relative to students in traditional public schools that students would have otherwise attended.	5	<ul style="list-style-type: none"> • The ACLC API for 2013 is 808. This exceeds the state establish 800 score threshold and is thus considered high performing. The ACLC API score exceeds that of the public school students would have otherwise attended. • Learners are encouraged to pursue their interest as evidenced by many learners participating on the various school committees, such as the judicial, finance, curriculum, etc. Facilitators hold office hours to assist students in delving deeper into content, as well as for remediation weekly. The graduation rate is 100% for the 2013-14 SY. • Facilitators encourage learners to explore and design projects to further develop their content knowledge. Facilitators provide opportunities for learners to actively participate in shared decision making as evidenced in the leadership class where learners from all grades (6-12) worked collaboratively to arrive at an agreement. ACLC has also instituted weekly afterschool opportunities for learners to address the needs for enrichment or remediation. • Learners are exposed to a variety of courses. The course offerings seem to be a continuum of a particular content area so that learners are exposed to a coherent curriculum. • Learners indicated that if they feel challenged by

			anything, they could always approach the facilitator for assistance.
1.3	Demonstrates high expectations for student achievement.	5	<ul style="list-style-type: none"> • High levels of student academic attainment and achievement are expected throughout ACLC. During observation, the inspection team observed students engaged in rich critical thinking activities such as determining the mass of two objects and explaining one's thinking to the class or identifying the charter's traits from a reading selection and documenting specific sections of the text that supports their point of view. • On a weekly basis, all ACLC teachers meet in subject alike groups or grade level teams to articulate around skills and concept development in the subject area. • ACLC implements benchmarks assessments in all core subjects throughout the school year. ACLC teachers utilize the results to inform future instruction and plan immediate intervention. During the summer ACLC teachers engage in professional development and utilize incoming students' STAR test scores to plan instruction for the upcoming year. Teachers then continue to look at student learning data on teacher-generated assessments throughout the school year. • Based on classroom observations and walkthrough during the charter visit, learners participated in project-based lessons. Facilitators used various modalities to present content and engage learners. Learners reported in an interview that the project based learning and the opportunity to explore content at a deeper level were exciting. Learners also reported that facilitators encourage them to think "out of the box." During classroom visits, it was evident that the majority of learners were engaged in the content.
1.4	Provides a challenging and coherent curriculum for each individual student.	5	<ul style="list-style-type: none"> • The special education department works closely with the general education teachers, in some cases co-teaching courses, in an effort to ensure that instruction is appropriately differentiated and that modifications are implemented for any student who needs them. Teachers stated that there is significant support for and communication around students with high needs.
1.5	Implements and directs learning experiences (consistent with the school's purpose and charter) that actively engage students.	5	<ul style="list-style-type: none"> • ACLC has a counselor that learners have access to. In addition, ACLC has added an intervention specialist, who also provides additional support to learners. The intervention specialist has also taken on some of the responsibility for learner discipline. • Some barriers to ACLC have been the number of moves in the last couple of years and the need to recreate the "great room." Parents, learners, and facilitators voiced a concern that the "community" feel and accessibility of the great room has been lost due to the most recent move and the current configuration is not as conducive to the "community" vibe. • Based on interviews, both learners and facilitators stated that they see each other as equals who challenge and encourage growth in one another. Learners indicated that they felt comfortable approaching facilitators for help or to voice any concerns.

