



The Academy of Alameda

Charter Renewal Petition for the term
July 1, 2020 - June 30, 2025

Submitted to
Alameda Unified School District
September 24, 2019

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Affirmations and Declaration

The Academy of Alameda ("The Academy" or the "Charter School") will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Academy shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)].
- The Academy declares that it shall be deemed the exclusive public school employer of the employees of The Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(6)].
- The Academy shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)].
- The Academy shall not charge tuition. [Ref. Education Code Section 47605(d)(1)].
- The Academy shall admit all students who wish to attend The Academy, unless The Academy receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to The Academy shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of The Academy in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)].
- The Academy shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)].
- The Academy shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Academy shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)].
- The Academy shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code Section 47605(l)].
- The Academy shall at all times maintain all necessary and appropriate insurance coverage.
- The Academy shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known

address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. California Education Code Section 47605(d)(3)]

- The Academy shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)(2)]
- The Academy shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Academy shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
- The Academy shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b) and 47610]
- The Academy shall comply with all applicable portions of the Elementary and Secondary Education Act, as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Academy shall comply with the Public Records Act.
- The Academy shall comply with the Family Educational Rights and Privacy Act.
- The Academy shall comply with the Ralph M. Brown Act.
- The Academy shall comply with the Political Reform Act.
- The Academy shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1.
- The Academy shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Successes and Accomplishments Over the Past Four Years

The Academy of Alameda Middle School (AoA) and Academy of Alameda are celebrating their 10th year as a middle school and as an organization. During that time, AoA has experienced a great deal of success in all ways and has become a top quality option for families in Alameda and neighboring communities. While the first couple of years of any new school present challenges, AoA quickly established its program and created a strong culture for learning fostered by its staff and Board's deep, shared commitment to become not just a good school but a great, and even model one. The desire to become a great school is fueled by its deep commitment to AoA's mission and envisioned future of supporting all students' success so that their demographics do not determine their destinies. Shaped by its commitment to social justice, AoA strives to be an organization that "normalizes success" so that all students are academically, socially, and behaviorally prepared for high school, college, and beyond. The staff and Board of Directors strongly believe that schools must provide transformative academic and social emotional programs for children so that a student's race, ethnicity, gender, socioeconomic status, gender preference, etc. are not determinants of their success. We are proud of our accomplishments over the last four years (and the five years prior to that). Below are just a few indicators of the many successes that our Board, staff, and students and their families have experienced since our last charter renewal in 2014.

Academic Indicators of Success

- In Spring 2018, 73% of our students scored in the top two quartiles nationally in reading and 65% scored in the top two quartiles in math as measured by the Northwest Evaluation Association (NWEA) Measures of Academic Performance (MAP).
- Our grade level cohort data (the performance of the same students from year-to-year) on both the NWEA MAP and Smarter Balanced assessments shows consistent, positive growth in almost all years since 2015-16.
- We are accelerating the growth of students who perform in the bottom two quartiles on the MAP Reading and Math assessments. For example, in 2017-18, sixty-four percent of students in the bottom or lowest quartile doubled their projected reading growth goal and 68% of students in the 2nd quartile (who perform in the 26th to 49th percentile) increased their projected reading growth goals by 1.75. There is positive but slightly lower acceleration of math MAP growth data results for students who scored in the bottom two quartiles.
- While there continues to be a gap in summative academic data as measured by grades, MAP data and the Smarter Balanced Assessment, African American and Latinx students' growth rates as measured by NWEA's MAP assessments are on par and slightly higher in some years in comparison to their White and Asian peers. The goal is to increase even more the acceleration rate of those students (as well as students from other demographic groups who have lower achievement results) so that the opportunity/achievement gap is lessened.
- The percentage of English Learner and Re-designated students (RFEP) over the past three years (2016-2019), who meet or exceed their projected MAP reading goals, is on par and slightly higher in some years than students whose native language is English.

Social Emotional/Behavioral Indicators of Success

- While the percentage of students who receive referrals and suspensions has dropped only slightly in the past few years, the percentage of African American students who receive referrals and suspensions annually (the disproportionality rate) has dropped significantly since our last renewal.
- The vast majority of students feel physically and emotionally safe on campus.
- The middle school's high attendance rate of 95.5% over the past five years is an indicator of student and family engagement.
- A high percentage of students are connected to AoA as measured by their participation in sports, clubs, music, our after-school and summer programs, etc.

Family Indicators of Success

- We have very high rates of family satisfaction towards all aspects of our school program including course offerings, the degree to which students are challenged academically, home-to-school communication, the degree to which they feel welcome on campus, etc.
- Our mobility rate is extremely low from year-to-year. Very few students leave AoA once they have enrolled.

Staff Indicators of Success

- Low teacher turnover rate: The Middle School has had a relatively low teacher turnover rate over the past five years. Over 50 percent of the teaching staff has worked at the Academy for 5 or more years.
- High satisfaction survey results: Annual staff satisfaction survey ratings have been consistently high. The middle school staff culture is strong and collaborative, and staff believe that their own values and beliefs are aligned to AoA's mission and core values.

A Strong and Consistent Board of Directors Indicators of Success

- We have had a diverse, quality, and consistent Board of Directors since The Academy of Alameda's inception. Four of the seven Board members have served seven or more years since the middle school's first operating year in 2010-11.
- The Academy of Alameda Middle School has had strong financial reserves for the past eight years. Its general reserve for the 2019/20 budget passed by the Board in June is just over 25%.

Other Indicators of Success

- We have had strong consistent enrollment over the past 10 years - almost always with a waitlist at each grade level.
- We continue to serve a diverse population and have a strong reputation of serving students with disabilities and who have experienced significant school-related challenges prior to attending The Academy of Alameda.
- Niche.com, a company that provides research on U.S. colleges and K-12 schools using a variety of data points including state test scores, student-teacher ratio, student diversity, and charter school ratings, gives The Academy of Alameda Middle School an overall grade of an A including ranking AoA in the following:
 - The top 1% of diverse schools in California
 - The top 3% of best charter middle schools in California (17 of 549)
 - The top 8% of middle schools in California (201 of 2,575)

Charter Renewal Criteria

A. Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Charter petitions must satisfy at least three requirements to be renewed:

1. Education Code Section 47607(a)(3)(A) states: “The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.”

Such increases are documented below.

AND

2. Education Code Section 52052(f) states: “For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 47607, alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used.”

The alternative measures that show increases at the Charter School are documented below.

OR

3. Education Code Section 47607(b)(4) states: “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 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 determination, which requires a comparison to other public schools, is documented below.

AND

4. Title 5, California Code of Regulations Section 11966.4(b)(1) states: “When considering a petition for renewal, the county board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.”

This requirement is met through the documentation presented in the charter renewal petition and appendices. The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)(4).

California Assessment of Student Performance and Progress (“CAASPP”) Assessment Analysis

The Academy of Alameda Middle School meets the renewal criteria pursuant to Education Code Section 47607(b)(4), as it demonstrates with the data below that the academic performance of The Academy meets or outperforms the academic performance of the public schools that the Charter School’s students would otherwise have been required to attend, as well as the academic performance of the schools in AUSD, taking into account the composition of the pupil population that is served at The Academy.

The table below shows the percent of students that met/exceeded standards on the CAASPP assessment for ELA and math schoolwide and for significant subgroups (meaning subgroups of 30 or more students) from 2015 through 2018.

Student Groups	2015		2016		2017		2018	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
All Students	63%	54%	63%	53%	62%	57%	59%	53%
African American	27%	18%	27%	9%	24%	18%	29%	20%
Asian	82%	78%	73%	69%	38%	71%	68%	67%
Latino	54%	46%	51%	42%	56%	44%	49%	38%
White	77%	67%	79%	70%	74%	68%	66%	67%
Two or More	68%*	56%*	56%	43%	61%	58%	60%	52%
Econ. Disadvantaged	42%	20%	46%	40%	48%	44%	43%	43%
English Learner	24%	19%	23%	20%	24%	26%	36%	16%

* Fewer than 30 students

As the table above demonstrates, The Academy has consistently had over half of our students meeting or exceeding expectations in both ELA and math since the implementation of the CAASPP assessment.

B. Additional Justification for Charter Renewal

Analysis of Charter Renewal Criteria – Student Subgroups

Education Code Section 47607(a)(3) states:

The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.” EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.

To provide additional context for the analysis of The Academy’s state assessment data, we provide CAASPP comparison data to Will C. Wood Middle and Encinal Junior/Senior High, the two middle schools that most closely mirror the demographics of the Charter School. Wood and Encinal are also the two schools that Academy students would likely otherwise attend. The table below shows demographic data from 2018-19 for all three schools and AUSD as a whole.

Name	Total	African Amer.	Asian	Filipino	Hispanic	White	Two +	EL	SPED	Econ. Disad.
Academy of Alameda	494	12%	22%	5%	20%	22%	17%	12%	13%	49%
NEA Community Learning Center	579	16%	12%	3%	21%	30%	13%	14%	12%	36%
Will C. Wood Middle	575	10%	27%	8%	20%	22%	9%	20%	16%	45%
Encinal Junior/Senior High	1,261	12%	22%	11%	16%	28%	8%	11%	10%	41%
Alameda Unified	11,260	7%	25%	6%	17%	29%	12%	14%	12%	28%

As the table above shows, The Academy overall serves a similar student demographic to NEA Community Learning Center, Wood, Encinal and AUSD as a whole, with some variation for certain subgroups. For example, The Academy serves a higher percentage of economically disadvantaged students (49%) than all other comparison schools and the District as a whole.

The following table compares the percent of students who met/exceeded standards on the CAASPP assessment for ELA and math to the three comparison schools for grades 6th, 7th and 8th grade only.¹

¹ Wood Middle School serves students in grades 6-8, Encinal Junior/Senior High serves students in grades 6-12 and NEA Community Learning Center serves students in grades K-12. The data presented above is based on the disaggregated grade level data made available on caaspp.cde.ca.gov.

School	Assessment	2015	2016	2017	2018
The Academy of Alameda	ELA	63%	63%	62%	59%
	Math	54%	53%	57%	53%
Wood Middle	ELA	45%	53%	50%	60%
	Math	32%	41%	41%	47%
Encinal Jr. High ²	ELA	--	46%	54%	58%
	Math	--	34%	41%	45%
NEA Community	ELA	54%	47%	35%	36%
	Math	31%	30%	33%	12%

As the table above demonstrates, The Academy outperforms all three comparison schools on ELA and math all four years, except in 2018 when Wood, The Academy and Encinal performed on par in ELA (60%, 59%, and 58% respectfully).

The table below shows the percent of students who met or exceeded standards in 2018 for ELA and math for the following significant subgroups for The Academy: African American, Asian, Hispanic, and White students. The Charter School had at least 30 test takers for these subgroups each year and the data disaggregated by grade level and ethnicity was available on caaspp.cde.ca.gov.³

² 2015 CAASPP data for Encinal Junior/Senior High was not available on caaspp.cde.ca.gov.

³ NEA Community Learning Center subgroup data is not compared either table because all of the subgroups had too few students to disaggregate by grade level and ethnicity, EL or low-income.

2018 % Met/Exceeded	African American		Asian		Latino		White	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
The Academy of Alameda	29%	20%	68%	67%	49%	38%	66%	67%
Wood Middle	31%	21%	68%	63%	48%	32%	71%	53%
Encinal Jr. High ⁴	--	--	66%	55%	45%	37%	71%	50%

For all four subgroups, The Academy generally performs comparably or better to the two comparison schools for students in grades 6th, 7th, and 8th.

The table below compares The Academy's subgroup performance on the CAASPP in ELA and math to the comparison schools for English Learners and economically disadvantaged students. Again, the data is for students in grades 6-8 where there are enough students to report disaggregated data by grade level and subgroup.

2018 % Met/Exceeded	English Learner		Econ. Disadvantaged	
	ELA	Math	ELA	Math
The Academy of Alameda	36%	16%	43%	43%
Wood Middle	25%	20%	49%	38%
Encinal Jr. High	20%	10%	41%	26%

For EL students, The Academy outperformed both comparison schools in ELA. In math, The Academy (16%) performed above Encinal (10%) and slightly below Wood (20%). For economically disadvantaged students, The Academy outperformed both schools in math and slightly above Encinal in ELA.

Redesignating English Learners

Over the past four years, The Academy has had a great deal of success redesignating our EL students. For example in 2015-16, we had our highest redesignation rate with 27 of our 32 students meeting the Board's redesignation criteria (patterned after AUSD's policy) including 2 of 2 students who entered The Academy of Alameda with high CELDT scores in the 6th grade. In 2018-19, 18 of 49 students (39%) were redesignated—a rate much higher than the state's, which serves a high number of EL students most of whom are considered long-term.⁵ We attribute the high redesignation rates to the effectiveness of our literacy intervention classes, as nationally, a significant number of students who are long-term ELs do not receive specialized instruction

⁴ Encinal Junior/Senior High had too few 7th grade African American students to report disaggregated grade level data on caaspp.cde.ca.gov.

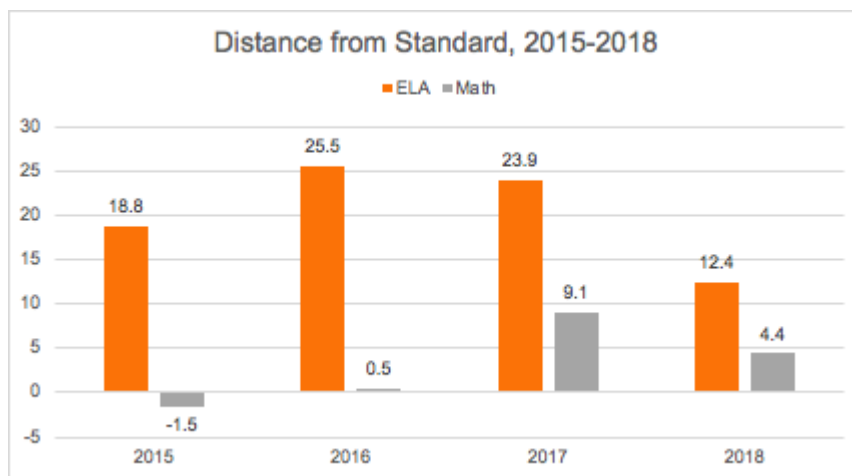
⁵ Long-term English Learners are students who have been designated as EL students for six or more years.

and/or additional literacy support. Our emphasis on reading and writing in our Tier one program - particularly in English Language Arts and history, is another key reason for our annual high redesignation rates.

Analysis of California School Dashboard Data

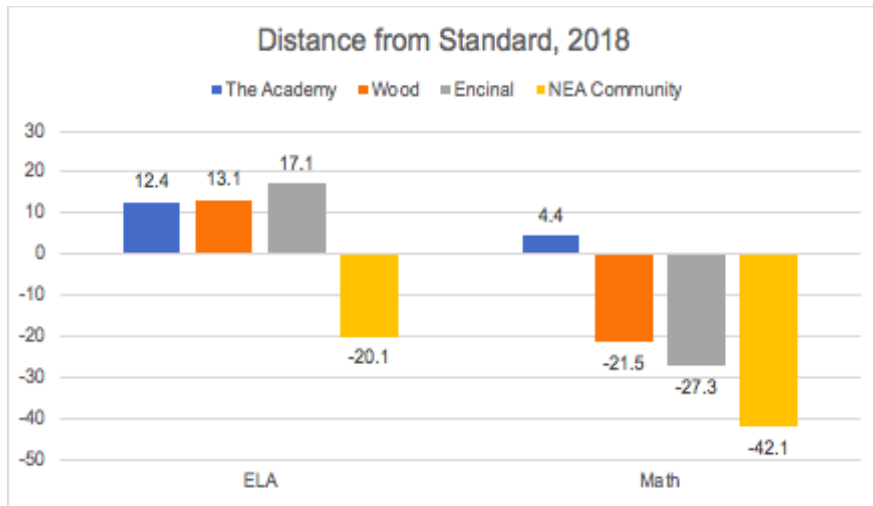
In February 2017, the State Board of Education adopted a new academic indicator for assessing overall performance on the CAASPP that utilizes students' scaled scores called Distance from Standard (DFS). DFS measures how far (or the distance) each student is from the lowest possible scaled score within Level 3 (i.e., Standard Met) of the Smarter Balanced performance levels. The Smarter Balanced Consortium has identified Level 3 as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level. All the "distances" are then used to calculate the average distance for each local educational agency, school or student group. The results show, on average, the needed improvement to bring the average student score to Level 3, or the extent to which the average student score meets or exceeds Level 3. Starting in Fall 2017, the California School Dashboard reports both a Status Score and Change Score for the DFS, and when combined, a color indicator of success (Red, Orange, Yellow, Green, Blue). Following is a summary of the data reported in the Fall 2018 Dashboard report for The Academy of Alameda.⁶

The chart below shows the Charter School's performance on DF3 in both ELA and math over the past four years.



The chart below compares DFS scores from 2018 in ELA and math for the comparison schools. In ELA, The Academy performs just below Wood and Encinal and significantly above NEA Community Learning Center. In Math, The Academy significantly outperforms all three comparison schools.

⁶ Unlike the CAASPP percent met/exceeded data reported above, the CA School Dashboard Data is not presented in a way that it can be disaggregated by grade level. So the following data is schoolwide for all grades for each school.



In addition to looking at the data overall, the table below compares DFS by ethnicity.⁷

2018 ELA	African Amer.	Asian	Hispanic	White	Two or More
The Academy	-54.4	30.6	-15.3	36.7	20.9
Wood Middle	-56.4	29.7	-19.7	39.5	44.4
Encinal Jr./Sr. High	-28.9	23.1	-10.9	51.8	19.2
NEA Community	-57.8	-8.2	-41.3	20.3	-15.7

Overall, The Academy performs on par or better than the comparison schools across ethnic groups. In math, the Charter School meets and/or outperforms all three comparison schools for most ethnic groups including Asian, Hispanic and White, as shown below. Only Encinal outperforms The Academy for African American students. In general, our students perform as well or slightly better (except a couple of demographic groups) on the CAASPP Assessment. Overall, however, the number of AoA students who meet or exceed standards in English and math has dropped in recent years. As a result, we have a variety of high leverage strategies to increase student outcomes in both areas.

⁷ The data in this table includes Grades 6-8 and 11 for Encinal and Grades 3-8 and 11 for NEA Community Learning Center given how the data is reported by the California School Dashboard. No grade level data is available.

2018 Math	African Amer.	Asian	Hispanic	White	Two or More
The Academy	-80.5	29.3	-45.2	26.0	-7.9
Wood Middle	-108.6	21.2	-68.3	-2.0	5.8
Encinal Jr./Sr. High	-79.7	1.1	-54.3	-4.0	-22.1
NEA Community	-83.6	-5.3	-69.9	-0.9	-57.0

In addition to the ethnic groups identified above, we compare outcomes for English Learners and economically disadvantaged students in the table below.

2018	English Learner		Econ. Disadvantaged	
	ELA	Math	ELA	Math
Academy of Alameda	-16.2	-30.0	-19.7	-33.5
Wood Middle	-12.7	-35.9	-15.4	-46.8
Encinal Jr./Sr. High	-29.9	-56.8	-25.5	-67.9
NEA Community	-72.3	-81.4	-56.6	-69.9

For English Learners, the Academy performs just below Wood and above Encinal and NEA Community Learning Center in ELA and outperforms all three schools in Math. For economically disadvantaged students, the same trend holds true, with the Charter School performing above Encinal and NEA Community and slightly below Wood in ELA and significantly above all three schools in math.

Analysis of Northwest Evaluation Association Measures of Academic Progress Data

The Academy implements multiple assessment types in order to monitor academic progress, identify strengths and needs, modify instruction, and diagnose the type of academic intervention needed. The NWEA MAP assessment is one of the assessments that has been implemented over the past four years at the Charter School. MAP is a widely used assessment designed to measure norm-referenced student achievement on Common Core State Standards.

Academy students have completed the computer-based, adaptive, norm-referenced assessments each year. The data the Charter School receives from MAP testing helps to inform student progress, guide curriculum and instruction, and monitor development on school wide goals.

In addition to assessing proficiency levels of students, we believe monitoring their growth is equally important. Since CAASPP data provides limited data about student growth on an ongoing basis, The Academy relies heavily on other Common Core State Standards-aligned, nationally normed assessment methods to evaluate student growth including the Northwest Evaluation Association (“NWEA”) Measures of Academic Progress (“MAP”) assessment for Reading and Math.

The Academy utilizes the NWEA MAP test in Math and Reading to give us a deeper snapshot of student growth and call attention to the need for intervention. It is a fully adaptive assessment tool that produces a measure of student growth and achievement. This information is used to target instruction and support student needs. Focused on growth rather than “proficiency,” this assessment is administered three times each year to track growth throughout the academic year. We regularly analyze and report out on several MAP metrics to assess student achievement growth as discussed below.

Student Performance Gains: RIT Scores

Our MAP results show that Academy students consistently meet or exceed growth targets based on MAP Rasch Unit (RIT) scores. The Academy administers MAP assessments for reading and math three times each year. After each administration, all students receive a number called a RIT score for each area they are tested in. This score represents a student’s achievement level at any given moment and helps measure their academic growth over time. The RIT scale is a stable scale, like feet and inches, that accurately measures student performance, regardless of age, grades, or grade level. Like marking height on a growth chart and being able to see how tall a child is at various points in time, the RIT score shows us how much students have grown between tests.

The following tables clearly demonstrate that the vast majority of Academy students are meeting, or exceeding growth targets based on RIT growth scores in both reading and math.

