

THE
ACADEMY
OF
ALAMEDA
ELEMENTARY SCHOOL

Renewal Petition

**Respectfully submitted to the Alameda Unified School District
August 28th, 2018**

Requested Charter Term: July 1, 2020 – June 30, 2025

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AFFIRMATIONS AND DECLARATION

The Academy of Alameda Elementary School (“The Academy” or the “Charter School”), located within the boundaries of Alameda Unified School District (“AUSD” or the “District”), and authorized by the AUSD Board of Education (“AUSD Board”) (hereinafter, collectively the “District”), shall follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Academy of Alameda declares that it shall be deemed the exclusive public school employer of the employees of The Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973,

Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.5(b)(1).

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CRITERIA FOR CHARTER RENEWAL

Education Code Section 47607(b) establishes the criteria by which a charter school must be renewed and states that such criteria must be applied “after a charter school has been in operation for four years.” While the term of the charter for The Academy of Alameda Elementary School began in October 2014, the Charter School was not in operation until August 2015; therefore, Education Code Section 47607(b) does not apply to The Academy’s renewal petition. Additionally, the Charter School participated in the California Assessment of Student Performance and Progress (“CAASPP”) testing for the first time in the spring of 2018 (the first year we served grade 3 students), and the Charter School’s data from that assessment is currently embargoed.

Nevertheless, the Charter School recognizes that increases in student academic achievement for all groups students served by the Charter School is the most important factor in determining whether to grant a charter renewal. The following analysis shows, unequivocally, the academic gains made by Academy pupils; the embargoed data is included, for the express purpose of meeting the requirement to provide academic data.

SCHOOLWIDE OUTCOMES

The Academy complies with all state assessment and accountability requirements applicable to charter schools for pupil achievement, as measured by all of the following, as applicable: CAASPP statewide assessment, the California School Dashboard, the percentage of ELs who make progress toward English language proficiency as measured by the ELPAC, and EL reclassification rates.

The Academy prepares students for taking all state-mandated standardized tests through its innovative and comprehensive educational program. Teachers design their daily lessons, unit plans, and assessments around the essential content standards and the knowledge, skills, and support reasoning embedded in the CCSS. Subjects are taught using curricular resources, materials, and assessments that are aligned to effective teaching of these standards. In addition, The Academy’s innovative educational program (e.g. the curriculum, lessons, projects, and activities) serves to enrich the concepts reflected in the content standards assessed by the CAASPP.

In addition to state assessment and accountability requirements, The Academy also utilizes a variety of local assessments to track student progress toward standards. These assessments include, but are not limited to: MAP, Fountas and Pinnell Benchmark Assessment, Eureka Math curriculum embedded assessments, early literacy skill assessments (phonics, phonemic awareness, sight words), and feedback surveys for families and staff. These assessments are integral to the development of the Charter School’s annual LCAP. Because the Charter School has only been open for three years and has just completed its first year of CAASPP testing, there

is limited longitudinal data to examine; however, an analysis of the Charter School's local assessment data provides a window into the Charter School's accomplishments.

PERFORMANCE ON LOCAL ASSESSMENTS

FOUNTAS & PINNELL LEVELED READING OUTCOMES

The Fountas & Pinnell Text Level Gradient™ is the most recognized and trusted tool for selecting books for small-group reading instruction. This approach is often referred to as Guided Reading levels or F&P levels. Guided reading is a teaching approach designed to help individual readers build an effective system for processing a variety of increasingly challenging texts over time. Guided reading is not an exercise to practice reading skills; it is research-based, professionally energized, highly targeted, scaffolded reading instruction that propels all students toward confident, independent reading of high-quality, grade-level books across a diverse array of literature and informational genres. The Academy uses and administers F&P assessments three times a year at the beginning, middle and end of the year to assess students' progress toward proficiency. In the Charter School's LCAP, we identify targeted benchmark performance for student proficiency, as outlined in the table on the following page. Proficiency is defined as meeting the year-end reading level goal for each grade.

Fountas and Pinnell Reading Level Proficiency for All Students

F&P Reading Level	2017-18		2016-17		2015-16	
% Proficient/Advanced	Target	Actual	Target	Actual	Target	Actual
All Students	55%	60%	55%	54%	baseline	43%

As the data above demonstrates, The Academy exceeded its reading proficiency goal in 2017-18 and nearly met the goal in 2016-17.

Further analysis of F&P reading level data shows that students consistently demonstrate growth over the course of each academic year. The following table shows the percentage of students reading at proficient or advanced levels in the Fall and Spring of each year by grade level.

Fountas and Pinnell Reading Level Proficiency by Grade Level

F&P Reading Level % Proficient/Advanced	2015-16		2016-17		2017-18	
	Fall	Spring	Fall	Spring	Fall	Spring
Kindergarten	51%	58%	47%	62%	29%	54%
1st Grade	39%	44%	54%	58%	61%	71%
2nd Grade			71%	86%	58%	65%
3rd Grade					66%	53%

For almost every grade level every year, the percentage of students dramatically increases from the beginning to the end of the year. In addition, the percentage of students performing at or above the proficient level increases overall from one year to the next.

The data above is compelling evidence of The Academy's ability to increase student proficiency in reading. For students who have been at the Charter School since its inception, the data is even more compelling, as the following table demonstrates.

Fountas and Pinnell Reading Level Proficiency by Cohort

F&P Reading Level % Proficient/Advanced	2015-16		2016-17		2017-18	
	Fall	Spring	Fall	Spring	Fall	Spring
Kindergarten	51%	58%	47%	62%	29%	54%
1st Grade	39%	44%	57%	64%	67%	74%
2nd Grade			61%	78%	64%	69%
3rd Grade					89%	67%

NWEA MAP OUTCOMES

In order to understand better when students have achieved specific competencies and are ready to advance and where they need help, The Academy uses NWEA's MAP testing. It is a fully adaptive assessment tool that produces a measure of student growth and achievement. This information is used to differentiate instruction, create focused instructional groupings, as needed, and assign additional supports. The Academy relies on the MAP test in Math to give us a deeper snapshot of student growth and call attention to the need for intervention. We administered the MAP test three times each year over the past three years to the following grades:

MAP Administration by Year

Year	1 st Grade	2 nd Grade	3 rd Grade
2015-16	X		
2016-17	X	X	X
2017-18	X	X	X

In the Charter School's LCAP, we identify targeted benchmark performance for student proficiency in Math, as outlined in the table below. Proficiency is defined as meeting the year-end RIT score for the grade level.

Math MAP Proficiency for All Students

Math MAP	2017-18		2016-17		2015-16	
% RIT Score Grade Level	Target	Actual	Target	Actual	Target	Actual
All Students	70%	60%	baseline	69%	N/A	N/A

The Academy administers the Math MAP assessment, beginning in grade one. Because The Academy is growing by one grade each year, only 1st and 2nd grade students took the Math MAP assessment in 2016-17. For this academic year, 60% of students met the end of year benchmark.

