

To: Alameda Unified School District Board of Education

From: AUSD Charter Petition Review Committee
 Kelly Lara, Director of Student Services
 Sandy Wong, Coordinator of Employee Labor Relations
 Shariq Khan, Director of Fiscal
 Robbie Lyng, Director of Maintenance, Operations and Facilities
 Susan Mitchell, Director of Special Education
 Tracy Rohlfig, Coordinator of Assessments
 Steven Fong, Director of Teaching and Learning

Re: New Charter Petition, Academy of Alameda K-5 Elementary School

The AUSD Charter Petition Review Committee respectfully recommends to the Alameda Unified Board of Education that the Academy of Alameda K-5 Elementary School Charter be approved.

Process for Approving/Denying a New Charter Petition

New charter petitions must contain each of the following criteria to be approved by the AUSD Governing Board.

1. Charter School petition must contain the required number of signatures (Education Code 47605). The petition must be signed by:
 - A number of parents or guardians who are meaningfully interested in enrolling their children in the charter school during its first year of operation and represent at least 50% of the expected first-year enrollment.

-OR-

- A number of teachers who are meaningfully interested in teaching at the charter school during its first year of operation and represent at least 50% of the number of teachers that the charter school estimates will be employed in the school during the first year of operation.

The Academy of Alameda submitted the signatures of 4 teachers with their charter petition. The Academy intends to open with 2 kindergarten classrooms and 2 first grade classrooms which would require 4 teachers. Thus, the Academy of Alameda meets the requirement of turning in at least 50% of their anticipated teacher signatures. Per California Education Code 47605[a], the teachers signing the petition must meet the credential standard for the proposed school.

2. A complete charter petition must address all of the required elements outlined in California Education Code 47605.

Element	Statutory Reference
Description of the educational program of the school, including what it means to be an “educated person” in the 21 st century and how learning best occurs.	E.C. § 47605(b)(5)(A)
Measurable pupil outcomes	E.C. § 47605(b)(5)(B)
Method by which pupil progress is to be measured	E.C. § 47605(b)(5)(C)
Governance structure	E.C. § 47605(b)(5)(D)
Qualifications to be met by individuals employed at the school	E.C. § 47605(b)(5)(E)
Procedures for ensuring health & safety of students	E.C. § 47605(b)(5)(F)

Means for achieving racial and ethnic balance	E.C. § 47605(b)(5)(G)
Admission requirements, if applicable	E.C. § 47605(b)(5)(H)
Manner for conducting annual, independent audits and for resolving exceptions or deficiencies	E.C. § 47605(b)(5)(I)
Suspension and expulsion procedures	E.C. § 47605(b)(5)(J)
Manner for covering staff members through the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security	E.C. § 47605(b)(5)(K)
Attendance alternatives for pupils residing within the district who choose not to attend the charter school	E.C. § 47605(b)(5)(L)
Employee rights of return, if any	E.C. § 47605(b)(5)(M)
Dispute resolution procedure for school-authorizer issues related to the charter	E.C. § 47605(b)(5)(N)
Statement regarding exclusive employer status of the school	E.C. § 47605(b)(5)(O)
Procedures for school closure	E.C. § 47605(b)(5)(P)

3. The petition must identify that the charter school shall be nonsectarian in their programs, admission policies, employment practices, and all other operations. The petition must identify that the charter school shall not charge tuition, shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability, and shall admit all students who reside in California who wish to attend.
4. The petition must outline that an employee of the school district cannot be required to be employed in a charter school, a pupil enrolled in the school district cannot be required to attend a charter school, and no charter shall be granted that authorizes the conversion of any private school to a charter school (Education Code 47605 and 47602).
5. The petition must indicate the charter's proposed location within the geographic boundaries of the school district receiving the petition. The petition must include a description of the facilities to be used and specific where the charter school intends to locate (Education Code 47605).
6. The petition must include a multi-year budget.

The AUSD Governing Board may grant initial approval of a charter for a period of up to 5 years.

Process of Analysis and Review

Alameda Unified staff convened a committee of District Office stakeholders who have expertise in student services, enrollment, human resources, fiscal, facilities and operations, special education, assessments and accountability, and curriculum and instruction. The committee members each reviewed the charter petition focusing on their specific area of expertise. Each committee member then completed a rubric and provided written feedback about the charter as it relates to their focus area. Each committee member participated in an interview of the Academy of Alameda K-5 Charter Leadership to seek further information and clarification on the charter petition.

Rubric

The following rubric was used as a tool to assist reviewers in analyzing the charter. The rubric was provided to the Academy of Alameda leadership team in May 2014 to aid them in writing their charter petition.

Charter Petition Evaluation Rubric

School Name: Academy of Alameda K-5

This template is designed to guide review of charter school petitions. Throughout the evaluation, you are asked to rate the response as *Inadequate*, *Approaches*, *Meets*, or *Excels*:

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Criteria for each section define the qualities of an “Excels” response in relation to the specific topic. In addition, the following rating definitions should guide your assessment:

- **Inadequate:** The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the petitioner’s understanding of the issue in concept and/or ability to meet the requirement in practice.
- **Approaches:** The response addresses most of the selection criteria but lacks some meaningful detail and requires important additional information in order to be reasonably comprehensive.
- **Meets:** The response indicates solid preparation and grasp of key issues that would be considered reasonably comprehensive. It contains many of the characteristics of a response that excels even though it may require additional specificity, support, or elaboration in places.
- **Excels:** The response reflects a thorough understanding of key issues and indicates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

At the end of each section, you will identify “Criteria Satisfied” and “Criteria Not Sufficiently Addressed, Concerns, and Additional Questions.” Those sections allow you to explain and elaborate on your ratings. Your comments are essential to staff’s understanding of your assessment. Your questions and comments are relevant to subsequent capacity interviews, public hearings, and internal deliberations.

EVALUATION INSTRUCTIONS

The evaluation has four parts corresponding to key aspects of the petition:

- I. Executive Summary**
- II. Educational Program**
- III. Petitioner Capacity**
- IV. Sixteen Elements**

Each Part is divided into sections addressing key provisions of the Charter Schools Act and the quality of a charter petition.