			<ul style="list-style-type: none"> • The school encourages learners to take chances and explore content that learners are interested in learning. During the parent interview, one parent shared that their child was able to be themselves and actually encouraged to express themselves openly, which was frowned upon at their previous school. • The school provides opportunities for learners to actively participate as a member on various committees, such as finance, curriculum, etc. In addition the school and facilitators provide opportunities for students to explore topics of interest.
1.6	Allocates appropriate resources in the way of instructional materials, staffing, and facilities to promote high levels of student achievement.	5	<ul style="list-style-type: none"> • During parent interviews, parents indicated that there are numerous opportunities for parents to participate on school committees. Parents felt that the school and the Board were open to all. • CLC has established partnerships with various organizations. Currently, ACLC has partnered with the Boys and Girls Club for their outdoor garden and classroom space. • During parent interviews, parents indicated that they have served as members of the ACLC Board, as well as on the finance, personnel, curriculum, and other committees to provide direct input on decisions. Parents indicated that decision making at the school is shared. • Facilitators indicated that parent communication is welcomed and encouraged. There is also a learner led meeting that is held where the learner presents a project to the facilitator and parent. Parents indicated that the school and facilitators are approachable. • Many of the parents are college graduates per the data provided and are active in various ways in the school community. Parents are also encouraged to participate on the ACLC Board and various school committees. During our visit, the school was preparing for the annual auction. • Facilitators are encouraged to submit for approval requests for professional development. In addition, there are 5 days of PD for teachers. Facilitators and learners alike are encouraged to think out of the box when developing curriculum and/or projects.
1.7	Promotes academic risk taking by supporting students in a safe, healthy, and nurturing environment characterized by trust, caring, and professionalism.	5	<ul style="list-style-type: none"> • Learners are active participants in their education, working with the facilitator to develop inquiry projects.
1.8	Productively engages parental and community involvement as a part of the school's student support system.	5	<ul style="list-style-type: none"> • ACLC has an active PTO organization and welcomes parent involvement in their monthly ACLC board meetings. • There is a learner growth assessment schedule that provides data to parents, learners, and the school regarding achievement. • Based on interview, the school is working towards gathering more formative and summative data. While ACLC has started looking at gathering data for analysis, there is still work to be done. • There is a learning to learn rubric that facilitators may use with students. Facilitators are beginning to collect more formative and summative data regarding student performance.

			<ul style="list-style-type: none"> Both parents and student interviews indicated that they were well informed of their child's progress towards school goals. However, this is an area of continued growth for ACLC, and there is desire to gather more formative and summative data to inform instruction.
1.9	Shares its vision among the school community and demonstrates its mission in daily action and practice.	5	<ul style="list-style-type: none"> The entire ACLC community is knowledgeable of the mission of the school and demonstrates it in daily action.
1.10	Involves staff, students, parents, and other stakeholders in its accountability for student learning and in the school's program evaluation process.	5	<ul style="list-style-type: none"> ACLC engages students, parents, and staff in regular surveys on the school's effectiveness and utilizes the results to plan programs, classes, interventions, etc.

Criteria 2: Strong Leadership

The leaders of a charter school are stewards of the charter’s mission and vision and carry out their duties in a professional, responsible, and ethical manner. Charter school leaders use their influence and authority for the primary purpose of achieving student success.

	The criteria for judging the quality of Ethical Leadership.	Rubric Score	Evidence
2.1	Effectively communicates and engages stakeholders in the vision and mission of the school.	5	<ul style="list-style-type: none"> • ACLC facilitators and learners report that they collaboratively create the vision/mission for the school and make decisions together.
2.2	Consistently puts into practice the educational program outlined in its charter.	5	<ul style="list-style-type: none"> • ACLC consistently implements the vision of being a project-based school with shared leadership among all stakeholders.
2.3	Generates and sustains a school culture conducive to staff professional growth.	5	<ul style="list-style-type: none"> • Over time, the turnover rate for facilitators has been minimal. ACLC provides 5 days of professional development for facilitators. If facilitators are interested in additional opportunities, they may request to do so through one or more of the school committees for funding. The lead facilitator works to ensure new teachers have the necessary support; for those in BTSA, the program is paid for by the school. In addition, the school indicated that many, if not all, of the facilitators are welcoming to new faculty members and thus add another level of support. • The school encourages all member of the school community to be continual learners. The school even provides classes for parents after hours to ensure that parents knowledgeable regarding certain information. The school encourages all members of the community to be active participants in the school and encourages members to become engaged in various opportunities.
2.4	Actively monitors and evaluates the success of the school’s program.	5	<ul style="list-style-type: none"> • ACLC consistently reviews student learning data and parent and student survey results and uses the data to evaluate the success of the program and plan future initiatives.
2.5	Provides regular, public reports on the school’s progress towards achieving its goal to the school community and to the school’s authorizer.	5	<ul style="list-style-type: none"> • ACLC reports on the school progress regularly at ACLC Board of Education meetings.
2.6	Treats all individuals with fairness, dignity, and respect.	5	<ul style="list-style-type: none"> • ACLC parents, students, and staff report that the Lead Facilitator is approachable, responsive, genuine, respectful, and collaborative.
2.7	Has a cogent understanding of the laws that govern charter schools and monitors the trends, issues, and potential changes in the environment in which charter schools operate.	5	<ul style="list-style-type: none"> • ACLC regularly monitors charter laws and policies and attends charter school focused conferences to stay up to date.
2.8	Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success.	5	<ul style="list-style-type: none"> • The ACLC Lead Facilitator is strongly focused on student success and learning.
2.9	Abstains from any decision involving a potential or actual conflict of interests.	5	<ul style="list-style-type: none"> • The ACLC Lead Facilitator abstains from making any decisions that would be a conflict of interest.
2.10	Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter.	3	<ul style="list-style-type: none"> • The Lead Facilitator recognizes the need for diversity on campus and is strategizing new ways to generate more diversity among the student body and staff.
2.11	Engages community involvement in the school.	5	<ul style="list-style-type: none"> • ACLC has an active PTO and involves parents in the school.