ENGLISH LEARNER PROGRESS

In The Academy's LCAP, we identify targeted benchmark performance for English Learner progress for reclassification rates and advancement on the ELPAC/CELDT in alignment with the California School Dashboard metrics. The table below shows our targets and outcomes for each goal.

English Learner Progress for All Students

English Learner Progress	2017-18		2016-17		2015-16	
	Target	Actual	Target	Actual	Target	Actual
% reclassified to FEP	7%	6%	Baseline	6%	Establish a baseline	N/A
% advancing on ELPAC/CELDT	58%	N/A	Baseline	57%	Establish a baseline	N/A

The Academy employs a reading/ELD specialist who provides pull out ELD support four times per week for the lowest level ELs. The reading specialist leads professional development sessions for teachers to develop their capacity to meet the needs of ELs. The reading specialist conducted all ELPAC testing for the school. Because of the move from the CELDT to the ELPAC, the reading specialist reclassified students based upon the prior year's CELDT scores and their academic performance.

ATTENDANCE AND SUSPENSION/EXPULSION RATES

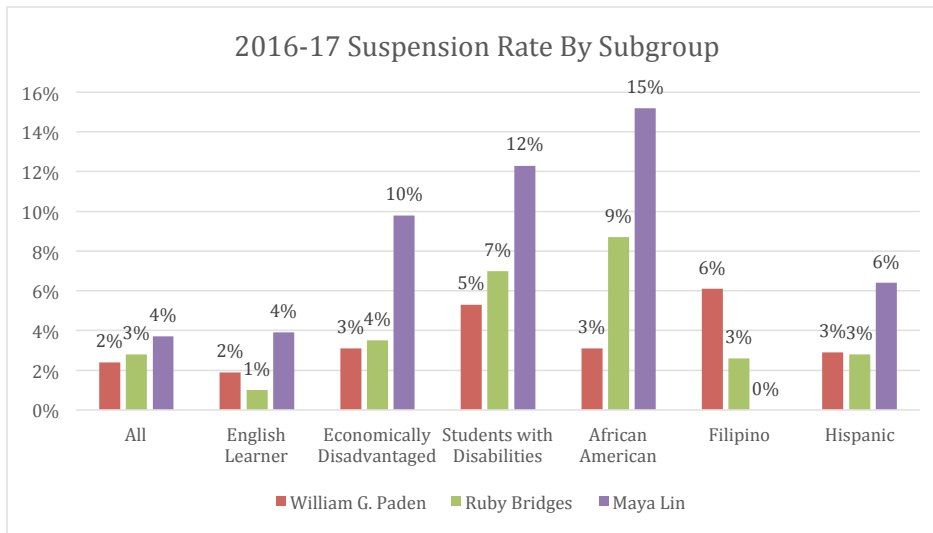
Over its three years of existence, The Academy has maintained a high attendance rate, including in its first year where a smaller overall enrollment meant that each individual absence had an outsized impact on the Charter School's attendance rate. The table below shows The Academy's average daily attendance for each of operation.

Average Daily Attendance by Year

Year	ADA
2015-16	95%
2016-17	96%
2017-18	96%

The Academy's high attendance rate reflects the Charter School's commitment to developing and maintaining a positive school climate, and the degree to which the Charter School has been successful.

Further evidence of The Academy's positive climate can be found in its suspension and expulsion rates. The Charter School has had no suspensions or expulsions. This is particularly impressive when compared with the suspension rates at AUSD comparison schools for all students and by subgroup. The following chart shows suspension rates for 2016-17 by subgroup for Paden, Maya Lin and Ruby Bridges, as reported in each school's Fall 2017 California School Dashboard.



The Academy attributes its low suspension/expulsion rate to the wide array of community building and social emotional programs and initiatives that it has implemented at the tier one level, school-wide. These include, but are not limited to, bi-weekly assemblies, daily Morning Meeting, daily Morning Read in K-2, and a Positive Behavioral Intervention System that has been in place since the day the school opened. Furthermore, the school has multiple interventions in place at the tier two and tier three levels. These include but are not limited to: weekly COST meetings; the Zones of Regulation curriculum taught individually and in small groups; social skills groups for boys focused on building positive relationships and leadership skills; a girls running club focused on developing positive leadership and teamwork skills while cultivating a strong sense of self-respect and self-love; and individual counseling with either the Charter School's social worker or school psychologist.

PARENT/GUARDIAN AND STAFF SATISFACTION SURVEYS

Parent/Guardian satisfaction with The Academy has been strong since the Charter School's inception (see chart below). Families feel well communicated with, connected to one another and to the school, and are overall very happy with the level of care that their children receive.

Parent/Guardian Satisfaction by Year

Year	Parent/Guardian Overall Happiness (1-5 scale)
2015-16	4.79
2016-17	4.79
2017-18	4.31

Further evidence of family satisfaction with the school can be seen in the growth in applicants to the Charter School, over time. The table below shows applicants, by grade, for the past two years.

New Student Applications by Grade Level and Year

Year	Kindergarten	1st	2nd	3rd	4th
2017-18*	153	57	59	65	N/A
2018-19**	141	44	46	48	48

**All applicants October 2016-June 2018 (20 months)*

***All applicants October 2017-July 2018 (10 months)*

Staff at The Academy also indicate a high degree of satisfaction with the Charter School and with their employment experience, as demonstrated on the Charter School's annual staff satisfaction survey (see chart below).

Staff Satisfaction by Year

Year	Staff Overall Happiness (1-5 scale)
2016-17	4.47
2017-18	4.47

FAMILY ENGAGEMENT

Family engagement has been a strength of The Academy's since the Charter School's inception. With annual home visits for all families, twice yearly family/teacher conferences, and multiple opportunities for involvement in the Charter School, families at The Academy feel connected to the school. And, as years of research have confirmed, family engagement with the Charter School and with their children's teachers leads to increased student outcomes. Thus, The Academy sees strong home/school connections as integral to its program. The table below shows the school's performance in the above metrics over time (where applicable; if not applicable, metric was not included in that year's LCAP).

Year	Survey Completion	Attendance at Family/Teacher Conferences	Participation in Home Visits	Attendance at School Related Functions	EL Family Attendance at School Related Functions
2015-16	60%	95%	N/A	N/A	N/A
2016-17	49%	96%	90%	77%	N/A
2017-18	40%	95%	92%	83%	50%

The Academy attributes the decrease in survey completion rates to its increased enrollment (the number of respondents needed to maintain the completion percentage has increased dramatically in three years). Attendance at and participation in home visits and family/teacher conferences has remained strong across all three years of The Academy and reflects the emphasis that the Charter School puts on these important, touchstone events in developing a strong home/school connection.

PERFORMANCE ON CAASPP AND STATE DASHBOARD DATA

As noted above, the Charter School's 2018 CAASPP data is currently embargoed and is included below for the sole purpose of meeting the requirements of a charter renewal petition.

In 2015-16, The Academy of Alameda Elementary School completed its first year of operation, serving students in kindergarten and 1st grade. Over the next two years, the Charter School has added an additional grade each year, growing to serve students in kindergarten through 3rd grade in 2017-18. As such, Spring 2018 was the first year any Academy students participated CAASPP.