IMPORTANT:

- Read the relevant section of the petition.

- Read the evaluation criteria and mark the box that best fits your assessment of the response (*Inadequate, Approaches, Meets, or Excels*).
- In those instances where the criteria are *bulleted*, you are expected to evaluate the criteria as a whole. In those instances where the criteria are *numbered*, you are expected to evaluate each criterion individually.
- For Parts II-IV, use the “Criteria Satisfied” text box to identify key strengths. Reference specific sections and page numbers.
- For Parts II-IV, use the “Criteria Not Sufficiently Addressed, Concerns, and Additional Questions” text box to identify key concerns and to identify questions that are important to getting a full understanding of the plan. Reference specific sections and page numbers.
- For Parts II-IV, use the “Summary” boxes at the end to highlight the key strengths and concerns that you have for that Part of the petition as a whole.

NOTE: *Many charter applications may not likely follow the format or sequence of this rubric. In many instances it will be necessary to review multiple sections of the petition before returning to the rubric to assess one of the following areas identified for evaluation.*

I. EXECUTIVE SUMMARY

Reviewer: Kelly Lara, Director of Student Services

NOTE: An Executive Summary is **NOT** a legally required element of a charter petition and therefore may not be specifically identified in the charter petition. However, the petition must include a description of what it means to be an educated person in the 21st century and how learning best occurs." In addition, the petition must include the objective of "enabling pupils to become self-motivated, competent, and lifelong learners."

The Executive Summary provides a comprehensive overview of the proposed plan. The Executive Summary should present the school's mission, vision, values, and school educational philosophy.

An Executive Summary that excels will articulate the following:

- A Mission Statement that is clear and compelling; focuses on improving educational outcomes; and establishes a set of priorities that are meaningful, manageable, and measurable;
- A Vision Statement that describes what brings to life a student's daily experience at the school including rituals, expectations, and co-curricular activities;
- A defined **Educational Philosophy and Approach** – including what it means to be an "educated person" in the 21st Century and how learning best occurs– that is aligned with the mission statement, proven effective for the target population, and applicable to varied teaching and learning styles (§ 47605(b)(5)(A) (Element 1);
- The goals identified in the educational program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners; and
- An organizational team that is diverse, supportive, and committed to advancing the mission of the proposed school.

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

The Academy of Alameda K-5 Charter presents a well thought out mission and vision statement that focuses on the whole child, both academic and social-emotional development. For example the mission of the school is to equip students "with critical thinking skills, knowledge, mindset, and personal qualities to be successful in college." The description of what it means to educate students for the twenty-first century is research based and measurable. The Academy of Alameda intends to:

1. Provide students with a solid educational foundation in literacy and numeracy so that students have the skills to participate in a knowledge based economy.
2. Support students with their behavioral and emotional development so that they can be engaged in their own learning.
3. Provide students with unique individual learning opportunities, and
4. Foster high expectations for all students.

II. EDUCATIONAL PROGRAM

Statutory References:

E.C. § 47605(b)(1)

E.C. § 47605(b)(5)(A)-(C)

The education program should tell you who the school expects to serve; what the students will achieve; how they will achieve it; and how the school will evaluate performance. It should give you a clear picture of what a student who attends the school will experience in terms of educational climate, structure, materials, schedule, assessment, and outcomes.

A. TARGET POPULATION

Reviewer: Adelita Martinez, Coordinator of ELD

NOTE: Detail in this area is often lacking in charter petitions but has been assessed by the district in its experience creating new schools to be a critical factor in the success of proposed educational programs.

A description of the Target Population excels if it has the following characteristics:

- Coherent description of the students the school expects to serve based on understanding of the district population and the location in which the school expects to operate;
- Demonstrated understanding of the educational needs of the target population; and
- Explanation of how the mission and vision align with the needs of the target population.

TARGET POPULATION

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

ANALYSIS: TARGET POPULATION

If Meets or Excels; Strengths	Reference	If Approaches or Inadequate; Concerns & Additional Questions	Reference
<p>The petition states that they will make home visits with every family. The petition states that they will hire Literacy coaches. The petition has cited many different bodies of research in support of what they will be implementing. For example, Project Based Learning, weekly collaboration, and co-teaching. The petition states that there will be a reclassification criteria. It is stated that school wide benchmark assessments will be used and reflected on during collaboration time.</p>		<ul style="list-style-type: none"> • The petition states that AoA will have smaller classroom size, but it does not specify the specific number of students that will be in each classroom. • The petition does not indicate if there will time allotted for designated ELD and does not outline a plan to provide support for teachers in this area. • The petition does not outline a plan of action to support long-term English Learners. 	

B. PHILOSOPHY AND APPROACH TO INSTRUCTION

**Reviewer: Steven Fong, Director of Teaching and Learning
Adelita Martinez, Coordinator ELD**

A description of the Educational Philosophy and Approach to Instruction excels if it has the following characteristics:

foundational for future success.	Pg. 15		
Engagement of students through building upon prior knowledge and background – targeting of Zone of Proximal Development (ZPD).	Pg. 15		
Academy Formula for Learning: Targeted Instruction + Time = Learning.	Pg. 16		
Use of RtI model to provide specific, timely intervention.			
Focus on Socioemotional Learning (SEL) - setting of standards and goals in partnership with families to provide unified set of expectations.	Pg. 16		
Implementation of SIOP and SDAIE instructional strategies school wide.			
Promotion of Carol Dweck’s research focusing on growth mindset.			
Comprehensive literacy plan.			
Comprehensive parent involvement plan.			
Professional development focused on culturally responsive teaching and the implementation of instructional rounds and lesson study.			
<p>Population Alignment</p> <p>Some specific references are made with regard to the program’s serving of the targeted populations. These include:</p>	Pg. 15		
Engagement as a means of closing the reading gap and as a particular benefit to struggling readers.	Pg. 16		
Personalized pathways to success via an RtI model as a means of systematically providing intervention to students in an immediate, timely, and monitored format.	Pg. 22		
Importance of the “third space” for English Language Development and Academic English Development.	Pg. 23		

Population Alignment

Broadly, there is minimal specific reference to reasoning or evidence indicating that the target population is likely to benefit. No such specific reference exists in the Educational Philosophy (Pgs. 13-14), the first and fourth sub-sections of the ‘How Learning Best Occurs’ section on pages 14-16. This trend continues throughout the Instructional Approach section beginning on page 21 and continuing through page 30. The content of the entire Educational Philosophy and Approach to Instruction do reflect beliefs and methods that are generally consistent with supporting the populations targeted on Page 12 – English Language Learners, students from low income backgrounds, and students with special needs. However, the section lacks specific articulation of how the philosophy and approach will directly serve these populations.