Criteria 3: A Focus of Continuous Improvement

A charter school engages in a process of continuous self-improvement in order to increase the effectiveness of its educational program. The school regularly assesses and evaluates student learning based on stated goals.

	The criteria for judging the quality of the Continuous Focus on Improvement	Rubric Score	Evidence
3.1	Uses information sources, data collection, and data analysis strategies for self-examination and improvement.	5	<ul style="list-style-type: none"> There is evidence of use of a variety of information sources, data collection strategies, and data analysis to support self-examination and improvement. The school is committed to the improvement goals internally developed and externally guided in the WASC accreditation process. This has recently extended into the Local Control and Accountability Plan (LCAP) process that requires further determination of aligned goals, targets, and metrics. In the Charter Renewal documents provided, the following sources of information and data collection/analysis are detailed: <ul style="list-style-type: none"> Annual surveys to measure learner and parent satisfaction State standardized testing results Achievement of graduate profile via senior portfolios Completion of UC a-g requirements GPA AYP/API Attendance data Additionally, the description of the educational program specifically details the disaggregation of data by race and ethnicity to determine any progress toward eliminating or ameliorating the traditional achievement gap. During the visit, school administration reported a goal of expanding the scope of the LCAP process in the current year and beyond. This is an area for growth in both the increased level of stakeholder engagement (staff, parents/guardians, and students) and the continued alignment to the WASC process and school improvement plan.
3.2	Establishes benchmarks and a variety of accountability tools for monitoring student progress and uses the results of these assessments to improve curriculum and instruction.	3	<ul style="list-style-type: none"> The Charter Renewal documents report efforts to establish benchmarks and accountability tools for monitoring student progress. These include: Facilitator-developed benchmarks appropriate to mastery levels of the CCSS Multiple methods of assessment throughout each academic quarter including essay/written assessments, oral presentation, performance tasks, diagnostic testing, and self/peer assessment Regular use of assessment rubrics to analyze learner performance in all subject areas. During the visit, staff spoke about both the challenges and recent progress in the area of establishing consistent and aligned benchmark assessments. During the previous and current year, a school wide goal is that each staff member establish at least 3 benchmark assessments. Professional development has included sharing of the benchmark assessments developed and resulting data from their administration. In the pursuit of this school wide goal, a major logistical challenge has been the software utilized for benchmark data

			<p>collection and the interplay between this software and the other data platforms on campus. In the current year, the school has implemented a new assessment software platform (Illuminate) for benchmark assessments and is supporting the staff in use of the new tools.</p> <ul style="list-style-type: none"> • Staff spoke additionally about the unique context of a project-based curriculum and the different nature of assessment within such a model. This was shared as both a strength given the Common Core State Standards focus on performance tasks as well as a challenge given the need to translate project-based learning into explicit benchmark assessments that can provide specific, formative measurements of student learning within a system such as Illuminate. • Staff reported that next steps in establishing and using benchmarks will include the continued training in the use of Illuminate, working collaboratively toward benchmarks that are authentic in their reflection of student learning, and expanding the use of data to inform re-teaching. Administration discussed the positive ‘shift of practice’ that has been declared by staff as they have committed to benchmark assessments and monitoring as their collective work moving forward.
3.3	Establishes both long and short term goals and plans for accomplishing the school’s mission as stated in its charter.	5	<ul style="list-style-type: none"> • ACLC has clearly established goals that are reflected in both WASC documents as well as the 2014-15 Local Control and Accountability Plan (LCAP). These LCAP goals are aligned to the 8 state priorities as defined by Education Code and further articulate into performance targets that are themselves aligned to identified needs. The goals as outlined in the school’s LCAP are: Improve school culture for targeted groups by increasing the proportion of engaged learners in our inclusive model: <ul style="list-style-type: none"> • We will increase the effectiveness of our Judicial Committee for all learners. • Increased access to academic counseling, peer reflection, and emotional counseling. Develop a comprehensive professional development plan to enable facilitators to better serve all learners: <ul style="list-style-type: none"> • Creative individual professional development plans and instructional goals based on the needs of all learners. Increase academic achievement for Foster Youth, ELL, and Low Income learners: <ul style="list-style-type: none"> • Increase academic achievement for Foster Youth, ELL, and Low Income learners. • Develop a system for correlating quarter and semester grades with list of at-risk learners/unmotivated learners scoring FBB, BB, and B, and/or GPA of less than 2.0. • Develop data-driven system to correlate SSTs with at-risk learner list and learners whose GPA is below 2.0. Develop interdisciplinary projects and methods to measure the effectiveness of project-based learning with Foster Youth, ELL, and Low Income Youth <ul style="list-style-type: none"> • Develop interdisciplinary projects and methods to measure the effectiveness of project based learning with Foster Youth, ELL, and Low Income learners • Create an engaging education model through project-based learning, incorporate standards from more than one discipline in on project per class