The CAASPP data presented below is based on valid test scores from 51 students with the following racial and demographic characteristics:

2017-18 CAASPP Participants by Demographic Affiliation

Grouping	Number	Percentage
Asian	12	24%
Black or African American	10	20%
Filipino	2	4%
Hispanic or Latino	14	27%
Two or More Races	7	14%
White	6	12%
Economically Disadvantaged	26	47%
Students with Disabilities	3	6%
English Learner	3	6%

For purposes of measuring achievement of measurable pupil outcomes for the Charter School, a numerically significant pupil subgroup as defined by the Education Code consists of at least 30 pupils, each of whom has a valid test score. None of the subgroups listed in the table above meet this minimum threshold and will therefore not receive a performance level on the state indicators in the Fall 2018 California School Dashboard report. *Note: The Fall 2018 California State Dashboard had not been published at the time the charter renewal petition was submitted to the District. See Appendix 4 for the Charter School's Fall 2017 California School Dashboard.*

The table below summarizes The Academy's performance on the CAASPP for 3rd grade students in 2018 schoolwide on ELA and Math.

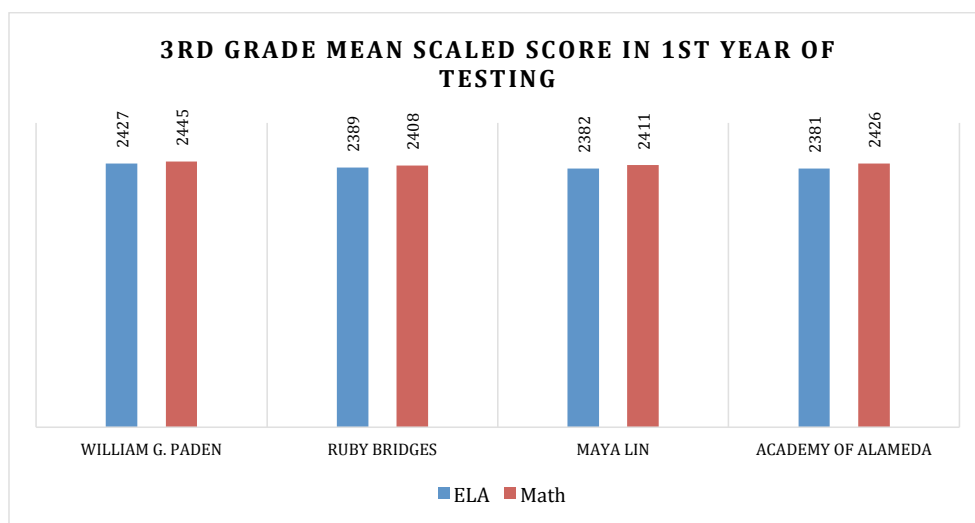
2017-18 CAASPP Performance

ELA 2018 Schoolwide	#	%	Math 2018 Schoolwide	#	%
Standard Not Met	22	43%	Standard Not Met	12	24%
Standard Nearly Met	19	37%	Standard Nearly Met	19	37%
Standard Met	4	8%	Standard Met	11	22%
Standard Exceeded	6	12%	Standard Exceeded	9	18%

As the table shows, 20% of students met or exceeded standards in ELA and 40% of students met or exceeded standards in math.

ANALYSIS OF CAASPP DATA

The Charter School's performance on the CAASPP assessment was below expectations but in accordance with the performance of comparison schools in their first year of assessment for 3rd graders. For example, the following chart compares 3rd grade Mean Scaled Scores for ELA and Math from the first year of CAASPP testing for three comparable district schools (2015) and the 3rd grade scores for The Academy of Alameda Elementary School.



As the graph shows, The Academy's performance for 3rd grades in both ELA and math are comparable to these District schools.

Additionally, there were some extenuating circumstances that affected the academic performance of The Academy's 3rd grade students. In The Academy's instructional model for grades 3-5, there is one ELA/Social Studies teacher and one Math/Science teacher. In 2017-18, The Academy unexpectedly lost the ELA/Social Studies teacher early in the year and, due to the teacher shortage, The Academy had to use long-term substitutes for these classes until a candidate that met The Academy's high expectations was identified and hired in January. Additionally, The Academy has made additional personnel moves to ensure students are receiving the level of instruction expected by The Academy.

Although the Charter School could not have predicted the issues that led the loss of the initial 3rd grade ELA/SS teacher, it has taken steps to ensure—as much as is possible—that this cohort of students does not experience such instability with its teachers for 4th grade. The 4th grade teachers for the 2018-19 school year are veteran Academy teachers and have worked together for two years at the second grade level. Not only are they familiar with the Charter School's program and culture, but they also know and taught most of the students in 2nd grade. The Charter School is grateful to be able to provide this continuity to this group of students.

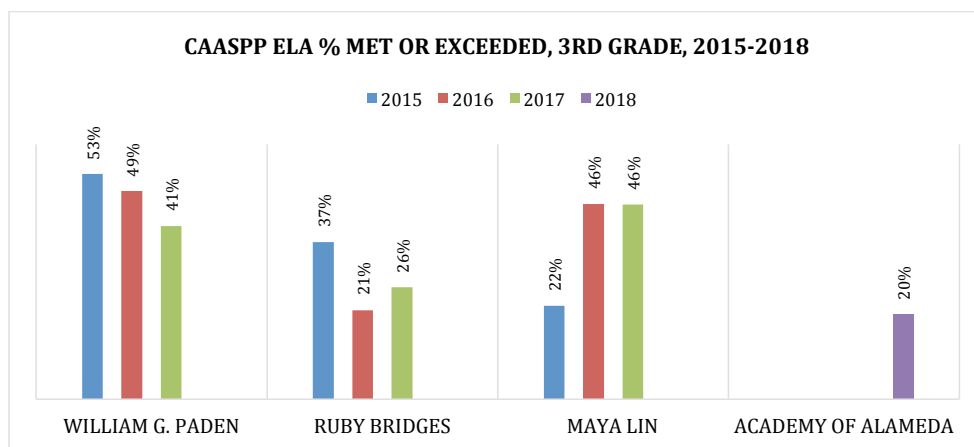
COMPARISON SCHOOLS ANALYSIS

The following analysis compares The Academy's performance on the CAASPP and California State Dashboard metrics to the following schools:

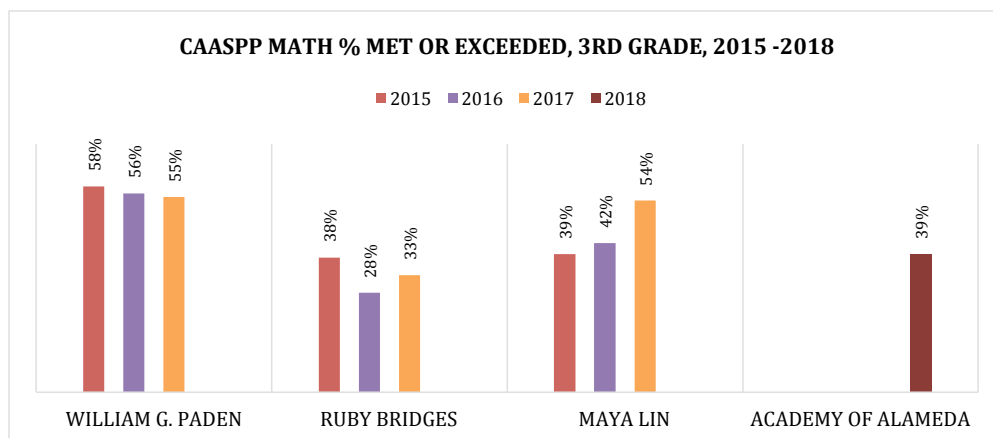
- William G. Paden Elementary: K-5 school serving 301 students
- Ruby Bridges Elementary: K-5 school serving 483 students
- Maya Lin Elementary: K-8 school serving 328 students

The comparison data presented below was accessed from the Fall 2017 California School Dashboard reports for each of the three District comparison schools. At the time of the writing of this petition, the Fall 2018 Dashboards were not yet available, so the CAASPP outcomes presented below are for 3rd grade students only in the years 2015-2017 as compared to The Academy 3rd grade CAASPP student outcomes in Spring 2018.

When comparing the percentage of students that met or exceeded standards for ELA, we see that The Academy performs below the comparison schools based on 2017 data, but on par with Ruby Bridges in 2016 and Maya Lin in 2015.



When comparing the percentage of students that met or exceeded standards for Math, we see that The Academy performs better than Ruby Bridges' 3rd graders did from 2015-2017 and on par with Maya Lin in 2015.



ELEMENT A: EDUCATIONAL PROGRAM

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

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

MISSION

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

VISION

The Academy of Alameda Elementary School (K-5) is a free public charter school that provides a rigorous, engaging, and high quality elementary education to a diverse community of students. The Academy's educational program strives to close the opportunity gap by combining a meaningful, integrated curriculum, high quality teaching, and both academic and social-emotional supportive services that allow all children to reach and exceed their potential. Every student is coached to believe that they have the ability to achieve the high levels of literacy, numeracy, and critical thinking skills that will lay the foundation for them to excel in school, their community, and the workforce.

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

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

1. A solid educational foundation in literacy and numeracy is critical to prepare students for participation in our knowledge based economy.
2. In order for deep understanding to occur, students must be behaviorally, intellectually, and emotionally engaged in their own learning.
3. To meet students' unique needs, schools must provide multiple pathways to success.

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

EDUCATIONAL FOUNDATION IN LITERACY AND NUMERACY

All students demonstrate mastery of fundamental literacy and numeracy skills by accessing, comprehending, analyzing, and evaluating rigorous academic content. Rigorous literacy and numeracy curriculums include highly-developed problem solving activities that prepare students for participation in the 21st century economy. Students leave The Academy of Alameda Elementary School with the capacity and desire to continuously learn, manipulate, and incorporate new information.

ENGAGED IN LEARNING: BEHAVIORALLY, INTELLECTUALLY, AND EMOTIONALLY

Teachers recognize and build upon the skill sets and experiences each student brings with them, targeting each student's zone of proximal development. Additionally, the entire school community models and teaches students to love themselves and others and to act as allies in the face of injustice. By fostering a sense of safety and belonging, in addition to valuing and building upon prior knowledge and backgrounds, teachers create an environment in which students are behaviorally, intellectually, and emotionally engaged in their own learning.

MULTIPLE PATHWAYS TO SUCCESS

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

HIGH EXPECTATIONS FOR ALL

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

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

STUDENT POPULATION

When at full capacity, The Academy's elementary program will serve students in grades kindergarten through fifth grade and will enroll approximately 300 students. For the 2017-18 school year, while serving students in grades K-3, the school enrolled 203 students and is on track to hit its enrollment target of 300 students during the 2019-20 school year (see chart below).

Enrollment By Grade and By Year

Year	K	1st	2nd	3rd	4th	5th
2015-16	46	23	X	X	X	X
2016-17	45	47	36	X	X	X
2017-18	49	49	52	53	X	X
2018-19*	48	49	49	52	53	X
2019-20*	48	48	49	49	52	53

*Anticipated

The Academy is confident that it will maintain its enrollment, given recent trends in the number of applicants at each grade level (see chart below).