Pages 57-74 comprise descriptions of ‘Plans for Special Learners’ that include English Learners, Students with Disabilities, and Students who are both Academically Low Achieving and High Achieving. However, these plans largely detail the logistical services for each of these groups and not the reasoning/evidence indicating that the target population is likely to benefit from the *Educational Philosophy and Approach to Instruction*.

<p>Students in poverty entering school with vocabulary gap and requiring more support in oral language acquisition.</p> <p><i>In the 9.25.14 interview, AOA staff shared a number of planning components that provided greater context to their vision of how the plan aligns to English Learners and other unduplicated students. These included:</i></p> <ul style="list-style-type: none"> • <i>Embedding SIOP, SDAIE, and Systematic ELD in the curriculum design process</i> • <i>Hiring a Literacy Specialist (stated for Year 1) to carry a 'case load' of English Learners to monitor and support individual progress</i> • <i>Multi-tiered Rtl approach to students requiring intervention.</i> <p><i>Overall, these components of the AOA staff's vision are strongly aligned to The Academy's stated 'formula for learning' (Page 16) of targeted instruction + time = learning.</i></p>			
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C. CURRICULUM FRAMEWORK

Reviewer: Steven Fong, Director of Teaching and Learning

The description of the curriculum should provide the reviewer with a sense not only of *what* the school will teach but also of *how* and *why*. It must present research, applicant experience, and/or reasoning sufficient to convince the reviewer that the applicants have already made sound educational decisions.

A description of the Curriculum Framework excels if it has the following characteristics:

- Mark this box and complete this part, on behalf of the curriculum that has already been selected/developed:**
1. **Alignment:** *Is the selection well-reasoned and aligned with the mission, state standards, and student needs?*
 - A clear description of the framework and research, experience, and/or sound reasoning that demonstrates alignment with the school's mission, state standards, and anticipated student needs;
 2. **Implementation:** *Does the plan demonstrate the resources, scheduling, and professional support needed for effective implementation?*
 - An implementation plan showing persuasively the resources, daily schedule, annual calendar, and professional development that support effective implementation; and
 - A clear description of the manner in which the school will prioritize the implementation of those elements of the proposed educational program that will ensure likely achievement of the goals of the program;
 3. **Evaluation:** *Does the school have strategies to evaluate effectiveness and respond when student performance falls short of goals?*

- Effective strategies for evaluating the effectiveness of implementation and responding when student performance falls short of goals.

1. **Alignment:** *Is the selection well-reasoned and aligned with the mission, state standards, and student needs?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2. **Implementation:** *Does the plan demonstrate the resources, scheduling, and professional support needed for effective implementation?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3. **Evaluation:** *Does the school have strategies to evaluate effectiveness and respond when student performance falls short of goals?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

ANALYSIS: CURRICULUM FRAMEWORK

If Meets or Excels; Strengths	Reference	If Approaches or Inadequate; Concerns & Additional Questions	Reference
<p>Alignment</p> <p>Description within the ELA and Math areas includes ‘Design Principles’ that outline the curriculum parameters for each content area. These principles are followed by ‘Key Components of the Instructional Program’ that outline the key skills and competencies that students will be expected to develop and key learning conditions. Developed to a lesser extent are description of Social Science, Science, Technology, Physical Education, Creative Arts, and World Language sections.</p> <p>Alignment to Common Core State Standards is emphasized throughout the Curriculum Framework Section. The design principles outlined on pages 34-40 are consistent with the four core components of the mission stated in the introduction. The ‘Plan for Special Learners’ on pages 57-74 includes detailed explanation of systems designed to meet student needs as identified.</p>	Pgs. 34-40	<p>Alignment</p> <p>Question: What are the analogous key skills and competencies and key learning conditions for the content areas beyond ELA and Math? (Social Science, Science, Technology, Physical Education, Creative Arts, and World Languages)</p> <p><i>In the 9.25.14 interview session, AOA staff acknowledged the need to expand their framework in content areas beyond Math and ELA. They also stated their intention to provide targeted professional development to staff in these areas including training on the Next Generation Science Standards (NGSS).</i></p>	

<p>Implementation The plan includes clear prioritization within implementation that is aligned to the Local Control and Accountability Plan (LCAP) template structure. This prioritization includes annual goals, actions to achieve goals, measurable outcomes, and methods of assessment.</p> <p>Professional Development for staff to support implementation is a priority as evidenced by the 10-15 days allocated annually and teacher team PD every Wednesday following early release. This PD is supported by an established PD Team.</p> <p>Professional Development is also specified for classified staff, the administrative team, and Board members.</p> <p>A clear Rubric guides the school's Professional Development expectations for staff.</p> <p>A schedule and calendar are provided demonstrating a clear plan for delivery of the program.</p> <p>Evaluation The plan includes detailed description of systemic strategies for evaluating effectiveness and responding when student performance falls short of goals.</p> <p>For evaluating effectiveness the following are provided:</p> <ul style="list-style-type: none"> • Detailing of Measurable Outcomes – specified by State Priorities identified within the Local Control and Accountability Plan (LCAP) template • Summary of Assessments used to measure student and program • Appendix 6 – Elementary Literacy Assessment Matrices • Appendix 8 – Assessment in ELA and Math Overview 	<p>Pgs. 45-56 and 75-90</p> <p>Pg. 43</p> <p>Pgs. 44-45</p> <p>Appendix 9</p> <p>Pgs. 31-32 and Appendix 3</p> <p>Pgs. 75-90</p> <p>Pgs. 91-94</p> <p>Appendix 6</p>	<p>Implementation Q: How will the implementation of a 'blocked' daily schedule (in which the day is separated into 'blocked' content periods) support the integrated learning discussed in the Project/Problem based learning section? (Page 28)</p> <p>Evaluation</p>	
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While the section titled 'Analysis and Use of Data' (page 95) is brief, the plan does include an extensive description of the school's intended implementation of a comprehensive RtI model within the 'Plans for Special Learners' sections for English Learners, Students with Disabilities, and Students who are Academically Low/High Achieving to respond when student performance falls short of goals.	Appendix 8 Pgs. 57-74		
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Mark this box and complete this part, on behalf of the curriculum that has yet to be developed:

1. **Plan:** *Is there a sound curriculum development plan?*

- A thorough, persuasive plan for development including the research base to be considered and foundation materials;

2. **Schedule:** *Is there a well-defined, realistic schedule?*

- A realistic, time-specific development schedule and clear objectives to be met; and

3. **Responsibilities:** *Are the development responsibilities clear and manageable?*

- Identification of individuals responsible for development and evidence that they are well-qualified for the task.

1. **Plan:** *Is there a sound curriculum development plan?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2. **Schedule:** *Is there a well-defined, realistic schedule?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. **Responsibilities:** *Are the development responsibilities clear and manageable?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

ANALYSIS: CURRICULUM DEVELOPMENT PLAN

If Meets or Excels; Strengths	Reference	If Approaches or Inadequate; Concerns & Additional Questions	Reference
Plan The plan indicates that formal curriculum within ELA and Math "will be chosen based upon the history of success of such curriculums and upon their alignment with the CCSS and with the mission and vision of the academy." Potential selections are listed, though no formal commitment is made. Appendix 4 offers 'Sample	Pgs. 37 and 40	Plan While the 'Plan for Special Learners' does address English Learners, students with disabilities, and students who are high/low achieving, it does so primarily from an RtI perspective in detailing the frame for delivery of services and/or supports. Absent is a formal plan for any curriculum development that will occur to serve these populations.	Pgs. 57-74

<p>Curriculum Maps' for Kindergarten and 1st grade. Appendix 5 provides a list by grade level of the key literacy skills students must master. Appendix 7 provides an overview by grade level of the key math skills that students must master.</p> <p>The plan highlights 'backward design' as a foundational principle of instructional planning and states that teachers will utilize this practice in gaining a "clear idea of the sequential learning objectives for each unit."</p> <p>The 'Plan for Special Learners' includes description of the instructional strategies for specific populations of students to be used in curriculum development. This includes specific note within the English Learner section that teachers will use the Sheltered Instruction Observation Protocol (SIOP) as an instructional framework to design and evaluate three components of every lesson. Following this the plan states that teachers and support specialists will receive ongoing PD in SDAIE instruction, scaffolding, and literacy support to inform their planning.</p> <p>Broadly, the school plan does include numerous citations within the Educational Philosophy and Instructional Approach sections that support and define the school's curricular priorities and beliefs and would certainly guide any future curriculum development process.</p> <p><i>In the 9.25.14 Interview Session, AOA staff provided additional context to the curriculum development plan. This included the hiring of a master teacher in the spring (April/May) preceding the projected opening to spearhead curriculum development. Also stated was the intention to replicate successful practices from partner organizations including charter peers with populations that</i></p>	<p>Pg. 34</p> <p>Pg. 62</p> <p>Pgs. 13-30</p>		
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- A sound plan -- including lead contact, funding, service, and intervention arrangements -- for identifying and meeting the needs of students identified with disabilities;
- Alignment of the special education plan with the core educational program; and
- Evidence of high expectations for students with special needs.

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

ANALYSIS: SPECIAL EDUCATION

If Meets or Excels; <i>Strengths</i>	Reference	If Approaches or Inadequate; <i>Concerns & Additional Questions</i>	Reference
<p>Regarding Special Education:</p> <p>The charter presents a comprehensive inclusion program supported by differentiated instruction and research-based strategies/supports.</p> <p>Regarding Section 504:</p> <p>The charter outlines that all students with disabilities will be fully integrated into the programs at the school and that students will be properly identified, assessed, and provided with necessary supports and services. The charter intends to convene Student Study Teams, comprised of representatives from each stakeholder group, to discuss student's needs and to create a 504 Plan if appropriate.</p>	Pgs 64, 65		

E. SPECIAL POPULATIONS: ENGLISH LANGUAGE LEARNERS

Reviewer: Adelita Martinez, ELD Coordinator

Federal law requires charter schools, like all public schools, to meet the needs of English language learners by helping them gain English proficiency and also make progress in all academic subjects. A plan for serving English language learners excels if it has the following characteristics:

- Demonstrated understanding of the likely English language learner population;
- A sound approach to identifying and meeting the needs of English language learners tailored to the anticipated population;
- A sound approach to helping English language learners fulfill expectations of the core educational program, including a lead contact and intervention process; and
- Evidence of high expectations for English language learners.