<i>Reading RIT Scores: Fall 2016 - Spring 2017</i>			
Grade	Observed Growth	Projected Growth	Student Gains
6	5.9	4.7	1.2
7	4.5	3.6	0.9
8	2.7	2.4	0.3

<i>Math RIT Scores: Fall 2016 - Spring 2017</i>			
Grade	Observed Growth	Projected Growth	Student Gains
6	10.5	7.5	3.0
7	8.7	6.2	2.5
8	6.2	5.3	0.9

Reading RIT Scores: Fall 2017 - Spring 2018			
Grade	Observed Growth	Projected Growth	Student Gains
6	6.2	4.6	1.6
7	4.5	3.6	0.9
8	4.1	2.5	1.6

Math RIT Scores: Fall 2017 - Spring 2018			
Grade	Observed Growth	Projected Growth	Student Gains
6	9.6	7.9	1.7
7	6.4	6.1	0.3
8	4.5	5.3	-0.8

Reading RIT Scores: Fall 2018 - Spring 2019			
Grade	Observed Growth	Projected Growth	Student Gains
6	4.6	4.7	-0.1
7	2.6	3.5	-0.9
8	2.9	2.6	0.3

Math RIT Scores: Fall 2018 - Spring 2019			
Grade	Observed Growth	Projected Growth	Student Gains
6	6.9	7.6	-0.7
7	5.7	6.2	-0.5
8	5.0	4.9	0.1

As the tables above demonstrate, students in 6th, 7th and 8th grades exceeded growth targets in both reading and math from Fall 2016 to Spring 2017. The same pattern held true for the following year (2017-18), with other 8th grades just below meeting growth targets in math (-0.8).

This past year, 8th grade students exceeded growth targets in both reading and math. Sixth and seventh grade students were just below growth targets in both reading and math.

Student Performance Gains: Conditional Growth Percentile

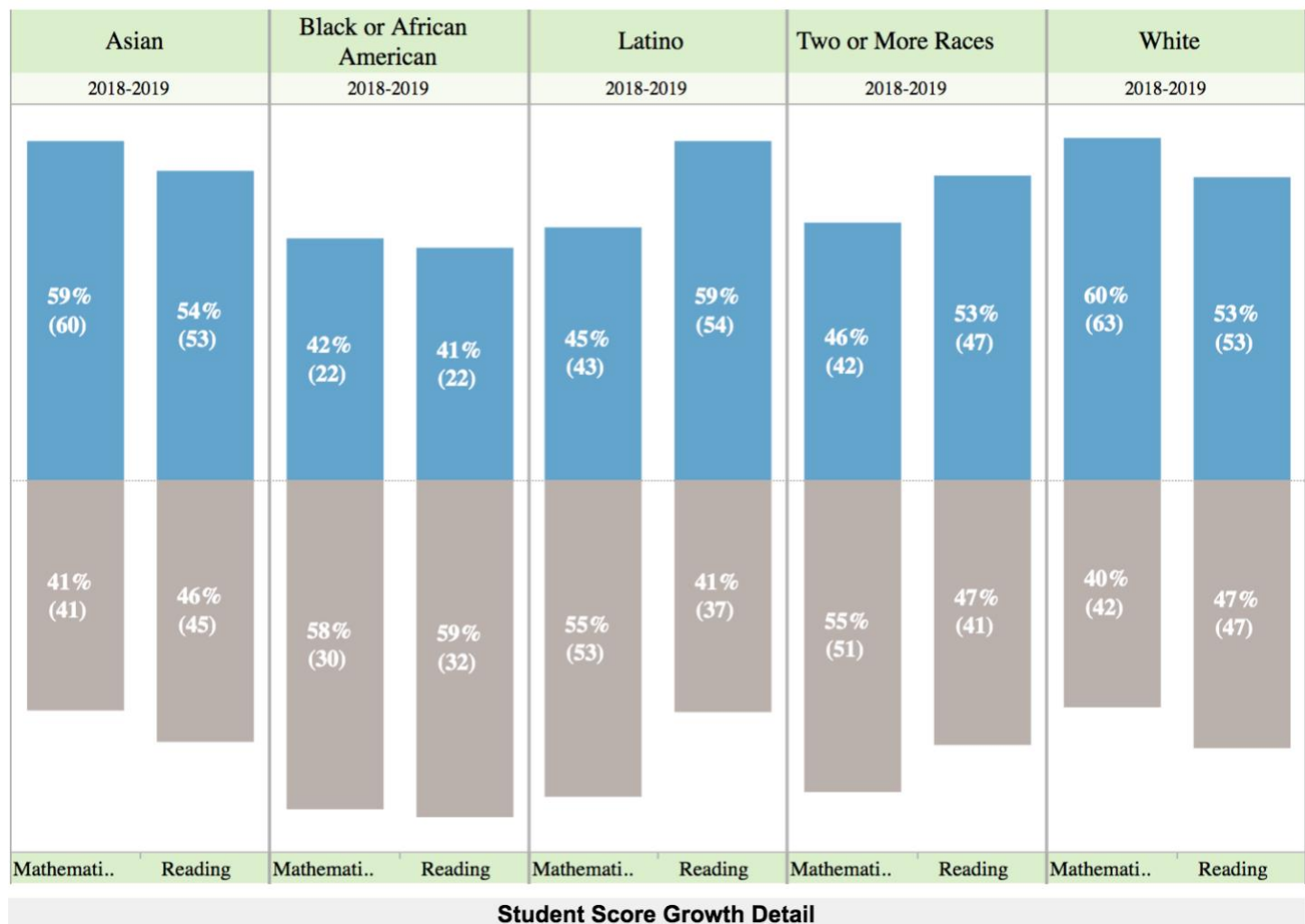
The Academy utilizes MAP assessments because results are nationally normed, giving us a snapshot of our student performance compared to national averages and is strongly correlated to both the SAT and ACT college readiness tests. We also believe that measuring students' growth beyond their absolute proficiency is critical as we support all students to become proficient or above. In addition to looking at the metrics presented above, The Academy also tracks student performance based on a metric called the conditional growth percentile ("CGP"). The CGP is a student's percentile rank for academic growth. A student who demonstrates growth equivalent to that of similar students nationally will have a CGP of 50. Growth greater than the national average would result in a ranking higher than 50, and growth less than the national average would result in a ranking lower than 50. CGPs range from the 1 to 99 percentile.

The following table reports The Academy's CGP by grade in reading and math for the past three years.

CGP	Spring 2017		Spring 2018	
Grade	Reading	Math	Reading	Math
6	74	91	81	77
7	69	89	67	56
8	56	66	77	35

- As shown above, all grades showed growth greater than the national average (CGP above 50) in both reading and math in 2017 and 2018, with the exception of 8th grade, which posted growth below the national average in Spring 2018. Overall, in Spring 2018, 73% of our students scored in the top two quartiles nationally in reading and 65% scored in the top two quartiles in math as measured by the Northwest Evaluation Association (NWEA) Measures of Academic Performance (MAP).
- The grade level cohort data (the performance of students from year-to-year) on both the NWEA MAP and Smarter Balanced assessments shows consistent, positive growth in almost all years since 2015-16.
- We are accelerating the growth of students who perform in the bottom two quartiles on the MAP Reading and Math assessments. For example, in 2017-18, sixty-four percent of students in the bottom or lowest quartile doubled their projected reading growth goal and 68% of students in the 2nd quartile (who perform in the 26th to 49th percentile) increased their projected reading growth goals by 1.75. There is positive but slightly lower acceleration of math MAP growth data results for students who scored in the bottom two quartiles.
- While there continues to be a gap in summative academic data as measured by grades, MAP data and the Smarter Balanced Assessment, the growth rate from Fall to Spring for students from our five largest subgroups as measured by NWEA's MAP assessment, is much more similar than the summative results. The goal is to even better accelerate the growth of those students (as well as students from other demographic groups who have lower achievement results) so that the opportunity/achievement gap is lessened. In 2018/19, for example the growth rate for students who identified as Latinx and mixed race was much higher than their Asian and white peers.*

***Percentage of Students Who Met Their Expected Growth Rates: Five Largest Student Subgroups**



Strategic Response to Student Outcomes

While data over the past five years reveals that the majority of students have experienced above average academic success (on both summative and benchmark assessments) using a variety of academic measures, we have also experienced a “flattening” out of overall students' results, and even a slight drop in some cases in the total percentage of students meeting or exceeding state standards on the CAASPP and MAP assessments. We have a theory of why this has occurred and a comprehensive, strategic plan to increase student outcomes over the next three years.

The first factor is the organization’s steady growth in enrollment. In the past 4 years, The Academy of Alameda has grown from a “one school district” with approximately 50 employees and 500 students to two schools with 90 employees and 800 students. While that growth was planned for, there are always growing pains associated with opening a new school. While we believe the middle school will benefit greatly from opening an elementary school program in the long run, it is only natural that building a new K-5th grade program diverted some of our singular focus on the middle school. At this time, we are taking the necessary steps to enhance our operational capacity so that the instructional leaders’ time is focused on curriculum and program implementation, rather than school operations.

In addition, the intense emphasis on developing the middle school’s academic program in its first five to six years shifted to developing other aspects of the program, including the creation of a comprehensive restorative justice program and a focus on equity-centered professional development. While both areas are important and merit ongoing development, the over-emphasis on improving those two areas detracted from our

laser focus on professional development for teachers related to the art and science of teaching and learning. In response, we have developed a more balanced professional development plan that emphasizes the improvement of our Tier one instructional program and continues to enhance our intervention services.

A Strategic Shift

From the Charter School's founding, the leadership team has annually presented its yearly strategic plan to the Board. However, given the trends noted above, in Spring 2019, the Board of Directors hired a respected consultant to work with the Executive Director and the Charter School's leadership team to develop a more focused, three-year formal strategic plan aligned to its mission, core values and envisioned future. The strategic plan was adopted by The Academy's Board of Directors in June 2019, after a year-long comprehensive process that included bi-weekly meetings with the Executive Director and the strategic plan development consultant, Ed Porter; soliciting input from all segments of the school community throughout the year, including the use of student, staff, and parent/guardian focus groups; survey data; and ongoing site, leadership, and Board meetings and retreats.

The Academy of Alameda's strategic plan is centered on four focused priority areas designed to continually improve student outcomes: teaching and learning, culture (student, staff, and family), infrastructure, and developing effective, student-centered leadership teams at the organization and school site level. For each organization focus area, there are a limited set of focused goals and actions. While each of the priority actions are broad in nature, the more specific actions occur at the site levels and are incorporated into each school's LCAP and school site action plan. We believe that aligning our LCAP, school action plans and professional development plans to our strategic plan will yield higher student outcomes in all ways - especially as it relates to academic performance.

Our theory of action for improving academic outcomes for all students (especially as it relates to growth) is centered around our continual focus on the seven principles or levers highlighted in the book, Leverage Leadership 2.0, and shaped by four main questions:

1. What do we want our students to learn? (Expected Learning Outcomes)
2. How will we determine if students are learning? (Assessment)
3. How will we respond when they don't learn? (Intervention)
4. How will we respond if they have already learned it?

While schools are complex organizations and there are numerous competing needs from all segments of the community, not to mention local, state and federal mandates, we believe that a major driver in terms of meeting our mission and envisioned future is continually getting better and better at successfully responding to the four questions above.

Below is a summary graphic of The Academy of Alameda's three-year plan being implemented in Fall 2019.

The Academy of Alameda's Strategic Plan - 2019-2022

MISSION

The Academy of Alameda equitably develops students into critical thinkers and life-long learners who navigate the world with integrity, and who apply their learning to empower themselves and their communities.

VISION

We envision a future where all of our students are successful, and their destinies are not determined by their demographics.

CORE VALUES

Continual Improvement
Collective Responsibility
Relationships
Diversity
Equity

ORGANIZATIONAL AREAS OF FOCUS AND PRIORITY GOALS

Teaching & Learning

- ❑ We engage all students emotionally and intellectually.
- ❑ We meet all students where they are and provide multiple pathways for growth and success.
- ❑ We implement culturally responsive teaching and inclusive curriculum and instruction.

Culture

Student, Staff, and Families

- ❑ We build meaningful relationships in and between our students, staff, and families.
- ❑ Staff support one another, and work collaboratively to facilitate our students' success, and as a means to improve both individually and collectively.
- ❑ Students feel safe, have a growth mindset and strong sense of identity, and understand and value each others' similarities and differences.

Infrastructure

HR, Finance, and Operations

- ❑ We implement and support the policies and practices that attract and retain a top quality staff.
- ❑ We implement effective systems to better serve our students, staff, and families.
- ❑ Our budget is aligned to our mission, envisioned future, and core values.

Leadership

Board, Cabinet, School

- ❑ We build inclusive, collaborative, leadership teams at all levels of the organization that exemplify relational trust, are student centered, and whose actions are driven by evidence and a deep commitment to social justice.

Priority Focus Areas And Priority Goals	Actions
Teaching and Learning <ul style="list-style-type: none"> Intellectual and Emotional Engagement for all students Multiple Pathways to Success Culturally responsive and inclusive curriculum and instruction for all students 	<ul style="list-style-type: none"> → Utilize the Framework for Effective Teaching to develop and evaluate teachers' ability to engage all students and deliver culturally responsive and inclusive curriculum and instruction. → Support school leaders' implementation of research-based instructional practices that promote deep learning. → Continue to develop multiple pathways to success through the implementation of an ongoing RTI program (Response to Intervention), as well as opportunities for enrichment and challenge for all students.
Culture Staff, Students, Families <ul style="list-style-type: none"> Meaningful relationships Collaboration Safe and inclusive environment 	<ul style="list-style-type: none"> → Engage in effective two-way communication with our students, staff, families, and the broader community. → Support schools to develop an inclusive family involvement plan so that all members of the community have opportunities to connect to each other and to the school. → Support the implementation of a comprehensive social-emotional program that fosters a positive school learning community.
Infrastructure Operations, Human Resources, Finance <ul style="list-style-type: none"> Retain and attract the best employees Effective policies and systems Mission aligned budget 	<ul style="list-style-type: none"> → Train and develop supervisors to effectively manage, develop, and evaluate their employees. → Implement policies and systems that lead to organizational and school efficiencies. → Develop fiscally sustainable multi-year budgets aligned to the mission and envisioned future, and build the capacity of organization and site leaders to make informed, timely decisions.
Leadership Board, Administration, School <ul style="list-style-type: none"> Inclusive, collaborative, and student-centered leadership teams 	Implement a team development and evaluation plan. <ul style="list-style-type: none"> → Implement an organization and site leadership development and evaluation plan. → Implement a process that ensures clear and transparent communication of policies and initiatives to all stakeholders. → Implement a transparent decision making process and clearly communicate initiatives, procedures, and policies to the appropriate stakeholders.

Element 1: Description of Education Program

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

Students to be Served

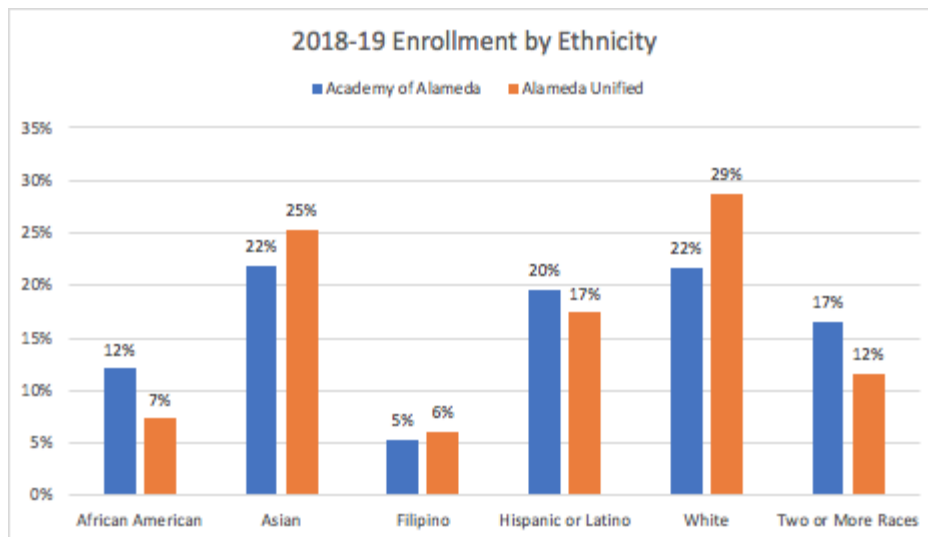
The Academy of Alameda is a true public school as it accepts all interested students regardless of where they live. We have a strong academic program that includes excellent elective and enrichment classes during the day and after school. However, one of our greatest strengths is our uniquely diverse student body, which is truly unique. While we serve all students who enroll in our school, we have the continuing goal of reflecting the diversity of Alameda’s West End and the surrounding areas.

The table below shows the demographics of The Academy over the past four years.

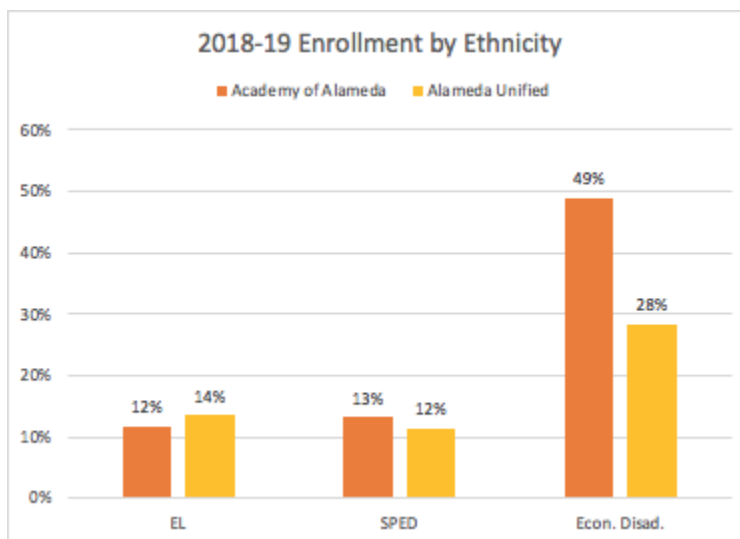
Student Group	2015-16	2016-17	2017-18	2018-19
African American	15%	12%	11%	12%
Asian	17%	18%	19%	22%
Filipino	6%	7%	6%	5%
Hispanic	20%	19%	18%	20%
White	35%	32%	27%	22%
Two or More	8%	12%	17%	17%
English Learner	13%	11%	9%	12%
Economically Disadvantaged	28%	37%	39%	49%
Students with Disabilities	7%	13%	13%	13%
Total:	502	511	489	494

As the table above demonstrates, we have increased the percentage of socioeconomically disadvantaged students from 28% in 2015-16 to 49% in 2018-19. We have also maintained 13% students with disabilities for the past three years and averaged 12% English Learners over the last four years.

When we compare enrollment to the District in 2018-19, we see that The Academy serves a higher percentage of African American students (12% compared to 7%), Hispanic students (20% compared to 17%) and Two or More Races (17% compared to 12%). The Academy also serves a smaller percentage of White and Asian students than the District.



The chart below compares enrollment by subgroup for English Learner, economically disadvantaged students and students with disabilities.



As the chart above demonstrates, The Academy serves a significantly higher percentage of low income students than the District, with 49% compared to 28%. For English Learners and students with disabilities, the Charter School closely mirrors that of the District.

The Academy of Alameda's Current and Projected Enrollment

The Academy served just under 500 students in the 2018-2019 school year. The middle school has had a lottery in the 6th grade (and often for grades seven and eight) since 2013/14. Enrollment is slightly down in 2019/20 to approximately 480 students at the opening of the 2019/20 school year, but administration is confident that the middle school will serve 505 students per year over the next three year (beginning in 2020-21) and expand slightly in years 2023 through 2025. The slightly higher projected enrollment numbers are a result of students in The Academy of Alameda's Elementary School matriculating into the sixth grade beginning in Fall 2020.

Grade	2020-21	2021-22	2022-23	2023-24	2024-25
6th	170	170	170	170	170
7th	165	170	170	170	170
8th	170	165	165	170	170
Total:	505	505	505	510	510

Educational Philosophy

Mission

The Academy of Alameda equitably develops students into critical thinkers and life-long learners who navigate the world with integrity, and who apply their learning to empower themselves and their communities.

Core Values

- **CONTINUAL IMPROVEMENT**
We continually improve our practice individually and as an organization to meet our students' needs.
- **COLLECTIVE RESPONSIBILITY**
We are collectively responsible for supporting all of our students' academic success and social emotional well-being.
- **RELATIONSHIPS**
We build meaningful relationships within and between our staff, students and families.
- **EQUITY**
We promote social justice in all aspects of our work with students, families, and staff so that we achieve equitable student outcomes.
- **DIVERSITY**
We value student and staff diversity and work to collaborate effectively across similarities and differences.

Vision and Theory of Action

The Academy of Alameda envisions a future where all of our students are successful, and their destinies are not determined by their demographics.

The Academy's educational program strives to close the opportunity gap by combining a meaningful, integrated curriculum, high quality teaching, and both academic and social-emotional supportive services that allow all children to reach and exceed their potential. Every student is empowered to believe that they have the ability to achieve the high levels of literacy, numeracy, and critical thinking skills that will lay the foundation for them to excel in school, their community, and the workforce.

Furthermore, The Academy of Alameda is committed to creating a safe, welcoming school environment in which all students develop a strong sense of their own identity, an appreciation and respect for others, a strong sense of fairness, and a commitment to standing up against injustice. Students explore their understanding of identity, diversity, justice, and action through an equity-centered social emotional and humanities program that is woven implicitly and explicitly into the school day and curriculum. This work, in conjunction with strong, scaffolded academics, creates an environment in which students are behaviorally, intellectually, and emotionally engaged in their own learning and demonstrate a sense of competence, curiosity for knowledge, and ownership over their progress.