Number of Applicants by Grade Level

Year	K	1st	2nd	3rd	4th
2017-18*	153	57	59	65	N/A
2018-19**	141	44	46	48	48

*All applicants October 2016-June 2018

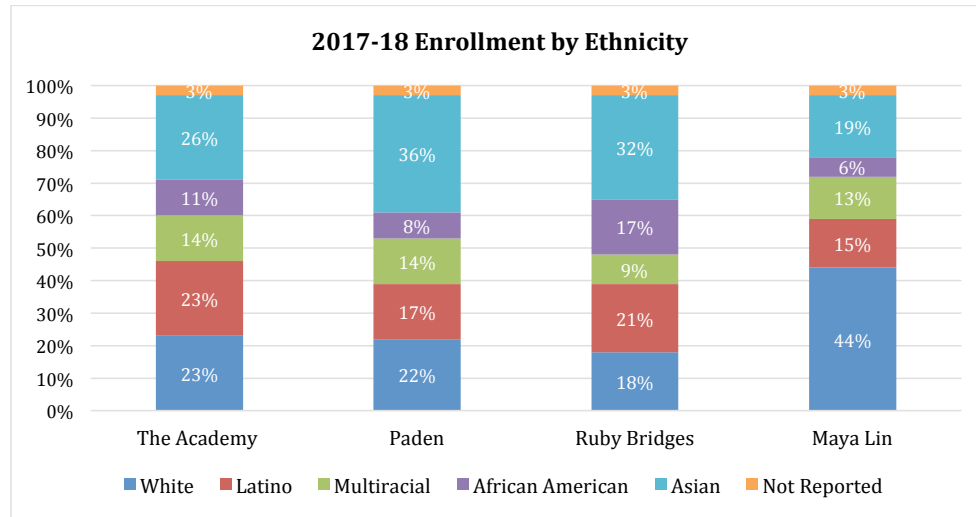
**All applicants October 2017-July 2018

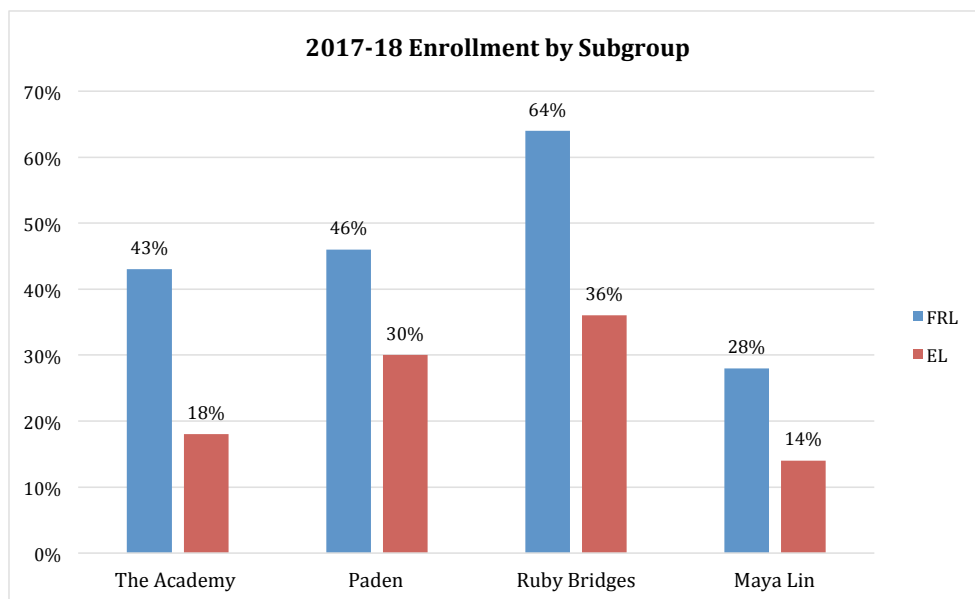
Following are enrollment projections for the term of the charter, by grade level:

Year	K	1st	2nd	3rd	4th	5th
2019-20	48	48	50	50	52	52
2020-21	48	48	50	50	52	52
2021-22	48	48	50	50	52	52
2022-23	48	48	50	50	52	52
2023-24	48	48	50	50	52	52

The number of applicants is more than sufficient to enroll 48 kindergarteners and to fill the handful of openings that occur at every grade level, each year.

Furthermore, the Charter School welcomes and embraces the diverse community on the west end of Alameda, and its annual outreach achieves a demographic diversity that reflects the school-aged population of the neighborhood (when compared with nearby schools on the west end; see charts below).





While The Academy’s elementary school is primarily a neighborhood school, approximately 25% of its students reside outside of Alameda. The out-of-District population has decreased with each year of the Charter School’s growth (see table below). However, because of the Charter School’s family-friendly, sibling preference policy that also applies to The Academy of Alameda Middle School (which also enrolls students from out-of-district), the Charter School anticipates that it will always serve some out-of-district students but not at the levels that it currently does, assuming current trends remain.

Out-of-District Students at The Academy

Grade Level	# of Out-of-District Students	Percentage of School’s Total Enrollment
Kindergarten	4	2%
1st grade	8	4%
2nd grade	15	7%
3rd grade	23	11%

EDUCATIONAL PHILOSOPHY

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

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

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

The Academy's educational philosophy is rooted in current research regarding the skills that students need in order to be competitive in the 21st century. Boykin and Noguera note that information itself has become a commodity and instead refer to the power of learning "knowledge-transfer" skills: solving similar problems; consuming, generating, and applying information; making sense of novel situations; reflecting on things learned; judging and being constructively critical.¹ The Academy teaches students how to consume, process, and make sense of information on their own. It provides opportunities for students to grapple with difficult concepts, debate issues with no easy answers, and pursue problems that do not yet have solutions, while at the same time providing them with the base knowledge necessary to complete these higher-level tasks.

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

HOW LEARNING BEST OCCURS

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

1. A solid educational foundation in literacy and numeracy is critical to prepare students for participation in our knowledge-based economy.
2. In order for deep understanding to occur, students must be behaviorally, intellectually, and emotionally engaged in their own learning.

¹ Boykin. *Creating the Opportunity to Learn*. 5.

² "Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing

3. To meet students' unique needs, schools must provide multiple pathways to success.
4. Students learn best when all members of their school community—staff, students, and families—are held to high expectations.

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

As many studies have shown, there is a direct correlation between early literacy and high school graduation rates.² Likewise, numerical literacy and the ability to apply mathematical concepts to real world ideas are crucial to future success.³ Further, students who can interpret, analyze, and write about a wide variety of texts, and who have strong number sense and highly developed problem solving skills are empowered with the ability to apply the lessons learned to any situation.

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

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

When students are engaged in their learning, they become active learners and are more likely to retain what they have learned and pursue future learning. The urgent need for engaged learners becomes even more critical when one considers that several studies of students' reading levels show that "enhancing engagement appears to be particularly important in closing the reading achievement gap" and that the "benefits of increased engagement in reading [are] relatively stronger for struggling readers"⁴ The Academy creates classroom environments that foster engagement by developing students' curiosity, competence, and sense of control over their own learning.⁵ The Academy does this by recognizing and building upon what students bring with them—their knowledge base and backgrounds—and uses this as the foundation upon which classroom communities are built. By valuing and building upon students' backgrounds and prior knowledge, we create a "third space" which acts as a zone of proximal development ("ZPD")

² "Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of third grade. A person who is not at least a modestly skilled reader by that time is quite unlikely to graduate from high school." Gozali-Lee, Edith and Dan Mueller. *Early Literacy: A review and analysis conducted for Generation Next*. Saint Paul: Wilder Research, 2013.

³ "In this changing world, those who understand and can do mathematics will have significantly enhanced opportunities and options for shaping their futures. A lack of mathematical competence keeps those doors closed." "Principles and Standards for School Mathematics" www.nctm.org. National Council of Teachers of Mathematics. NCTM, 2013. Web. <http://www.nctm.org/uploadedFiles/Math_Standards/12752_exec_pssm.pdf>

⁴ Boykin. *Creating the Opportunity to Learn*. 46.

⁵ Quate, Stevie and John McDermott. *Clock Watchers*. Portsmouth: Heinemann, 2009.

that provides scaffolding through quality social interactions.⁶ When a student's ZPD is targeted, he/she can attend to the task at hand and the opportunity for experiencing success is created. In this way, students' curiosity is piqued, their sense of competence is developed, and their feeling of control over their own learning is engendered.

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

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

$$\text{Targeted Instruction} + \text{Time} = \text{Learning}^7$$

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

In order to meet a child's individual needs, The Academy's philosophy and practice is essentially Response to Intervention's ("RtI") underlying premise "that schools should not delay providing help for struggling students until they fall far enough behind to qualify for special education, but instead should provide timely, targeted, systematic interventions to all students who demonstrate need."⁸ Through ongoing assessment and progress monitoring, The Academy provides targeted support to students as needed. Intervention—either academic or social-emotional—is immediate, timely, and subject to ongoing monitoring.

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

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

Furthermore, students learn best when the adults in their lives—school staff and family members—are united in their approach to education and are also held to high expectations.⁹ Helping students and families adopt high expectations requires more than support for academics; The Academy concurrently focuses on the social-emotional learning ("SEL") aspect of education that is vital to long-term success. Recent research has shown that a student's mindset and

⁶ Gutierrez, K. *Developing a Sociocritical Literacy in the Third Space*. Reading Research Quarterly, 2008.

⁷ Buffum, Austin, Mike Mattos, and Chris Weber. *Simplifying Response to Intervention*. Bloomington: Solution Tree Press, 2012. 58.