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

ANALYSIS: ENGLISH LANGUAGE LEARNERS

If Meets or Excels; <i>Strengths</i>	Reference	If Approaches or Inadequate; <i>Concerns & Additional Questions</i>	Reference

<p>In terms of initially identifying English Learners, the petition states that the Home Language Survey and CELDT will be used.</p> <p>There is reclassification criteria in place to redesignate English Learners.</p> <p>An ELD Specialist will be hired.</p> <p>A Bilingual Coordinator will be utilized.</p> <p>Enrichment/intervention blocks will be implemented 4-5 times a week.</p> <p>RtI will be implemented for struggling students.</p> <p>There is a professional development plan cited to support teachers with effective vocabulary instruction (e.g. Tier words).</p> <p>There will be weekly MDT (intervention) meetings.</p> <p>There is a plan to identify EL typologies in order to use that information to guide instruction.</p> <p>There will be Instructional aides utilized in Kindergarten.</p>		<p>Will there be an allotted time for ELD instruction?</p> <p>What is the plan for supporting teachers with designated ELD time?</p> <p>What is the plan for long term ELs?</p>	
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F. PUPIL OUTCOMES

Reviewer: Tracy Rohlfig, Coordinator Assessments

Pupil outcomes are central to the school’s existence. They represent the school’s definition of success and should drive all aspects of the program and operation. A description of Pupil Outcomes excels if it has the following characteristics:

1. **Alignment:** *Do the objectives align with the mission and vision?*
 - Educational objectives aligned with the mission, vision, and educational program;
2. **Measurement:** *Are the goals clear, specific, and measurable?*
 - Multiple performance measures applied to student learning objectives.
 - Measures include performance goals based on absolute (e.g., proficiency levels), relative (e.g., comparison schools), and individual gains (e.g., year-to-year matched student cohort gains);
 - Goals that are specific, measurable, and time bound;
3. **Performance Level:** *Have the petitioners demonstrated that the target performance levels are both ambitious and attainable?*
 - Performance levels that are both ambitious and realistic including rigorous promotion and graduation standards;
 - Performance levels are considered annually and graduated as needed to sufficiently accelerate learning based on the needs of the target population;

1. Alignment: *Do the objectives align with the mission and vision?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2. Measurement: *Are the goals clear, specific, and measurable?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3. Performance Level: *Have the petitioners demonstrated that the target performance levels are both ambitious and attainable?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

ANALYSIS: PUPIL OUTCOMES

If Meets or Excels; Strengths	Reference	If Approaches or Inadequate; Concerns & Additional Questions	Reference
<p>Alignment: Goals are aligned to outcomes.</p> <p>Measurement: Measurement is aligned to goals and standardized requirements.</p> <p>Performance Level: Performance levels are attainable and reflect progressive growth.</p>			

G. PUPIL PROGRESS

Reviewer: Tracy Rohlfig, Coordinator Assessments

Summative evaluations measure student performance for the purpose of evaluating academic program effectiveness and overall school operation. In other words, they are used to determine how much students have learned.

Formative evaluations measure student performance for the purpose of determining students’ learning needs and to inform instructional strategies. In other words, they are used to determine what students still need to learn.

A plan for evaluating Pupil Progress excels if it uses both formative and summative and includes the following characteristics:

- 1. Assessments:** *Does the school have valid and reliable measures of student progress?*
 - Identification of the expected range of formative and summative assessments including but not limited to state-mandated assessments;
 - Evidence that assessments will be valid and reliable measures of student progress toward achieving the identified Pupil Outcomes.
- 2. Instruction Improvement:** *Does the school have a sound plan for using assessments to inform instruction?*
 - A coherent strategy for using student assessment and performance data to evaluate and inform instruction on an ongoing basis.
- 3. Reporting:** *Is the school committed to reporting and disseminating performance information?*
 - A plan for sharing performance information, including standardized test results, with students, families, and public agencies, as required.
 - A clear description of the manner in which stakeholders will act upon and make use of the performance information provided.

1. Assessments: *Does the school have valid and reliable measures of student progress?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2. Instruction Improvement: *Does the school have a sound plan for using assessments to inform instruction?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3. Reporting: Is the school committed to reporting and disseminating performance information?

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ANALYSIS: PUPIL PROGRESS

<p>If Meets or Excels; Strengths Assessments: Formative assessments feed into Rtl program.</p> <p>Instructional Improvement: Assessments are used to promote growth. Continue to monitor growth of sub groups as last AYP indicates gaps between subgroup performance as indicated below: All Students gap between:</p> <ul style="list-style-type: none"> • Students with Disabilities 34% • EL Students 18% • Low SES 14% • Hispanic 17% <p>Monitor growth of ELD students</p>	Reference	<p>If Approaches or Inadequate; Concerns & Additional Questions</p> <p>Reporting:</p> <p>Continue to monitor the process of reclassifying English learners as the data reflects a three year trend of reclassification rates declining. 2011: 12.3% EL students re-classified 2012: 12.3% EL students re-classified 2013: 2.3 % EL students re-classified</p>	Reference
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EDUCATIONAL PROGRAM SUMMARY

Reviewer: Tracy Rohlifing, Coordinator Assessments

Please summarize your evaluation of the school’s proposed educational program by rating the program’s soundness as a whole. Your rating should reflect your overall impression of the plan as presented. Following the rating, please use the comment boxes to discuss the most significant strengths and weaknesses of the educational program.

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

EDUCATIONAL PROGRAM SUMMARY

<p>Strengths</p> <p>This plan meets the guidelines as administered for Charter Schools. Emphasis on formative assessment and student Rtl placement.</p>
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<p>Concerns and Additional Questions</p> <p>Pay heed to suggestions by the AUSD committee. Align HR practices to ensure compliance with both state and federal requirements and to assure safety of students. Monitor enrollment projections to ensure that projections are consistent with 20 day school enrollment figures. Continue to work on interventions and progress monitoring of subgroups and align fiscal needs to Alameda USD/COE preferences for seamless partnership.</p>

III. PETITIONER CAPACITY

Reviewer: Kelly Lara, Director of Student Services

Statutory References:

- E.C. § 47605(b)(2)
- E.C. § 47605(b)(5)(D)-(P)
- E.C. § 47605(c)(2)
- E.C. § 47605(g)

The Charter Schools Act requires the authorizer to determine whether the petitioners are “demonstrably unlikely to successfully implement the program.” Experience with new school development demonstrates that unless petitioners have sound plans and capacity for governance, management, employment and financial operation, they are unlikely to successfully implement the program. This section should provide a clear, convincing picture of the petitioners’ capacity to operate the school successfully.