What It Means to be an Educated Person in the 21st Century

An educated person in the 21st century must know how to aggregate, process and make sense of a vast array of information. They must have: a strong foundation in literacy and mathematics; advanced skills in using technology; the ability to apply previous knowledge to inform and connect to new and unique situations; a deep understanding of and respect for people of different backgrounds, cultures, and perspectives; and the fortitude and interpersonal skills to accomplish goals individually and as a member of a group. An educated person in the 21st century must be able to sift through and process vast quantities of information, evaluate the sources and arguments, and integrate—on a continuous basis—multiple perspectives into their thinking.

The Academy believes that in order for our students to be educated in the 21st century they must be equipped with foundational skills and with the intellectual capacity to problem solve and think critically, as well as the ability to positively interact with people from a variety of backgrounds and perspectives. These attributes are central to our mission and are reflected throughout our academic program.

The Academy's educational philosophy is rooted in current research regarding the skills that students need in order to be competitive in the 21st century. Boykin and Noguera note that information itself has become a commodity and instead refer to the power of learning "knowledge-transfer" skills: solving similar problems; consuming, generating, and applying information; making sense of novel situations; reflecting on things learned; judging and being constructively critical.⁸ The Academy teaches students how to consume, process, and make sense of information on their own. It provides opportunities for students to grapple with difficult concepts, debate issues with no easy answers, and pursue problems that do not yet have solutions, while at the same time providing them with the base knowledge necessary to complete these higher-level tasks.

Equally as important is students' ability to respect and navigate a wide range of personalities, backgrounds, beliefs, and needs. Through academic and social emotional studies, the Academy teaches students to recognize, accurately name, and celebrate differences, and to consistently notice and stand up against unfairness, stereotypes, and prejudice. As a result, students at The Academy of Alameda learn to become self-motivated, competent, compassionate, lifelong learners and champions for change and justice in their communities.

How Learning Best Occurs

The mission and educational program of The Academy is based upon four key, research-based beliefs about how to effectively educate students for the 21st century:

1. A solid educational foundation in literacy and numeracy is critical to prepare students for participation in our knowledge based economy.
2. In order for deep learning to occur, students must be behaviorally, intellectually, and emotionally engaged in their own learning.
3. To meet students' unique needs, schools must provide multiple pathways to success.
4. Students learn best when all members of their school community—staff, students, and families—are held to high expectations.

Belief 1: A solid educational foundation in literacy and numeracy is critical to prepare students for participation in our knowledge-based economy.

As many studies have shown, there is a direct correlation between early literacy and high school graduation rates.⁹ Likewise, numerical literacy and the ability to apply mathematical concepts to real world ideas are crucial to future success.¹⁰ Further, students who can interpret, analyze, and write about a wide variety of texts,

⁸ Boykin. *Creating the Opportunity to Learn*. 5.

⁹ "Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skills at the end of third grade. A person who is not at least a modestly skilled reader by that time is quite unlikely to graduate from high school." Gozali-Lee, Edith and Dan Mueller. *Early Literacy: A review and analysis conducted for Generation Next*. Saint Paul: Wilder Research, 2013.

¹⁰ "In this changing world, those who understand and can do mathematics will have significantly enhanced opportunities and options for shaping their futures. A lack of mathematical competence keeps those doors closed." "Principles and

and who have strong number sense and highly developed problem solving skills are empowered with the ability to apply the lessons learned to any situation.

The Academy is committed to teaching comprehensive, high-level literacy and numeracy skills and to foster the ability for students to apply them in advanced education and real-life situations. The Academy focuses on providing a rigorous literacy and numeracy curriculum in which all students will gain the capacity to interpret, analyze, write about, and problem solve in both disciplines. Students at The Academy leave with the capacity to continuously learn and appropriately manipulate and incorporate new information, which ultimately empowers them to determine their futures as successful, contributing members of their communities.

Belief 2: In order for deep learning to occur, students must be behaviorally, intellectually, and emotionally engaged in their own learning.

Students are more deeply engaged in their learning when they are academically challenged, and when they see how what they are learning is connected to their own lives and the real world. While important in all years of a student's education, it is even more important to emotionally engage students in their middle years as they begin to form a stronger sense of self and understand how they are both shaped by external forces and can take actions to shape the world around them. It's critical for students to see connections between the many subjects that they take and can apply what they learned to new situations.

Belief 3: To meet students' unique needs, schools must provide multiple pathways to success.

Students learn at different rates and have their own strengths and challenges. Many schools teach the same content within the same time frame to all students and expect the learning outcomes to be the same. The Academy of Alameda Middle School recognizes that all students are unique individuals who learn in different ways and at different rates. Thus, the formula for learning at The Academy is: Targeted Instruction + Time = Learning¹¹

Learning should never be the variable; it is the constant.

In order to meet a child's individual needs, The Academy's philosophy and practice is essentially Response to Intervention's (RtI) underlying premise "that schools should not delay providing help for struggling students until they fall far enough behind to qualify for special education, but instead should provide timely, targeted, systematic interventions to all students who demonstrate need."¹² Through ongoing assessment and progress monitoring, The Academy provides targeted support to students as needed. Intervention—either academic or social-emotional—is immediate, timely, and subject to ongoing monitoring.

Belief 4: Students learn best when all members of their school community—staff, students, and families—are held to high expectations.

The Academy believes that all students have the capacity to achieve at high levels academically, behaviorally, and socially and can master the skills needed to succeed in high school, college, and the 21st century workforce. From the moment they set foot on campus, students at The Academy of Alameda Middle School are immersed in a school culture that clearly and consistently communicates high expectations for all and the deep belief that every student can grow with effort and the right supports.

Furthermore, students learn best when the adults in their lives—school staff and family members—are united in their approach to education and are also held to high expectations.¹³ Helping students and families adopt high expectations requires more than support for academics; The Academy concurrently focuses on the social-emotional learning (SEL) aspect of education that is vital to long-term success. Recent research has shown

Standards for School Mathematics" www.nctm.org. National Council of Teachers of Mathematics. NCTM, 2013. Web. <http://www.nctm.org/uploadedFiles/Math_Standards/12752_exec_pssm.pdf>

¹¹ Buffum, Austin, Mike Mattos, and Chris Weber. *Simplifying Response to Intervention*. Bloomington: Solution Tree Press, 2012. 58.

¹² Buffum. *Simplifying Response to Intervention*. xiii.

¹³ "Parent involvement at home and at school has a measurable impact on student performance in school and is particularly important for English Learners and students from low income families." Thigpen, David and Louis Freedberg. *The Power of Parents Research Underscores the Impact of Parent Involvement in Schools*. Oakland: Ed Source, Feb. 2014.

that a student's mindset and personal qualities are important determinants of college success.¹⁴ Qualities such as developing a growth mindset and embracing mistakes as learning opportunities are cultivated in each in every class, in our advisory and tutorial program, and in our assemblies.

A Strong Foundation in Literacy and Numeracy

Students with strong math and literacy skills are able to apply those skills and thus access curriculum in all of their courses. Teaching those skills in all subjects (not just in English and math) at the Tier 1 level (the program that all students experience) is an ongoing emphasis in The Academy of Alameda's academic program. While students' academic well-being in all subject areas is evaluated and monitored, AoA's intervention program has a particularly strong focus on accelerating students' reading, writing, and math skills so that they are at grade level or above. High level math classes and an honors English project at each grade level are options for students who are particularly thriving in those areas.

Engaged in Learning: Behaviorally, Intellectually and Emotionally

Engaging students in each and every class has been an ongoing goal for instructional leaders and teachers since The Academy's beginning. While that looks different in each course depending on the subject, there are key principles involved in deeply engaging students across subject areas. These principles include connecting subject matter to students' lives and providing opportunities for students to solve problems and challenges that impact them through inquiry based instructional strategies such as project-based learning. The subjects of math and science are more engaging and learning is deeper when teachers incorporate manipulatives and "real life" experiences such as lab-based projects into their lesson plans and units. Students are also more engaged when they begin seeing the connections between what they are learning in their various subjects. Finally, our commitment to continually strengthen students' critical thinking skills shapes the humanities program's core instructional practices of incorporating multiple perspectives and stories.

Multiple Pathways to Success

Each student is a unique individual with their own strengths and areas for growth. To account for students' needs and individuality, the Academy provides multiple pathways to success by adjusting targeted instruction and time, as needed, for each student to engage in high levels of learning. This happens both in students' "regular" classes and in intervention and higher level advanced course. Ongoing assessments and progress monitoring assist in determining the time needed to reach these high levels of learning. Students who are struggling academically, socially, and/or behaviorally are provided timely, targeted, systematic intervention.

High Expectations for All

The Academy exhibits high expectations for all members of the school community by fostering a culture of growth and a commitment to continually improving both individually and as a community of learners. Staff, students, and families demonstrate alignment with our school's vision that all children are held to high academic, behavioral, and social emotional expectations and operate with the unwavering belief that every student can succeed when given access to the appropriate tools and supports. The school community sees learning as a continuous, iterative, and joyful process, and collaborates to support all students in achieving at high levels.

To see high expectations to fruition, teachers continuously monitor their students' academic, behavioral, and social emotional progress, set personalized goals, and celebrate individual and collective growth. Extended school days will further ensure that students have the learning time necessary to develop the skills, knowledge, and character to be successful in secondary and post-secondary education and in any subsequent professional path they choose.

Instructional Framework

¹⁴ "Participation in SEL programs was associated with positive impacts on six major student outcomes, including improved SEL skills, attitudes toward self and others, social behavior, and academic performance as well as reduced conduct problems and emotional distress. The impact on academic performance translated to an 11 percentile point gain in students' achievement test scores." Dymnicki, Allison, Megan Sambolt, and Yael Kidron. *Improving College and Career Readiness by Incorporating Social and Emotional Learning*. Washington: AIR, Mar. 2013.

Following is a detailed description of The Academy's instructional framework rooted in rigor and standards-based instruction.

Rigor

The foundational rigor in the instructional program and curriculum at The Academy is based on the Common Core Standards/California Content Standards, the Next Generation Science Standards, and by utilizing Webb's Depths of Knowledge (DOK). We also believe that all students are served best when there are high academic expectations of them and when the curriculum is intellectually and emotionally engaging. The Common Core and California Content Standards are rigorous grade-level goals for student learning. They include building a knowledge base within each discipline (ELA, math, science and social science), developing skills, and thinking critically. By learning the requisite information and skills in each subject area, students are able to move to the more advanced task of thinking critically and are able to support their thinking with evidence. Mastery of these standards results in students' proficiency, and also increases the likelihood that a student will achieve academic excellence in the future.

Additionally, the use of the DOK in planning units of study around the standards ensures that students are moving from basic acquisition of knowledge through analysis and finally to evaluation. As the learning progresses "up" the rigor spectrum, "students have the competence to think in complex ways and to apply their knowledge and skills. Even when confronted with unknowns, students are able to use extensive knowledge and skill to create solutions and take action that further develops their skills and knowledge."¹⁵ Attaining this level of rigor will be invaluable for success in all academic settings in the students' future.

The use of a coaching model will provide teachers with another set of eyes whose purpose is to support teachers in their instruction, assessment and refinement of their practice. Literacy coaching will support teachers in all content areas with the goal of building the site's literacy practices across the curriculum, as necessitated by the Common Core Literacy Standards. Math coaching will take place by a trained coach who will support both math teachers and special education teachers who "push in" to content area classes. Coaching will also come from observation by administrators, instructional coaches, and members of our restorative justice team and instructional rounds conducted by the entire staff. This on-going coaching and training will help ensure the high level of academic rigor at The Academy.

In implementing a rigorous academic program, The Academy is committed to preparing students not only for life-long learning, but also for the specific rigors of a college-preparatory high school program should a student desire to pursue that path. Students will be able to move into A-G course-work having gone through their middle school years at The Academy.

Beginning in 2019-20, the 3-year strategic plan calls for an even greater emphasis on intellectually engaging all students in the middle school's Tier 1 program and in its advanced level classes and honors level projects. That initiative has been driven by our core belief that students perform at a higher level when they are academically challenged, and by input from students and their families who have asked us to provide even more challenge and stretch opportunities to students who are particularly thriving in their courses.

Standards-Based Instruction

In compliance with federal requirements that require states to develop achievement standards for students, California has written grade-level content standards for grades K-12 in ELA, math, science, social science, physical education, and visual and performing arts. The Academy curriculum is focused around the Next Generation Science Standards (NGSS) and the California History-Social Studies Science Content Standards and integrated with the Common Core State Standards (CCSS) for California English Language Arts (ELA) and Mathematics (hereinafter, collectively the State Standards).

There are two essential components to a genuine standards-aligned education. The following components of a standards-aligned approach form the foundation for the education program at The Academy of Alameda.

¹⁵ The Rigor/Relevance Framework, 2008. *International Center for Leadership in Education*, Dr. William R. Daggett, President. See <http://www.leadered.com>.

There are two crucial components of a standards-based education:

Backwards Curriculum Design: Standards-based programs “start with what the students need to know.” Grant Wiggins and Jay McTighe’s program “Understanding by Design” has become the industry norm. A key facet of Understanding by Design is the concept of Backwards Design, which includes the following steps: identify desired results, determine acceptable evidence, and plan learning experiences and instruction.¹⁶ Within this basic approach are crucial steps that, when implemented, allow students to: 1) develop an understanding of themselves as students; 2) achieve mastery of standards and develop critical thinking skills; and 3) make connections between content areas *and* between what is learned in school and their real lives.

Steps of a Standards-based Approach

1. **Identify essential standards to be mastered.** In Understanding by Design, teachers prioritize grade-level content standards. Teachers then use a school developed Unit Organizer to consider and prioritize Critical Content which they phrase as “big questions.” Through intentional focus on essential standards, teachers guarantee that students are spending their academic energy engaged in learning the most important content.
2. **Rewrite standards in student-friendly language and break into individual lessons.** This becomes the students’ “learning objective” for the day—the thing students are supposed to be able to do by the end of the lesson. Students know at all times the standard they are trying to master and therefore have some “buy in” for exerting energy in their own learning. Students are then also able to self-check for understanding by revisiting the learning objective for the day and assessing their mastery of it.
3. **Design or locate assessments (both formative and summative) that accurately measure the standards being taught.** Formative assessments can be as simple as teacher observation or as formal as a quiz, but all are to be used by teachers to inform instruction.
4. **Plan instruction and experiences that allow students to learn the standard.** Teachers will use best practices concerning differentiation and multiple learning styles. This will often include development of a rubric that gives clear guidelines for what mastery and progress toward mastery looks like.
5. **Incorporate classroom-based assessment.** Students need to periodically “check in” with the teacher and themselves to see how they are progressing toward mastery. This student *assessment for learning* helps students decide what their next steps will be as they seek to master the standard.¹⁷ Teachers will regularly use “Exit Slips”—short response questions aligned with the day’s learning objective, to assess both individual and class mastery of the material. The results of these assessments, be they formal or informal, also need to be communicated to students in a timely manner so that they may take the appropriate next steps.
6. **Allow for extra support and “stretch.”** Teachers need to plan for students not making sufficient progress and for those who master a standard during particular units of study. Three times a week Tutorial periods permit students additional time to seek out or receive extra support.
7. **Determine student progress by use of summative assessments.** After students have practiced and had time to assess their progress and make adjustments so they are progressing toward mastery, they can then demonstrate mastery by completing “summative” assessments. These assessments (tests, final projects, demonstrations, products) form the basis for the final “reporting out” on student achievement.¹⁸
8. **Consider possible intervention options for students who did not master a standard.** Through the use of on-going assessment of student progress toward mastery of standards, teachers and administrators are able to quickly determine when a student is in need of support beyond the interventions provided within the regular classroom. With a tiered intervention system in place (RtI), students are able to receive extra help in

¹⁶ Grant Wiggins and Jay McTighe, *Understanding by Design* (Upper Saddle River: Pearson, 2005).

¹⁷ Judy Arter, “Classroom Assessment FOR Student Learning (CASL).”

¹⁸ Ken O’Connor, *How to Grade for Learning* 3rd ed. (Thousand Oaks: Corwin, 2009).

order to master grade-level standards. Our academic RtI program centers on tiered levels of support in literacy and math, as strong skills in these two areas (particularly literacy) is fundamental to students' success in all of their courses.

The Academy will implement these eight components in its Standards-based approach so that students know:

- the standard they are trying to master
- what mastery looks like
- what is needed to achieve mastery – steps student needs to take
- where they are relative to mastery of the standards

In this way, students will become academically successful and will be able to demonstrate their academic abilities on a variety of assessments, including year the MAP and Smarter Balanced assessment as well as classroom assessments.

Academic Program

The Academy of Alameda Middle School serves an incredibly diverse student body and students arrive with widely varying ability and skill levels. We measure students' skills in Math and Reading through the NWEA MAP test, an adaptive computer test. Students who are enrolling in AoA (mostly 6th graders, but some incoming 7th and 8th graders) take the test in the Spring prior to the school year. Students who are enrolled in school take the Math and Reading MAP tests once in the Fall and once in the Spring. Students demonstrate scores that range from the 1st to the 99th percentile on the MAP test. While most new incoming students demonstrate scores at or near grade level, we have students who demonstrate scores above and below the 50th percentile. As such, it is incumbent upon the school to provide a diverse academic program that not only supports those who enter the school working below grade level but that also stretches those who are exceeding grade level standards. In order to meet the needs of all of its students, the school has developed intensive, tiered intervention programs in Math and in English that reflect the three tiers outlined in Response to Intervention (RtI).

English Language Arts

The Academy's Tier One English Language Arts (ELA) program is designed to provide all students with ample opportunities for reading, writing, listening, and speaking. Texts are read multiple times and annotated to develop a deeper understanding. There are multiple opportunities to engage in the writing process and reflect upon the readings.

Key components of the ELA program include:

- Close and annotating reading of short stories, novels, poetry, and non-fiction texts
- Writing assignments (both short, quick writes and longer, more developed pieces) that include response to literature, interpretative essays, evidence based claims, narratives, and poetry.
- Vocabulary instruction
- Access to classroom libraries for students and the opportunity to pick and read books of their choosing.
- Socratic Seminars—text-based conversations in which students are encouraged to interact with the text and open lines of inquiry

Content

- CCSS: English Language Arts

Resources

- Teacher-prepared Course/Units
- Note and Notice for Fiction and Non-Fiction (Kylene Beers and Robert Probst)
- Teacher's College Writing Curriculum (6th grade)

Identification of Students Needing Support in English Language Arts

Multiple measures will be used to identify students who need a supported placement for English, including:

Placement Measures

- Teacher Recommendation
- Running Records (Teacher's College, Columbia)
- CAASPP scores
- MAP Percentile
- Grades
- Phonological Awareness Screener Test (David A. Kilpatrick)

Support Courses in English Language Arts

In addition to a robust, RtI Tier One English program that provides opportunities for support and stretch within the classroom, The Academy also offers the following:

Tier Two:

- **Strategic Literacy** at the 6th, 7th and 8th grade levels. Strategic Literacy addresses the specific needs of struggling adolescent readers and is offered in addition to a student's English class. The course focuses on phonological awareness, comprehension, vocabulary, and fluency. Students are in small groups based on their running records. The Strategic Literacy Curriculum includes Leveled Literacy Intervention (Fountas and Pinnel intervention curriculum), Phonographix Word Study, Phonological Awareness Activities - Equipped for Reading Success David A. Killpatrick. We use Reading Plus, an online learning program, as a supplement. Students also listen to audiobooks and engage in comprehension activities.
- **Co-Taught English** at the 8th grade level. The co-taught English classes, taught cooperatively by a general education and a special education teacher, are designed to provide additional support within the Tier One program. One third of the students in the co-taught English classes are students with IEPs and/or general education students who need support. Students who are placed in the co-taught English classes (instead of in Strategic Literacy) are fluent readers capable of advanced decoding but are one to two grade levels behind and need support in organization, writing, and reading comprehension.

Tier Three:

- **Orton Gillingham 1:1 instruction:** A reading intervention approach that is designed to support students who are reading 4 or more grade levels below. OG is conducted in pullout sessions 2- 4 times a week depending on the needs of the student. It is always focused upon the learning needs of the individual student. Lessons and materials are designed to work with students at the level they present by pacing instruction and the introduction of new materials to their individual strengths and weaknesses. The majority of the students being instructed in the Orton Gillingham approach are students with IEPs. This program will be supplemented by Phonographix.

Honors English Project

The Academy of Alameda offers students, who are particularly excelling in English, the opportunity to engage in a 6 to 8-week Honors English Project in grades six through eight. To qualify students must:

- Have a B+ or higher in English class for the 1st trimester
- Receive a Fall MAP reading score that falls within the top 50%
- Have a Cumulative 3.0 or higher GPA for all classes for the 1st trimester (A's & B's in all classes)
- Receive a recommendation from their ELA teacher

Honors English is intended to be an independent learning opportunity organized through Google Classroom. Each project requires students to read and respond to an advanced novel and complete a research assignment and a performance task.

Mathematics

The Academy is committed to the on-going training and support for math content, lesson design and assessment for teachers. Students will develop a conceptual understanding of math as opposed to learning rote steps to a correct answer. To develop a conceptual understanding, students begin with concrete learning, and move systematically through semi-concrete instruction and eventually are able to use algorithms to solve complex grade-level math problems.