⁸ Buffum. *Simplifying Response to Intervention*. xiii.

⁹ "Parent involvement at home and at school has a measurable impact on student performance in school and is particularly important for English Learners and students from low income families." Thigpen, David and Louis Freedberg. *The Power of Parents Research Underscores the Impact of Parent Involvement in Schools*. Oakland: Ed Source, Feb. 2014.

personal qualities are important determinants of college success.¹⁰ The Academy establishes and teaches to behavioral and social-emotional goals and partners with families to provide students a unified understanding of expectations. At The Academy's elementary school, these goals are continually communicated to families through home visits that occur at the start of every year, ongoing online communication, and meetings and school events throughout the year.

CURRICULUM AND INSTRUCTIONAL DESIGN

LEARNING ENVIRONMENT

SCHOOL CULTURE THAT SUPPORTS SUCCESS

The essential core of our learning environment is formed by a school culture that supports student success, promotes respect for all and a belief in student potential, actively encourages family involvement, develops a shared responsibility for student success, and celebrates progress. There is a growing body of evidence that suggests that the quality of a school's culture has a significant impact on its students' academic, social, and behavioral success. While a direct link is sometimes challenging to establish, there is no argument that "academic success for many students is interwoven with their emotional perceptions of a classroom"¹¹ and that high performing schools have strong school cultures.

The Academy's board, administration, and staff are deeply committed to the development of a strong school culture and make it a significant focus each year. The Academy's elementary school has grounded much of its culture in the principles of anti-bias education, which is an educational approach originally used in early childhood education that teaches students to respect and embrace differences and to act against bias and unfairness. The elementary program has more specifically adopted the use of a framework laid out by Teaching Tolerance that categorizes anti-bias principles into the themes of identity, diversity, justice, and action. In their most general state of description, the four themes teach and cultivate the following:

1. Identity: I know and love myself.
2. Diversity: I know and love others, including those who are different from me.
3. Justice: I can recognize when others are treated unfairly.
4. Action: I care when others are treated unfairly and I have the tools to do something about it.

The practice of explicitly and implicitly weaving these four themes throughout all aspects of instruction and interaction builds a strong sense of self and of community across lines of difference and contributes to a positive school climate. Restorative and student-centered practices are used to support students who experience challenges positively interacting with themselves or with the class or school community. These proactive and thoughtfully reactive practices and strategies, as a whole, have created a strong, unified school culture that allows

¹⁰ "Participation in SEL programs was associated with positive impacts on six major student outcomes, including improved SEL skills, attitudes toward self and others, social behavior, and academic performance as well as reduced conduct problems and emotional distress. The impact on academic performance translated to an 11 percentile point gain in students' achievement test scores." Dymnicki, Allison, Megan Sambolt, and Yael Kidron. *Improving College and Career Readiness by Incorporating Social and Emotional Learning*. Washington: AIR, Mar. 2013.

¹¹ Quate. *Clockwatchers*. 9.

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Comment [3]: This section has been edited to reflect our commitment to the principles of anti-bias education and social justice

students to be who they are, to feel connected to the school community, and to support others in achieving the same.

CULTURE OF HIGH EXPECTATIONS

A requirement of all adults hired into our school community is that they commit to the mindset of high expectations for all—for The Academy’s staff and Board of Directors, for the parent/guardian community, and for all students. Staff members are selected after determining that they can work in high performing teams and that they are committed to ongoing professional development in order to maximize their positive impact on all students. The adult community’s modeling of high expectations directly impacts students, as students rise to the level of expectations set out for them.

The culture of high expectations is reinforced on a daily basis in ways that promote a belief that all students will succeed at high levels academically, behaviorally, and socially. This includes explicit teaching and modeling of a growth mindset, personal qualities such as resilience and persistence, and our equity mantra, “everyone gets what they need to be successful”. High expectations for academics empower students to know exactly where their strengths and areas for growth lie and to take ownership for their progress toward rigorous, personalized goals. To support progress toward benchmark and personalized goals, teachers continuously track and communicate with students and families about student strengths and areas for growth.

Similarly, high expectations for behavior empower students to know what is expected of them in different situations and promote students’ respect for themselves and for others. To support our school culture and acclimate students to it, and to support a physically and emotionally safe environment, The Academy’s elementary school has a comprehensive set of school-wide behavioral expectations. Expected behaviors are transparent to students, families, and staff and are grouped into four rules that are explicitly taught to students: be respectful, be responsible, be safe, and be welcoming. The Academy is currently in the process of implementing a school climate survey to measure its success in developing a safe, welcoming learning community centered on these four rules and plans to use this survey yearly moving forward to collect data on and further strengthen school culture.

THE FAMILY AND SCHOOL COMMUNITY CONNECTION

One of The Academy’s core values is the strongly held belief that students benefit when there is a close connection between the school and the family. Recent research “indicates a strong association between parent involvement with a child’s education both at home and at school and student performance in school.”¹² Involvement can come in many forms, and The Academy is committed to providing opportunities for all families to be connected to the Charter School in order to help support their student’s success. As the research has shown, “Engaging parents is particularly important for English learners and students from low-income families and, greater

¹² Thigpen. *The Power of Parents Research Underscores the Impact of Parent Involvement in Schools*. Oakland: Ed Source, Feb. 2014.

parent involvement is correlated with higher student test scores and better grades for the Charter School as a whole.”¹³

The Academy cultivates family connections and involvement by providing multiple points of entry for all families regardless of their work schedules, cultural backgrounds, or any other identified factor that may have, in the past, limited such connection. Given the diversity of the student population it serves, developing and maintaining a connection to families is especially important to The Academy.

At the beginning of each school year, The Academy re-establishes relationships with its returning families and embarks on relationships with new families by conducting home visits with every family. The home visits are conducted by the child’s classroom teacher and serve as a positive, supportive first point of contact for each family in establishing and maintaining a strong home-school connection. The teacher focuses on learning more about the student and their family in order to develop successful home-school communication strategies, to develop support systems, and to identify opportunities for involvement that work with schedules, interests, and other family demands.

To promote ongoing home-school communication, The Academy has established a “Family Alliance” group that meets monthly to build community, increase involvement in the Charter School and student learning, and solicit feedback and input regarding school culture and events. In an effort to counter the exclusivity of a paid-members-only parent organization, membership is free and all parents and guardians of all elementary students are automatically enrolled as members of the Family Alliance.

The Academy annually reviews and revises its policies and practices with respect to parent and family engagement. Below are some methods The Academy currently uses to communicate with and reach out to families.