A. GOVERNANCE CAPACITY

A description of the plan for Governance excels if it has the following characteristics:

1. Legal Structure: *Does the school have adequate and appropriate legal structure?*

- Documentation of proper legal structure (Articles of Incorporation stamped by the Office of the Secretary of State and corporate Bylaws);
- Evidence of 501(c)3 Non-Profit Corporation status;
- Adequate bylaws, policies, and procedures for governing body operation (director selection and removal, decision making, powers and duties, expansion, and transition plans)

2. Governance Experience: *Does the board demonstrate the capacity needed to govern effectively?*

- Evidence of analysis that proposed founding members of the governing body possess and will contribute the wide range of knowledge and skills needed to oversee a successful charter school;
- Evidence of the existing or emerging capacity of the proposed founding members of the governing board to work as an effective unit in the interest of the proposed charter school.

3. Operating Plan: *Does the school have an operating plan that complies with legal obligations and incorporates sound governance practices?*

- Demonstrated understanding of the board’s responsibility for the educational and fiscal integrity of the school and for fulfilling the terms of the charter;
- Clear, reasonable selection and removal procedures, term limits, meeting schedules, and powers and duties for members of the governing body;
- Demonstrated understanding and assurance of compliance with open meetings requirements;
- Reasonable conflict of interest policy;
- Adequate plan for insurance;
- A plan for meaningful involvement or input of parents and community members in the governance of the school;
- Clear, sensible delineation of roles and responsibilities of parent councils, advisory committees, or other supporting groups; and
- Clear, sensible definition of governing body roles and responsibilities in relation to management.

1. Legal Structure: *Does the school have adequate and appropriate legal structure?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2. Governance Experience: *Does the board demonstrate the capacity needed to govern effectively?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

- A clearly articulated discipline policy with suspension and expulsion procedures that are fully explained consistent with the school’s mission, educational philosophy, and applicable law;
 - A statement regarding attendance alternatives for students residing in the district who choose not to attend the school;
 - A statement that the school intends to use the district’s approved procedure for resolving disputes relating to provisions of the charter OR, in the alternative, a clear description of the procedures that the school proposes to use;
 - A description of the systems likely to be effective in addressing parent and community complaints; and
 - An assurance that the school will comply with the district’s approved procedures for school closure in the event that the charter is relinquished, revoked, or not renewed.
3. **Management Structure:** *How effective is the management structure likely to be?*
- Clearly defined management roles and responsibilities for all positions within the administration of the school;
 - A clear plan for recruitment, selection, development, and evaluation of staff including the school leader;
 - Verifiable internal procedures and controls to ensure conformance with the approved budget;
 - An approved and public organizational chart delineating board and management roles and lines of authority;
 - Clear, sensible delineation of roles and responsibilities for implementing the school program including clearly defined roles for parent councils, advisory committees, and other supporting groups;
 - Management job descriptions identifying key roles, responsibilities, and accountability;
 - An allocation of time, financial resources, and personnel that is sufficient for planning and start-up prior to the school’s opening; and
 - The manner in which administrative services are to be provided and any potential civil liability effects on the school or the district.

1. Enrollment Procedures: *Does the petition present reasonable enrollment procedures that comply with applicable law?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2. Operating Procedures: *Does the petition present sound operating procedures that comply with applicable law?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3. Management Structure: *How effective is the management structure likely to be?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

ANALYSIS: MANAGEMENT CAPACITY

If Meets or Excels; Strengths	Reference	If Approaches or Inadequate; Concerns & Additional Questions	Reference
<p>Enrollment Procedures:</p> <p>The Academy of Alameda has outlined a comprehensive recruitment plan which consisted of going door to door in their target area, Alameda’s West End, holding several open houses and providing informational materials in a variety of languages.</p>		<p>Enrollment Procedures:</p> <p>The Academy’s middle school was established as conversion from public school (Chipman Middle) charter. As such, EC 47605(d) (2) permitted the Academy to establish enrollment preference for students who live within the boundary of former public school. The elementary school charter is not permitted to establish enrollment preferences to allow students who live within the zone priority enrollment. Though the elementary charter outlines that the school</p>	110

<p>Operating Procedures:</p> <p>The Academy of Alameda K-5 has a comprehensive and progressive discipline policy that adheres to education codes.</p> <p>Management Structure:</p> <p>The Academy of Alameda has clearly defined roles for all staff, clear recruitment plans, and a clear organizational chart.</p>	<p>intends to be a “West End” school, the enrollment priorities could allow for the school to draw enrollment from throughout Alameda.</p> <p>Operating Procedures:</p> <p>The Academy of Alameda’s complaint procedures do not clearly outline the complaint process that parents and the community are to follow.</p> <p>Management Structure:</p> <p>The Academy of Alameda needs to strongly consider feedback from the AUSD Fiscal Department regarding utilizing SACS accounting programs for their budget as this is the standard, best practice program utilized in schools.</p> <p>The Academy of Alameda is encouraged to add a School Site Council and English Learner Advisory Committee into its governance structure.</p>	
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C. EMPLOYMENT CAPACITY

Reviewer: Sandy Wong, Coordinator Employee Labor Relations

An employment plan excels if it has the following characteristics:

1. **Qualifications and Responsibilities:** *How clear and sensible are required staff capacities and intended allocation of responsibilities?*
 - Description of the qualifications for and responsibilities of key employees of the school, including the instructional leader and other key school administration positions.
2. **Compensation Plan:** *How sound is the staff compensation plan?*
 - A compensation plan based on sound budget assumptions that reflect understanding of the prevailing market and supports the proposed educational program.
3. **Policies and Assurances:** *Does the petition contain the required assurances and a reasonable plan for policy development?*
 - Adequate personnel policies or a sound plan articulated for timely development;
 - An assurance that staff will meet applicable state and federal requirements for credentialing and "highly qualified" status;
 - An adequate description of the manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security;
 - A statement regarding employee rights of return, if any;
 - A clear declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act; and
 - An assurance that staff will have criminal background and other required health and safety checks and manner in which these will be conducted.

