













Criteria 1: Improving Student Achievement (Standard 1)

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

Rubric Element	Criterion Description	Level 5 Equivalent	Level 2 Equivalent	Level	Evidence and Discussion
1.1	Achieves clear, measurable program goals and student achievement objectives as measured by state, federal standards or objective standards set out in the schools Local Control Accountability Plan	CAASPP student dashboard data in the blue or green categories overall and for all statistically significant subgroups; demonstrated track record of meeting or materially improving performance on objective LCAP student performance goals.	CAASPP student dashboard data in the orange categories overall and for a majority of statistically significant subgroups; student performance goals present in LCAP but unclear or failure to achieve LCAP goals over multiple years.	4	<p>The Academy of Alameda (AOA) demonstrates comparable achievement to that of Alameda Unified School District even across subgroups on the 2018 SBAC. Overall, the districts are relatively comparable in the race/ethnicity and EL, SPED, and Economically Disadvantaged populations with the exception of the Academy of Alameda’s significantly higher percentages of economically disadvantaged students.</p> <p>AOA demonstrates similar 2018 California Dashboard trends to Alameda Unified with the exception of Suspension Rate for which AOA demonstrates a higher rating, for Chronic Absenteeism for which AUSD demonstrates a higher rating, and for Math for which Alameda Unified demonstrates a higher rating. AOA demonstrates standard not met by its local indicators because it did not submit them on time in 2018. AOA should dig into some of the potential root causes for the dashboard ratings in chronic absence and math.</p> <p>AOA</p> <div><div><div>Chronic Absenteeism</div><div></div><div>Orange</div></div><div><div>Suspension Rate</div><div></div><div>Green</div></div><div><div>English Learner Progress</div><div></div><div>No Performance Color</div></div><div><div>English Language Arts</div><div></div><div>Green</div></div><div><div>Mathematics</div><div></div><div>Yellow</div></div><div><div>Basics: Teachers, Instructional Materials, Facilities</div><div>STANDARD NOT MET</div></div><div><div>Implementation of Academic Standards</div><div>STANDARD NOT MET</div></div><div><div>Parent and Family Engagement</div><div>STANDARD NOT MET</div></div><div><div>Local Climate Survey</div><div>STANDARD NOT MET</div></div><div><div>Access to a Broad Course of Study</div><div>STANDARD NOT MET</div></div></div> <p>AUSD</p> <div><div><div>Chronic Absenteeism</div><div></div><div>Yellow</div></div><div><div>Suspension Rate</div><div></div><div>Yellow</div></div><div><div>English Learner Progress</div><div></div><div>No Performance Color</div></div><div><div>Graduation Rate</div><div></div><div>Green</div></div><div><div>College/Career</div><div></div><div>Green</div></div><div><div>English Language Arts</div><div></div><div>Green</div></div><div><div>Mathematics</div><div></div><div>Green</div></div><div><div>Basics: Teachers, Instructional Materials, Facilities</div><div>STANDARD MET</div></div><div><div>Implementation of Academic Standards</div><div>STANDARD MET</div></div><div><div>Parent and Family Engagement</div><div>STANDARD MET</div></div><div><div>Local Climate Survey</div><div>STANDARD MET</div></div><div><div>Access to a Broad Course of Study</div><div>STANDARD MET</div></div></div>

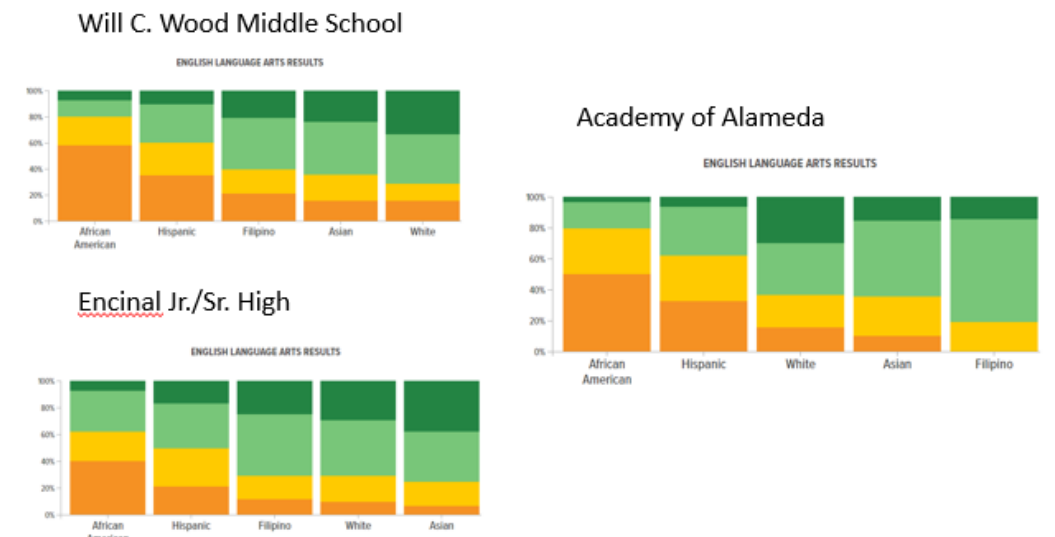
- AOA does have observable performance in the Suspension Indicator which is blue. As noted in their LCAP and other documents, the school has not suspended a student to date.
- In 2018-19 Overall, 52.06% of Academy of Alameda students met or exceeded the standard for ELA and 48.24% met or exceeded the standard for math.
- An analysis of 2018-19 enrollment demographics for AOA and AUSD schools indicates that Wood and Encinal Jr. & Sr. High are the best schools for comparison.

Threshold Showing:
Demographics and Comparable Schools

2018-2019 Enrollment

Name	Total	African Amer.	Asian	Filipino	Hispanic	White	Two +	EL	SPED	Econ. Disad.
Academy of Alameda	484	12%	22%	5%	20%	22%	17%	12%	13%	46%
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	11,268	7%	25%	6%	17%	29%	12%	14%	12%	28%

- In English Language Arts, both Wood and Encinal Jr. & Sr. High demonstrate higher percentages of students meeting or exceeding the standard in Grades 6 and 8 compared to AOA. In Grade 7, the percentage of students who met or exceeded the standard at AOA is about equivalent to Wood Middle School, and greater than Encinal Jr. & Sr. High. Additionally, in ELA, there is a higher level of students who met or exceeded the standard across student groups including students who identify as African American, Hispanic, White, and Asian at Encinal Jr. & Sr. High compared to AOA, while students who identify as Filipino at AOA have higher levels of meeting the standard than those at Encinal. When compared to Wood Middle School, student groups meeting or exceeding the standard are about the same across students who identify as African American and Hispanic, while White and Asian students have a higher percentage of meeting the standard at Wood Middle School and Filipino students at AOA.



