








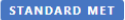









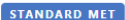
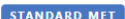
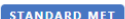
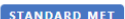
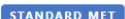
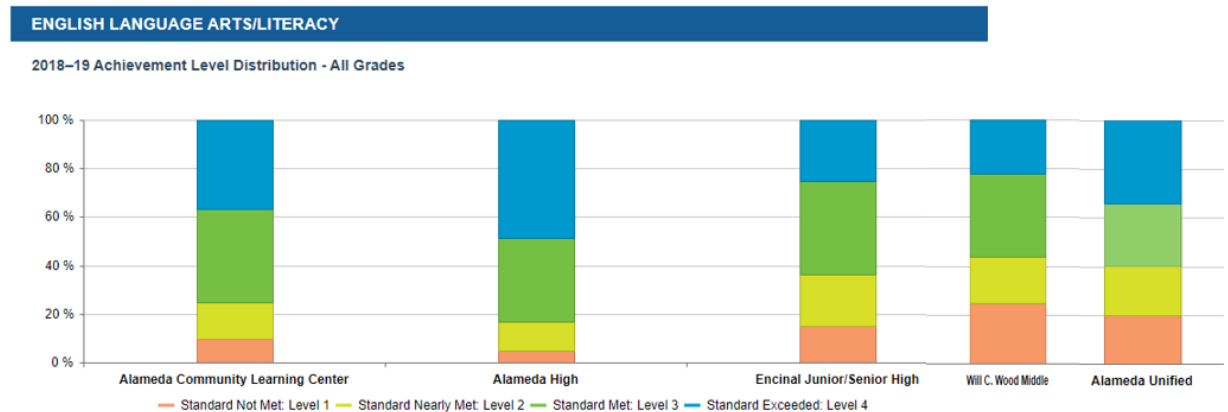
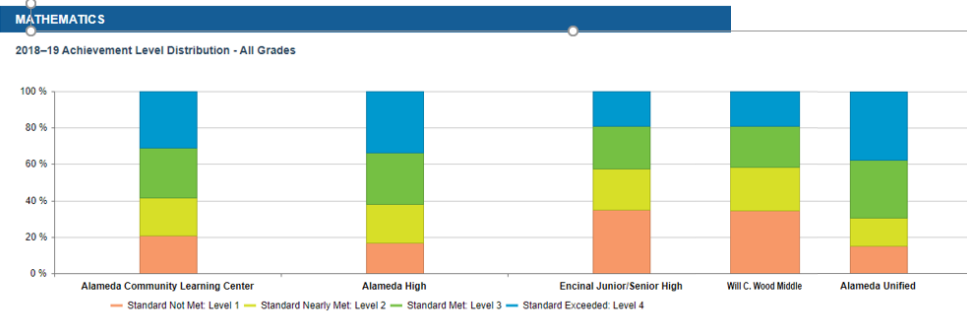


Criteria 1: Improving Student Achievement (Standard 1)

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>On the California Dashboard, ACLC demonstrates significant overall achievement and growth in all areas. As we dig deeper into the data, it should be noted, however, that the graduation rate from 2018 was slightly less than that of Alameda Unified School District. Furthermore, when controlling for the same grade levels, ACLC's performance in both ELA and Math on the CAASPP reflects that of Alameda Unified with the school and district demonstrating similar demographic percentages in ethnicity, English Language Learners, and Socio-Economically Disadvantaged populations with the exception of SPED (Alameda demonstrates roughly 12% of its population as students with IEPs, while ACLC is about half of that).</p> <p>The College and Career indicator for ACLC also demonstrates significant overall achievement at 71% prepared. This is likely due to practices such as significant supports for students with Ds and Fs and the fact that those grades are not given (students will receive a no credit), and the practice of requiring students to take at least one college course.</p> <p>ACLC</p> <div><div><div>Chronic Absenteeism</div><div></div><div>Green</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>Graduation Rate</div><div></div><div>Green</div></div><div><div>College/Career</div><div></div><div>Blue</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></div><div>STANDARD MET</div></div><div><div>Implementation of Academic Standards</div><div></div><div>STANDARD MET</div></div><div><div>Parent and Family Engagement</div><div></div><div>STANDARD MET</div></div><div><div>Local Climate Survey</div><div></div><div>STANDARD MET</div></div><div><div>Access to a Broad Course of Study</div><div></div><div>STANDARD 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></div><div>STANDARD MET</div></div><div><div>Implementation of Academic Standards</div><div></div><div>STANDARD MET</div></div><div><div>Parent and Family Engagement</div><div></div><div>STANDARD MET</div></div><div><div>Local Climate Survey</div><div></div><div>STANDARD MET</div></div><div><div>Access to a Broad Course of Study</div><div></div><div>STANDARD MET</div></div></div>