1. Qualifications and Responsibilities: *How clear and sensible are required staff capacities and intended allocation of responsibilities?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2. Compensation Plan: *How sound is the staff compensation plan?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3. Policies and Assurances: *Does the petition contain the required assurances and a reasonable plan for policy development?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ANALYSIS: EMPLOYMENT CAPACITY

If Meets or Excels; Strengths	Reference	If Approaches or Inadequate; Concerns & Additional Questions	Reference
<p>Qualifications and Responsibilities</p> <ul style="list-style-type: none"> • Clear articulation of general responsibilities of and necessary qualifications of Director and Teaching Staff. • Plan in place to hire qualified substitutes. <p>Compensation Plan</p> <ul style="list-style-type: none"> • Competitive salary and benefits plan • Salary and benefits commensurate to surrounding districts 		<p>Qualifications and Responsibilities</p> <ul style="list-style-type: none"> • School stated in meeting and proposal that it plans on hiring instructional aides and that they will hire paraprofessionals when the work touches upon a student with an IEP; how does the school distinguish between an instructional aide and paraprofessional? How are these different? What if an aide helping in the whole class has a student with an IEP? Are they no longer an aide? • How will SPED teachers with mild/moderate authorizations be monitored for autism authorization? Will this be an employment criteria? <p>Policies and Assurances</p> <ul style="list-style-type: none"> • School plan needs to address how credentials and subsequent fingerprint release of employees will be monitored. • School plan needs to address how new teacher hires who are out of state or without a valid California will be kept compliant until the credential is issued by CTC. • As a Title I school, how will the school ensure that the paraprofessionals hired are NCLB compliant as required? • A defined volunteer procedure plan to ensure that volunteers are checked 	

		with the Megan’s law database and/or fingerprinted.	
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D. FINANCIAL CAPACITY

Reviewer: Shariq Khan, Director of Fiscal

The petition should present an understanding of how the charter operators intend to manage the school’s finances and maintain the organization’s financial viability. It should make a persuasive case for financial viability including sound revenue projections, expenditure requirements, and budgetary support for and alignment with the educational program.

A plan for financial capacity excels if it has the following characteristics:

1. **Financial Operation:** *How would you rate the structures and practices related to financial operation?*
 - A balanced three-year budget accurately reflecting all budget assumptions;
 - A start-up year plan with reasonable assessment of and plan for costs;
 - A clear indication that the school has a sound plan for sustainability including funding for the core program that does not have ongoing reliance on “soft” money (e.g., donations, grants, etc.);
 - Clear evidence and track record of sustainability, in the event there is an enduring reliance on “soft” money (e.g., donations, grants, etc.);
 - An adequate reserve and contingency plan targeted to the minimum enrollment needed for solvency (especially for year 1);
 - A sound plan for financial management systems;
 - An audit assurance and/or plan with adequate budget allocation; and
 - A plan for dissolution of assets should the school close.

2. **Revenues:** *How would you rate the accuracy and attainability of the revenue projections?*
 - A narrative explaining key revenue assumptions;
 - Realistic revenue projections showing all anticipated revenue sources -- including state, local, federal, and private funds, and any fee-based programs and services;
 - Realistic cash flow projection; and
 - A fundraising plan including assumptions and report on current status.

3. **Expenditures:** *How would you rate the expenditure plan in terms of sound assumptions and priorities consistent with effective operation of the school?*
 - Spending priorities that align with the school’s mission, educational program, management structure, professional development needs, and growth plan;
 - A budget narrative explaining key expense assumptions;
 - Realistic expense projections addressing major operating expenses including staffing and benefits, special education, facility, materials and equipment, and contracted services;
 - Budgeting to meet minimum insurance requirements; and
 - Evidence to support key assumptions including that compensation is sufficient to attract qualified staff and that facilities budget is adequate.

1. Financial Operation: *How would you rate the structures and practices related to financial operation?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2. Revenues: *How would you rate the accuracy and attainability of the revenue projections?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3. Expenditures: How would you rate the expenditure plan in terms of sound assumptions and priorities consistent with effective operation of the school?

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

ANALYSIS: FINANCIAL CAPACITY

If Meets or Excels; Strengths	Reference	If Approaches or Inadequate; Concerns & Additional Questions	Reference
<p>Financial Operation:</p> <p>In general, the MYP displays accurate numbers. There are some mathematical errors which do not materially change the MYP.</p> <p>Revenues:</p> <p>Changes were made by the AUSD staff to update the MYP to current GAP funding rates. Revised Revenue projections are attached.</p> <p>Expenditures:</p> <p>AoA’s rental expenditure may substantially increase if the Charter is unable to get AUSD facilities and instead leases facilities on commercial rates.</p> <p>Some minor changes were made by the AUSD staff to correct the MYP (STRS rates).</p>		<p>Financial Operation:</p> <p>It is recommended that the petitioners hire an on staff individual to lead fiscal management.</p> <p>Expenditures:</p> <p>Uses of external contractor in the past to prepare budgetary and financial information has resulted in inaccurate reporting that has had to be corrected.</p>	

E. FACILITIES PLAN

Reviewer: Robbie Lyng, Director of Maintenance, Operations, Facilities

The Facilities Plan should demonstrate that the petitioners understand the school’s facilities needs and its options for meeting those needs.

Do the petitioners anticipate using a district facility or finding a facility independent of the district?

Non-district facility

District facility (Prop 39)

Select One

Non-district facility anticipated

A description of the plan for using a non-district facility excels if it has the following characteristics:

- Informed assessment of anticipated facilities needs;
- Estimated costs for anticipated facilities needs based on research and evidence;
- A description of potential sites including location, size, and resources;
- Informed analysis of the viability of potential sites;
- Adequate budget for anticipated facilities costs including renovation, rent, maintenance, and utilities;

- A schedule for securing a facility including the person responsible for implementation;
- An assurance of legal compliance (health and safety, ADA, and applicable building codes); and
- Identified funding sources.