			<p>Improve achievement for those who fail to progress in math or who enter math courses with low skills:</p> <ul style="list-style-type: none"> • Identify learners who have low entry-level skills with intake assessments • Provide direct support to learners in math during the school day • Research and implement technology-based resources such as CPM and NWEA. Provide other remediation opportunities like Aleks or BYU classes. • Both the WASC and LCAP processes involve a significant amount of stakeholder engagement including public sharing of goals and outcomes. As mentioned above, the WASC process has been a strong driver of establishing both long and short term goals. Staff report that building a more robust LCAP process that is shared equally across all stakeholder groups will allow it to take an equally important role in the school wide goal-setting and planning.
3.4	Uses student assessment results to improve curriculum and instruction.	3	<ul style="list-style-type: none"> • During the visit, the administration stated that one of the staff's ongoing goals and foci of collaboration is development and use of benchmark testing data to inform instruction. While benchmark testing is being used by staff, an area of growth is increased alignment of such assessments and consistent use to not only measure student progress, but inform re-teaching. • Discussion with the staff member responsible for intervention included an overview of the school's 'Flow to Support Learners.' This model describes the process by which learners are identified at a particular 'Level of Concern' and supported through an academic and/or behavioral intervention process. This process can include a variety of academic interventions including after school support, during-day one-on-one or small group support, Student Success Team meetings, home support, connection to additional services, and possible referral to SPED assessment. • An area of growth both within this model as well as the broad instructional program is to more closely link benchmark and other formative assessment to this intervention process. This growth should include targeted intervention that in one-on-one and/or small groups focuses on specific skill development as informed by the assessments. Follow-up assessments to measure progress might then 'exit' a student from the particular intervention, after which another skill could be addressed. Through successive rounds of this process and through successive years of assessment/intervention, refinements to the school's overall curriculum and instruction would be suggested by the data and student outcomes through the intervention process. This learning and school improvement will be especially supportive of English Learners and other struggling students as the curriculum and instruction are improved to address their unique needs.
3.5	Use the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement.	5	<ul style="list-style-type: none"> • ACLC utilizes materials, equipment, staff, and facilities effectively to optimize student learning. • The Local Control and Accountability Plan (LCAP) provides a range of evidence for use of program evaluation and assessment as the basis for the allocation of resources for programmatic improvement. Within each LCAP goal, there are a number of aligned actions/services to support

			<p>improvement of student outcomes and the school as a whole.</p> <ul style="list-style-type: none"> • During the visit, staff spoke about the need to deepen implementation of the LCAP process in the current year and beyond. Expanded stakeholder engagement and articulation of specific needs/metrics aligned to goals will strengthen the impact of resource allocation based in evaluation and assessment. • A key form of evaluation described in the Charter renewal documents is that of learner and parent/guardian satisfaction. A primary tool for this evaluation is an annual survey administered to learners and parents/guardians.
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Criteria 4: Responsible Governance

A charter school board and administration establish and implement policies that are transparent and focused on student achievement. Charter school board members and administrators have a cogent understanding of and comply with the laws that govern charter schools.

	The criteria for judging Responsible Governance.	Rubric Score	Evidence
4.1	Ensure that policies are implemented in a fair and consistent manner.	5	<ul style="list-style-type: none">• ACLC strives to implement all policies in a fair and consistent manner.
4.2	Monitor the trends, issues, and potential changes in the environment in which charter schools operate.	5	<ul style="list-style-type: none">• ACLC monitors trends and changes that impact charter school operations. ACLC attends charter school conferences to stay current.
4.3	Seek input from impacted stakeholders.	5	<ul style="list-style-type: none">• ACLC seeks input from all stakeholders through a variety of methods such as surveys and involvement of parents, learners, and facilitators on school leadership committees.• ACLC has established a fiscal policy. Budget approval is a multi-step process, beginning with the finance committee, then the ACLC Board, and finally the CLCS Board. The executive director and representative facilitator can approve purchases of up to \$10,000.
4.4	Enact policies that respect diversity and implements practices that are inclusive of all types of learners consistent with the school charter.	5	<ul style="list-style-type: none">• ACLC policies are inclusive of all types of learners within the school.
4.5	Actively engage the school's authorizer in monitoring the school's educational program and its fiscal status.	5	<ul style="list-style-type: none">• ACLC submits requested reports and data to AUSD (authorizer) and turns in the yearly budget and audit report to AUSD.