- An analysis of 2018-19 enrollment demographics for ACLC and AUSD schools indicates the following AUSD schools are the closest in composition for comparison purposes (by grade span):
 - Wood Middle School and Encinal Junior Jets (6-8)
 - Encinal High School (9-12)
 - Alameda High School (9-12)
- The above schools are all relatively close to ACLC geographically. Additionally, Wood, and Encinal Junior Jets have all in the past 6-7 years formed/reorganized and had open enrollment practices, drawing students from beyond their traditional/historic boundaries.
- Academic performance
- Overall, ACLC has a 6-12 program that had 58.6% of its students meet or exceed standard in the 2018-19 Math SBAC and 75% of its students in meet or exceed standard in the 2018-19 ELA SBAC. For the same assessment, AHS students scored 61.75% in Math and 83.33% in ELA. For the same assessment, Encinal Jr. & Sr. High students scored 42.34% in Math and 63.77% in ELA. 41.5% of students at Will C. Wood Middle School met or exceeded the standard for Math and 56.02% for ELA for the same assessment.

					<div><div><div><div><div>Alameda High School</div><div>ENGLISH LANGUAGE ARTS RESULTS</div></div><div><div>ACLC</div><div>ENGLISH LANGUAGE ARTS RESULTS</div></div></div><div><div><div>Encinal Jr./Sr. High</div><div>ENGLISH LANGUAGE ARTS RESULTS</div></div><div><div>Will C. Wood Middle School</div><div>ENGLISH LANGUAGE ARTS RESULTS</div></div></div></div><div><ul style="list-style-type: none">In English Language Arts, Alameda High School slightly outperforms ACLC students in the standard met and exceeded for its student groups including students who identify as African American, Hispanic, Asian, and White, while more ACLC students who identify as African American, Hispanic, and White, met or exceeded the standard than Encinal Jr. & Sr. High and Wood Middle School. The percent of Encinal Jr. & Sr. High and Wood Middle School's students who identify as Asian who met or exceeded the standard was roughly the same as ACLC. All schools show considerable achievement gaps within schools between student groups.</div><div><div><div><div>Alameda High School</div><div>MATH RESULTS</div></div><div><div>ACLC</div><div>MATH RESULTS</div></div></div><div><div><div>Encinal Jr./Sr. High</div><div>MATH RESULTS</div></div><div><div>Will C. Wood Middle School</div><div>MATH RESULTS</div></div></div></div><div><ul style="list-style-type: none">In Math, ACLC's percent of students who identify as African-American, Hispanic, Asian, and White exceeded by those at Encinal Jr. & Sr. High and Will C. Wood Middle School, while the percent of all student groups who met or exceeded the standard with the exception of students who identify as White, was about the same when compared to Alameda High School.</div></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	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	3.5	<div>Description of Curriculum<ul style="list-style-type: none">ACLC's stated mission is to empower all students to take ownership of their educational experience, to celebrate their diverse community, and to actively participate as members of a democratic society.ACLC outlines nine principles that represent the schools core values and align with their expected learning outcomes. These are curiosity, organization, persistence, compassion, problem solving, courage, teamwork, integrity, and accountability.</div>