- In Math, similar to ELA, both Wood and Encinal Jr. & Sr. High demonstrate higher percentages of students meeting or exceeding the standard in Grades 6 and 8 compared to AOA. In Grade 7, the percentage of students who met or exceeded the standard at AOA is greater than both comparison schools. The percentage of students who identify as African American who met or exceeded the standard is greater at both Wood and Encinal than at AOA, while for students who identify as Hispanic at AOA is similar to that of Encinal but greater than Wood. The percent of students who identify as White who met or exceeded the standard is about the same across all schools while the percent of Filipino students who met or exceeded the standard is greater at the Academy of Alameda.

					<div>2019 TEST RESULTS BY GRADE LEVEL</div> <div>Standard Not MetStandard Nearly MetStandard MetStandard Exceeded</div> <div>Academy of Alameda</div> <div>MATH RESULTS</div> <div>Will C. Wood Middle School</div> <div>MATH RESULTS</div> <div>Encinal Jr./Sr. High</div> <div>MATH RESULTS</div> <div>AUSD</div> <div>MATH RESULTS</div> <div>Will C. Wood Middle School</div> <div>MATH RESULTS</div> <div>Academy of Alameda</div> <div>MATH RESULTS</div> <div>Encinal Jr./Sr. High</div> <div>MATH RESULTS</div>
1.2	Provides a challenging and coherent curriculum for each individual student	The school has a robust standards-based curriculum with strategies in place to meet the needs and challenge of all students, including those who are not at grade-level. The school has systems in place to formally identify individual student needs and has effective strategies in place to meet the needs of English Learners (EL) and students with Special Education and 504 plans. The school is closing achievement gaps among student subgroups at a rate exceeding other schools with similar demographics.	The school's curriculum is standards-based, but is not meeting the needs of all individuals. Support structures for students not meeting grade-level standards are inadequate. EL and students with special education plans are making inadequate progress. The achievement gap among subgroups is on par with those in similar or surrounding schools.	3.8	<div>Description of Curriculum:</div> <ul style="list-style-type: none">• The school's stated mission is to equitably develop 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. Their vision states the schools intent 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. The vision further states that every student is coached 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, the community, and the workforce. The mission and educational program are based upon four key, elements:<ul style="list-style-type: none">○ A solid educational foundation in literacy and numeracy○ Behavioral, intellectual, and emotional engagement in learning○ Multiple pathways to success support unique student needs○ All members of the school community are held to high expectations• The school describes in detail the educational philosophy guiding their mission and vision. Found on pages 23-29 in the Charter Renewal Petition, this expands on the four key elements listed above. Key among this is the elaboration that that the school's philosophy and practice is essential Response to Intervention (Rtl) and that Targeted Instruction + Time = Learning• Pages 26 - 58 of the Charter Renewal Petition describe the school's Curriculum