PARENT/FAMILY COMMUNICATION AND INVOLVEMENT

Type of Outreach/Involvement	Person/People Responsible	Goal of the Communication/Involvement
Family orientation sessions for all newly enrolled students	Administrators	Introduction to the Charter School program and to the staff; make initial connection to families
Home visits conducted at beginning of year for all students	Classroom teachers and administrators	Rapport building with family; creating/strengthening home/school connection
Ongoing weekly and monthly communication via electronic platforms	Classroom teachers	Inform families about grade-specific upcoming events and academic areas of focus
Weekly school newsletter	Administrators	Inform families about school wide events, opportunities for involvement, recent successes or

¹³ Thigpen. *The Power of Parents Research Underscores the Impact of Parent Involvement in Schools*. Oakland: Ed Source, Feb. 2014.

		celebrations
Family Alliance membership	Parents/guardians, administrators	Build parent/family community, increase involvement in the Charter School
At least three formal progress reports for all students and two informal progress reports for students working below grade level per year	Classroom teachers, administrators	Communicate student's progress
At least two teacher/family conferences per year	Parents/guardians, classroom teachers, administrators	Communicate student's progress and strengthen the school-family partnership for their child's success
Morning Read in Kindergarten-2nd grade	Parents/guardians, classroom teachers	Increase parent/family involvement and interaction with students' early literacy development
School wide community building events such as the Harvest Festival and Multicultural Potluck	Parents/guardians, classroom teachers, administrators	Celebration, opportunities for interaction between staff and families, and strengthening the school community bonds
Classroom projects, special events, field trips	Parents/guardians, classroom teachers	Increase parent/family involvement, provide support needed by classroom teacher

GOAL SETTING AND ACCOUNTABILITY FOR ALL

Setting goals, monitoring progress, and being accountable for one's efforts promotes student success and are essential for students to learn. The Academy believes this is an essential component for ensuring that the Charter School's learning environment will continue to progress and improve.

At The Academy, goal setting and accountability are practices that are modeled through The Academy's operational structure, starting with the Board of Directors. The Academy of Alameda Board of Directors annually sets outcomes and processes goals with the administrative team. It meets monthly to review and monitor the short- and long-term strategic goals established for the governance and administrative staff to ensure that The Academy is serving students to the best of its ability and getting the expected results. The goals are centered in four specific areas essential to providing a sound program for students: achieving high levels of student learning, attracting and retaining a high quality staff, maintaining a sound infrastructure (financially and operationally), and ensuring a strong connection to families. Data is collected and analyzed throughout the year on each of the areas of focus and goals are adjusted in an annual public session.

Similarly, The Academy's teachers, administrators, and students also set goals and monitor their progress. Teachers and administrators establish annual goals and create individualized professional development plans centered on specific areas of their practice (see the **Professional Development** section of this document for full discussion). The Academy views this as a crucial

part of an ongoing and cyclical reflection on professional practices that places student achievement at the forefront. Throughout the year, time is set aside to review and assess progress toward meeting these goals as well as to develop new strategies if progress is not being made.

Teachers regularly communicate academic goals, benchmarks, and progress to their students. For example, by the middle of second grade, students should be reading on a level L (based on Fountas and Pinnell reading levels and benchmarks) and a typical second grader would have shown two levels of growth from the beginning to the middle of the school year. In one-on-one reading conferences, teachers talk to students about their progress in relation to the benchmark and personal growth goals, and about how to anticipate obstacles and make plans for achieving their goals. In addition to frequent private check-ins, a second grade classroom might also publicly showcase student progress. For example, a teacher might continuously update a sticker chart tracking the number of levels grown by each student. As students progress through the grades, their participation will increase in both the development of their goals and in the planning for achieving them. Ultimately, the goal of the Charter School is for students to take ownership of their success and to meet or exceed the expectations of their teachers.

SHARED COMMITMENT TO OUR STUDENTS' SUCCESS

The terms “shared” or “collective” responsibility are frequently used phrases in education today but require structures in place to foster such behavior. The Academy’s elementary school replicated and built on shared responsibility practices including: co-teaching, using instructional aides to support all students—including those with Individualized Education Programs (“IEP”)—mentoring students, coordinating school-wide clubs and extracurricular activities, and other practices that allow adults at The Academy to interact with students in positive ways. Through these practices and through the daily routines that emphasize the collective responsibility for ensuring student success, The Academy continually promotes the ethos that “all our kids are all our kids.” All adults in the community embrace responsibility for the academic, behavioral, and social success of all students—up to, and including, when students are ready to take on those responsibilities themselves.

CELEBRATING SUCCESS

While an emphasis is placed on setting high expectations and clearly defined goals, there is an equal emphasis placed on celebrating when both benchmark and growth goals are met. Additionally, The Academy acknowledges and honors students when they demonstrate a growth mindset and the other critical student qualities and behavioral expectations. Celebrations vary based on age and subject matter, but include verbal praise, communication with families, class parties, and/or tangible rewards. The Academy recognizes the important effect such celebrations have on a school culture; seeing that one's hard work has paid off and feeling that sense of satisfaction translates into continued engagement and increased levels of self-efficacy for both students and staff.

INSTRUCTIONAL APPROACH

INTRODUCTION

As the famous educator John Dewey once remarked, it is the duty of schools to “catch” the interest of students and then “hold” on to them by creating the conditions, culture, and curriculum to continually engage students. The concept of “catch and hold” informs all of the practices outlined in The Academy’s instructional approach as does Csikszentmihalyi’s concept of “flow”—energized focus and complete absorption in an activity.¹⁴ Flow is achieved when a teacher has created a classroom community that is socially and intellectually safe. The Academy achieves this sense of safety by building students’ competence in basic skills and by valuing them as unique individuals with different backgrounds, strengths, and challenges. Our education model incorporates three key strategies to “catch and hold” students in a manner that supports their school success:

- Build strong foundations in English Language Arts and Math for every child
- Targeted instruction within each student’s zone of proximal development
- Integrate social emotional learning throughout the school day

BUILD STRONG FOUNDATIONS IN ENGLISH LANGUAGE ARTS AND MATH FOR EVERY CHILD

A critical building block of developing flow and student engagement is competence—the extent to which a student feels he/she can attempt a task is central to whether or not he/she will begin a task and continue to pursue it, even in the face of obstacles.¹⁵ The Academy builds competence by using the Common Core State Standards (“CCSS”) to backwards plan our units and lessons, ensuring that our students will meet all benchmarks, with particular emphasis on ensuring student proficiency in the foundation skills of literacy and math.

Through the use of English Language Arts (“ELA”) and Math programs that align to the CCSS, students are given multiple opportunities throughout the day, and beyond the specific subject periods, to practice the skills they learn. Our ELA and Math programs incorporate on-going assessment to ensure that students do not fall behind without notice and that they receive the support needed to bring them to competency. Our research-based approach in both disciplines is intentionally designed to enable all students to reach standards, with emphasis on strategies that are particularly effective with those students who have been traditionally underserved in Alameda.

ENGLISH LANGUAGE ARTS

CCSS in ELA at the elementary level call for rigorous grade-level expectations in the areas of reading, writing, speaking, and listening to ensure students reach high school ready to prepare for college and career. Our goal is to empower students to be conscious contributors to their communities by equipping them with the critical thinking skills, academic language and discourse skills, and growth mindset to be successful in high school and beyond. We focus on developing the foundational skills necessary for students to become thoughtful communicators in

¹⁴ Csikszentmihalyi, Mihaly. *Flow*. New York: HarperCollins, 1990. 74.