District facility anticipated pursuant to Prop 39

A description of the facilities plan where the applicants have not yet identified a specific site will include the following characteristics:

- Informed assessment and description of anticipated facilities needs;
- Adequate budget based on 3% of anticipated per pupil revenue;
- A thoughtful contingency plan in the event that a mutually agreeable district facility is unable to be procured;
- A site preference with a compelling rationale for the preference; and
- An assurance of legal compliance (health and safety, ADA, and applicable building codes).

Facilities Plan: *Does the facilities plan indicate a thorough understanding of the school's needs?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

ANALYSIS: FACILITIES PLAN

If Meets or Excels; <i>Strengths</i>	Reference	If Approaches or Inadequate; <i>Concerns and Additional Questions</i>	Reference
		There is concern that if the district is unable to approve the Proposition 39 request for 6 classrooms that the Academy of Alameda does not have an identified alternate location. Per the interview with Academy of Alameda Leadership, the Academy intends to lease commercial space if the district cannot meet their request for classrooms.	

PETITIONER CAPACITY SUMMARY

Reviewer: Kelly Lara, Director of Student Services

Based on the information presented in the petition, how would you rate the likelihood that petitioners will successfully implement the proposed program? Your comments should identify the most significant strengths and weaknesses with respect to petitioner capacity.

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

PETITIONER CAPACITY SUMMARY

Strengths
<p>The petition presented several strengths.</p> <p>First, the petition outlines methods for involving all stakeholders in the school from the opportunity for parents to serve on committees to home visits for each and every family.</p> <p>The petition outlines a comprehensive RtI plan of action when students exhibit academic struggle.</p> <p>The petition outlines a clearly articulated philosophy about learning that is consistent throughout all facets of the charter, both in instruction and operations.</p> <p>The petitioners have taken action to recruit within the West End to insure that West End families are aware of the opportunity to apply to attend the elementary school.</p>

Criteria Not Sufficiently Addressed, Concerns and Additional Questions

The petitioners have a history of success with the current middle school program.

It is recommended that the petitioners focus on how they will serve and meet the needs of English Learners. They are encouraged to be sure to provide designated ELD within the school day, focus on reclassification of English Learners, establish an ELAC committee, and specifically focus upon English Learners within their articulated school philosophy.

It is also recommended that the petitioners focus on how their educational philosophy and instruction will benefit all target populations such as socio-economically disadvantaged, African-American, and Latino students.

Moreover, it is recommended that the petitioner build capacity in human resources monitoring for the entire charter organization as the petitioner is responsible for hiring NCLB compliant teachers.

It is further recommended that the petitioner implement local governance for the elementary school and SSC and ELAC.

Lastly, it is recommended that the petitioners utilize SACS accounting programs for their budgetary and fiscal management to be in alignment with AUSD. It is recommended that the petitioners hire an on staff individual to lead fiscal management.

This section does not need to be completed by reviewers other than the primary charter oversight designee.

IV. SIXTEEN ELEMENTS TABLE

Reviewer: Kelly Lara, Director of Student Services

Statutory Reference: E.C. §§ 47605(b)(5)(A) to (P).

The Charter Schools Act requires authorizers to evaluate whether the petitioners have presented a “reasonably comprehensive” description of 16 elements related to a school’s operation (the “16 Elements”). To complete the following table,

1. Read the Element (column 1)
2. Use column 2 to find your earlier assessment of the item
3. Translate your assessment into a rating of “Inadequate” or “Reasonably Comprehensive” and mark the corresponding box.

Element	Evaluation Reference	Inadequate	Reasonably Comprehensive	Statutory Reference
Description of the educational program of the school, including what it means to be an “educated person” in the 21 st century and how learning best occurs	<i>Section I., bullet 3</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(A)
Measurable pupil outcomes	<i>Section II.D.</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(B)
Method by which pupil progress is to be measured	<i>Section II.E.</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(C)
Governance structure	<i>Section III.A.</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(D)
Qualifications to be met by individuals employed at the school	<i>Section III.C.1.</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(E)
Procedures for ensuring health & safety of students	<i>Section III.B.2., bullet 1</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(F)
Means for achieving racial and ethnic	<i>Section III.B.1., bullet 1</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(G)

balance				
Admission requirements, if applicable	<i>Section III.B.1., bullet 3</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(H)
Manner for conducting annual, independent audits and for resolving exceptions or deficiencies	<i>Section III.D.1., bullet 7</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(I)
Suspension and expulsion procedures	<i>Section III.B.2., bullet 2</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(J)
Manner for covering staff members through the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security	<i>Section III.C.3., bullet 3</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(K)
Attendance alternatives for pupils residing within the district who choose not to attend the charter school	<i>Section III.B.2., Bullet 3</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(L)
Employee rights of return, if any	<i>Section III.C.3., bullet 4</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(M)
Dispute resolution procedure for school-authorizer issues related to the charter	<i>Section III.B.2., Bullet 4</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(N)
Statement regarding exclusive employer status of the school	<i>Section III.C.3., bullet 5</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(O)
Procedures for school closure	<i>Section III.B.2., Bullet 5</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(P)

ANALYSIS: SIXTEEN ELEMENTS

Comment on strengths and concerns about specific elements only to the extent that you have not already provided the relevant analysis in an earlier section.

Strengths	Reference

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference

Recommendation to the Academy of Alameda

It is recommended that the petitioners focus on how they will serve and meet the needs of English Learners. They are encouraged to be sure to provide designated ELD within the school day, focus on reclassification of English Learners, establish an ELAC committee, and specifically focus upon English Learners within their articulated school philosophy.

It is also recommended that the petitioners focus on how their educational philosophy and instruction will benefit all target populations such as socio-economically disadvantaged, African-American, and Latino students.

Moreover, it is recommended that the petitioner build capacity in human resources monitoring for the entire charter organization as the petitioner is responsible for hiring NCLB compliant teachers.

It is further recommended that the petitioner implement local governance for the elementary school and SSC and ELAC.

Lastly, it is recommended that the petitioners utilize SACS accounting programs for their budgetary and fiscal management to be in alignment with AUSD.