					<p>and Instructional Design. The Academy’s framework is rooted in rigor and standards based instruction.</p> <p>The Instructional Approach of the school is detailed beginning on page 26 of the Charter Renewal Petition. It states that 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:</p> <ul style="list-style-type: none">• A solid educational foundation in literacy and numeracy is critical to prepare students for participation in our knowledge based economy.• In order for deep learning to occur, students must be behaviorally, intellectually, and emotionally engaged in their own learning.• To meet students’ unique needs, schools must provide multiple pathways to success.• Students learn best when all members of their school community—staff, students, and families—are held to high expectations. <p>Key components of the ELA program include:</p> <ul style="list-style-type: none">• 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. <p>AOA also has a clearly defined Tier II and III program that includes:</p> <ul style="list-style-type: none">• Strategic Literacy, Co-Taught English, and Orton Gilligham 1.1 instruction for Tier III. <p>Key Components of the math program include:</p> <ul style="list-style-type: none">• 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 <p>General Comments</p> <ul style="list-style-type: none">• The school has selected curriculum for ELA and Math that are CCSS aligned and support their educational philosophy and instructional approach.• There is evidence of teacher collaboration to deliver standards-based instruction.• Although it is stated in the Charter Renewal Petition on page 28 under the steps of a standards based approach is rewriting the standards in student-friendly ways this was only observed in 4 of the 16 classes observed.• Similar lessons occur across a grade level. Agendas are posted in all of the classrooms, common practices around school wide behavioral expectations and some common call and response strategies were observed. Student learning tasks are correlated to support learning standards, although not always rigorous for students to fully meet the standard.• There are word walls, vocabulary banks, pictures and drawings, sentence frames and other scaffolds to support students, including ELs and students with disabilities.• Teachers have not received training on Integrated and Designated ELD.• English Learners are receiving services through an intervention model, which is
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					<p>not Designated ELD.</p> <ul style="list-style-type: none">• 8 out of 16 classrooms observed there was evidence of standards aligned instruction. Although we could see standards being used, the goal/outcome was not aligned to the standards and/or the task being assigned. In 8 of the 16 classrooms observed there was evidence of partner work or small group work. In the other classes students were either working silently (individually) or there was direct instruction with student volunteers being called on. (Other classes were doing management tasks).• There was evidence of Integrated ELD observed in 1 of the 16 classrooms. The teacher modeled the use of cause and effect language with a sentence frame and students were expected to use the frame when they shared with their partners.• Unfortunately, there was no evidence of Designated ELD and it was shared with the district that the site is not implementing Designated ELD. There are 1:1 tutorials that happen with students but they are based on interventions not acceleration. Additionally, there is no data being analyzed with regards to LTELs.• There is a board approved reclassification criteria being utilized and the site is reclassifying at a high percentage (20%). The site is also working on ELAC with regards to parent attendance. They have been working with a parent liaison to explore ways to get Arabic speaking families engaged in ELAC. <p><u>Special Education</u></p> <ul style="list-style-type: none">• The Special Education program was described as a “full inclusion” model with SAI scheduled support per student need.• The LRE emphasis is in accordance with IDEA regulations and should receive emphasis.• Students with disabilities frequently require additional support and intervention in addition to push-in services in general education. The SAI program is provided when support is needed. When observed, the students received support from the SAI teacher and paraprofessionals. Interventions are also needed to close learning and opportunity gaps. Consideration should be given by the school to research-based interventions in addition to the push-in and pull aside support, intentionally scheduling students for this type of instruction.• Inclusion was started last school year. The team has been working to engage staff on how to serve all students. The feedback from parents was reported to be positive.• Push-in supports are frequently beneficial to students. Instruction and supports to students could be strengthened with a co-teach model in general education. This could be accomplished through a structured scheduling process that reviews each student’s individual need to cluster those students with similar needs, thereby maximizing the use of staff.• The Special Education teacher is DHH certified, which was beneficial for a student with DHH needs.• A co-teaching class was observed. The teachers worked well together and the general education teacher was strong, using highly differentiated strategies including individual student modifications to an assignment. The lesson model was one teach, one support with the special education teacher assisting students individually. Other co-teach models that increase parity could be highly beneficial for all students.• The team described “Response to Intervention” classes that have limited class sizes. Measures such as MAP and common assessments were described to target those students who require additional assistance. Benchmark assessment using Teachpoint occur in the Fall and Spring. COST teams and SSTs are also utilized. Tier 1 supports are being developed with emphasis on accommodations, learning styles and the development of UDL strategies.
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					<ul style="list-style-type: none"> For Related Services, there is a SLP who utilizes a resource called “Communication Works.” The SLP, along with other staff, attend trainings provided by the Sonoma County Charter SELPA. OT, PT, Adaptive PE and Assistive Technology Services are contracted as needed. At times, compensatory time is offered when a staff cannot be hired. SLPs are especially a challenge. Counselors use “A Better Way”, to provide trauma informed behavioral supports. The ERMHS process is provided “in-house” through the hiring of a mental health counselor part-time who in turn assists the school-based counselor. For compliance, the team reported that the SELPA guides compliance and procedures. SEIS is utilized to guide timelines. The SELPA has provided a Procedural Handbook, and more recently, guidance on IEP structured notes. A case manager is assigned to each grade level who in turn works with grade level team. <p>Recommendations:</p> <ul style="list-style-type: none"> Provide professional development on standards aligned student tasks as well as integrated and designated ELD.
1.3	Implements and directs learning experiences (consistent with the school’s purpose and charter) that actively engage students	Students are actively and consistently engaged in class and demonstrate a high level of enthusiasm for learning across the curriculum. Students and teachers use resources for learning experiences beyond the limits of the textbook and classroom, including the effective use of technology and community resources. Student engagement is supported by opportunities to relate productively with adults and other students in both academic and non-academic settings. Learning goals are aligned to the educational program outlined in the charter.	Students are inconsistently engaged in class. Instruction is predominantly teacher centered or textbook driven. Technology and community resources are not utilized with any consistency to further relevant learning in or outside the classroom.	4	<p>AOA core belief of how learning best occurs is based on four key research based beliefs. One of which is, “In order for deep learning to occur, students must be behaviorally, intellectually, and emotionally engaged in their own learning.” Found on page 26 of the Charter Renewal Petition.</p> <p>General comments:</p> <ul style="list-style-type: none"> 8 out of 16 classrooms observed there was evidence of standards aligned instruction and in 8 of the 16 classrooms observed there was evidence of partner work or small group work. In half of the classes observed instruction was predominantly teacher centered and students were not engaging in discussion and or discourse. The primary mode for checking for understanding was hand raising. Classroom management was consistent across the classrooms. There was common environmental structures in place and there seems to be consistency in implementing these practices into the daily classroom environment. All grade levels were visited on multiple days. Students were observed doing many routine tasks. Routines were strong in many classes yet there was a lot of time being spent on these routines and not on CORE instruction. During the student feedback session students overwhelmingly represented that the teaching staff is very supportive of students and offer many opportunities to get help. They also said that they like that there are common routines in all the classroom but get bored by how much time it takes to get routine tasks completed, like, “turning in homework, correcting the do now”... They felt that the school encourages group work but often there are arguments and students have a hard time interacting with each other. <p>Recommendations:</p> <ul style="list-style-type: none"> Focus on active engagement and matching tasks to grade level standard. Look at bell to bell instruction and how much time is being spent on non-instructional tasks.
1.4	Uses the results of evaluation and assessment as the basis for the allocation of appropriate resources	Resources are allocated appropriately (among materials, equipment, staff, and facilities) and used effectively to optimize student learning experiences and promote student achievement.	Resources allocation is inconsistent and does not clearly align with programmatic improvement for increasing student achievement. Resources are inadequate to support learning activities, or resources are	4	<p>AOA is continuously monitoring the achievement of their students to determine how to allocate resources for additional supports for students who need them. They use CAASPP, NWEA MAP, and teacher observation to determine resource allocation. Students receive Tier 1 instruction heterogeneously with additional support classes based on the aforementioned data. In order to prevent the disruption of course schedules, AOA re-assigns students at the trimester. AOA teachers also use exit tickets</p>