		<p>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 sub-groups at a rate exceeding other schools with similar demographics.</p>	<p>with special education plans are making inadequate progress. The achievement gap among subgroups is on par with those in similar or surrounding schools.</p>		<ul style="list-style-type: none">• ACLC’s description of its educational model emphasizes a foundation of project-based learning to create a dynamic classroom approach in which learners actively explore real-world problems. Also described is a participatory governance model in which learners, parents, and facilitators are empowered to create and sustain the educational program. The Charter Renewal Petition states that the vision is to transform the learning environment from a teacher directed system to a self-directed learning environment. Page 11 of the Charter Renewal Petition includes a detailed list of the school’s salient tenets from research and additional areas considered for younger learners.• The 6-12 program is comprised of 60-80% seminar time with the remainder spent in independent project time or attending community college classes. Seminars include math, science, language arts, foreign language, and social studies.• The 6-12 program’s philosophical, theoretical, and research base for the program’s vision are detailed on page 19-23 of the Charter Renewal Petition. A stated focus in seven instructional/learning strategies can be found on page 19.• ACLC uses NWEA MAP as a screener for formally identifying students with academic needs. There is a learning lab period to support students with IEPs/EL’s or who need extra time/support in various subject areas. <p>General Comments:</p> <ul style="list-style-type: none">• There is evidence of teacher collaboration to deliver instruction. Similar models of delivering instruction were observed. Student learning tasks are correlated to support learning standards, although not always rigorous for students to fully meet the standard.• There are written procedures in some classes and students were observed working with peers to create group projects. Students need more time to process and discuss their thinking with peers.• In three classrooms observed, an additional adult provided 1:1 assistance as needed for a variety of students, including Sped and struggling students.• Teachers have had limited training in Integrated and Designated ELD.• In 0 of the 18 classrooms observed was there evidence of Integrated ELD.• In 2 of the 18 classes, vocabulary was being taught but in one class it consisted of students reading and writing down a definition. In the other class, they were defining what their assigned word meant with words and a drawing (Geometry). However, these are not examples of Integrated ELD.• The high school Designated ELD class was a study hall, which is not Designated ELD. 2 of the 4 students in this class were working on math homework. One student was working on science homework and the fourth student was working on a senior project. Therefore, there was no evidence observed that Designated ELD is being implemented. Additionally, it is only scheduled twice a week for both middle school and high school students. It should be 4-5 times a week.• Teachers meet consistently to discuss specific students that are struggling.<ul style="list-style-type: none">◦ The concern is that students at the Emerging/Lower Expanding Level are not receiving Designated ELD. Only the English Learners that are struggling are being pulled out for intervention services, which is not Designated ELD. <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 support when students need it.• 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.• Push-in support is frequently beneficial to students. Instruction and supports to students could be strengthened with a co-teach model in general education. This could possibly be accomplished
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					<p>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.</p> <ul style="list-style-type: none"> • The Resource Room uses an “in-seminar” approach to support students with disabilities separate from the push-in supports provided in general education. Students may access the Learning Lab or are regularly scheduled. For example, if testing in a quiet environment is needed, they may access the resource room. • Technology was observed to be utilized in the resource classroom. Staff shared that computers are used for online learning, computer-assisted learning and additional supplemental learning support. • Speech and language, OT and Psychological Services are available as needed. A SLP is listed to be part of the staff while some services are contracted. • The school employs an experienced Director of Education. Through her collaboration with the SELPA, compliance and procedures are maintained. SEIS assists with the monitoring of compliance and procedures. • Two Education Specialists are on staff. A Paraprofessional provides additional support as needed in the resource room and general education. <p>Recommendations: Develop a program that can deliver designated ELD. Train staff in integrated and designated ELD. Review grade level standards with staff and look at tasks that are aligned to the standards. Review engagement strategies and checking for understanding strategies. Be clear and communicate to learners the objective of assignments, how they align to the standards, and why the task is important.</p>
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.	3.5	<p>ALCC describes their mission as preparing learners to be successful citizens for the 21st Century by becoming self- motivated, competent and self-directed lifelong Learners. The vision is to transform the learning environment from a teacher-directed system to a self-directed learning environment in which teachers are “Facilitators and Learners” and students are “Learners and Facilitators.” They describe several tenets to this work in their Charter Renewal Petition on page 11.</p> <p>General comments:</p> <ul style="list-style-type: none"> • Overall, students were attending to instruction and following directions in class. They completed assignments and were engaged in reading, writing, math, and science tasks. Some classes were engaged in tasks that do not align with literacy or content standards for the grade level. In ELA, 2 out of 3 classes were working on tasks that are grade level aligned. • During whole-class discussions (Visiting team saw 7 teacher-led whole class lessons), not all students were engaged. Whole-class instruction consisted largely of teacher talk in which student engagement was often passive. • In 6 of the 18 classrooms observed students were observed working with partners and in small groups. The group work in all 3 classrooms was creating a poster. It was difficult to understand what the objectives/goals of the lessons were and the purpose of creating the posters beyond what 2 students stated, “We’re making them so we can put them on the wall.” Additionally, there were no structures in place for the partner or group work. Most students were working together but not everyone was contributing content to the poster. • In 2 of the 18 classrooms visited students were working individually and silently. • There was independent work in 9 out of 18 of the rooms visited (expectations for work behavior were in all classrooms, and students effectively self-managed their work with autonomy.) • Formative assessment during instruction was observed in 4 out of 18 classrooms visited. In the 4 classrooms, there were no adjustments made to instruction based on the formative assessment. • In the 6 of 18 classrooms observed were engaged with grade level standards. In 5 of 18 classes, students did not know the purpose of what they were doing • 1 of 18 classrooms had a lecture which held students’ attention but had low level of interaction. 1 classroom was doing student presentations with students giving feedback first and then the teacher; more than half of the students lost interest while teacher was talking and engaged in other activities. 6 of 18 classrooms were engaged in partner or small groups work however there were no protocols that ensured an equitable distribution of thinking and work