While differentiation can be implemented within a Tier One English program, The Academy recognizes the inherent difficulties in differentiating within a skill based class such as math. Because of this, The Academy has created eight levels of math which address all three RtI tiers. The school's math program is designed for Algebra readiness in the 9th grade. This sentiment is reflected in the CCSS which designate Algebra as 9th grade coursework. Our program also reflects the importance of Algebra in the pathway to college and the necessity of building strong foundational skills that ensure success when Algebra is taken. However, for students who are advanced and are prepared with the foundational skills, we offer Algebra I in 8th grade.

For students who enter The Academy on grade level (Tier One), the math progression is as follows:

- 6th grade: Algebra Foundations I (AF I) or Advanced Algebra Foundations I
- 7th grade: Algebra Foundations II (AF II) or Advanced Algebra Foundations II
- 8th grade: Algebra Foundations III or Algebra I (for students who demonstrate an advanced understanding of Algebra foundations)

Key Components

- Basic skill fluency
- Multi-step problem solving
- Real-world application of mathematical concepts
- Conceptual understanding in addition to algorithm fluency
- Vertically aligned to promote Algebra readiness

Content

- CCSS: Mathematics

Resources

- Eureka 6-8 Curriculum, CPM 8th and Algebra I
- Problem solving strategies
- Common Core aligned instructional materials
- Marilyn Burns *About Teaching Mathematics*
- SDAIE Strategies

Identification of Students Needing Support in Math

Multiple measures will be used to identify students who need a supported placement for math, including:

- CAASPP data
- NWEA MAP data
- Trimester Class Grades
- Teacher Recommendation (Work Habits)

Support Courses in Mathematics

Tier Two: These courses cover the most essential concepts of AF I and AF II but in greater depth. They are intended for students working one to two grade levels behind and are meant to accelerate the students' learning so that they can be on track to take Algebra in the 9th grade. The Tier Two math classes are capped at 22 students, and the classes are taught by a math teacher who is supported, full time, by an instructional aide.

6th Grade: Double Block: Sixth graders in need of extra support in math are placed into a double block class amounting to 8 hours of math each week. The class covers 6th grade standards in addition to back filling gaps from prior grades. Curriculum is delivered by a variety of modalities including group work and activities, computer based learning, skills fluency and remediation and instructor led lessons.

7th grade: Math Lab: Seventh graders in need of extra support in math are placed in smaller grade level classes (typically capped at 24 students) and have 4 additional hours per week in a math lab class. Beginning in 2019/20 math intervention teachers are utilizing Math 180, an online adaptive assessment and curriculum platform designed to build students' skills in areas where they are experiencing challenges or have gaps. The Math 180 instructional model utilizes a combination of teacher instruction and individualized online math instruction to provide valuable skills practice and motivate students to develop confidence and fluency in math.

8th grade Co-taught or supported: Eight grade students who continue to need additional support in math are scheduled into a math class that is co-taught. Students in the co-taught class have additional support in the class in the form of another credentialed math teacher or with an aide who has strong math skills and can lead small group instruction.

Tutoring: We offer after-school tutoring and/or additional learning opportunities to 7th and 8th grade students who need support.

Tier Three - Math Principles: Each year, we support a small number of students who are far below grade level, a curriculum that builds their math fluency and foundational skills - particularly in the areas of multiplication, division and fractions.

Identification of Students Needing Stretch in Math

Multiple measures will be used to identify students who need a supported placement for math including: CAASPP data, NWEA MAP data, grades and teacher recommendations. The Academy provides the following higher level courses in Math.

- Advanced Algebra Foundations I and II (6th and 7th grade): These courses cover additional topics—beyond what is covered in the Tier One program—and they move at a more rapid pace, acknowledging that advanced math students can grasp new concepts very quickly and can apply their understanding to more complex topics. The goal for students is to cover content from 6-8 grades then to be placed in Algebra I in 8th grade.
- 8th grade Algebra: Algebra is for students who have excelled and/or have taken advanced level classes in grades six and seven. Students in Algebra will also have the opportunity to take BYU Geometry online with the additional tutorial support of the Algebra teacher.

Science

As an equity-centered public school, it is important to provide students with shared-scientific experiences from K-8 that allow them to deepen their understanding of their world and to make connections. This scientific learning will happen through group discussions and teams working together to make scientific explanations. Students will become well-rounded thinkers by generating their own questions and investigations so they can make claims, and provide evidence and reasoning. All lessons will engage students with phenomena that challenge their ideas about the workings of the natural world. As a result of their learning, students will be aware of societal issues and how science can be used as a tool to mitigate those issues.

In order to accomplish this, the following conditions are essential:

- Teachers must be open to collaboration and co-construction of curriculum
- The administration must provide time for teachers to collaborate within and across disciplines and opportunities to access professional development specifically tailored to the discipline of science Teachers participation in the lesson study process
- Incorporation of common core math, ELA, and NGSS standards into the science curriculum

Key Components

- Science is "hands-on" and "minds-on." Students have the opportunity to engage in interesting and challenging experiences connected to real life
- Students are encouraged and taught to ask questions about nature
- Students learn how to find out and are inquiry-minded

- Students practice skills in order to become good at them
- Students learn to think for themselves and recognize false claims
- Students learn to think like a scientist and see the science around them

Content

- Next Generation Science Standards
- CCSS for Literacy: Science

Resources

- Teacher -prepared Course/Units
- Science labs for investigation using resources from the Alameda County Office of Education's Science Partnership for Instructional Innovation (SPFII)
- Hands-on learning at local sites
- State-adopted text as instructional tool
- SDAIE Strategies

History

The Academy is dedicated to engaging students in questioning the historical information they are taught so they may witness and honor all narratives and voices. By examining case studies, students contextualize their own experiences and identities within the larger narrative of history. Equally important, students are provided with opportunities to grapple with others' stories and multiple perspectives, both from the past and present, to build allyship across difference. In the History classes at AoA, students are tasked with both identifying single stories that are told throughout history along with considering the dangerous consequences of telling single stories about places and people. Once single stories are brought to light, students then work to uncover the moments in history when individuals and groups resisted against single stories. Through the close examination and questioning of historical narratives and the single stories told throughout history, students are given models of how to examine their own identity in the world around them, so they can see how they can become partners with others to challenge the single stories around them.

Key Components

- Contextualize, analyze and cite primary and secondary sources
- Identify and analyze point of view, perspective, and bias in sources
- Take a position in response to a prompt and use evidence to support your claim
- Critically question and analyze voices and perspectives missing from sources
- Conduct short research projects to answer a prompt
- Depth over breadth. Instead of examining history quickly, through rote memorization, students are taught to look more deeply at case studies in order to analyze patterns and themes throughout history.

Content

- California State Content Standards, *History-Social Science Content Standards for California Public Schools Kindergarten Through Grade Twelve*¹⁹
- CCSS for Literacy: Social Studies²⁰

Resources

- Facing History and Ourselves Curriculum
- Teacher -prepared Course/Units
- Teachers Curriculum Institute (TCI)

¹⁹ California Department of Education, 2000.

²⁰ National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C., 2010.

- *Thinking Like a Historian*, Stanford University
- *A Young People's History of the United States*, Howard Zinn
- Choices Curriculum, Brown University
- World History For Us All, UCLA
- Various Primary Sources

Physical Education

The Academy develops strong students – academically, socially, and physically. To this end, the school offers many opportunities for students to 1) increase their overall physical health through exercise and healthy eating; 2) engage in multiple physical activities so that each student can find an area of interest; and 3) develop an understanding of growth mindset. The Physical Education curriculum of The Academy will support our overall approach and may include:

Key Components

- Instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every child
- Fitness education and assessment to help children understand, improve and/or maintain their physical well-being
- Development of cognitive concepts about motor skills and fitness
- Students have opportunities to improve their emerging social and cooperative skills and gain a multicultural perspective
- Promotion of regular amounts of appropriate physical activity now and throughout life
- Students have *fun* and understand the importance of staying physically fit

Content

- California State Content Standards, *Physical Education Model Content Standards for California Public Schools Kindergarten Through Grade Twelve*²¹

Resources

- SPARK Curriculum
- Teacher -prepared Course/Units
- IHT Spirit System ZONE Heart Rate Monitors
- SDAIE Strategies

Electives

Elective courses are a critical part of providing students with a well-rounded educational experience. Elective courses are varied to appeal to students' interests. The staff at The Academy recognizes that there are multiple ways for a student to be successful, and many of our students excel in the visual and performing arts. By graduation, the majority of students at The Academy have elected to take one or more year of the school's art and/or music courses. These courses enhance The Academy's academic program by exposing students to different modalities of learning and to new experiences.

Music Key Components

- Music courses including Beginning Orchestra, Advanced Orchestra, Beginning Band, and Advanced Band. Beginning band and orchestra courses are available to sixth-graders each year as an after school elective.
- Music classes explore theory and history, along with composition and performance

Content

²¹ California Department of Education, 2007.

- California State Content Standards, *Visual and Performing Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve*²²

Resources

- Teacher -prepared Course/Units

Art Key Components

- Art courses including Introduction to Art, Beginning Art, and Advanced Art. Introduction to Art is a class that sixth grade students take as part of their enrichment wheel.
- Art classes explore theory and history, along with composition and performance.

Content

- California State Content Standards, *Visual and Performing Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve*

Resources

- Teacher -prepared Course/Units

Student Leadership Key Components

- Leadership classes include Character Education, a class sixth graders take as part of their enrichment wheel, and Leadership, which is an elective for 7th and 8th graders. These courses are designed to support students to develop habits, mindsets, and leadership skills that they can then demonstrate by actively creating and facilitating student culture initiatives at AoA. A key leadership principal in the leadership class is that students learn by doing. Specific skills and qualities learned include:

Content

- Developing a growth mindset
- Kindness
- Upstanders, Bystanders, and Bullying
- Goal setting
- Event planning and coordination
- Leadership skill development

Resources

- Teacher -prepared Course/Units
- Character-Strong Curriculum

Technology Key Components

- Technology classes at The Academy include the following: Technology 1, a class that sixth graders take as part of their enrichment wheel, Technology II, and Technology III, classes available to 7th and 8th grade students as an elective.

Content:

- What is technology?
- Digital citizenship
- Basic Computer literacy and typing
- Coding
- Game Design
- App Design

Resources

- Teacher-prepared Course/Units
- Cyber-wise Curriculum

Early Release Wednesdays

Every Wednesday, the schedule will be modified to support “Professional Learning Communities,” staff meetings, and professional development for school staff. Students will be released at 2:00 pm each Wednesday. The GOLD after-school program will still run until 6:00pm on Wednesdays.

Monday Advisory/Assembly

Advisory occurs on Mondays three to four times per month for 45 minutes per session and includes all students and teachers. Assemblies occur once per month on Mondays for 45 minutes. The design of the Advisory/Assembly program supports the socio-emotional development goals of the school.

Tutorial

Tutorial periods are held three times per week for 45 minutes and afford many opportunities in regards to assisting struggling students, providing independent work time for benchmark students, and providing stretch opportunities for students who have already mastered the current standards. Students who are performing well and on grade level will most often use these periods to complete homework assignments or to work on long-term projects. Students have a dedicated classroom in which to work, with the same teacher as their Advisory homeroom. Because this is independent work time, the teachers are available to work with students from their content area classes who need additional support. Prior to a Tutorial period, either the teacher or the student can initiate a “stamp” pass to the teacher’s room for Tutorial. Then, during the Tutorial period, the student has permission to leave his/her assigned room to visit the designated teacher. This time may be used for such purposes as small group/one-on-one re-teaches, catching up on missing work, studying assistance, or test re-takes.

Additional Stretch Time: In addition to providing students opportunities to complete homework, make up tests and quizzes, and to see teachers for additional support, the advisory period is also used to provide stretch opportunities to students who are excelling in math and English. In math, students who are performing at a high level in their 7th grade AFII class in the Fall are selected to take a Bridge to Algebra class which prepares them to take algebra in the 8th grade. Tutorial periods are also used by teachers to work with students who are selected for grade level honors English projects.

Plan for Targeted Students

The Academy’s educational program is designed to meet the needs of every learner. Using high quality core instruction combined with a multi-tiered system of support services for both educational and emotional challenges, we make every effort to find a strategy that works for every child. Our program is also prepared to meet the needs of our diverse student population by using culturally responsive practices to facilitate student learning. We use a strength-based Response to Intervention (RtI) approach that utilizes academic and social-emotional support strategies and programs to improve learning outcomes. RtI is a multi-level system of support that uses data-based decision making to identify students who are at-risk of poor learning outcomes and/or behavioral problems so that educators can intervene early. RtI informs classroom instruction, improves the quality of intervention services, and increases student achievement.²³

The Academy gathers a variety of information to match student needs with support services. At the time of student enrollment, the following information is collected to establish baseline data:

- Registration forms ask families to provide information regarding their student’s State test scores, English language proficiency, whether the student is on an IEP (Individualized Learning Plan), and other pertinent background information.
- Universal screening assessments are administered to all children in Math and Language Arts in the beginning of the year and in the Spring to incoming 6th graders to identify their level of skill and to assist in their placement and support.

²³ McInerney, Maurice, and Amy Elledge. "Using a Response to Intervention Framework to Improve Student Learning." rti4success.org. Center on Response to Intervention, May 2013. Web. 16 April 2014.

The information gathered from the baseline assessments is the first step in identifying students who may need additional support.

Plan for Students Who are Academically Low Achieving

The Academy uses Rtl as a framework for providing students with support services that maximize achievement and reduce behavioral challenges. The Academy uses data-based decision making to identify students who are at-risk of poor learning outcomes and provide them with intervention services within our multi-tiered system of support. At the primary support level, students are provided with a core academic program that includes high-quality instructional methods and culturally responsive teaching practices. The secondary level includes targeted, supplemental support services that are designed to bolster student learning. The tertiary level includes intensive intervention services that are delivered in small groups or individually. All three levels focus on enhancing academic and social-emotional learning outcomes.

Assessment, Identification and Progress Monitoring

Within the Rtl model, assessment and data-based decision making are included in each tier of intervention support. The primary tier of support includes universal screening and benchmark assessments that are administered to all students in Math and English/Language Arts at least twice per year (and ongoing for students in support classes) times per year. We use NWEA Measures of Academic Progress (MAP) as a universal screener for both Math and English. When a student scores below the 40th percentile in Reading on two consecutive MAP tests (Spring/Fall), two assessments are administered. We use the Running Record benchmark assessments created by Teachers College Reading and Writing Project, and the PAST, a Phonological Awareness Screener developed by David A. Kilpatrick. The data from these assessments are carefully reviewed by the Literacy Intervention Support team along with grades and SBAC scores, and students who are identified as at-risk of having poor learning outcomes are provided with intervention support based on their identified area of need. For Math, students also take the MAP test. A teacher made multiplication and division screener is used for students who need support.

The secondary tier of support is designed to accelerate the learning of students who require strategic intervention in addition to their core instruction. Formal assessments are administered every six weeks to track student progress and inform instruction.

The tertiary tier of support is designed to meet the needs of students who do not demonstrate adequate progress within the secondary tier of support. Progress monitoring assessments are administered every six to eight weeks to ensure adequate progress of learning.

Students who are receiving intervention support services are discussed at weekly Coordination of Services Team (COST) meetings. Weekly COST meetings serve two primary functions. First, as a pre-referral process, teachers and/or staff members submit COST referrals forms when they have a concern about one of the students in their classroom. Second, COST allows staff to closely monitor the progress of students who are currently receiving intervention services. Students who do not demonstrate adequate progress, despite interventions put in place by COST, will be scheduled for a Student Success Team (SST). The SST includes the student's parent/guardian, teachers, an administrator and any relevant support staff. The SST process is designed to identify student strengths, discuss areas of concern, and explore alternate intervention ideas to increase school success. At the end of the SST meeting, an action plan is implemented and a designated time period for monitoring student progress is agreed upon. A follow-up SST may be held to determine the effectiveness of the support plan. Students who do not demonstrate adequate progress despite supports put in place by the SST may be referred for a special education or 504 evaluation.

Intervention Services

In addition to a high-quality core instructional program and general education classroom supports, the following intervention services are available to students who do not demonstrate adequate academic progress:

- Differentiated instruction and flexible grouping within the general education classroom setting
- All students have 3 periods per week to complete homework or engage in enrichment and or intervention opportunities

- Evidenced-based supplemental instructional interventions in math and language arts
- At the primary, secondary and tertiary level, students who are identified as at-risk of poor learning outcomes are provided with evidence-based instructional interventions. The amount of time and duration of the intervention are dependent upon the student's level of need
- For students who do not demonstrate adequate progress despite receiving tertiary intervention supports, a referral for a special education assessment is considered.
- Push-in support services
- Instructional aides and support staff are strategically scheduled to provide push-in support services into the general education classroom
- Students have the opportunity to receive pre-teaching or re-teaching instruction in The Learning Center.
- The Learning Center is also utilized as an alternate test-taking environment
- Social-Emotional supports (see SEL section in **Instructional Approach**)
- Group and individual counseling
- Mentors (Often teachers or Instructional Assistants) as determined by the COST Team

Family Notification

The classroom teacher contacts families of students who are under-performing in the classroom. They engage in an open dialogue with families about the progress of the student and confer with them about strategies for improving the student's academic performance and/or behavior. Parents/guardians are notified within a week of being identified, in writing and/or verbally, if their child is recommended for intervention supports. Other possible types of family notification and outreach include family-teacher conferences Student Study Teams (SST's), and 504 and IEP meetings.

Strong Attendance and its Link to Student Performance

Because there is such a strong correlation between a student's attendance and performance, we have systems in place in order to monitor and improve student attendance - particularly as it relates to habitual or chronic truancy. While the percentage of students who are chronically truant improved annually for many years, we had a systemic breakdown in 2017/18 resulting in an unacceptable rate of chronic absences – 12.8%. While that number dropped in 2018/19 by just under 3%, we are taking even more comprehensive steps this year to bring that percentage down. This includes weekly monitoring and earlier, more comprehensive Student Attendance Review Team (SART) meetings including checking back in with families whose children are at risk of chronic absenteeism.

	Jun 17-18 ↑↑	Jun 18-19 ↓↑
African American	21.8%	18.3%
Asian	3.5%	1.9%
Filipino	4.2%	4.5%
Latino	19%	16.8%
Subgroup less than 5%	0%	12.5%
Two or More Races	11.1%	8.5%
White	13.8%	7.3%

In addition to monitoring overall attendance, we are disaggregating that data by race/ethnicity, socioeconomic data and special education status. For example, while the chronic absenteeism rate went down for both Latinx and Black students, their rates are much higher when compared to other numerically significant subgroups.

Plan for Students Who are Academically High Achieving

The Academy believes that students flourish when they are continually engaged and challenged—academically, socially, and emotionally. Teachers work hard to extend the learning of students who are performing at the highest levels in their classes by differentiating lessons and/or projects. Teachers have them go “deeper” into the content by asking them higher level questions and/or asking them to demonstrate their mastery of a given concept in more complex ways. In addition to teachers differentiating course work for students performing at the highest levels in their classes, The Academy offers higher level math classes, honors English projects, and advanced classes in band and art to students who have particularly thrived in their classes and/or who qualify on specific assessments. Finally, teachers use that data and make recommendations for placement.

Assessment and Identification for All Students

The Academy uses a variety of assessment tools to identify how students are performing in their specific subject areas throughout the year. These tools allow us to personalize our academic program to benefit all students, including those who are performing at the highest levels. These assessments include the Measures of Academic Progress Assessment (MAP) by the Northwest Evaluation Association in math and reading as a universal screener. Students who score below the 40th percentile on MAP on two consecutive tests are given a Running Record produced by Teachers College Writer's and Reader's Project and The PAST a phonological awareness screener produced by David A. Kilpatrick, PhD. The Running Record and The Past help us determine if students have phonological awareness gaps or comprehension gaps that need to be addressed. the use of universal screening and benchmark assessments such as Fountas and Pinnell in reading to both identify and monitor students' progress. Teachers also track phonics and high frequency word knowledge, monitor daily student work, and use classroom assessments to quickly identify students who may be ready for acceleration through more challenging assignments.

Family Notification

The classroom teacher, instructional coach, or administrator will contact the parents or guardians of high performing students in writing and/or verbally to notify them of their student's identification as being high achieving and to discuss any plan to provide additional challenge opportunities. Classroom teachers will also provide regular progress reports throughout the year to families and administrative staff.

Plan for English Learners

The Academy's emphasis on providing multiple pathways to success for all students and on building close connections with our families makes it uniquely suited to serve English Learners (ELs). From outreach through to enrollment and matriculation, The Academy is an inclusive and welcoming place that is respectful of all differences, including language needs. A majority of our EL students come from families who speak Spanish, Cantonese, and Arabic. One of our ongoing goals is to better provide translated materials and interpreters in these languages when possible. We actively make sure that the necessary supports are provided so that non-English speakers can participate fully in our school community. For example, during the 2018-19 school year, the Instructional Coach pulled data from our ELA interim assessments (Measure of Academic Progress, or MAP) for our students designated as English Learners. Students who met the specific criteria of being an EL, scoring below the 40th percentile, and not already receiving targeted literacy intervention through our Strategic Literacy program, were pulled twice weekly for phonemic awareness instruction. All students involved in this pilot program made significant growth in their reading skills as measured by administering Running Records before and after the intervention. During the 2019-20 school year, the EL coordinator and Instructional Coach will become BeGLAD (Guided Language Acquisition Design) certified in order to continue to strengthen and build our EL program. The Academy will also work with an EL consultant to examine and strengthen our program.