	to promote high levels of student achievement.		available, but not effectively utilized to increase student achievement. There is little monitoring of the use of resources for the optimization of student needs.		<p>to determine students who need extra support from the day. AOA should continue to improve its work around re-grouping students across classes at the Tier 1 level to benefit students who need additional support between the trimesters so that students can move in and out of those supports as the data shows. Analyzing data by standard in addition to proficiency can help in determining these cross-class 4-6 week groups. Additionally, AOA has run focus groups and determined an additional area of need around extending their higher performing students.</p> <ul style="list-style-type: none"> The school has established clear and measurable goals within their LCAP as well as in their grade-specific academic goal outline. The annual update section of the 2018-19 LCAP demonstrates the school's regular review and analysis of performance across the established goal areas as well as the relevant adjustments to resource allocation resulting from that analysis. Examples of areas in which the school has adjusted resource allocations in response to analysis of outcome data include: <ul style="list-style-type: none"> Hiring an Instructional coach Hiring of a .2 EL coordinator Training the EL coordinator and instructional coach in Guided Language Acquisition Design Implementing a socio emotional curriculum <p>As discussed in element 3.1, the school is routinely utilizing a range of academic measures to assess student performance and make individual and programmatic decisions including resource allocation.</p> <p>In meeting with the site leadership team, there was clear articulation of next steps for the school program based on their ongoing program evaluation and strategic plan. One next step discussed included expanding the school's RtI structures to accelerate the learning of those students who continue to perform below grade level as measured via MAP and other local measures. Create a stronger focus on rigorous standards based instruction and provide ongoing professional development and coaching for teachers to incorporate research-based strategies to support the learning of EL students in tier 1 classes.</p>
1.5	Promotes a safe, healthy and nurturing learning environment characterized by trust, caring and professionalism	The school has a strong sense of community, which allows students to take on academic risks and challenges. Most/all students in the school feel that they have one or more adults that they can trust. The school environment is free of violence, the threat of violence, and bullying; and solid discipline policies and practices, safety procedures and crisis plans are in place. The learning environment is clean, attractive, functional, and comfortable and promotes student health and wellness. Students feel supported and respected by teachers and staff. LCAP reflects a dedication to providing a safe learning environment and consistent achievement of or progress toward learning environment LCAP goals.	The school has a limited sense of community. Inadequate facilities and/or lack of clear discipline policies or effective practices, or safety procedures do not support a safe or comfortable learning environment. There is little interaction between adults and students at the school outside of formal classroom instructional time. LCAP does not adequately reflect commitment to promoting safe learning environment or school has failed to consistently implement stated LCAP goals in this area.	4	<p>The Master Schedule of The Academy reflects the commitment elucidated in their 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:</p> <ul style="list-style-type: none"> 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 <p>The school has also adopted social emotional curriculum called charter strong which is taught in advisory and has adopted a comprehensive restorative approach focused on</p>

					<p>talking to students differently (restorative talk), and more proactive strategies schoolwide to create an even more respectful school culture.</p> <p>General comments:</p> <ul style="list-style-type: none"> • The master schedule has a high level of collaboration and master schedule is organized for teachers to have common preps which many use to plan together. Decision making seems to focus on what is best for students including a rotating schedule. • There is consistency across school in using student planners, do now, and entering procedures and there is a big focus this year on Restorative Practices and creating community. • There is a strong social justice focus at the school. Families were able to express this value guides the work of the school. While walking the campus it is calm and structured. There are behavioral expectations and routines posted around the school and walkthroughs are focused on culture building. • During the student group when asked if students feel safe on campus the majority of students overwhelmingly said yes and has examples of why this was the case. When asked “How well does this school help kids with their challenges?” All students answered yes and had examples of what was helpful including, tutoring, teachers staying in at lunch and after school to help, teachers having the same expectations about do now’s, homework, grading, and use of agendas. • Students also expressed concerns about ways that they can have their voice be part of the decision making at the school. They wanted to find more ways to give input into what is working and not working for them. They also said that they know there is bullying that occurs but has not occurred with them specifically. They felt like the school has done a good job building community and they like that there is a place that they can work out their problems but sometime you have to wait a while. (Restorative justice room) • Although the school has provided professional development on RP not one staff member in the teacher group could tell us what the continuum of RP was in the school. They named the restorative justice room and said that some of the teachers do circles to build community. <p>Recommendations: Staff recommends a student survey to see if this is something consistent across classroom settings and to consider training students in RP to help facilitate some of the restorative conversations. Staff recommends that the AOA trains all staff in RP and creates a continuum that staff can speak to school wide.</p>
1.6	Involves staff, students, parents and other stakeholders (including the school’s authorizer) in its accountability for student learning and provides regular, public reports on the school’s progress towards achieving its goals	Parents/families are given accessible and relevant information about their child’s progress through a variety of methods to communicate student achievement, which include progress reports, report cards, parent/student meetings, etc. Students and parents are well-informed of the class/course learning objectives and of their child’s progress on those objectives throughout the school year. The school provides schoolwide progress reports and student achievement data to the school community and other stakeholders, including its authorizer, on a regular basis and solicits feedback and assessment of school progress through parent/student/teacher (and other stakeholders) surveys. School leadership participates	School leadership participates in the development of a basic school accountability report card but provides little or no other school progress reports to the school’s community and/or its authorizer.	3.5	<p>On page 55 of the Charter Renewal Petition it states, “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.”</p> <ul style="list-style-type: none"> • Families were able to express that communication has become a strength of the school. The school used aeries and parent square to communicate grades and curriculum with parents. • Families felt like there was good communication with teachers and that they knew if their child was struggling with something and how to get support. • They like that the school has a strong sense of community and that they can see that community while at drop off, pick up or through the communication they get individually. The message is clear that the school cares about the kids. • Families indicated there is no structure for parents to participate in school-level governance that they knew of at the middle level, unless you were on the board.

		in the development of a school accountability report card as required by law.			<p>Recommendation would be to create a school site council structure at the elementary school to drive budget decisions. This is also needed to be in compliance with state and federal law.</p> <ul style="list-style-type: none"> At governing board level, parents and staff have opportunity to provide input through both formal meetings and informal discussions.
1.7	Maximize access to learning environment for all students	Student suspension and expulsion rates are consistent with an effort to maximizing learning time for students; student suspension and expulsions do not fall disproportionately on a one or more identifiable subgroup of students, including but not limited to students of color and students receiving special education services. Students receiving special education services are served in the least restrictive environment in order to maximize access to the school's education program.	Student suspension and expulsion rates materially affect student learning time. Suspensions and expulsions consistently fall disproportionately on a one or more identifiable subgroup of students. There is a pattern of students receiving special education services being either excluded from the school or served in overly restrictive environments that unnecessarily served in environments that reduce access to the school's education program.	4	<p>In the Charter Renewal Petition on page 54 it states that 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.</p> <p>The percentage of AA students who have been suspended at least once dropped from 17.4% in 16-17 to 14.9% in 18-19.</p> <p>In 2017/18 at AOA 6.8% of all student were suspended at least once. This was an increase of 1.7% from the previous year.</p> <p>In 2017/18 at Wood Middle School 3.6% of all student were suspended at least once. This was an increase of 0.6 % from the previous year.</p> <p>In 2018/19 at AOA 5.1% of all students were suspended at least once (decrease of 1.7% from the previous year.)</p> <p>In 2018/19 at Wood 3.4% of all students were suspended at least once (decrease of .02% from the previous year.)</p> <p>In the Charter Renewal Petition on page 55 it states that 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.</p> <p>General comments: The school's commitment to a vision in which there is a safe, welcoming school environment is evident in speaking to the teachers, support staff, parents/guardians, and students. In visiting classrooms, displayed student work goes beyond the standard 'posters' listing school rules/expectations. Also observed are charts connecting languages spoken, explorations of variations in skin color, and other representations of discussions/activities in which students are grappling with issues of diversity. Teachers were observed greeting students at the door and hugging them at the conclusion of the day.</p> <p>Recommendations: Continue training staff on restorative practices</p>