					<ul style="list-style-type: none"> In 1 classroom, students were given a variety of creative ways to show their mastery of standards but the results did not support the complexity of the standards. <p>Recommendations: Review checking for understanding strategies, standards aligned tasks and strategies for active engagement. Create a sustainability plan for training new teachers on Project-based Learning and how to create projects that are rigorous and standards aligned.</p>
1.4	Uses the results of evaluation and assessment as the basis for the allocation of appropriate resources to promote high levels of student achievement.	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 available, but not effectively utilized to increase student achievement. There is little monitoring of the use of resources for the optimization of student needs.	3.5	<p>As evidenced in the analysis section of ACLC's LCAP Annual Update, the school uses the results of evaluation and assessment as the basis for future allocations of appropriate resources to promote high levels of student achievement. From 2017-18 to 2019-20 examples include:</p> <ul style="list-style-type: none"> Renewal of NWEA MAP license <p>Pages 38-41 of the Charter Renewal Petition include additional examples of specific goals/allocations of resources based on evaluation evidenced in the Charter Renewal Petition.</p> <p>There is an identified Reclassification Criteria for English Learners. Assessment is also being used to determine which English Learners receive push-in and pull-out services.</p> <p>There was no evidence that data is being collected specifically around Long Term English Learners and At-Risk English Learners. Additionally, such students are not receiving direct English Learner services.</p> <p>Students are tracked into learning labs based on grades.</p> <p>Recommendations: Provide curriculum for the services you are providing to your EL students. Train teacher in designated ELD and hold class 4 times per week. Create a universal standards aligned grading system that will take the subjectivity out of grades. Use data that is less subjective to determine intervention services and support.</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>On page 64 of the Charter Renewal Petition ACLC states, "ACLC is a self-governing, Learner-operated community with respect to Learner behavior. In many ways this constitutes a strength that supports student safety since the Learners establish the rules of the community and are therefore very conscious of the impact of their behavior on the entire community. Certainly, Facilitators, as the adults responsible for overall safety of the program, take strong action as necessary in the case of an emergency or unsafe situation. However, the Learner community and Facilitators have created the ACLC Rule Book and share the responsibility for creating and maintaining a safe community through the Judicial Committee."</p> <p>General comments:</p> <ul style="list-style-type: none"> Because students can attend ACLC for 7 years, they develop strong connections, students develop confidence over the years. Project-based Learning, Learning Lab, Camping Trip, Mentor Program all contribute to student to student and student to teacher relationship and community building. They have a JC Class where they receive referrals from teachers. The justice is centered around consequences for violations of school rules/norms. Students lead the class, with some support from the classroom teacher. The focus in each of the conversations with the "offender" was centered on restoring community. The "offender" fully participated and was invested in making things right. It was very apparent that the class had been running, all of the participants were well versed in the expectations and the entire process was centered around ensuring that the school community thrived. Students felt they have a voice in their classrooms. They are constantly asked to participate in class discussions, prompted to give positive shout-outs, and students were comfortable in participating in class. A positive and accepting school culture was easy to visibly observe. While the Judicial Committee plays a positive role on campus, students expressed there being so many rules they do not know what is expected and that the consequences are very punitive.