The school's English Learner Advisory Committee (ELAC), comprising parents of English Learners and members of the school staff, was reinvigorated during the 2018-19 school year. The Academy is in the process of strengthening this committee, seeking consultation from AUSD's EL program administrators and an outside consultant.

Identification

The Charter School shall meet all requirements of applicable federal and state law relative to equal access to the curriculum for English Learners. The Academy shall meet all applicable legal requirements for English Learners as they pertain to initial identification, placement and services, progress monitoring, and annual notification to parents, teacher qualifications and training, classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements.

We adhere to the following plan with EL students:

- Upon enrollment into the school, students' parents complete a survey (available in the language(s) spoken by the parents) indicating languages spoken in the home.²⁴
- We assess the English proficiency of students whose dominant language may not be English within 30 calendar days of enrollment using the ELPAC.²⁵

Educational programs are responsive to specific needs of EL students and in compliance with all applicable state and federal guidelines. We report the number of EL students attending the school to the District and the state. EL students who score above the established cut-off on the ELPAC, and who meet additional reclassification criteria as specified in our board-approved policy, may be reclassified from EL status and be considered English proficient.

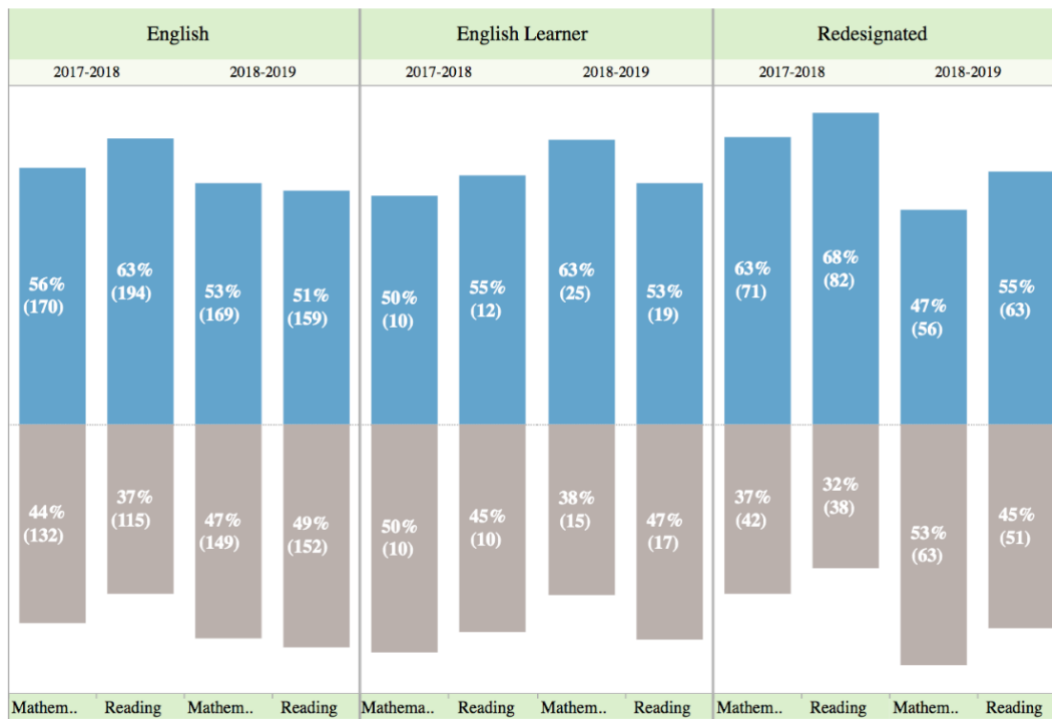
Each year, we track the percentage to which Learner and Redesignated students are meeting their projected MAP reading and math growth goals in comparison to their peers whose native language is English. The results for the past two years (and years prior to that) demonstrates that the growth rates for those two groups are on par and even higher in some cases. We believe that this is due to our strong math and English Tier 1 program as well as our strong system of support. We have also done a better job of monitoring how are EL and RFEP students are performing throughout the year and provided additional support for students who needed it.

²⁴ In compliance with the Office for Civil Rights (OCR) of the U.S. Department of Education, upon enrollment at The Academy of Alameda, if a parent affirms on the home language survey that the child learned first to speak a language other than English, that the child currently speaks a language other than English, or that a language other than English is spoken in the home, the child will be classified as having a primary home language other than English.

²⁵ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been ELPAC tested. All other students who have indicated a home language other than English will continue with annual ELPAC testing based upon the date last tested at the prior school of enrollment.

Students Meeting MAP Goal Target

Subject: Mathematics & Reading
Fall to Spring
2017-2018 & 2018-2019



Parent Notification and Involvement

After the ELPAC is administered, the test is sent to the state for analysis. Once the results have been returned to the Charter School, all parents are notified of their child's scores within 4 school weeks of receipt by the Charter. Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process as appropriate. The ELPAC will be used to fulfill the requirements under the Every Student Succeeds Act (ESSA) for annual English proficiency testing.

Assessment and Monitoring

When creating classroom assessment tools, ELD standards are incorporated whenever possible. The following methods are used to monitor students' progress:

- Students are assessed using the Summative ELPAC in the Spring of each year, or the Initial ELPAC within 30 calendar days of the beginning of the school year.
- Staff monitor EL student progress in language arts using school wide assessments, such as MAP.
- Professional development days and weekly staff collaboration times focused on students' needs includes noting EL status and appropriate supports as needed.

An area of growth is having staff observe EL students and record the level of progress according to ELD standards for listening, speaking, reading, and writing skills.

Instructional Strategies

Through our emphasis on multiple pathways to success and flexible supports, The Academy's academic program is ideally suited to meeting the needs of English Learners. Although it is essential to meet different students who are ELs where they are and to provide specialized instruction, there are overarching principles that can be applied to meeting the needs of all English Learners. An essential element of any program designed to meet the needs of English Learners is that it is flexible and addresses the factors that distinguish ELs from one another. These include linguistic differences, proficiency in home language, poverty, the number

of languages spoken at home or that students are exposed to, and generation (native born children of immigrant families).²⁶ These principles guide the design of our EL program and form the core of our approach.

All EL students are integrated into the regular classroom setting, and we incorporate a Structured English Immersion (SEI) approach. Effective language acquisition and literacy practices are embedded into instruction along with opportunities to pull out students at strategic times throughout the week, based on students' level of need. The Academy believes that research-based instructional strategies that are designed for ELs are sound strategies for all learners (similarly to strategies for students with IEPs) and thus incorporate them into the daily instruction. Teachers use the Sheltered Instruction Observation Protocol (SIOP) as a basic instructional framework to design and evaluate three components of every lesson: (1) preparation, (2) instruction, and (3) review/assessment. SIOP organizes quality instruction into eight areas of concentration designed to especially support EL students' success daily. These areas include: preparation, building background knowledge, comprehensive input, strategies, interaction, practice and application, lesson delivery, and review and assessment. The Instructional Coach and EL Coordinator have ongoing professional development in order to continually improve their pedagogy in research-based best practices including:

Specially Designed Academic Instruction in English (SDAIE)

SDAIE instruction focuses on making academic input comprehensible and reinforcing it using strategies such as: realia and manipulatives; visuals; graphic organizers; planned opportunities for interaction; and modified language used during instruction.

Scaffolding

In today's classrooms, there exists a need for consistent daily instruction that addresses both the language and academic needs of English Learners. The Academy uses the following elements to differentiate instruction and incorporate scaffolds: modeling, bridging, contextualization, schema building, metacognitive development, text representation, and primary language support.²⁷

Literacy Support Designed for EL Students

To further support the specific needs of individuals, literacy instruction is often delivered in flexible group settings based on students' language needs. These small group lessons may include specific vocabulary support and instruction, phonological awareness, and oral language skills. Additionally, EL students have access to appropriately leveled texts in ELA and specific vocabulary instruction is incorporated into all lessons.

All EL students will have access to a rigorous and relevant education program and opportunities for ELD instruction depending on their levels as measured through multiple measures including but not limited to the ELPAC and MAP.

Certificated teachers will have satisfied state requirements to use ELD and Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of English language learners. Depending on multiple measures, including but not limited to ELPAC levels, students will be provided access to content and strategies to support the goal of exiting EL classification as soon as possible.

ELD instruction will be linked to the core curriculum across subjects and will be content-based at all proficiency levels. Instructional materials will be focused on communicative competence and academic achievement. Listening, speaking, reading, and writing skills will be emphasized. ELD instruction will offer opportunities to extend language skills through critical thinking, problem solving, expressing ideas collaboratively, and developing conclusions based upon reason and evidence.

Ongoing Evaluation and the Reclassification Process

The Academy classifies students as Initial Fluent English Proficient (IFEP) based on state guidelines for ELPAC scores in all categories of listening, speaking, reading, and writing and the AoA board approved list of

²⁶ Fischer, Frey, and Rothenberg. *The School Leader's Guide to English Learners*. Bloomington: Solution Tree Press. 2008. 15

²⁷ Walqui, Aida and van Lier, Leo. *Scaffolding The Academic Success of Adolescent English Language Learners*. San Francisco: WestEd, 1993.

reclassification criteria. Once students are proficient, they are Redesignated Fluent English Proficient (RFEP). After a student is designated as RFEP, they no longer take the ELPAC; however, their progress continues to be monitored for four years.

For a student to be reclassified, the EL Coordinator meets with the principal or assistant principal to review the data as outlined in our policy. If the criteria is met, a letter is sent home to the family explaining the process and requesting their signature of approval so that the student may be redesignated as fluent English proficient using the criteria outlined in our board approved policy.

The Academy's EL Coordinator will monitor the progress of RFEP students for two (2) academic years to ensure they are continuing to excel academically. Students not making adequate progress receive additional support.

Monitoring and Evaluation of Program Effectiveness

The Academy evaluates the effectiveness of its education program for ELs by monitoring:

- Teacher qualifications and the use of appropriate instructional strategies based on program design.
- Student identification and placement.
- Availability of adequate resources.
- Distance from Standard (DFS) data year-over-year on the CAASPP for 6th through 8th grade ELs.

All intervention support for EL students is immediate, timely, and subject to ongoing progress monitoring. An additional period of EL support may be available through our after school program as the capacity of the school, and thus the need for such programming, increases.

Plan for Students with Disabilities

The Academy recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment. The Academy ensures that a free and appropriate education is provided to all students with exceptional needs. The Academy complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR).

The Academy is its own Local Educational Agency ("LEA") and is a member of the Sonoma County Charter Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). A change in LEA status or SELPA membership shall not require a material revision of this charter.

The Academy complies with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and utilizes appropriate SELPA forms. The Academy may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Academy may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Academy is solely responsible for its compliance with Section 504 and the ADA. The facilities utilized by The Academy are accessible for all students with disabilities.

Services For Students Under The "IDEA"

The following description regarding how special education and related services are provided and funded by The Academy for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services are provided and funded are set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of The Academy and the SELPA. A copy of the MOU is included in Appendix A.

The Academy provides special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Academy provides services for special education students enrolled in The Academy. The Academy follows SELPA policies and procedures and utilizes SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Academy agrees to promptly respond to all SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to students, staff, facilities, equipment and records as required or imposed by law.

Structures and Services

Per Federal Law, all students with disabilities are fully integrated into the programs of The Academy, with the necessary materials, services, and equipment to support their learning. The school ensures that any student with a disability that impacts their access to the curriculum who is attending The Academy is properly identified, assessed and provided with necessary services and supports.

The Academy meets all the requirements mandated within a student's Individual Education Plan (IEP). The school seeks to include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEP. However, if the student's needs as documented on the IEP require a program other than inclusion, the school works with the SELPA to provide an appropriate placement and services.

The Academy makes time and facilities available to meet the needs of the student's IEP. The Academy actively participates in all aspects of the IEP to enable the student to be successful, including the appropriate individual support schedule and classroom accommodations, strategies, and techniques. The school makes available student's work products for analysis and evaluation of progress at a minimum of three times per year and the school participates in the IEP reviews facilitated by The Academy IEP team, where applicable (or at a minimum of an annual basis).

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to The Academy. The school encourages open communication between parents/guardians and the IEP team for any items related to special education services. Students at The Academy who have IEPs will continue to attend the school, unless the IEP recommends otherwise.

In order to comply with Child Find requirements as specified by law, The Academy has established a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success at the school. This process will entail search and serve, a referral to the school's Coordination of Services Team (COST), Student Study Team (SST), referral, assessment and IEP review.

Search and Serve

Upon the commencement of The Academy's school year, all students are evaluated as a means of class placement. No assessment or evaluation are used for admission purposes. Through collaboration between the faculty, the Principal, and the Assistant Principal, the Academy works to identify any students who do not currently have an IEP but may be in need of a pre-referral intervention plan. The school counselor and members of the faculty then convene with the parents/guardians to form the Student Study Team (SST) for that student.

Students possibly in need of special education can be screened from already available data (i.e. school tests, teacher observations, parent observations, grades, etc.) regarding the student's progress or lack of progress within the general program.

For students who are identified as needing interventions, a Student Study Team composed of the student, the student's parent or guardian, the Principal or Assistant Principal, and an Academy of Alameda faculty member. This team is responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual support schedule, classroom accommodations, strategies and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. The Academy may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. Parents are informed that special education and related services are provided at no cost to them.

Interim and Initial Placements of New Charter School Students

The Academy complies with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in The Academy from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, The Academy provides the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time The Academy will adopt the previously approved IEP or develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into The Academy from a district operated program under the same special education local plan area of The Academy within the same academic year, The Academy will continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and The Academy agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to The Academy with an IEP from outside of California during the same academic year, The Academy will provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until The Academy conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by The Academy, and develops a new IEP, if appropriate that is consistent with federal and state law.

Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. The Academy's internal method for referral for assessment is the Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals are responded to in writing by The Academy within 15 days. Parents are informed that special education and related services are provided at no cost to them.

If The Academy concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment. If The Academy deems that an assessment is not appropriate, the school will provide parents with a letter of prior written notice within 15 days from the parent referral for assessment notifying them the reasons why the school does not deem it appropriate to move forward with an assessment.

Assessment

Information is gathered by qualified members of the IEP team and used as tools to determine the student's disability, eligibility for services, and the nature and extent of required services. Assessment procedures are conducted in the student's primary language, and an interpreter will be provided if needed. The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414,

Title 20 of the United States Code. The Academy determines what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing
- Observations
- Interviews
- Review of records, reports, and work samples
- Parent input
- Behavioral data collection

The Academy follows the assessment guidelines outlined below:

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment.
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment.
- The student must be evaluated in all areas related to his/her suspected disability.
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist.
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory.
- All efforts are made to assess students in their primary language, and a qualified interpreter will be provided if needed.
- Assessment tools are used for purposes for which the assessments or measures are valid and reliable.
- Assessments are adapted as necessary for students with impaired sensory, physical or speaking skills.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. The Academy is responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results present the assessment data at the IEP meeting. Parents are provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services.

The Academy ensures that all aspects of the IEP and school site implementation are maintained. The Academy provides modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEPs are served in the Least Restrictive Environment (LRE).

Each student with an IEP has a team that oversees the IEP development, implementation and progress of the student. All decisions concerning the special education programs and services provided to a student with a disability are made by the IEP team. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed.
- The student, if appropriate.
- The student's special education teacher.
- A general education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment.
- The Principal, Assistant Principal, and/or a designee of The Academy with appropriate administrative authority as required by the IDEIA.

- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results.

The Academy arranges for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, other representatives of The Academy who are knowledgeable about the regular education program at The Academy and/or about the student, a speech therapist, occupational therapist, psychologist, resource specialist, and behavior specialist; and document the IEP meeting and provide notice of parental rights.

The Academy views the parent or guardian as a key stakeholder in these meetings and makes every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school provides an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school ensures his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home. A copy of the IEP is given to the parent in accordance with state laws.

Upon the parent or guardian's written consent, the IEP will be implemented by The Academy. The IEP includes all required components and is written on SELPA forms. The student's IEP includes the following:

- A statement of the student's present levels of academic achievement and functional performance.
- Parent/guardian concerns and how the school is addressing them
- The rationale for placement decisions.
- The services the student will receive and the means for delivering those services.
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered.
- Measurable annual goals focusing on the student's current level of performance.
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided.
- Accommodations or modifications needed to ensure a student's access to the curriculum.
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments.

The Academy understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education is the decision of the IEP team, pursuant to the IEP process. Programs, services and placements are provided to all eligible students of The Academy in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP meetings are held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress and eligibility
- After the student has received a formal assessment or reassessment
- When a member of the IEP team feels that the student has demonstrated significant educational growth or a lack of anticipated progress
- Per parent request (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request)
- When an Individual Transition Plan (ITP) is required at the appropriate age
- When The Academy seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP Implementation and Review

The Academy of Alameda is responsible for all school site implementation of the IEP. The IEP team formally reviews the student's IEP at least once per year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team also conducts a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or faculty member feels the student's educational needs are not being met, they may request a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, The Academy has thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Unless otherwise specified on the student's IEP, parents are informed three times per year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP is an attachment to the general progress report. This serves to document the method by which the student's progress toward achieving her/his annual goals is measured, the student's progress during the relevant period, the extent to which it is anticipated that students will achieve the annual goal prior to the next annual review, and where needed, the rationale for the student not meet their goal/s.

The Academy is also responsible for providing all curriculum, classroom materials, classroom accommodations and assistive technology.

Staffing

The Academy is committed to assuring all IEPs are properly implemented and all students requiring services receive identified services. To that end, all special education services at The Academy are delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Staff participate in SELPA in-service training relating to special education.

The Academy is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Academy ensures that all special education staff hired or contracted by The Academy are qualified pursuant to SELPA policies, as well as meet all legal requirements.

The Academy has three full-time teachers who possess a Special Education Credential. These teachers, along with the School Psychologist, Speech and Language Pathologist, Assistant Principal, Principal and School Counselor will be the primary staff members tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at The Academy are involved in assuring that all IEPs and 504 plans are properly implemented.

The Academy employs three full time teachers with Special Education credentials whose duties include:

- Ensuring that all aspects of the IEP are followed
- Arranging for a teacher of the student to attend the team meetings
- Communicating with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights
- Completing the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP
- Maintaining a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines
- Providing a report of student progress on the same schedule as students in general education

In addition to the above special education staff, The Academy is also responsible for the hiring, training, and employment of itinerant staff or contract with service providers, when appropriate, to ensure all related services are delivered in accordance with student IEPs, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Reporting

The Academy collects and maintains the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Learners

- The number of students provided with test accommodations and the types and the number of students exempted from school-wide assessments
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting are the responsibility of The Academy's Assistant Principal/Coordinator of Special Education. The Assistant Principal will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Assistant Principal will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents or guardians of students with IEPs at The Academy must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP. Any concerns or disagreements raised by parents are acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child. The school provides the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. The Academy utilizes the Notice of Procedural Safeguards used by the SELPA in which it is a member.

Non-Public Placements/Non-Public Agencies

The Academy is solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-Discrimination

All children have access to enroll in The Academy of Alameda and no student is denied admission to attend AoA based on the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for special education services.

Parent/Guardian Concerns and Complaints

The Academy has adopted policies for responding to parental concerns or complaints related to special education services. The Academy receives any concerns raised by parents/guardians regarding related services and rights. Parents or guardians have the right to file a complaint with the California Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

The Academy's designated representative investigates as necessary, responds to, and addresses the parent/guardian concern or complaint.

Due Process Hearings

The Academy may initiate a due process hearing or request for mediation with respect to a student enrolled in The Academy if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, The Academy shall defend the case in consultation with the Sonoma SELPA and its legal counsel.

SELPA Representation

The Academy understands that it will represent itself at all SELPA meetings.

Funding

The Academy understands that it will be subject to the allocation plan of the SELPA.

Special Education Strategies for Instruction and Services

The Academy complies with the federal mandate of the “least restrictive environment,” meaning that the school makes every attempt to educate special education students along with their non-disabled peers. The Academy mainstreams all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program. Each student’s IEP requires different modifications for instruction and services, therefore the educational strategies of the IEP are built around the student’s needs and how they are addressed within the general educational program of the school. The instruction outlined in each student’s IEP is delivered by qualified personnel.

Professional Development

The Principal, Assistant Principal, regular and special education teaching staff, as well as other appropriate faculty and staff members attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the SELPA.

The Academy also seeks professional development opportunities for its staff through potential trainings facilitated by the SELPA, the County Office of Education, colleges and universities, and private companies or agencies.

Section 504 of the Rehabilitation Act

The Academy is solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the school are accessible for all students with disabilities in accordance with the ADA.

The Academy recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of The Academy. Any student who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

A 504 team will be assembled by the school counselor and shall include the parent/guardian, the student (if appropriate), a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team reviews the student’s existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504.

The student evaluation is carried out by the 504 team which will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation includes consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation: tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team is responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team considers all relevant

information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the school's professional staff.

The 504 Plan describes the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, have a copy of each student's 504 Plan. A copy of the 504 Plan will be maintained in the student's file. Each student's 504 Plan is reviewed at least once every two years to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility. Annual 504 meetings are held for all students eligible for a 504 plan during their 6th grade and 8th grade years. 504 meetings during the student's 7th grade year are held at the request of the family or faculty.