Criteria 2: Strong Leadership and Responsible Governance (Standards 2, 3)

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

Rubric Element	Criterion Description	Level 5 Equivalent	Level 2 Equivalent	Level	Evidence and Discussion
2.1	Effectively communicates and engages stakeholders in the mission and vision of the school	The Board and school leadership clearly and effectively communicate the mission, goals, pedagogical approach and education model of the school with all relevant stakeholder groups. Stakeholders are active supporters and communicators of the mission and vision to the school community. The mission and vision of the school is clearly articulated, well-known by school stakeholders, and implemented in daily practice.	Communication regarding the mission and vision with stakeholders is sporadic and/or inconsistent. The school's mission and vision are known and understood by few of the school's stakeholders.	5	<p>All stakeholders are able to speak generally to the school's overall mission/vision and are committed as equal partners in furthering the mission/vision. It should be noted that while the school did experience significant teacher turnover in recent years (5 teachers are in their 1st or 2nd year at the school), they were able as a group to communicate a common perspective regarding the school's strengths/vision. They spoke to the school's commitment to equity and the idea that 'all our kids are all our kids.'</p> <p>A detailed discussion of the school's Board can be found in the Charter Renewal Petition on pages 83-87.</p> <p>The Board uses the mission statement as a starting point for discussion at all Board meetings, and also requires Executive Director reports to the Board to refer back to the mission. The Board was actively involved in developing and refining the mission statement.</p>
2.2	Generates and sustains a school culture conducive to staff professional growth	The school leadership provides professional development opportunities that advance the effectiveness of teaching and learning and monitors that professional development for impact on school achievement. There is open and clear communication between students, staff, and administration; and teachers are empowered to demonstrate teacher leadership throughout the school, as well as establish goals for professional growth.	Staff development is restricted to individuals with little or no link to meeting overall schoolwide goals or to the performance of students. The types of professional development in which teachers participate are limited and/or not relevant to individual and schoolwide needs. Staff does not set goals for professional growth.	4	<p>There is a range of evidence demonstrating the leadership's commitment to generating and sustaining a school culture conducive to professional growth. Teachers reported feeling appreciated, supported, and valued. They referenced the high level of support from the site administrators as well as the support staff. In particular, they felt that the leadership's investment in personnel that directly support their professional growth is very valuable. The Instructional Coach, the Culture and Climate Coordinator, and the Assistant Principal all work closely with the staff on issues of instruction and school climate. This support is in the form of regular grade-level/whole team collaboration as well as individual support.</p> <p>The school is currently engaged in some key strands of professional development, both strands resulting from significant teacher/staff input. The overall equity strand has been supported extensively by the leadership including the bringing in of an equity consultant and dedicating significant time prior to the school year for equity-based PD.</p> <p>Teachers use the other dedicated PD time to closely collaborate in grade levels and content areas around curriculum development. They are supported by the instructional coach.</p> <p>A full description of the school's PD vision can be found in the Charter Renewal Petition on pages 57-58.</p>
2.3	Treats all individuals with fairness, dignity and respect	School leaders ensure that school policies regarding equal opportunity and unlawful harassment are effectively implemented. There is open communication among the staff and with the leadership team. School stakeholders report that they are treated with fairness, dignity, and respect and that school leadership is working effectively to create an optimal teaching and learning environment. Complaints regarding the above are	There are gaps in communication in the school. Policies regarding equal opportunity, unlawful harassment, or other complaints are nonexistent are/or ineffectively implemented. Stakeholders do not feel they have a voice in the school.	4	<p>Parents consistently expressed that school policies were applied in a way that led to a cohesive school culture. All stakeholders are able to speak generally to the school's overall mission/vision and are committed as equal partners in furthering the mission/vision.</p> <p>Formal complaint policies exist and are used (see General Complaints Policy). The policies conform to AUSD and state requirements for notice, opportunity for multiple levels of review, etc. Board involvement in the complaint process is minimal; a recommendation would be to ensure that the complaint process is widely publicized in the school to ensure that the relative paucity of board-level complaints is not attributable</p>