Criteria 5: Fiscal Accountability

A charter school fulfills its fiduciary responsibility for public funds and maintains publicly accessible fiscal records. The school conducts an annual financial audit, which is made public.

	The criteria for making judgments on Fiscal Responsibility	Rubric Score	Evidence
5.1	Creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability.	5	<ul style="list-style-type: none">• ACLC prepares yearly budgets and long term multiyear projections in accordance with County and CDE guidelines.
5.2	Conducts an annual financial audit, which is made public.	5	<ul style="list-style-type: none">• ACLC makes the annual financial audit publically available.
5.3	Establishes clear fiscal policies to ensure that public funds are used appropriately and wisely.	5	<ul style="list-style-type: none">• AUSD is not involved in auditing ACLC's financial records. Based on independent audits performed by Hosaka, Rotherham and Company, ACLC is in compliance with all matters that are required to be reported under Government Auditing Standards.
5.4	Ensures financial resources are directly related to the school's purpose: student achievement of learning goals.	5	<ul style="list-style-type: none">• The ACLC and CLCS Boards are responsible for ensuring that all financial resources are directly related to the school's purpose.

Recommendation

Staff recommends that the Alameda Unified School District's Board of Education approve the petition for the renewal of the Alameda Community Learning Center. The petition satisfies the five legally required categories of Education Code 47605:

- 1. The charter school presents a sound educational program for the pupils to be enrolled in the charter school;*
- 2. The petitioners are demonstrably likely to successfully implement the program set forth in the petition;*
- 3. The petition contains the numbers of signatures required;*
- 4. The petition contains an affirmation of each of the conditions described in Education Code 47605 (d);*
- 5. The petition contains reasonably comprehensive descriptions of the 16 required charter elements*

The petition satisfies at least one of the following criteria set forth in Education Code 47607:

- 1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.*
- 2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years,*
- 3. Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years*
- 4. (A) The academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.*

This approval is for the charter program and operation in its entirety as proposed and revised herein. Any subsequent material revision of the provision of this charter may be made only with the approval of the District as charter authorizer (Education Code 47607 (a) (1)). Any material revision to any charter component must be proposed and considered according to the standards and criteria in Education Code 47605 (Education Code 47607 (a) (2)) and in applicable Board Policy and Administrative Regulations.

The term of this charter will be from July 1, 2015 through June 30, 2020, the term required for a renewal under the California Charter Schools Act (Education Code 47607 (a)(1)). The District will not accept a charter renewal request more than one year prior to the expiration of the charter.

A charter may be revoked by the authority that granted the charter if the authority finds that the charter school committed a material violation of any of the conditions, standards, or procedures set forth in its charter (Education Code 47607(c)(1)). The Board of Education's approval of this charter shall incorporate the text revisions, conditions on opening, and associated deadlines listed below as a condition of the charter.

The District retains the authority to delay renewal for a period of up to one year, if any of the conditions are not satisfactorily met by the associated deadlines. Not meeting any one of the conditions and associated deadlines set forth in this approval may be grounds for revocation as set forth in the California Charter Schools Act (Education Code 47607 (c)(1)).

Staff recommends that the Alameda Community Learning Center focus on addressing the following during the next five years.

1. Monitor the use of the “Center” to ensure that its use is aligned with the philosophy outlined in its charter which indicates that the “Center” is to be used to “conduct research for projects, access online language programs and learn foreign languages, improve their math skills with the Carnegies online papers, use spreadsheets to analyze data, and create electronic music and digital art and video.” During team visitation, students were not observed using the “Center” in this way.
2. Actively promote the ACLC program in diverse communities within Alameda so as to make diverse families aware of the opportunity to attend ACLC.
3. Provide clarity around complaint procedures for all stakeholder groups. The charter report as written displays ambiguity around the process.
4. Implement a regular cycle of inquiry to review benchmark and formative assessment data with the goal of using the data to plan further instruction and use of resources.