Master Schedule: Organizing Time to Meet the Needs of Students

The Master Schedule of The Academy reflects the commitment elucidated in our mission, vision and program components. It is a flexible schedule that allows for a differentiated program, based upon individual students' needs. The entire day on the campus of The Academy is intended to support student development, maximize student learning, and promote responsible student participation in the school and beyond. Key components of the Master Schedule include:

- Flexible placements available for student in math and English, including benchmark, strategic, and honors.
- Technology, Character Education, and Literature Circle courses for all 6th graders
- Physical Education program
- Elective program that includes: visual and performing arts, world languages, digital media, and journalism
- Ability to make use of community for "being-there" experiences
- Students face different courses at different times of day during the week so that optimal learning time (morning) is available for each course
- Tutorial Period three times a week
- Opportunity Time, Bridge to Algebra, and Honors English Seminars during certain Tutorial periods
- Weekly Advisory and School Assembly

Instructional Minutes

Annual instructional minutes at The Academy will exceed the number set forth in Education Code Section 47612.5. This code requires:

- 36,000 minutes for kindergarten students
- 50,400 minutes for students in grades 1-3
- 54,000 minutes for students in grades 4-8

At The Academy, students in all grades will receive 61,596 instructional minutes per year.

Below is a sample bell schedule for The Academy.

2019-20 Middle School Bell Schedule						
Start time	End Time	Duration	Monday	Tuesday	Thursday	Friday
8:30	9:30	1:00	1	6	3	2
9:30	9:34	0:04	Passing	Passing	Passing	Passing
9:34	10:34	1:00	2	1	4	3

10:34	10:44	0:10	Break	Break	Break	Break
10:44	10:48	0:04	Passing	Passing	Passing	Passing
10:48	11:48	1:00	3	2	5	4
11:48	11:52	0:04	Passing	Passing	Passing	Passing
11:52	12:37	0:45	Advisory	Tutorial	Tutorial	Tutorial
12:37	13:17	0:40	Lunch	Lunch	Lunch	Lunch
13:17	13:21	0:04	Passing	Passing	Passing	Passing
13:21	14:21	1:00	4	3	6	5
14:21	14:25	0:04	Passing	Passing	Passing	Passing
14:25	15:25	1:00	5	4	1	6

Start Time	End Time	Duration	Wednesday
8:30	9:35	1:05	5
9:35	9:39	0:04	Passing
9:39	10:44	1:05	6
10:44	10:54	0:10	Break
10:54	10:58	0:04	passing
10:58	12:03	1:05	1
12:03	12:07	0:04	passing
12:07	12:52	0:45	Lunch
12:52	12:56	0:04	Passing
12:56	14:00	1:04	2

Social-Emotional Support

The Academy of Alameda's program reflects its strong belief in continually supporting the social emotional development of its students. The Academy's social-emotional program acknowledges that, much like with their academics, students come to the school with widely varying social-emotional needs. As a result, it is important to provide multiple levels of support depending upon students' needs. As with the academic program, social-emotional support at The Academy is tiered into three levels. Our Tier one program is intentionally designed to build students' social emotional well-being in and out of the classroom. In the classroom, teachers utilize restorative talk and other practices including circles in order to create an emotionally safe space where students build relationships with their classmates and the teacher and reflect on aspects of their learning including incorporating strategies and the mindset to help them improve both academically and behaviorally.

Our Tier one program also incorporates an advisory/assembly period once per week to support students' development of non-cognitive skills.

In August 2019, we adopted the advisory curriculum, Character Strong, a program that focuses on fostering the whole child with vertically aligned lessons that teach social emotional learning (SEL) and character side-by-side. SEL competencies include self-awareness, self-management, social awareness, and relationship skills. Character development lessons include ones designed to help students develop patience, kindness, respect, selflessness, and forgiveness among other important traits. We will also use elements of the curriculum in our Leadership course (an elective for 7th and 8th grade students) and Character Education, a course taken by all 6th graders.

Our COST Team (Coordination of Services Team) meets weekly to identify or follow up on students who are struggling academically and/or behaviorally and would benefit from additional levels of academic and social emotional support. Team members typically design an individual plan for each student to address their challenges. In addition to academic support, targeted students (through COST) may be referred to a mentor who check in with her/him regularly, engage in individual or group counseling facilitated by a counselor or ERMS provider, or engage in restorative circles or conflict mediation.

Behavioral Expectations: A comprehensive set of school-wide behavioral expectations have been developed that address expected behavior in different areas of the campus, including in the classroom and in the hallways. Expected behaviors are grouped in three sections: respect, responsibility, and readiness. Like common practices in academic instruction, common expectations regarding behavior empower students to know exactly what is expected of them in different situations. The Academy believes that clear behavioral expectations are a critical component to creating an environment that is both physically and emotionally safe and conducive to student learning.

Restorative Practices

Restorative Practices is an approach that offers both proactive and responsive strategies for strengthening relationships. Restorative Practices offers a means to develop relationships that are essential to building community so that conflict is lessened. When conflict does arise, Restorative Practices helps build the skills needed to manage conflict and behavior, meet the needs of all impacted, and restore relationships.

While The Academy has always had a restorative approach to discipline (we used to call it discipline with dignity), AoA adopted a more formal restorative practices program beginning in Fall 2015. At this time, staff members were asked to read the Restorative Practices Handbook over the summer and a consultant who was trained by the International Institute of Restorative Practices began ongoing professional development throughout the year. The restorative practices consultant, Karen Junker, continues to work with our staff annually to further develop our capacity including training new staff members.

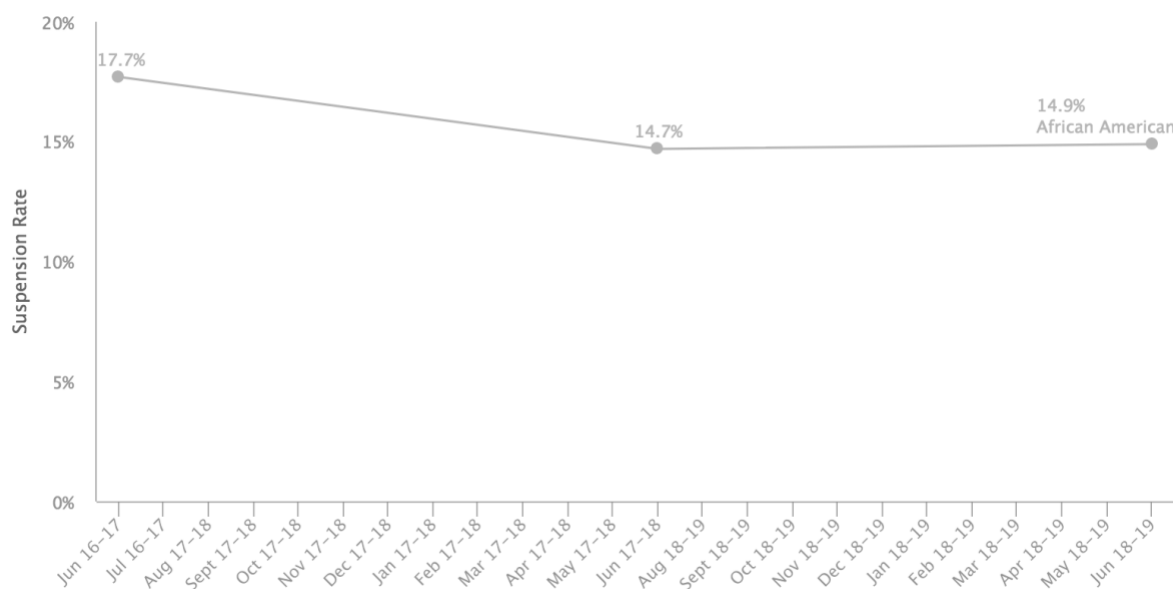
The decision to adopt a more restorative approach was motivated by our strong desire, in general, to reduce the number of referrals and suspensions assigned to students, and specifically to reduce the disproportionality of consequences given to African American and Latino students in comparison to other numerically significant subgroups. In response, we changed the name of our Campus Safety Team to the Restorative Team, and implemented 1) a comprehensive restorative approach focused on talking to students differently (restorative talk), and 2) more proactive strategies schoolwide to create an even more respectful school culture. We knew that for restorative practices to be effective, we needed the entire staff to utilize strategies to strengthen relationships in and between students and staff, both in and out of the classroom.

In the classroom, all teachers use classroom circles to build community and address behaviors that have impacted their classroom communities. Prior to the start of each school year, teachers receive training on best practices around community circles and they discuss and share strategies that have successfully worked for them. We regard this work as paramount to creating a safe and effective classroom learning environment. Our two Restorative Justice Coordinators are specifically trained to implement restorative practices, both proactively and responsively when students have harmed someone in the community. In addition to using conflict mediation strategies, the Coordinators often use a formal process that involves students, staff and occasionally families to

restore relationships. We have also adopted a much more proactive approach to reduce the number and significance of harmful and/or disrespectful behaviors. We do this by building relationships with students who have experienced behavioral challenges or who demonstrate at-risk behaviors. We hold weekly restorative meetings that include the Principal, Assistant Principal, and Coordinators as members of the COST Team.

In 2017-18, the Principal and members of the School Culture Leadership Team adopted a Restorative Justice Framework to codify consequences for behaviors that were below The Academy's standards. The adoption and ongoing use of that framework has been instrumental in assigning more consistent and thus equitable consequences for harmful behaviors. In addition, the staff has continued to participate in ongoing equity professional development work allowing them to recognize their own implicit biases and often inequitable standards for assessing student behavior. This training has resulted in a reduction in the disproportionality of student discipline rates for certain subgroups. For example, the percentage of referrals and suspensions assigned to Latino and African American students has dropped over the past three years.

The percentage of African American students who have been suspended at least once, dropped from 17.4% in 2016-17 to 14.9% in 2018-19 (see graph below). In addition, the percentage of African American students suspended two or more times dropped from 10.6% in 2016-17 to 6.7% in 2018-19. While the reduction in the disproportionality gap gives us reason to celebrate, especially as it has been such an area of focus, there is still much work to do in this area as African American boys (especially) receive a much higher percentage of discipline consequences in comparison to all other numerically significant subgroups. The Academy of Alameda staff and Board are committed to implementing even more effective practices to further lesson that gap.



The graph above tracks the suspension rate for African American students from June 2016 through July 2019. We are pleased this percentage has dropped and expect that trend to continue as we become better and better at implementing research-based restorative practices combined with ongoing equity-centered professional development.

Relationships

A central belief held by the entire AoA staff is that students are more successful - academically, behaviorally and socially when they have strong relationships with and between staff and their peers. That belief is so critical that we include it as a priority goal in our strategic plan. We facilitate building relationships within classes by utilizing class circles in all students' courses including advisory and students work in group or team settings in all of their classes. Teachers use protocols that encourage students to engage with one another in formal and informal ways. Student assemblies also have a relational focus as students engage in fun competitions that emphasize team building. In addition, The Academy's ongoing professional development centered on developing the staff's cultural competence has bolstered their ability to work even more closely

with students who come from different backgrounds than their own. Finally, our efforts to create safe classroom where mistakes and different opinions are celebrated cultivates closer relationships as students feel safe to engage with each other, even if they share different perspectives.

We also believe that is important to recognize students' achievement in its many forms, as students need to feel that their hard work, both academically and socially, is recognized. To this end, student success is recognized in many ways including:

- Academic achievement celebrations
- 8th grade awards (academic, department awards, attendance, etc.)
- A sports banquet that celebrates all athletes
- Student performances in music concerts, plays, athletics etc.
- Effort awards (called "Effies") where students are celebrated (after being selected by teachers) during assemblies for the level of effort that they put forth in their classes

Uniforms: While there is debate about the efficacy of school uniforms on student achievement, The Academy is committed to the concept of school uniforms because of their unifying force and, thus, their contribution to readying students to succeed. Uniforms benefit students of the Academy in the following ways:

- It creates a unifying force and builds school culture and pride
- Cost consciousness: allows students from within a broad socio-economic spectrum to share equally in being adequately dressed for school
- In many ways, it impacts school safety as we can easily identify non students who might be on campus and it is easy to identify AoA students when they are on field trips

Advisory Program

All students have an advisory/tutorial class that meets four times a week. Advisory/Tutorial classes are assigned by grade level. One class-period a week is dedicated to implementing the advising curriculum. We have adopted an advising curriculum from Character Strong, which we are implementing in the 2019-2020 school year. The Character Strong curriculum emphasizes both Social-Emotional skills along with Character Development. The Social-Emotional skills taught are: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. The focus of Character Development is on: Patience, Kindness, Honesty, Respect, Selflessness, Forgiveness, Commitment, and Humility. Lessons are specific to grade-level and vertically aligned to build upon prior knowledge. The lessons available online and are designed to be easy for teachers to implement. The lessons emphasize practice through "Character Dares" that challenge students to further develop the skills taught during the lessons. Our School Culture Leadership Team (SCLT) is taking the lead on implementing and evaluating the Character Strong program.

Family and Local Community Engagement:

The Academy is committed to engagement not only of the students who are enrolled in the school, but the families each student represents and the communities in which the students live. We seek to meet the needs of *and* ask for participation from students, families and the community so that The Academy may become a vibrant place where mutual assistance is given and received. Using a "Full Service Schools" model, The Academy's engagement with families and the community may include:

- Parent Connection – Research shows that school involvement from parents and others that focuses on students' academic lives positively impacts academic achievement. At The Academy, parents will be provided strategies for how best to support their students academically. This will be done by showing parents how to ask open ended questions, how to have dialogues that push their student's thinking and to encourage discussions around the day's lessons. This support will allow parents to participate academically with their child without having to be experts or well versed in a subject. All parents who attend will be able to ask their child about any assignment in a way that requires thoughtful response from the student, thus pushing students to "think about their thinking."
- The Boys and Girls Club of Alameda – The Boys and Girls Club will partner with The Academy to offer several opportunities for our students. These may include after-school athletic programs; during-school facilities that support the physical education program that meets the California State Standards that The Academy is committed to providing; after-school programs that support positive peer interactions and

activities; The Teen Club; career classes; outdoor recreation, environmental education; providing a venue for special Academy events.

- Girls Incorporated of the Island City – The Academy will partner with Girls, Inc. of Alameda to support academic success and social competency. Students will participate in the programs offered through Girls, Inc. of Alameda during the after school program.
- Alameda Education Foundation (AEF) – The Academy of Alameda began working with AEF during the 2012-2013 school year in order to enhance its own after-school program. Creative writing, and robotic classes were offered to all students and the number of enrichment classes will be expanded during the 2019-2020 school year and beyond.
- “Expert” helpers - During the school day and beyond, both on campus and off, highly qualified experts from the community will share skills and experiences with students.

Counseling Program

The Academy of Alameda’s Middle School staff recognizes that students come to the school with multi-faceted social-emotional needs, and the school continues to develop an increasingly dynamic counseling program to support all students. In addition to having a full-time, on site school counselor and school psychologist, The Academy has partnered with California State University East Bay to provide counseling and school psychology interns. The Academy also has a full time licensed clinical social worker through a partnership with the County of Alameda’s Behavioral Health Care Services, and A Better Way, Inc., a San Francisco Bay Area nonprofit that provides counseling services to students and families who qualify for full scope Medi-Cal. Finally, The Academy of Alameda has a part-time counselor (.5FTE for 2019-20) who provides additional social emotional support for students with high needs.

Professional Development

The ongoing development of The Academy’s staff and Board is critical to our goal of supporting all students to be successful at high levels. Paramount to that success is the creation of a yearly professional development plan that gives employees a level of choice in their development and is directly aligned to students’ needs. A significant amount of resources is directed annually to ensure that The Academy’s staff is continually exposed to, and incorporating, the latest research and best practices to positively impact their instruction and, ultimately, to improve student learning.

Furthermore, The Academy’s staff annually engages in reflection and professional development aimed at continuing to grow as culturally responsive educators. This may include whole staff reading and analysis of books such as The Stereotype Threat by Claude Steele or Culturally Responsive Teaching by Geneva Gay or facilitated professional development sessions on identity and how to engage populations of students who have traditionally been disengaged from their education. For the 2019-2020 school year, we are utilizing Culturally Responsive Teaching and the Brain by Zaretta Hammond.

Time Allocated for Professional Development

The Academy believes excellence in teaching is the root of student success, and professional development therefore warrants a substantial investment of both time and money. Teachers at The Academy have 10-15 full days of professional development per year as a full faculty and with their teaching teams and are released early every Wednesday to meet as a staff and to engage in collaborative work with teacher teams. These meetings focus on identifying and improving upon school-wide areas of challenge and on ensuring equity and alignment across grade levels and classrooms. In addition, teachers are given significant time during the week, including common preparation periods with their discipline team, to work with instructional coaches and with other teachers and administrators. To ensure that the time is used efficiently, agendas, protocols, and co-facilitation are used.

Teacher Team Professional Development

In addition to the time devoted to support individual teachers’ growth in specific areas, The Academy continually builds teachers’ ability to work in high-performing collaborative teams. Specific areas of professional development include backward design instructional planning, the development of intellectually and emotionally engaging lessons and units, social emotional learning strategies, culturally responsive pedagogy

methods, and sound classroom management practices. Teachers have the opportunity to learn from each other by participating in reciprocal observations and critical friends partnerships and by engaging in unit and lesson planning workshops with other teachers and instructional coaches.

Individual Teacher Professional Development

Decades of research have shown that the most significant factor impacting a student's in-school learning is her/his teacher's level of effectiveness. One of the factors that sets The Academy apart from other schools is its single-minded devotion to continually developing individual teachers' capacity and expertise in their practice. While working with others and attending learning opportunities such as workshops and conferences contributes substantially to teacher expertise, a significant part of a teachers' growth derives from individual reflection and assessment. Trying new strategies, reflecting on the results and experiences, reviewing data, and then adjusting instruction appropriately are key components of The Academy's professional development process. The Academy's School Director and members of the teacher development team act as partners in each teacher's learning to ensure that this process is timely and effective. Unlike many schools where teachers often work in an isolated environment, teachers at The Academy are observed regularly throughout the year by administrators and instructional coaches so that the development team can work collaboratively on co-constructed areas of instructional focus. In addition to regular informal and formal observations, teachers who are new to the teaching profession and/or new to The Academy initially receive weekly coaching cycles consisting of observations and debriefs with instructional coaches. As teachers demonstrate proficiency and growth on areas of instructional focus, coaching cycles are phased out or reduced. This development process is approached as a means of self-empowerment and support.

In order to support our work with teachers we have developed a Framework for Effective Teaching based on significant research conducted by our Instructional Coaches in partnership with faculty and administrators. The Framework is grounded in four instructional principles: an explicit focus on student academic behaviors; alignment of instructional activities (i.e., student task) to rigorous content standards; Culturally Responsive Teaching; the research-based affective, personal, and professional characteristics of effective teachers and collaborative teams. The Academy of Alameda's Framework for Effective Teaching is used to describe and guide teacher success across seven domains:

- **Culture of Learning:** Are all students engaged in the work of the lesson from start to finish.
- **Essential Content:** Are all students working with content aligned to the appropriate standards for their subject, grade and/or IEP/intervention goals?
- **Academic Ownership:** Are all students responsible for doing the thinking in this classroom?
- **Demonstration of Learning:** Do all students demonstrate that they are learning?
- **Culturally Responsive Teaching:** Are all students and their communities valued for their individual and collective strengths?
- **Collaboration:** Does team collaboration enable all teachers to thrive and address the complex challenges of their work?
- **Professional Responsibilities:** Do all teachers display a high level of ethics and professionalism when working with colleagues, students, and families?

We use this rubric in professional development and in informal and formal observations. It is also a way for us to differentiate our professional development to make sure we are supporting all teachers.

Classified Staff Professional Development

In addition to the ongoing professional development of teachers, The Academy continually develops its support staff, including front office personnel. Effective teaching in the classroom is heightened when schools have an equally competent support staff. Therefore, we develop the capacity of our front office by having them cross-train and attend conferences and workshops including the annual California Charter School Association (CCSA) conference. We have developed a classified staff development rubric that is similar to the teacher development rubric so that support staff can focus on specific areas of their practice and ongoing growth can be measured.

Leadership Team Professional Development

It is essential that administrators also continually develop both individually and as members of the administrative team. On an ongoing basis, the School Director attends workshops and conferences. The Director also works closely with the School Director of the middle school and has access to a coach to help them with strategic planning, leadership team development, etc. that are specific to their critical role in improving student achievement and school climate.

Charter School Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's Local Control Accountability Plan ("LCAP"). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is available on our website (<https://aoaschools.org/>). The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Academy of Alameda reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. The Academy shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by The Academy of Alameda at the school site.

Elements 2 and 3: Measurable Student Outcomes and Methods of Assessment

Element 2 Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

Element 3 Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

The program vision for The Academy of Alameda is ambitious because we believe all students are capable of high academic achievement. The founders are in agreement with Michael Fullan who states, “We will see greater advancement in student achievement in the next decade than in the previous three combined.”²⁸ Successful methods for raising student achievement for *all* students have been developed as a result of longitudinal studies from the past 30 years. The program of The Academy is based on this proven research. The student and school-wide measurable outcomes and methods of assessment are included below.

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

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Schoolwide Goals

As stated in the Charter School’s 2019-20 LCAP, we are tracking the following goals and actions.

Goals	2019-20 Actions
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²⁸ International Center for Leadership in Education (2014). Addressing Current and Future Challenges in Education. Accessed from: http://www.leadered.com/pdf/2014MSC_AddressingCurrentandFutureChallenges.pdf.