					<p>Recommendations: Train teachers and Judicial Committee members in restorative practices. Survey students about judicial committee for recommendations and updates.</p>
1.6	<p>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</p>	<p>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 in the development of a school accountability report card as required by law.</p>	<p>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.</p>	4	<p>ACLC tries to maximize the role of the learner in self-management and governance at the 6-12 level. The learners serve on all levels of the governance team.</p> <p>ACLC regularly involves a range of stakeholders in accountability reviews and routinely reports out on the school's progress toward goals. Methods include school committees, school site council, the CLCS governing board, PTSA, school wide events, the overall WASC/LCAP processes.</p> <p>There was evidence that ACLC conducts ELAC meetings in support of their English Learner families.</p> <p>The CLCS board regularly receives input from students, staff, and parents through participation in school and CLCS board meetings, through a dedicated feedback email address, and in informal communication.</p> <p>ACLC provides performance data to AUSD consistent with its Charter and applicable MOUs.</p>
1.7	<p>Maximize access to learning environment for all students</p>	<p>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.</p>	<p>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.</p>	3.5	<p>ACLC has made it a priority to reduce chronic absenteeism and their suspension rate. They have hired a truancy officer and an additional campus supervisor to help track data, provide interventions and provide positive reinforcement for students.</p> <p>ACLC has made some great strides in reducing the suspension rate for African American students. In 2018/19 the suspension rate decreased by 16.3%. Their overall suspension rate is 4.1% which decreased by 1.5% from the previous year.</p> <p>See chart below.</p> <p>Recommendations: Consider training staff in PBIS having common expectations across the campus around behavior and positive reinforcement. Train all staff in restorative practices, consider a common social emotional Tier 1 curriculum.</p>

ACLC’s performance on the Fall 2018 California School Dashboard is as follows:

Subgroup	Suspension Rate	ELA	Math
All Students	GREEN Medium (4.1%) Decreased (-1.5%)	GREEN High (29.8 below) Decreased Significantly (-15.2)	GREEN High (5.6 above) Decreased (-5)
English Learners	YELLOW High (6.4%) Decreased (-1.5%)	ORANGE Low (9.1 below) Decreased Significantly (-37)	ORANGE Low (26.7 below) Decreased (-9.7)
SED	YELLOW High (5.9%) Decreased (-1.6%)	ORANGE Low (14.6 below) Decreased Significantly (-15.5)	YELLOW Low (39.6 below) Increased (12.7)
SWD	GREEN Medium (2.8%) Decreased (-6.7%)	N/A Low (8.8 below) Increased Significantly (45.9)	N/A Low (61.9 below) Decreased Significantly (-19.9)
African American	GREEN Medium (3%) Decreased (-16.3%)	N/A Low (26 below) Decreased (-6.5)	N/A Low (42.6 below) Increased Significantly (45.2)
Asian	ORANGE High (6%) Increased (3.2%)	GREEN High (10.8 below) Decreased Significantly (-59.1)	GREEN High (9.4 above) Decreased (-14.2)
Hispanic	GREEN Medium (2.9%) Decreased (-2.9%)	N/A Medium (9.3) Increased (7.8)	N/A Low (28 below) Increased Significantly (24.6)
2 or more races	YELLOW High (5.8%) Decreased (-1.4%)	N/A High (29 above) Decreased Significantly (-22)	N/A High (17.5 above) Maintained (-2.5)
White	GREEN Medium (4%) Decreased (-.5%)	BLUE Very High (58.4 above) Increased (11.2)	GREEN High (21.3) Decreased (-11.8)

The n/a-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.

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.	4.5	<p>Parents/guardians were able to clearly communicate many, if not all, of the school’s key mission/vision components. They discussed the school’s focus on personalized, flexible, and choice-oriented learning environments. They also talked about the school’s celebration of diversity, the students’ ownership over their learning, and the level of participation students have in the overall school leadership. They also felt like the campus welcomes learners that have traditionally not found their peer group at other schools. Many of the parents expressed that their children were bullied or unhappy at their previous school but were able to find their peer group at ACLC.</p> <p>Parents/guardians also discussed their appreciation of the school’s level of communication, particular in digital form. They felt informed about school activities and key issues. This in turn translated, for them, into greater awareness and engagement in the school’s mission and vision.</p> <p>Teachers were able to communicate the mission/vision to AUSD staff during site visits. Implementation of the vision (specifically the emphasis on project-based learning, independent learning, and a flexible learning environment.</p> <p>The CLCS governing board engaged in a strategic planning process intended to link the school’s mission and vision to Board and school level decision making. CLCS Board considers progress toward school mission every other month and at public board meetings. They are continuing to work on strategic goals and planning moving forward.</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>ACLC leadership has implemented a short and long-term professional development cycle that supports a range of staff needs including capacity building for individuals and team, implementation of school initiatives, and personal choice. The leadership team and teacher focus group both described PLC Wednesdays, a time that rotates in purpose to serve different needs. Current PD includes monthly MTSS meeting and an ongoing equity-based strand (3 year project). PD topics are informed by staff surveys and other input as well as the leadership team’s needs assessment. Teachers report enjoying the ‘facilitator scholar strand’ implemented in recent years. This allows each staff member to choose a research topic, engage in inquiry, and present their learning at the end of the year in a colloquium format. Other use of shared PD time have included data chats focusing on MAP, grades, and other available data, meetings with the school’s equity consultant, and co-planning curriculum.</p> <p>There is strong evidence of leadership designing structures to support and sustain a school culture conducive to staff professional growth. Staff generally report having a strong voice in selection of PD topics and the alignment of the PD received to their daily work.</p> <p>Recommendations: Consider additional training in project-based learning as well as an in-depth look at the standards and how the tasks in project-based learning are standards aligned.</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 not systematic and are resolved through the Uniform Complaint Process or a process that provides equivalent procedural protections.	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.	5	<p>School has adopted uniform complaint policy. Both school leadership and governing board demonstrate understanding of their respective roles in that complaint process. District has received several inquiries from ACLC stakeholders during the most recent charter term regarding what ACLC's complaint policy is and where to find it. Complaint policies have not consistently been available in a prominent place on the school's website.</p> <p>Student feedback regarding inclusivity and fairness was consistently positive.</p>
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>With new Commission on Teacher Credentialing (CTC) credentialing requirements in place for Charter schools, ACLC has outlined a plan to be compliant with the new guidelines outlined in Education Code Section 44258.10 by the established deadline. ACLC has been working consistently with Alameda Unified to ensure that staff is properly credentialed. A review of the current year's credentialing information found that those teaching core classes as defined by CDE held proper credentials. While staff were properly credentialed, not all teachers held an English Learner Authorization. ACLC indicated that they will be checking to make sure that teachers who do not possess an English Learner Authorization are not providing instruction to EL students.</p> <p>Governing board has developed new member onboarding process designed to ensure new members have a foundational understanding of Charter law. Board receives training on Brown Act. Board has clear understanding of its role versus the role of the Executive Director and provides oversight of decision-making by senior staff.</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	School provides required data to AUSD on a regular basis, although reporting is not always timely. School and AUSD successfully negotiated and implemented facilities agreement and operational MOUs during previous Charter term.
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	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	5	<p>Governing Board has clear understanding of its role versus the role of the Executive Director and provides oversight of decision-making by senior staff. Both board and senior leadership were able to articulate their various roles. Board bylaws clearly set out rules governing the board. Stakeholders have multiple ways to provide feedback and student and parent feedback regarding ability to provide inputs was consistently positive.</p> <p>In addition to Governing Board, ACLC has its own school-specific operational board.</p>