		not systematic and are resolved through the Uniform Complaint Process or a process that provides equivalent procedural protections.			to lack of knowledge among potential complainants.
2.4	Has a cogent understanding of the laws that govern charter schools and monitors the trends, issues and potential changes in the environment in which charter schools operate	The school administration and governing board consists of individuals who are experienced in managing organizations and who are well-versed in Charter law. School administrators and Board members actively and regularly seek information and professional development related to Charter operations and laws; and new Board members are given a formal, relevant orientation on the purpose and educational vision of the school and on their roles and legal responsibilities. The charter school governing board adheres to and consistently follows a fully adopted set of bylaws which includes: Conflicts of interest policies, meeting protocols and procedures, and formal delineations of roles and authorities within the school. Conflicts of interest and conflict resolution policies are comprehensive and clear. School has no recorded instances of material charter law or applicable labor law violation during the charter term. IDEA and Section 504 obligations are consistently met.	Board representation is limited; few are engaged in or understand the charter law. Opportunities for Board members to take part in professional development or seek information regarding charter operations, trends and law are limited. Responsibilities and roles of leaders, governing bodies and staff are unclear. Bylaws regarding conflicts of interest, meeting protocols, delineation of roles and responsibilities are not well understood and/or followed by the school. Process for conflict resolution is not well understood and/or consistently implemented. There is a pattern of charter or labor law violations during the term of the charter. There is a pattern of IDEA or Section 504 violations established by CDE or OCR findings or due process proceedings.	5	<p>Board has clear Conflict of Interest policies (Appendix 11.3). Board receives professional development on Charter law issues such as Brown Act, Board member role, oversight, etc. through CCSA, at Board meetings, and at biannual Board retreats. Several board members have previous experience as board members or high-level staff members at public educational agencies.</p> <p>School has no recorded instances of material charter or labor law violations during the most recent charter term. Board actively seeks to fill perceived skill gaps with new board members.</p> <p>Ninety percent of staff possess a current and valid document issued by the Commission on Teacher Credentialing (CTC) for the assignment. One teacher did not have a confirmed CTC document on file, although there is a Temporary County Certificate (TCC) on file for the individual through ACOE. AoA credentialing staff works with Alameda Unified for guidance and submission of credentialing applications through ACOE.</p>
2.5	Consistently engages in timely reporting of required information to the District, the County, and the State	The school provides required reports and responds to reasonable inquiries about student performance, academic progress and the school's fiscal health in a thorough, accurate and timely manner. Formats for reporting comply with stated requirements, and any variances are explained. The legal and fiscal authorities and responsibilities of the school and of the authorizer is clearly articulated in writing, and clearly defined operational agreements, contracts, MOU's, and/or protocols have been established with the authorizing agency in key areas such as liability, special education, and facilities.	There is limited communication between the school and its authorizer. Reports and/or responses to inquiries are late and/or incomplete. Operational agreements are vague or non-existent and formal delineation of key areas of responsibility are unclear.	4	Required fiscal and enrollment information is consistently provided to the District, although not always in a timely fashion. School has been a good partner in creation of operational MOU and long-term facilities use agreement. See MOU, FUA.
2.6	Maintains effective and active control of the charter school and seeks input from impacted stakeholders	Governing board has adopted a policy, decision matrix or delegation of powers that identifies the authority and role of stakeholders (individuals and groups) involved with the school. All stakeholders participating in the decision-making process understand their role, who has the final decision-making authority, and what process will be used. In addition, the school establishes regular opportunities for stakeholders to address the administration and Board (i.e. parent meetings, surveys, staff meetings, student forums, etc.). The Board conducts its meetings regularly (at least quarterly) and in an organized and effective manner to encourage public comment and participation. All Board meetings are held in	Organization has no decision matrix or policy describing the delegation of decision-making authority of stakeholders (individuals and/or groups) involved with the school. Stakeholders are unaware of the decision-making process. The Board does little to encourage or seek stakeholder participation or involvement. Governing Board meetings are infrequent and materials are not provided in advance. Compliance with open meeting laws is inconsistent. Records of Board discussion and action are not current	4	<p>Board has adopted formal written guidelines delineating Board and staff responsibilities. Board conducts regular monthly meetings and biannual retreats, with agendas and minutes kept consistent with Brown Act. Board understands its policymaking role and consistently reviews policies and actively manages and oversees school's Executive Director. Several board members have previous experience as board members or high-level staff members at public educational agencies.</p> <p>School has established PTA as vehicle for parent input; however, petition does not include specific information on how parents are involved in the policymaking process. Based on minutes, school community participation in Board meetings is limited. School should consider publicizing meetings more widely within school community and further explaining Board role to community.</p>

		accordance with applicable provisions of law, appropriate recording of all actions taken is ensured, and Board records are maintained in a comprehensive and systematic manner, in both soft and hard copy. The Board creates and adopts all necessary policies and ensures their consistent implementation.	and not maintained in a manner that is readily available to Board, staff and community. Board relies on executive director/head of school to develop policies and procedures; defers on major decisions without active debate.		
2.7	Ensures implementation of the student recruitment, retention, and enrollment process intended in the charter and as defined by statute and regulation	The school leadership and staff follow the procedures described in the school's charter and policy. Recruitment strategies are consistent with the mission of the charter and focus on the targeted population which is inclusive of a diverse range of learners. All communications with families convey the same description of the process. Accurate records of applications, lottery results and wait lists are maintained. The results of the policy are reviewed annually with the Board to ensure consistent implementation and to identify areas for improvement.	Student recruitment, retention and enrollment policies are not well-documented. Staff members communicating with families give inconsistent and/or inaccurate information regarding procedures. Enrollment and retention decisions are not consistent; with case-by-case exceptions made for some families depending on circumstances. Board is not informed of enrollment and retention results, other than in general terms.	4	<p>AoAMS conducted outreach in target West End community, but filling seats required outreach across entire Alameda community.</p> <p>AoAMS has generally been successful at retaining students.</p> <p>AoAMS's lottery process is consistent with the law and its Charter. AUSD staff observed the lottery process during the Charter term and observed no irregularities.</p>

Criteria 3: A Focus on Continuous Improvement (Standards 1, 4)

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

Rubric Element	Criterion Description	Level 5 Equivalent	Level 2 Equivalent	Level	Evidence and Discussion
3.1	Establishes benchmarks and a variety of accountability tools to monitor student progress throughout the year	An appropriate range of formative and summative assessments (which include state-mandated tests, schoolwide assessments and classroom level assessments) are used in making judgments about student progress towards curricular targets. These assessments are matched to well-defined benchmarks for student achievement. Data is used to adjust curriculum and teaching and learning strategies in order to accommodate the changing needs of students (i.e. reteaching, change grouping practices, targeted interventions or enrichment, etc.).	Schoolwide learning objectives and benchmarks are not clearly articulated nor assessed formally outside of statewide testing. Results of student assessments are minimally linked to a school wide improvement plan. There are minimal plans in place to address curricular needs, teacher competency and future staff development based on assessment data.	5	<p>AOA demonstrates a coherent and comprehensive assessment system including formative and summative assessments and uses the data derived from them to determine additional supports for students such as remedial classes. AOA uses NWEA MAP testing to measure student growth, and each department utilizes common formative assessments for lessons to determine if students understood the material. Departments also collaborate around creating common interim assessments. While a review of interim assessments was not done at this time, one wondering is how aligned internal interim assessments are to the standards and Depth of Knowledge levels for each grade level. Ensuring interim assessments are aligned to the Depth of Knowledge and standard levels for each grade level will ensure teachers have a better understanding of how units are serving students not just individual lessons.</p> <p>Detailed descriptions of the school's assessment systems can be found in the Charter Renewal Petition pages 59 - 63.</p>
3.2	Establishes both long and short term goals and uses information sources, data collection, and data analysis to actively monitor and evaluate the success of the school's program as described in its Charter and LCAP.	The school's LCAP (and any other strategic plan) sets clear, measurable goals for improvement based on data analysis. Goals and plans are actionable, focused on student achievement and are measured by clear targets and timeframes. Short-term and long-term goals are regularly reviewed and appropriate resources to accomplish the plans are allocated accordingly. Goals and resource allocations are clearly linked and explained in the LCAP. LCAP evolves from year to year to reflect changes in data.	The school has a general plan in place for schoolwide improvement but does not identify interim, measurable targets to indicate sufficient progress. Input from stakeholders is limited. LCAPs consistently fail to clearly set out measurable goals or are not updated to reflect changes in data from year to year.	3.5	<p>The school has established clear and measurable goals within its LCAP across the areas of academic performance, safety/climate, and parent/guardian engagement. The annual update section of the 2019-20 LCAP demonstrates the school's regular review and analysis of performance across the established goal areas as well as the relevant adjustments to resource allocation resulting from that analysis. Examples of areas in which the school has adjusted resource allocations in response to analysis of outcome data include:</p> <ul style="list-style-type: none">• Training the EL coordinator and instructional coach in Guided Language Acquisition Design• Implementing a socio emotional curriculum• Implementing the ParentSquare family/school interface <p>As discussed in element 3.1, the school is routinely utilizing a range of academic measures to assess student performance and make individual and programmatic decisions including resource allocation.</p> <p>Recommendations: Ensure timely submission of Local Indicators to State for public viewing via the California Dashboard.</p>