<p>Goal 1: Increase equitable academic outcomes among all demographic groups so that students will be on track to be academically prepared to enter a four-year university.</p>	<ul style="list-style-type: none"> • Continued professional development and coaching for the restorative justice team with a focus on supporting the restorative justice team to lead and facilitate professional development for the staff around implementation of proactive and responsive restorative practices. • Create relationship with Silicon Valley Math Initiative and/or Eureka math to provide coaching to math teachers around implementation of research-based pedagogical approaches and strategies to support intervention. • Restructure tier 3 math supports to better align with our full-inclusion model and research-based intervention approaches. • Continue to pilot the LLI and Reading Plus curriculum for the strategic literacy classes and collect data to evaluate the impact and effectiveness of the program. Add two additional sections of Strategic Literacy and provide ongoing professional development to Strategic Literacy teachers. • Continue to pilot phonemic awareness small group instruction for English Learners. • Professional development and coaching for the instructional coach around developing an effective coaching practice. • Professional development for the history and humanities team with Facing History and Ourselves. • Continue to provide 2-3 instructional release days per year, per instructional team to develop curriculum and assessments collaboratively. • Send the Instructional Leadership Team to the Response to Intervention (Rtl) conference in order to support the strengthening of our Rtl program. • Provide incentives and rewards for academic achievement and strong or improved attendance, including, but not limited to: achievement certificates, pizza/dessert parties, dances, field trips, prizes. • Provide a release period during tutorial for 2 teachers to coordinate/teach the English honors and Bridge to Algebra seminars and to coordinate peer tutoring. • Provide additional professional development for Student Activities Coordinator to support expansion of our student activities and WEB program. • Professional development for the science department to support alignment with the NGSS standards. • Pilot a potential English curriculum to adopt for grades 6-8
<p>Goal 2: Increase student intellectual engagement.</p>	<ul style="list-style-type: none"> • Start a student peer tutoring program for math and ELA. • Provide a tutorial release period for a math and ELA teacher to coordinate advanced learning opportunities for students who demonstrate mastery of grade level standards as measured by their grade in math and ELA and performance on the MAP assessment. • Support ongoing professional development for a small group of teachers to pilot Universal Design for Learning in their classes. • Partner Education specialists and general education teachers to collaborate around curriculum planning, accommodations, modifications, and instruction. • Field trips for students who have 98% attendance or higher, and no unexcused absences. Provide other incentives for students

	<ul style="list-style-type: none"> who have strong attendance. Continue to take at least one field trip per grade level per year.
Goal 3: Students feel physically and emotionally safe on campus.	<ul style="list-style-type: none"> Re-establish a PBIS Approach through work with PBIS consultants Establish a peer conflict mediation program Provide monthly professional development for campus supervisors Adopt a socio-emotional learning curriculum to implement in the advisory program Send more staff to attend the restorative practices training through the International Institute for Restorative Practices
Goal 4: Support the continuous progress toward reclassification for EL students at all levels of English proficiency.	<ul style="list-style-type: none"> Continue to pilot a phonemic awareness small group instruction program for EL students. This will include training and professional development for teachers and instructional aides to implement the program. Continue to allocate 0.2 FTE for a teacher to serve as the EL coordinator. Continue to celebrate redesignation of students as RFEP at the end of the school year. Provide ongoing professional development and coaching for teachers to incorporate research-based strategies to support the learning of EL students in tier 1 classes.

Use of Data

The Academy of Alameda is committed to the on-going use of data to inform our program in all areas. Our staff is committed to establishing frequent means of gathering student data so strategic decisions about instruction and student needs can be made.

The Academy of Alameda uses a variety of data measures to assess and monitor how students are performing including:

- The use of student academic data including the CAASPP, NWEA Measures of Academic Progress (MAP), classroom assessments and student progress toward mastery of content standards
- Student Surveys
- Parent/Community Surveys
- Teacher Observation
- Ekwall/Shanker Reading Inventory
- Group Reading Assessment and Diagnostic Evaluation including formative and summative assessments
- Attendance/Tuancy/Tardy Rates
- Demographic Data

Data may be used in the following ways:

- For academic intervention
- For grouping and regrouping
- To determine which students have mastered standards and are ready for “stretch” opportunities
- To guide instruction and inform teacher practice
- To guide PLC, Action-research application
- To report out on student achievement
- To establish School-Wide Goals
- To make budgetary and staffing decisions
- To guide staff development

The Academy of Alameda shall comply with and adhere to the state requirements for participation and administration of all state mandated tests for the school and shall include but not be limited to:

- California Assessment of Student Performance and Progress (CAASPP)
- Physical Fitness Test (PFT, 7th Grade)
- English Language Proficiency Assessments for California (ELPAC)
- California Science Test (CAST, 7th Grade)

The Academy of Alameda shall identify the staff person responsible and plan for administering all state mandated tests for the school.

The Academy of Alameda shall identify its plan for administering all state mandated tests for the school for special education students.

The Academy of Alameda shall identify the special methods to be used for measuring student outcomes with clear, measurable goals and criteria for pupil outcomes, including baseline goals and benchmarks.

The Academy of Alameda shall identify a timeline and calendar for administering all state mandated tests.

Relationship Between Desired Outcomes and Assessment Methods

Below we describe the assessments that are used to closely monitor our desired outcomes. The teaching staff uses a wide variety of informal assessments as well to guide their teaching, including but not limited to pre-assessments, whole-class and small group discussion, exit tickets, homework, and one-on-one interactions. While these assessments are not listed below, they are used on a daily basis to monitor students' individual progress towards goals and modify curriculum to meet students' needs. We use more formal assessments in a more systematic way, analyzing not only individual student growth, but also programmatic strengths and weaknesses.

Academy of Alameda Desired Outcomes	Internal Assessments	External Assessments
Proficiency in Language Arts	Teacher Observation/Interviews Progress Reports	CAASPP ELA assessment (6-8) ELPAC, NWEA MAP Assessment - annual growth and Spring summative
Proficiency in Mathematics	Teacher Observation/Interviews Progress Reports	CAASPP Math assessment (6-8) NWEA MAP Assessment - annual growth and Spring summative
Proficiency in Science	End-of-unit assessments Science project rubric Teacher Observation/Interviews Progress Reports	CAST (7 th)
Proficiency in History/Social Studies	End-of-unit assessments Social Studies project rubric Teacher Observation/Interviews Progress Reports	
Development in Physical Education	Progress Reports Teacher Observation/Interviews	Physical Fitness Test (7th)

High School Transition Plan

The move from middle school to high school is a major event in the lives of students and their families. The Academy's mission is to prepare students for success in high school and beyond once they graduate from The Academy and step onto the campus of any high school beginning in their ninth grade year. To that end, our entire academic and social emotional program is designed to empower students with the content, knowledge, confidence, mindset, and personal qualities with that goal in mind.

Beginning in the 8th grade year (we also invite 7th grade families) we hold several "preparation for high school" meetings by reviewing high school options, A-G requirements, honors and AP options, and the importance of building strong skills and content knowledge in the middle school years, as well as the personal qualities, and relational skills that contribute to success in high school and beyond. In the Spring, we meet with eighth grade students and families and representatives from Encinal High School to register students and to learn more about specific high school options.

Element 4: Governance Structure

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D)

The Academy of Alameda Middle School is a directly funded independent charter school operated by The Academy of Alameda, a non-profit public benefit corporation. The Academy of Alameda Board of Directors oversees both The Academy of Alameda Middle School and The Academy of Alameda Elementary School; however, the charter schools are independently operated, and each charter school maintains its own budget.

Family involvement is an essential component of the education program and is actively solicited, both individually and through participation in the Family Alliance, to build a strong collaborative community focused on improving student success and building a positive school environment.

Included as Appendix B is a complete organization chart detailing lines of responsibility when The Academy of Alameda Middle School is staffed at capacity.

Legal Assurances

The Academy of Alameda complies with the Brown Act and Government Code Section 1090 *et seq.*, as set forth in Education Code Section 47604.1.

Members of The Academy of Alameda Board of Directors, administrators, managers or employees, and any other committees of the Charter School comply with applicable federal and state laws and nonprofit integrity standards.

The Academy operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and The Academy. Pursuant to Education Code Section 47604(d), the District is not liable for the debts and obligations of The Academy, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by The Academy as long as the District has complied with all oversight responsibilities required by law.

The Academy of Alameda Board of Directors has adopted a Conflict of Interest Code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations.

Evidence of the School as a Non-Profit Public Benefit Corporation

The Academy is operated by The Academy of Alameda, a non-profit public benefit corporation. A copy of The Academy of Alameda's amended Articles of Incorporation, Bylaws, and Conflict of Interest Code are attached as Appendix C.

Board of Directors

The Academy is governed by The Academy of Alameda Board of Directors ("Board" or "Board of Directors") in accordance with its adopted corporate bylaws, which is consistent with the terms of this charter.

The Board of Directors is a policy-making board which oversees the fundamental operations of the Charter School. The Board is composed of at least four (4) and no more than eight (8) directors and is comprised of community members with expertise in finance, non-profit governance, fundraising, school leadership, and academic program development. Each director shall hold office for a three-year term and for no more than five terms.

In accordance with Education Code Section 47604(c), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, The Academy shall appoint an additional Director, if necessary, to ensure that the Board is maintained with an odd number of directors.

Selection and appointment processes for Board members are detailed in The Academy of Alameda Bylaws.

Board Qualifications

Board members shall have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, community outreach, or public relations. The backgrounds of the current Board members are described below and are subject to change.

Current Board Members

Que Chu, David Forbes, Amy Price, Carole Robie, Bill Schaff, Ron Whittaker and Karen Zimmerman.

Conflict of Interest

None of the persons serving on the Board of Directors may be interested persons. An interested person is: (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person.

The Board has adopted a Conflict of Interest Code that complies with the Political Reform Act and Corporations Code conflict of interest rules, which shall be updated with any charter school specific conflict of interest laws or regulations.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which the Charter School was established.

Meetings

The Board of Directors of The Academy of Alameda meets monthly and has one to two retreats per year and operates in accordance with the Brown Act and Education Code Section 47604.1(c). The agenda for the Board meeting is posted according to the Brown Act, including postings online under the Governance Section of The Academy website. Parents, as well as any interested members of the public, are welcome to attend Board meetings and voice their concerns and opinions during the Open Session of the meeting.

Board Roles and Responsibilities

The Board of Directors is responsible for the operation and fiscal affairs of the Charter School including but not limited to:

- Approval of all budget-related and financial activities connected to the Charter School,
- Work with Executive Director in communication, negotiation and collaboration with the authorizer,
- Work with Executive Director in personnel actions,
- Hiring, firing, development, and supervision of the Executive Director,
- Evaluation of school programs,
- Participation in independent fiscal and programmatic audits,
- Long-term strategic planning, and
- Approval of bylaws, resolutions, and policies and procedures of school operation.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of The Academy any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing
- Specify the entity designated
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation
- Require an affirmative vote of a majority of the Board members present provided that a quorum has been established

Board Member Development

The Academy of Alameda Board of Directors intends to participate in ongoing development opportunities. Board members also attend the annual CCSA conference that has a number of board development sessions. New members go through training centered on school finance and on an introduction to board governance and learn about The Academy's strategic initiatives as well as its recent history. A more thorough induction plan was developed in August, 2019. Ongoing development will occur annually after the Board takes its year survey which identifies strengths and areas in which to develop.

Board Committees

Board level committees are established to facilitate the operational duties of the Board. The Academy has appropriately established one standing committee to provide focus and structure to its oversight responsibilities. Documented below is the description of The Academy Board Committee roles and responsibilities as currently captured in Academy Board and committee meeting documentation.

The Board Finance Working Group: The Board Finance Working Group ("Finance Group") is commissioned by and responsible to the Board. It has the responsibility for working with the Executive Director to draft the upcoming fiscal year budget that is consistent with The Academy's Mission and Vision; presenting budget recommendations to the Board; monitoring implementation of the approved budget on a regular basis, recommending proposed budget revisions; and recommending to the Board appropriate policies for the management of the Charter School's assets. Occasional working groups are also created for specific purposes such as marketing and communications.

School Leadership

Executive Director

The Executive Director has the authority to execute and oversee administration of the policies established by the Board. The Executive Director is selected, hired, evaluated, and when necessary, replaced by the Board in accordance with the Board's bylaws and any applicable employment agreement. The Executive Director's responsibilities include management and oversight of all instruction and operations. In collaboration with the Board, the Director develops and implements board policies, administers and supervises the school and its employees, supports teacher leadership, facilitates the development of educational program improvement, fosters a culture of positive, engaged learners, and serves as a strong advocate for the Charter School's philosophy.

School Principal

The School Principal is the educational leader and chief on-site administrator for The Academy of Alameda Middle School. The School Principal works in collaboration with the Executive Director to ensure that the Board's vision and policies are implemented at each level of the school site, from the front office to individual classrooms, and to ensure that all students are achieving at high levels—academically, behaviorally, and socially. Achieving academic excellence requires that the School Principal work collaboratively to lead and nurture all members of the Charter School staff and to communicate routinely and effectively with staff and families. Inherent in the position are the responsibilities for planning, curriculum development, co-curricular activities, resource scheduling, emergency procedures, and facility operations.

Assistant Principal/Coordinator of Special Education

The Assistant Principal works closely with the principal to lead and implement key instructional and operational initiatives including helping develop the annual professional development plan, observing and evaluating teachers and support staff and taking a lead role in state and school-based assessments. In addition, the Assistant Principal coordinates and continually develops the middle school's special education program, as well as the English Learner program.

Family Alliance

Parents and families are encouraged to participate in The Academy's Family Alliance, which is responsible for parent/family involvement in school activities, fund raising, and advising The Academy of Alameda Board of

Directors on any and all matters related to the strengthening of the Charter School. In addition, parents and families are encouraged to participate with the community wide efforts of the Family Alliance. The Family Alliance is active in coordinating the parent/family volunteer program.

Parental/Family Involvement

The Academy strives to have a school culture where parents and families are embraced as partners in the education of each child. The Board, administrative team, and the Family Alliance all work to welcome families and inform them of opportunities to participate in the ongoing development of the Charter School and to be active participants in the Charter School and their children's education. The Charter School's goal is to have all parents feel welcome to participate, informed of all opportunities, and actively participating in the school community.

Strategies to ensure that parents are involved at this level include:

- Invitations to attend Board meetings and additional Board meetings as they are scheduled
- Posting of Board agendas in the Charter School's main office and on the school website
- Posting of Board meeting minutes in the Charter School's main office and on the school website
- Beginning to mid-year family satisfaction surveys and focus groups
- Participation on an advisory committee

Staff and Student Involvement

While The Academy teachers and students will not serve as members of the Board, the Charter School provides opportunities for their involvement in the Charter School's governance. The Academy teachers and students are invited to Board meetings and are provided documentation of Board actions, complete satisfaction surveys designed to measure the Charter School's effectiveness and areas for improvement, and are included or consulted by committees of the Board as appropriate. Teachers and students are also encouraged and invited to present at Board meetings in order to give the Board insight into the Charter School's educational program.

Community Involvement

The Academy of Alameda has worked with established community-based organizations in Alameda and the greater Bay Area to provide students with the opportunity to contribute to their community and ensure community participation, thus maximizing the relationships and resources available to students and families. The community-based organizations that The Academy works with include, but are not limited to:

- Girls, Inc.
- Alameda Boys and Girls Club, Inc.
- Alameda Education Foundation
- Alameda Welfare Council
- Meals on Wheels of Alameda

Beginning 2019-20, The Academy is beginning a two-year implementation of a comprehensive community support program that will provide multiple opportunities for our students and their families to participate in community service. Those opportunities will be available and tailored to middle school aged students in the community as well as available on site. The program is aligned to part of our mission that speaks to the importance of giving students to apply their learning to empower themselves and their communities. It also aligns to our strong belief in giving opportunities for students to not only to be social justice minded, but to also be social justice action oriented.

Element 5: Employee Qualifications

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E)

The Academy is committed to selecting a group of professionals that share the educational philosophy of the Charter School and are committed to the education of all children. All personnel must commit to the mission and vision of the Charter School. Employees' job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the Charter School and its students. Employment at The Academy will be at-will, and either the employer or the employee may terminate the employment relationship at any time. The Academy provides professional development opportunities to all staff that improve teaching and learning effectiveness. In addition to the week-long new teacher induction program that takes place in early August, all teachers and staff return seven to ten days prior to the first day of school to engage in professional development opportunities. Please see Appendix D for the new teacher induction schedule that occurred August 5-9, 2019.

Assurances

In accordance with Education Code 47605(d)(1), The Academy is nonsectarian in its employment practices and all other operations. The Academy is a school of choice and no employee will be forced to work there. The Academy does not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). Furthermore, The Academy complies with all applicable state and federal laws concerning the maintenance and disclosure of employee records.

The Charter School complies with Education Code 44237 and 45125.1 regarding the requirements to fingerprint and obtain background clearance of employees and contractors. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Director of Human Resources monitors compliance with this policy and reports to the Executive Director on a regular basis. The Director of Human Resources monitors fingerprinting and background clearance of all employees. Employees will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and at least once each four years thereafter, as required by Education Code Section 49406. Employees must furnish all documents establishing legal employment status.

The Charter School will comply with the provisions of ESSA as they apply to certificated and paraprofessional employees of charter schools. The Charter School will employ or retain teachers who hold Commission on Teacher Credentialing certificates, permits, or other documents equivalent to that which a teacher in other public schools would be required to hold.

General Employment Provisions

ESSA and Credentialing Requirements

The Charter School shall ensure that all core, college-prep teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l) and applicable provisions of ESSA. The Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Pursuant to Title 5, California Code of Regulations, Section 80003, teachers with a Multiple Subject Teaching Credential may (a) teach all subjects in a self-contained class; (b) teach in a team teaching setting or regroup students across classrooms; (c) teach core classes to students in grades five through eight; (d) teach any of

the core subjects he/she is teaching to a single group of students in the same grade level as the core classes for less than 50% of his/her work day; and (e) teach limited-English proficient pupils and English language development classes pursuant to the requirements under Section 80003(e)(1) and (2).

School Leadership

Executive Director

Qualifications for the Executive Director position include but are not limited to:

- An accomplished educator, with a minimum of 5-7 years demonstrated success as a teacher, instructional coach, administrator, and/or school leader in a variety of settings.
- Interested in and committed to an authentic, rigorous and engaging K-12 instructional model focused on deep learning, excited by its possibilities and believing in its promise for helping students reach their potential. Inspiring in their management style, with experience leading leaders; one who sees the possibility in all adults and is willing to devote time to coach and develop them while holding them accountable to measurable results.
- Culturally competent and a self-reflective leader who understands the effects of race, class, ethnicity, income, disability, and other issues of difference in our society and has personally worked in communities like The Academy's to defeat the status quo and ensure all students have an opportunity to achieve their dreams of college and career success.
- Skilled in strategic planning, project management, and organization; able to balance a focus on big picture priorities while not losing sight of the details.
- Dynamic and versatile, able to engage a variety of individuals and speak in a clear, compelling, and authentic manner about their goals and priorities without confusing or alienating community stakeholders.

School Principal

Qualifications for the School Principal position include but are not limited to:

- Administrative Services Credential and/or similar leadership experiences
- Teaching credential
- Minimum of three years classroom teaching experience
- Master's Degree preferred
- Strong problem analysis and problem resolution at both a strategic and functional level
- Proven leadership skills with the ability to attract, develop and inspire a team; exceptional ability to bridge and enhance cooperative working relationships
- Educational vision for and experience with low-income and/or minority children, demonstrated ability in program design and/or development, entrepreneurial ability, and interest and commitment to educational reform

School Assistant Principal and Coordinator of Special Education

Qualifications for the Assistant Principal/Special Education Coordinator position include but are not limited to:

- Current California Teacher Credential
- Special Education Credential or Pupil Personnel Services Credential preferred
- CA Administrative Credential and/or similar administrative experiences
- A minimum of five years of teaching experience at the elementary and/or secondary school level
- A minimum of one year of experience in a school leadership role

Instructional Team

Certificated Staff

Selection of teachers is based on their teaching experience, the degree of subject matter expertise, their ability to demonstrate classroom instructional capabilities including building and maintaining relationships with students and their families, their fit with the philosophy of The Academy, and their ability to carry out the Charter School's mission.

The Academy complies with all applicable laws regarding its personnel. Core, college-prep teachers meet all credentialing requirements for employment as specified in Education Code Section 47605(l). Primary teachers of core, college preparatory subjects (i.e., English language arts, math, science, history/social science, and special education) hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. Core teachers will also be required to hold a CLAD certification or an equivalent recognized by the California Commission on Teacher Credentialing.

Appropriate records of credentials held by The Academy teachers and supporting documentation will be monitored and maintained by the School Principal. Credentials will be monitored annually in compliance with state and federal law. The Charter School will maintain current copies of all teacher credentials, and they will be readily available for inspection.

Qualifications for Certificated Teacher positions may include but are not limited to:

- Bachelor's Degree (required)
- Valid California teaching credential (required)
- CLAD Certified or working toward certification (required)
- CPR and First Aid certification
- Teaching experience in a variety of instructional settings, including working with students from diverse populations
- Experience in English Language Development
- Knowledge of child development; specifically of the emotional, physical and developmental needs of middle school students
- Knowledge of learning theories and curriculum development with an emphasis on standards based planning and assessment
- Understanding of the need to use data, both formative and summative to drive instruction
- Experience working in an environment dedicated to a collaborative approach
- Professional manner and appearance
- Ability to effectively communicate with the Charter School's stakeholders
- Willingness to accept input and feedback regarding professional growth and performance

Certificated Teacher duties may include but are not limited to:

- Plan and deliver thorough, engaging, standards-based lessons consistent with The Academy's mission and vision
- Create comprehensive, cross-disciplinary units and lessons consistent with the Charter School's educational philosophy and instructional methodology
- Provide a safe, effective, and nurturing classroom learning environment
- Use detailed data analysis and assessment tools to inform instructional practices
- Identify students who are academically at risk and initiate intervention strategies
- Attend IEP meetings and oversee implementation of additional educational supports as needed
- Participate in all school-based professional development
- Collaborate daily with colleagues on identifying and addressing student learning needs and instructional unit planning
- Participate in common grade-level and school-wide planning to maintain continuity within each grade level and throughout the school
- Continually seek professional growth through professional development, professional learning community and coaching

- Have, at a minimum, basic experience with educational technology and participate in growth opportunities to enhance ability to incorporate technology into the learning environment
- Actively strive for continuous and open communication with parents and community members

Certificated Support

All, non-teaching personnel shall possess the appropriate state required credentials for specific positions including a Pupil Personnel Services credential for Counselors, and School Psychologists and a valid teaching credential for instructional coaches.