		<p>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 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.</p>	<p>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 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.</p>		<p>School board has decision-making authority on academic matters including curriculum, and provides input on school-level expenditure decisions.</p> <p>Board members and staff were able to verbally articulate respective roles. School has begun to develop written materials delineating respective responsibilities of governing board, school-level board, and management staff.</p> <p>Minutes of governing board meetings are kept and are available on the school’s website.</p>
2.7	Ensures implementation of the student recruitment, retention, and enrollment process intended in the charter and as defined by statute and regulation	<p>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.</p>	<p>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.</p>	5	<p>School’s demographics broadly reflect successful recruiting strategies among a variety of communities. ACLC’s demographics have shifted significantly in the past five years. The number is EL’s and socioeconomically disadvantaged students have doubled and tripled while Special education numbers have been consistent between 8 and 10%. ACLC now closely reflects the schools demographics that surround them.</p> <p>Lottery recordkeeping is consistent with law and Charter procedures. AUSD staff observed the lottery process on more than one occasion 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. re-teaching, 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.	4	<p>ACLC utilizes a range of assessment tools to measure learner understanding and skill acquisition. In addition to established state assessments, ACLC implements internal formative and summative assessment and senior portfolios/projects. Baseline assessments are used at the beginning of the school year to gauge level of mastery and inform each facilitator's instructional planning. Formative assessments are used ongoing to measure mastery. ACLC has made tremendous progress in the implementation of NWEA MAP testing and benchmarks in core courses such as ELA, Math, and Science. It is unclear at this time how these benchmarks are linked to the standards as they are internally written, often based on the curriculum. A full description of ACLC's assessment methods can be found in the Charter Renewal Petition on pages 42-46.</p> <p>Recommendations: Utilize question groups and tasks from the Interim Assessment Blocks to align instruction and curriculum to the standards.</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.	4	<p>On page 38-41 of ACLC's Charter Renewal Petition, school goals are established by content area. The goals are directional in nature (maintain, increase, maximize, implement) but do not include specific targets. Within the school's LCAP, more specific targets are established for 2018-19 and 2019-20 school years. These goals are established within specific metrics that the school is monitoring over time. An example is ACLC's goal of collecting and analyzing data to drive instruction and curriculum access for all learners.</p> <p>Other goals set in the LCAP include increasing the percentage of learners becoming college and career ready and access to basic services, supports and interventions.</p> <p>Overall the school does establish both short and long-term goals that are generally linked to measurable metrics which can be monitored over time. Through the LCAP and the Charter Renewal Petition there is evidence that the school is monitoring and evaluating the success of the program through analysis of the established LCAP goals/metrics. This can be observed in detail within the LCAP Annual Update section.</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>There are clear fiscal policies to ensure that public funds are used appropriately and directly related to the school's purpose. Reviewed the following CLCS/ACLC/NEA Fiscal Policies and Procedures: Budget Development and Oversight Calendar and Responsibilities, Controls, Budget and Fiscal Management, Negotiating Funding Entitlements, Budget and Fiscal Reports, Property and Liability Insurance, Board Compensation, Authority to Enter Into Contracts and Agreements, Conflict of Interest, Fundraising, Grant Solicitation and Donation Recognition.</p> <ul style="list-style-type: none">Based on review of the 17/18 Audit Report, there were no audit findings.EdTec reconciles school's bank accounts to the general ledger on a monthly basis and prepares 1) Balance Sheet, 2) Budget to Actual Comparison, 3) Cash Flow Statement. After they are reviewed by the Executive Director and Finance Committees, they are presented to the Board by EdTec.Per conversation with the CEO and COO school leadership prioritizes funds to maintain functional, clean and safe learning environment, and to provide adequate materials and equipment to support student learning.The Finance Committee of ACLC/NEA works with Executive Director, or the COO in the Executive Director's absence, and EdTec 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 Executive Director, or the COO in the Executive Director's absence, and EdTec work with CLCS Finance Committee to prepare a set of proposed budget development principles for the ACLC/Nea Governing Boards and ACLC/Nea Finance Committees. The budget is monitored and revised during interim reporting and on an ongoing basis by the Executive Director, EdTec, Finance Committee, and Governing Board.Based on review of the 17/18 Audit Report, there were no financial statement findings. <p>The school maintains a high reserve level. Per review of the charter's 18/19 Unaudited Actuals, the school ended the year with 50% in reserves.</p>
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 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.	Annually audited budgets are not made available and accessible to the public. Audit findings remain unresolved, or 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.	5	<ul style="list-style-type: none">An annual financial audit is conducted by Squar Milner, an independent CPA firm.The Charter received an unmodified report with no audit findings in the last three audit reports reviewed. (FY15/16-FY17/18)Per conversation with the Executive Director, the audit report is presented to the Board by the auditors