Criteria 4: Fiscal Accountability (Standards 2, 3, 4)

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

Rubric Element	Criterion Description	Level 5 Equivalent	Level 2 Equivalent	Level	Evidence and Discussion
4.1	Establishes clear fiscal policies to ensure that public funds are used appropriately and directly related to the school's purpose: student achievement of learning goals	The school adheres to an adopted fiscal policy and procedures manual that includes procedures for the authorization of purchases and release of funds, including signatories for checks or purchase orders over a specified threshold, and procedures related to credit cards and revolving cash funds. Bank reconciliations for all school-affiliated bank accounts are completed and reviewed on a monthly basis (person empowered to sign the check is not the same person, or related to the person, who reconciles the account). The school prioritizes funds to maintain a functional, clean, and safe learning environment and to provide adequate materials and equipment to support student learning. Financial decisions are made based on well-identified school-wide needs and priorities.	Fiscal policies are not readily accessible. There is a general understanding of policies and procedures but the staff is unaware of any written documents. Bank reconciliation is completed sporadically. There is also lack of evidence that sufficient funds are allocated to ensure functional, clean and/or safe learning environment is established or maintained. Financial decisions are made sporadically and without systemic approaches to address the needs of the students.	5	<p>The Board of Directors has adopted policies to ensure that the organization's funds are used appropriately and directly related to the school's purpose.</p> <ul style="list-style-type: none">There are Fiscal policies for budget development, banking, purchasing, record keeping, property inventory, payroll and attendance accounting. These are available on the school's website.Based on review of the 17/18 Audit Report, there were no audit findings.Comprehensive budget assumptions are prepared during the budget process and the governing board adopts a budget prior to the new fiscal year. These are updated and monitored throughout the year by the ED, CFO and Finance Committee.Per conversation with the ED and CFO, school leadership prioritizes funds to maintain functional, clean, and a safe learning environment and to provide adequate materials and equipment to support student learning.The Finance Committee works with ED, the CFO, to review budget and ensure financial decisions are made on well-identified school-wide needs and priorities.The Board of Directors has adopted policies to ensure that the organization's funds are used appropriately and directly related to the school's purpose.There are Fiscal policies for budget development, banking, purchasing, record keeping, property inventory, payroll, and attendance accounting. These are available on the school's website. <p>Comprehensive budget assumptions are prepared during the budget process and the governing board adopts a budget prior to the new fiscal year. These are updated and monitored throughout the year by the ED, CFO and Finance Committee.</p> <ul style="list-style-type: none">The Finance Committee works with ED, the CFO, to review budget and ensure financial decisions are made on well-identified school-wide needs and priorities.
4.2	Creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability and sustainability	Comprehensive budget assumptions are prepared during the budget process, and the school's governing body adopts a budget prior to the new fiscal year. The working budget is monitored against actuals at least monthly, including a review of ADA assumptions, and adjusted accordingly. All accounts payable obligations are up-to-date, appropriately described, and disclosed in financial statements. Long-term debt schedules and multi-year contracts, and capital projects are tracked and monitored on a regular basis within the budget and budgeting process. Annual reviews of significant operating costs are shared with all of those who make budget decisions (i.e. school director, board, etc.). Reserves or available credit are adequate to address cash needs.	Board does not consistently monitor budget assumptions with actuals. Accounts payable are not regularly updated. School leadership is unable to clearly identify major operating costs or articulate long-range financial plans. Board reports do not include cash flow analysis and projection of reserves.	5	<p>Based on FCMAT's Fiscal and Business Operations oversight checklist, the Charter's risk analysis is low.</p> <ul style="list-style-type: none">There is evidence that school leadership creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability and sustainability. The budget, cash flow, and Multi-Year Projection (MYP) are reviewed monthly and revised during interim reporting and presented to the Board.The school maintains a high reserve level. Per review of the school's 18/19 Unaudited Actuals, the school ended the year with 52% in reserves and has met MOE.
4.3	Conducts an annual financial audit which is made public	The school is audited by a certified public accountant (CPA) or public accountant (PA) licensed by the California State Board of Accountancy (and	Annually audited budgets are not made available and accessible to the public. Audit findings remain unresolved, or	5	An annual financial audit is conducted by Squar Milner, an independent CPA firm. The school has demonstrated strong financial stability verified by clean audit reports. Per conversation with the ED, the audit report is presented to the Board by the auditors.