Non-Certificated Support Staff

Non-certificated school support staff are selected by the School Principal on an application-and-interview basis in consultation with other staff members. The Academy seeks candidates who embrace the mission, vision, and core values of The Academy and who are flexible and able to work collaboratively with administrators, students, faculty, staff, and parents. Selection will be based on the ability to perform the job duties for that position.

Non-certificated staff members must exhibit the following minimum qualifications:

- Adequate professional training and/or experience
- Any and all licenses or certifications necessary to perform the responsibilities of the position
- Positive references
- The Academy shall specify the credentials/qualifications of non-certificated charter school staff (e.g., counselors, librarians, administrators, nurses and others).

Non-certificated personnel duties may include but not be limited to:

- Ensuring “best practices” for a 21st-century school operations
- Compiling data
- Filing reports
- Enrolling students
- Managing/monitoring office operations
- Ordering and purchasing office and classroom supplies, and vendor management
- Developing and implementing clerical and administrative procedures for daily school operations
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned
- Bilingual translation and communication with parents and community

Hiring/Selection Process

The Academy’s hiring committee reviews the qualifications of candidates who wish to apply for employment at the Charter School. Individuals who wish to apply for a position are required to submit a resume and an employment application.

To ensure the selection of the highest quality staff, the Charter School implements the following selection process:

- Advertise job openings in local, regional, and professional print and online media, specific to the position to be filled (e.g., career and education websites, schools of education, Ed-Join),
- Request resumes, cover letters, and letters of recommendation,
- Brief screening interview (in person or by phone),
- Follow up interview, which may include a sample teaching lesson or other demonstration of job related abilities,
- Verification of credentials and past employment, state and federal background checks, and professional and personal reference checks,
- Finalize a selection, and
- Finalize agreement and extend offer of employment.

Selection is based on teaching experience, the degree of subject matter expertise, and ability to demonstrate classroom capabilities including but not limited to: classroom management theories and techniques, depth of

understanding of the standards in their content area, knowledge of assessment and the use of data to inform instruction, understanding of and commitment to a coaching model, etc. Teacher candidates must demonstrate how they will provide a quality curriculum and a strong classroom environment. Experience working with low income students is a strong qualification for employment. The Academy recruits teachers holding a CLAD credential with experience in scaffolding techniques and performance based instruction. Teachers need to be well versed in SDAIE and designated and integrated English Language Development (“ELD”) techniques.

Element 6: Health and Safety

Governing Law: The procedures that the charter school will follow to insure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school provide the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(b)(5)(F)

Student and Staff Health and Safety Provisions

The Academy follows clear procedures to ensure the health and safety of pupils and staff. The Academy has adopted and implemented full health and safety procedures and risk management policies at its school site in consultation with insurance carriers and risk management experts. Health and safety policies are annually updated and reviewed, in consultation with staff and families. This policy is distributed to all staff and families. Following is a summary of the health and safety policies of The Academy.

Procedures for Background Checks

Employees and contractors of The Academy are required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. The Academy complies with all applicable state and federal laws regarding background checks and clearance of all personnel. Applicants for Employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School does not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Director of Human Resources monitors compliance with this policy and reports to The Executive Director and School Principal throughout the year. The Board President monitors the fingerprinting and background clearance of the Executive Director. Volunteers who have direct contact with The Academy's students outside of the direct supervision of a credentialed employee are fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees are mandated child abuse reporters and follow all applicable reporting laws. The Charter School provides mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, are assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

The Academy of Alameda adheres to Education Code Section 49423 regarding administration of medication in school. The Academy adheres to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

Students are screened for vision, hearing, and scoliosis. The Academy adheres to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the school.

Diabetes

The Academy provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Academy maintains a policy on student suicide prevention in accordance with Education Code Section 215. The Academy shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Prevention of Human Trafficking

By January 1, 2020, The Academy shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

Feminine Hygiene Products

The Academy stocks at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced Price Meal

The Academy provides each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

California Healthy Youth Act

The Academy teaches sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-8, at least once in middle school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*

School Safety Plan

The Academy shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Academy’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School

- a safe and orderly environment conducive to learning
- procedures for conducting tactical responses to criminal incidents

Blood Borne Pathogens

The Academy meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

The Academy functions as a drug-, alcohol- and smoke- free workplace.

Comprehensive Discrimination and Harassment Policies and Procedures

The Academy is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon as the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Academy has a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School’s discrimination and harassment policies.

Facility Safety

The Academy complies with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code, including provisions for seismic safety. The Academy agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.

Fire, Earthquake and Evaluation Drills

Students and staff participate in earthquake drills every other month, fire drills monthly, and at least one lock-down drill annually.

Emergency Preparedness

The Academy adheres to an Emergency Preparedness Plan drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshall prior to the school opening. This plan includes, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. All staff are trained on emergency preparedness procedures, including appropriate “first responder” training or its equivalent.

CPR Training

All instructional staff and school leadership are CPR and first aid certified.

Bullying Prevention

By December 31, 2019, The Academy shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Element 7: Racial and Ethnic Balance

Governing Law: The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code 47605(b)(5)(G)

The Academy of Alameda Middle School continues to serve an extremely diverse student population. For the past few years, it was ranked as being in the top five percent in terms of its student demographics. Because it is an important reason why many families send their children to The Academy, as well as our strong belief that students have an even more enriching learning experience when they attend diverse schools, we annually make a strong, concerted effort to recruit students of various racial and ethnic backgrounds in order to achieve a balance reflective of the general population residing within the territorial jurisdiction of AUSD. We also target select areas outside of AUSD boundaries whose populations are diverse racially, ethnically and socioeconomically in order to achieve racial and ethnic diversity. The Academy conducts information sessions each school year to inform interested parents and students about what the Charter School has to offer and sends information to all households in Alameda and at times to areas (like the Alameda's West side) within Alameda that have more diverse demographics.

The Academy administration develops promotional and informational material (e.g. a school brochure, flyers, its website, social media including Facebook and Instagram, and advertisements(in local media) that are transmittable to all of the various racial and ethnic groups represented in the District. Promotional and informational materials are available in English, Spanish, and Arabic and are distributed in a variety of community settings to a broad range of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the District. With that said, we are working with Larson Communications to strengthen our communication to families whose native language is not English and will be conducting formal focus group with families beginning in 2019/20 on ways that we can even better communicate to them.

The Academy continually develops its Enrollment Outreach Plan to address the dissemination of information to students of all backgrounds with the goal of achieving a racial and ethnic balance reflective of the general population residing within the territorial jurisdiction of the District. In the past, that has manifested in school leaders presenting information sessions in surrounding neighborhoods. We have also had an annual enrollment block part designed to target families on the West End of Alameda. This outreach plan is annually presented to the Board of Directors by The Executive Director. Each Fall, the Board is presented a thorough enrollment presentation that includes a wide range of demographic information (Including race/ethnicity, socioeconomic status, percentage of students with IEPs, where students are coming from, etc.). The Academy maintains an accurate accounting of the ethnic and racial balance of students enrolled in the Charter School and documents the efforts made to achieve a racial and ethnic balance.

On an annual basis, The Academy identifies a timeline for specific outreach efforts to ensure racial and ethnic balance. The timeline includes information sessions and other meetings, and processes and procedures aligned with other such meetings for AUSD schools.

Element 8: Admission Policies and Procedures

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). Education Code Section 47605(b)(5)(H).

Legal Assurances

The Academy admits all grade-level eligible pupils who wish to attend subject to the Charter Schools' capacity. The Academy is a school of choice, and pursuant to Education Code Section 47605(f), no student is required to attend The Academy. Admission is not determined based on the place of residence of the pupil or of his/her parent or guardian within the State. However, in the event of a public random drawing, admissions preference shall be granted to residents of the Alameda Unified School District as further specified below.

In accordance with Education Code Section 48000(a), students must meet minimum age requirements for enrollment. Students entering kindergarten must be five years of age on or by September 1st of the year in which they matriculate. The Academy will abide by any future amendments to the Education Code regarding minimum age for public schools. Proof of the child's age must be presented at the time of enrollment as described in Education Code Section 48002. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(d)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(d)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(d)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(d)(4), and make this notice available to parents.

Documentation of Admissions and Enrollment Processes

The Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

Homeless and Foster Youth

The Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the Charter School is open to enroll and provide services for all students, and provides a contact number for access to additional information regarding enrollment. The Charter School shall comply with all applicable provisions of Education Code Sections 48850 – 48859.

Non-Discrimination

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220. The Charter School shall not require a parent/legal guardian/student to provide information

regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. The Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

The Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Open Enrollment and Admission Process

Open enrollment begins on the first business day in October and runs through the end of February. All students who wish to attend The Academy are required to complete and timely submit an application form. Application forms are available at the school site, on the Charter School's web site and through participation at any Family Information Meetings held throughout the open enrollment period. Submitted application forms are date and time stamped and student names added to an application roster to track receipt. If, by the close of open enrollment, the number of forms received is less than the number of spaces available, all applicants are accepted and enrolled in the Charter School, upon submission of an enrollment packet.

Public Random Drawing

The Academy shall admit all students who wish to attend. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. However, if the number of pupils who wish to attend The Academy exceeds the school's capacity, admission, except for existing pupils of The Academy and children of The Academy staff and board members, shall be determined by a public random drawing ("lottery"). Families who submitted completed application forms prior to the application deadline will be notified in writing regarding the date, time, and location of the lottery, and rules for the lottery process. The lottery will be held at the school site if the school facility can accommodate all interested parties. Parents and guardians do not have to be present at the lottery in order for their child to participate. The Academy of Alameda maintains auditable records of the above activities.

In accordance with Education Code Section 47605(d)(2)(B), admission preferences in the case of a lottery shall be given to the following students in the following order below:

1. Students who will matriculate from 5th grade at The Academy of Alameda Elementary School
2. Siblings of students currently attending The Academy of Alameda Elementary School and The Academy of Alameda
3. Residents of the Alameda Unified School District
4. All other students

Students who are exempt from the lottery are:

Children currently attending The Academy of Alameda Middle School
Children of current Academy staff and board members (not to exceed 10% of The Academy's Enrollment)

Lottery Procedure

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until

all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Enrollment Process

Families of students who are offered admission will have two weeks to confirm in writing their intent to enroll. Students on the waiting list will be notified immediately if space becomes available and must confirm, in writing, their intent to enroll within a week of being offered the spot.

After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records

Efforts to Recruit Low Achieving and Economically Disadvantaged Students

The Academy is committed to serving academically low-achieving and economically disadvantaged students. The Academy aggressively recruits students from our local community.

Element 9: Annual Financial Audit

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(l)

An annual independent financial audit of the books and records of The Academy is conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of The Academy are kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit employs generally accepted accounting procedures. The audit is conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Academy of Alameda Board of Directors will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit is completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, if established, reviews any audit exceptions or deficiencies and reports to The Academy of Alameda Board of Directors with recommendations on how to resolve them. The Board of Directors submits a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of The Academy is a public record to be provided to the public upon request.

Element 10: Student Suspension and Expulsion

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
 - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(J).

The Academy of Alameda recognizes and applies state laws as they pertain to student discipline including serious infractions for which the state mandates a recommendation for expulsion. However, the staff makes every effort to keep students in the classroom each day and employs a restorative approach to discipline. While consequences are given when a student's actions are harmful to an individual or the community, we do all we can to make sure that students are able to reflect on their actions, repair any relationships that have been impacted, and learn new strategies so that the offense is not repeated. Guided by a commitment to social justice, the Board of Directors and staff are philosophically opposed to harsh consequences that remove students from the community when more restorative actions that lead to more productive learning opportunities can be implemented. That said, we do hold students accountable for their actions, particularly when those actions seriously impact another person. Even then, we try to maintain productive relationships with the perpetrator and help the student learn from the incident to promote a safe and healthy learning environment. We are committed to enacting actions that do not contribute to the school to prison pipeline.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at The Academy. In creating this policy, The Academy has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Academy is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as The Academy's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. The Academy staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Academy's administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary disenrollment policies and procedures. The notice shall state that this Policy and Procedures are available upon request at the School Principal's or Main Office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom The Academy has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Academy will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom The Academy has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Academy shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspensions or expulsions as enumerated below.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented the same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.

- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.* *A new bill being proposed, SB 419, would add protection against suspension for willful defiance or disruption to pupils in grades 4-5 (including charter schools). It would also ban suspension of any pupil in grades 6-8 including charter schools for these reasons from July of 2020 through July of 2024.*
- l. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment,

threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience substantial interference with his or her academic performance.
4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by The Academy.

ii. "Electronic Act" means the creation or transmission, originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of cyber sexual bullying.
 - a. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

iii. Notwithstanding subparagraphs i and ii above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Principal or designee's concurrence.
 - b. Brandishing a knife at another person.
 - c. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force or violence upon the person of another, except self-defense.
 - c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
 - g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
 - h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
 - l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 - n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - o. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
 - p. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 3. Causing a reasonable student to experience substantial interference with his or her academic performance.
 4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by The Academy.
- ii. "Electronic Act" means the creation or transmission, originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
1. A message, text, sound, video, or image.
 2. A post on a social networking Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 3. An act of cyber sexual bullying.
 - a. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- b. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- iii. Notwithstanding subparagraphs i and ii above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- v. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Principal or designee’s concurrence.
- 4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
 - a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Principal or designee’s concurrence.
 - b. Brandishing a knife at another person.
 - c. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedures

Suspensions shall be initiated according to the following procedures.

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the School Principal or the School Principal’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Academy employee who referred the student to the School Principal or designee.

The conference may be omitted if the School Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Academy personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Academy officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Academy officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the School Principal or School Principal's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference. This determination will be made by the School Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by The Academy's neutral and impartial Board following a hearing before it or by The Academy's Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a Board member of The Academy's governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Principal or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of The Academy's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at The Academy to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Academy may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by The Academy or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Academy must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, The Academy must present evidence that the witness' presence is both desired by the witness and will be helpful to The Academy. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The School Principal or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with The Academy.

The School Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Academy shall maintain records of all student suspensions and expulsions at The Academy. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from The Academy as The Academy of Alameda Board of Directors' decision to expel shall be final.

L. Expelled Pupil/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Academy shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from The Academy shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to The Academy for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the School Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The School Principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon The Academy's capacity at the time the student seeks readmission.

O. Notice to Teachers

The Academy shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities**1. Notification of SELPA**

The Academy shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who The Academy or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, The Academy, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including

the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If The Academy, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If The Academy, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that The Academy had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and The Academy agree to a change of placement as part of the modification of the behavioral intervention plan.

If The Academy, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then The Academy may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or The Academy believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or The Academy, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting unless the parent and The Academy agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Academy personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The School Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated The Academy's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if The Academy had knowledge that the student was disabled before the behavior occurred.

The Academy shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement to The Academy's supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Academy personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Academy supervisory personnel.

If The Academy knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If The Academy had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Academy shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by The Academy pending the results of the evaluation.

The Academy shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element 11: Retirement Systems

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K)

All full-time certificated employees who are eligible will participate in the State Teachers' Retirement System ("STRS"). Employees contribute the required percentage, and The Academy of Alameda contributes the employer's portion required by STRS. All withholdings from employees and The Academy of Alameda are forwarded to the STRS Fund as required. The Academy of Alameda submits all retirement data through the Alameda County Office of Education and complies with all policies and procedures for payroll reporting. Employees accumulate service credit years in the same manner as all other members of STRS.

All employees of The Academy who are not eligible for STRS participate in the federal social security program. In addition, all employees have the option to be covered by an appropriate qualified plan, such as a 457 plan, or similar (non-STRS eligible employees will receive a matching contribution by The Academy). The Executive Director, or designee, is responsible for ensuring that appropriate arrangements for the retirement coverage have been made.

The Academy of Alameda Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

Element 12: Public School Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L)

No student may be required to attend The Academy. Pupils who reside within the District who choose not to attend the Academy may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies.

The parent(s) or guardian(s) of each pupil enrolled at The Academy are informed on admissions forms that the pupil has no right to admission in a particular school of a local education agency as a consequence of enrollment in The Academy, except to the extent that such a right is extended by the local education agency.

Element 13: Rights of District Employees

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M)

No public school district employee shall be required to work at The Academy. Employees of the District who choose to leave the employment of the District to work at The Academy will have no automatic rights of return to the District after employment by The Academy unless specifically granted by the District through a leave of absence or other agreement. Academy employees shall have any right upon leaving the District to work in The Academy that the District may specify, any rights of return to employment in a school district after employment at The Academy that the District may specify, and any other rights upon leaving employment to work at The Academy that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to The Academy. Employment by The Academy provides no rights of employment at any other entity, including any rights in the case of closure of The Academy.

Element 14: Dispute Resolution

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N)

Disputes Between the Charter School and the District

The Academy and AUSD are encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event a dispute that cannot be resolved by an informal resolution process (through a phone conversation, meeting in person, etc.) between The Academy and AUSD, Academy staff, employees and Board members of The Academy and AUSD agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and Executive Director of The Academy, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, The Academy requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind AUSD to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to AUSD’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Executive Director and Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Executive Director, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between AUSD and The Academy. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of AUSD and The Academy. Neither party will make public comment during this process.

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School’s operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School’s policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

Element 15: School Closure Procedures

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O)

Closure of The Academy will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of The Academy, the District, the Alameda County Office of Education, The Academy's SELPA, the retirement systems in which The Academy's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of The Academy of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close The Academy.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, The Academy will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Academy will ask the District to store original records of The Academy's students. All student records of The Academy shall be transferred to the District upon the school's closure. If the District will not or cannot store the records, The Academy shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, The Academy will prepare final financial records. The Academy will also have an independent audit completed within six months after closure. The Academy will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by The Academy and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to The Academy.

The Academy will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of The Academy, all assets of The Academy, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending The Academy, remain the sole property of The Academy and, upon the dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon The Academy's closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final

expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, The Academy shall remain solely responsible for all liabilities arising from the operation of The Academy.

As The Academy is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of The Academy, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget (see Charter Renewal Petition Checklist), The Academy will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Charter Provisions

Budget and Financial Reporting

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g)

See the Charter School Petition Checklist please find the following documents:

- Budget Narrative
- A projected budget including cash-flow
- Budget assumptions
- Financial projections for three years of operation

These documents are based upon the best data available to the petitioners at this time.

The Academy provides reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By June 30 a preliminary budget for the current fiscal year.
2. By June 30, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of The Academy's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all The Academy's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card ("SARC"), and the LCAP and Federal Addendum.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

Insurance

The Academy of Alameda holds insurance that covers general liability, workers' compensation, and other necessary coverage required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and The Academy's insurer. The District Board of Education is to be named as an additional insured on all policies of The Academy. The Academy provides evidence of the above insurance coverage to the District.

Facilities

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(g)

The Academy of Alameda Middle School occupies the Alameda Unified School District's Chipman site at 401 Pacific Avenue, alongside The Academy's elementary school program. Details regarding its use of facilities are

contained in the 10-year lease agreement signed by the AUSD and Charter School Boards in Spring, 2017 (attached as Appendix E). The Academy will have an approximate enrollment of 500 students in the Fall of 2019 in grades 6-8.

Impact on the Charter Authorizer

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(g)

The Academy of Alameda Middle School is operated by The Academy of Alameda, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Academy shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of The Academy.

Further, The Academy and the District have entered into a memorandum of understanding, wherein The Academy indemnifies the District for the actions of The Academy under this charter.

The corporate bylaws of The Academy of Alameda provide for indemnification of The Academy's Board, officers, agents, and employees, and The Academy will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and The Academy's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of The Academy.

The Academy of Alameda Board of Directors will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g)

The Academy will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development. The Charter School may purchase some services from the District (e.g., food service, technology, etc.), if the District and Charter School are mutually interested. The Academy and District will define the specific terms and cost for these services in an annual operational agreement (or memorandum of understanding).

The Academy is committed to providing the best possible business and development support services so that instructional staff can focus more of their limited resources on classroom instruction and improving student achievement.

The Academy will be responsible for hiring trained and experienced personnel and/or contractors who specialize in all facets of charter development and operations, including:

- Home-Office Services
 - Human Resources
 - Business & Payroll Services
 - Financial & Accounting Services

- School Software Solutions
 - Enrollment
 - Attendance Accounting
- School Performance & Educational Support

The Academy's administrative staff and contracted services will support the entire charter school lifecycle—from charter petition development support, school launch and operations, to board governance, strategic planning, student / school performance, and charter renewal.

Transportation

The Charter School does not provide transportation to and from school, except as required by law.

Attendance Accounting

The Charter School shall maintain an attendance recording and accounting system, to ensure contemporaneous record keeping, which complies with state law.

Oversight

Pursuant to California law, the District shall be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the Charter School's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. The District may charge up to three (3) percent of the revenue of the Charter School if the Charter School is able to obtain substantially rent free facilities from the District. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.