		<p>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>			
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 will remain consistent at 373 students in 2021-22 which appears reasonable according to the charter's projections. The MYP reflects a corresponding increase to expenditures to reflect this anticipated increase to enrollment.
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>Actions and services outlined in LCAP are aligned to stated program goals including the overall Vision/Mission. A key element of ACLC's vision includes a 'highly collaborative and flexible learning community accessible to all learners and learning styles.' This vision translates into LCAP goals that include:</p> <ul style="list-style-type: none"> Ensuring all students demonstrate academic growth and proficiencies so they leave K-12 ready for college/career Engage parents, staff, and community to promote unique educational opportunities for students <p>Most of the key actions and services support the vision/goals. Aligned professional development (project-based learning, student centered learning, equity, mindfulness), personnel (ELD Specialist, College and Career Counselor, SpED support staff), assessment systems to generate individual student data, inclusive instructional materials, and parent education, all reflect the school's commitment to their vision/mission.</p> <p>Auditors are required to review the charter's LCAP and select a sample of expenditures to ensure they are consistent with the actions or services in the LCAP. There were no findings identified in the 17/18 audit report.</p>
4.6	School projects to maintain financial	Multi-year budget projections based on sound and transparently disclosed assumptions; current multi-	Multi-year budget based on inconsistent, unreasonable, or unclear	5	<ul style="list-style-type: none"> The school maintains high reserve levels and Multi-year Projection (MYP) and cash flow show that the school will end fiscal year 2021-22 with a positive

	viability during proposed renewal charter term	year budget equivalent to a district budget which would receive a “Positive” certification from the Alameda County Office of Education.	assumptions; current multi-year budget equivalent to a district budget which would receive a “Negative” certification from the Alameda County Office of Education.		balance. <ul style="list-style-type: none">• Multi-year Projection is equivalent to a district budget which would receive a “Positive” certification from the Alameda County Office of Education.
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