		<p>not declared ineligible to conduct audits by the State Controller's Office). The school's audit is performed in accordance with generally accepted auditing standards to ensure that the school's finances are being managed in accordance with generally accepted accounting principles and practices and the audit tests the validity of the Charter school's ADA and reports these findings in the audit report. The Charter school receives a school-specific audit report that includes financial statements and audit findings/conclusions specific to the Charter school (unless completely dependent on the district) and includes a management letter commenting on areas of possible improvements (if any) in structures, procedures, and management practices of the school, as well as any factors that would prevent them from issuing an unqualified opinion on the financial statements.</p> <p>The Charter School Board reviews the audit report and responds to any audit findings and designs a corrective action plan to address these findings, and a copy of the audit is sent by the Charter school to the authorizing agency, the COE and CDE by legally mandated deadlines, and the authorizing agency reviews the Charter school's corrective action in response to any audit exceptions</p>	without sustainable systems in place to avoid recurrences. The audit report is not formally assessed by the governing board to resolve findings as part of its regular oversight procedures.		
4.4	Enrollment is stable and/or growing at the rate anticipated by the charter school as projected in the approved charter and in the multi-year budget, with budget and expenditures revised at reasonable intervals based on actual enrollment and attendance.	School projects enrollment as part of annual budget process and updates the budget if enrollment varies from the forecast. Expenditures are adjusted appropriately for changing enrollment, including changes in staffing. School tracks and reports to the governing board on patterns of enrollment and retention, and the effect on the school's long-term sustainability.	School has set no overall goal or plan for enrollment stability or growth. School's enrollment projections for budget is not based on past experience or changing conditions. Budget is not adjusted and expenditures are not timely altered in response to enrollment variances from planned levels. Recruitment plans are not developed/adjusted in response to actual enrollment patterns. Enrollment trends are not regularly reported to the governing board.	5	Enrollment is maintaining at the rate anticipated by the Charter school as projected in the MYP. There was a slight drop in 6 th grade enrollment and the school is anticipating more 6 th grade enrollment in the 20/21 school year.
4.5	Ensures financial resources are directly related to the school's stated program and goals	LCAP performance goals are directly reflected in the school's resource allocations. Three-year LCAP program is consistent with multi-year budget expenditure projections.	LCAP performance goals do not align with the school's resource allocations. LCAP is not reflected in or inconsistent with multi-year budget expenditure projections.	5	<p>The school's resource allocations are highly aligned to the established LCAP goals and metrics that are being tracked. In each of the three main LCAP goal areas, the specific actions and services outlined are relevant to the metrics established. In the example of goal 4 (Support the continuous progress toward reclassification for EL students at all levels of English proficiency.)</p> <ul style="list-style-type: none"> Personnel and services are relevant to the metrics adopted i.e. (ELD coordinator, pilot program of a phonemic awareness small group instruction program for EL students, Training and professional development for teachers and instructional aides to implement the program and ongoing professional development and coaching for teachers to incorporate research-based strategies to support the learning of EL students in tier 1 classes. These support the goals established for English Learner reclassification, ELPAC performance, CAASPP Math/ELA, and MAP assessments.

					The alignment can be observed in detail within the school’s 2019-20 LCAP.
4.6	School projects to maintain financial viability during proposed renewal charter term	Multi-year budget projections based on sound and transparently disclosed assumptions; current multi-year budget equivalent to a district budget which would receive a “Positive” certification from the Alameda County Office of Education.	Multi-year budget based on inconsistent, unreasonable, or unclear assumptions; current multi-year budget equivalent to a district budget which would receive a “Negative” certification from the Alameda County Office of Education.	5	AOAMS had reserves of over 50% based on the 18/19 Unaudited Actuals. <ul style="list-style-type: none">• Cash flow is projected to remain positive throughout the term of the charter petition.• MYP shows a positive ending fund balance in year 3.• MYP is equivalent to a district budget which would receive a “Positive” certification from the Alameda County Office of Education.

2018 Math Indicator

<u>Student Group</u>	<u>Color</u>	<u>Status Level</u>	<u>Change Level</u>	<u>CURRENT STATUS - Average distance from Standard</u>	<u>CHANGE - Difference between current status and prior status</u>
All Students	Green	High	Decreased	5.6	-5
English Learners	Orange	Low	Decreased	-26.7	-9.7
Homeless	None				
Socioeconomically Disadvantaged	Yellow	Low	Increased	-39.6	12.7
Students with Disabilities	None	Low	Decreased Significantly	-61.9	-19.9
African American	None	Low	Increased Significantly	-42.6	45.2
Asian	Green	High	Decreased	9.4	-14.2
Filipino	None				
Hispanic	None	Low	Increased Significantly	-28	24.6
White	Green	High	Decreased	21.3	-11.8
Two or More Races	None	High	Maintained	17.5	-2.5

2018 ELA Indicator

<u>Student Group</u>	<u>Color</u>	<u>Status Level</u>	<u>Change Level</u>	<u>CURRENT STATUS - Average distance from Standard</u>	<u>CHANGE - Difference between current status and prior status</u>
All Students	Green	High	Declined Significantly	29.8	-15.2
English Learners	Orange	Low	Declined Significantly	-9.1	-37
Homeless	None				
Socioeconomically Disadvantaged	Orange	Low	Declined Significantly	-14.6	-15.5
Students with Disabilities	None	Low	Increased Significantly	-8.8	45.9
African American	None	Low	Declined	-26	-6.5
Asian	Green	High	Declined Significantly	10.8	-59.1
Filipino	None				
Hispanic	None	Medium	Increased	9.3	7.8
White	Blue	Very High	Increased	58.4	11.2
Two or More Races	None	High	Declined Significantly	29	-22

2018 Suspension Indicator

<u>Student Group</u>	<u>Color</u>	<u>Status Level</u>	<u>Change Level</u>	<u>CURRENT STATUS - 2017-18 Suspension Rate</u>	<u>CHANGE - Difference between 2017-18 Suspension Rate and 2016-17 Suspension Rate</u>
All Students	Green	Medium	Declined	4.1%	-1.5%
English Learners	Yellow	High	Declined	6.4%	-1.5%
Homeless	None			%	%
Socioeconomically Disadvantaged	Yellow	High	Declined	5.9%	-1.6%
Students with Disabilities	Green	Medium	Declined	2.8%	-6.7%
African American	Green	Medium	Declined	3.0%	-16.3%
Asian	Orange	High	Increased	6.0%	3.2%
Filipino	None	Very Low	Maintained	0.0%	0.0%
Hispanic	Green	Medium	Declined	2.9%	-2.9%
White	Green	Medium	Declined	4.0%	-0.5%
Two or More Races	Yellow	High	Declined	5.8%	-1.4%

Note: An asterisk (*) indicates that the n-size consists of less than 11 students, the minimum size for any reporting. The performance level (color) is not presented or included for accountability purposes when there are less than 30 students in the current or prior year.