¹⁵ Quate. *Clock Watchers*. 11.

our ongoing effort to address equity and excellence. The philosophical principles outlined below guide our approach to literacy throughout the school day and across curricular areas. The principles provide the rationale and “why” behind the choices we make regarding curriculum and instruction.

Philosophical Principles:

1. All literacy development at school builds on students’ literacy practices at home and in the community.

Rather than assume our students come to us as blank slates, we acknowledge and utilize their rich supply of knowledge in the classroom.

This core principle is informed by the research of the following educators:

- Moll, L., González, N., and Amanti, C. (2005). *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms*, 2005.

2. Literacy development is a socio-cultural phenomenon.

Literacy development is advanced when students engage in authentic literacy tasks that are situated in a cultural context, such as a positive school culture that values their contributions and builds on their knowledge. Skills and comprehension are acquired through social interaction with others – such as teachers, parents, and peers.

The elementary literacy program aims to support student literacy learning by designing instruction that routinely places students in their zone of proximal development through rich activities such as reader and writer’s workshop. As a result of this type of engagement, not only are students’ literacy skills developed, but they are also able to bring their social identities and home-based funds of knowledge to the process to inform and influence what meaning they make of what they hear, say, read, and write.

Educator and researcher, Dr. Kris Gutierrez calls the routine talk and task structures in the classroom the “third space” acting as a zone of proximal development that provides scaffolding through high quality social interactions. This “third space” while important for all students, is critical for ELD and Academic English Development (“AED”).

This core principle is informed by the research of the following educators:

- Gutierrez, K. *Developing a Sociocritical Literacy in the Third Space*. Reading Research Quarterly, 2008;
- Cazden, B. *Classroom Discourse: The Language of Teaching and Learning: Chapter 4*, 2001.

3. To ensure equitable outcomes for students, literacy development begins and continues with oral language acquisition at its center.

Children’s oral language development—speaking and listening skills—leads the way for their reading and writing skills. Oral language provides a secure base upon which to build all the other literacy skills. The classroom has to become a place where “talk is valued as a learning tool.”

Young children begin school with a wide range of language and literacy skills. While all students come to school with funds of knowledge, not all children come to school with a deep oral vocabulary. Many enter with partial expressive language skills or knowing fewer vocabulary words than their peers. Students living in poverty are more likely to come to school with a vocabulary of only about 2,000 words compared to 10,000 words that more affluent student bring with them (Chall, Jacobs, and Baldwin, 1991).

This core principle is informed by the research of the following educators:

- Stahl, S. Vocabulary Development. Volume 2 in the series *From Reading Research to Practice*, 1998.
- Beck, I., and McKeown, M. *Increasing Young Low-Income Children’s Oral Vocabulary Repertoires through Rich and Focused Instruction*. The Elementary School Journal, 2007;
- Wong-Fillmore, L. *What Teachers Need to Know About Language*. Center for Applied Linguistics, 2002;
- Chall, Jacobs, and Baldwin. *The Reading Crisis: Why Poor Children Fall Behind*, 1991

4. To be culturally responsive and personalize learning, literacy development is most effective when situated in relationships and relevance.

Literacy development is deeply rooted in the personal relationship between the teacher and the student as well as among students as a community of learners. Through the demonstration of caring and respect, the teacher is able to model effective literacy practices and encourage the emerging skills of the student, giving him confidence and a belief that he can master what initially feels like a stretch. This supportive relationship creates a positive student identity as a reader, writer, and thinker, positioning students to take on a growth mindset toward literacy development. Through this growth mindset, students understand how reading and writing skills apply in their everyday life and within their community. As the student understands how literacy impacts their understanding of the world (reading the world), literacy development tasks take on a new relevance. This leads to increased engagement, effort, and perseverance in becoming a better speaker, reader, and writer.

This core principle is informed by research from the following educators:

- Cunningham, A. E., & Stanovich, K. E. *Reading Matters: How Reading engagement influences cognition*, 2003;
- The Strategic Literacy Initiative’s (WestEd) *Reading Apprenticeship Framework: The Personal and Social Dimensions*;
- Irvine, J. Jordan. *Educating with a Cultural Eye: Chapter 4 – Caring, Competent Teachers in Complex Classrooms*, 2003.

MATH

Mathematics instruction at The Academy is centered on teaching students how to “think like a mathematician.” To do so, students must engage deeply with problems, link topics and thinking across grades and across subject matter, and view math as an integral and relevant component of their lives. The Academy’s approach reflects the intentions behind CCSS for Math which asks schools to delve deeply into concepts and to develop students’ critical thinking skills. The research-based philosophical principles listed below are reflective of the CCSS for Math and delineate The Academy’s approach to teaching mathematics both during the math block of instruction as well as integrating it throughout the day.

Philosophical Principles:

1. Mathematics instruction is engaging, equitable, and learned best when introduced as a problem with connections to the real world.

Students learn best when the mathematics instruction is connected to the experiences students have prior to entering the classroom. Students must see the numbers not just as quantities but as value related to something in their world, because “real-world contexts can give students access to otherwise abstract mathematical ideas,” and “context stimulates student interest and provides a purpose for learning.”¹⁶

When students learn to think like a mathematician, they gain critical thinking skills that can be applied to all content areas and to the real world. For example, students begin to see that the solution to a problem is not the singular goal of mathematics; the process of solving problems is significant in itself. Through the problem solving process, students develop persistence, confidence, and critical thinking skills.

The Common Core requires students to make sense of problems and persevere in solving them and appropriately model with mathematics (Standards for Mathematical Practice, Common Core). Within the Common Core, mathematically proficient students:

- Apply the mathematics they know to solve problems arising in everyday life, society and the workplace.
- Explain to themselves the meaning of the problem and look for entry points to its solution.
- Monitor and evaluate their progress and change course if necessary.
- Ask themselves, “Does this make sense?”
- Interpret their mathematical reasoning in the context of the situation.

This principle is supported by the following research:

- Bartell, Tonya, and Margaret Meyer. "Addressing the Equity Principle in the Mathematics Classroom." *National Council of Teachers of Mathematics: Mathematics Teacher* 101.08, 2008;
- Burns, Marilyn. "Ten Big Math Ideas." *Scholastic Instructor* Apr. 2004: 16-20;

¹⁶ Burns, Marilyn. “Ten Big Math Ideas” *Scholastic Instructor*, April 2004: 16-20.

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

2. Students must have a solid foundation built on number sense to ensure that they can make sense of a problem, are able to use strategies to solve problems efficiently, and can determine the reasonableness of their answers.

Students who have developed number sense are able to use mental math to self-assess solutions. These students also demonstrate increased flexibility in their understanding of numbers and operations and in their ability to approach a problem from multiple angles.

The Common Core has determined that building number sense is a critical area for all grade levels. At each grade level, specific content focus areas are chosen as the most critical for students to master prior to the next year. Building number sense is seen in the following critical areas:

- K: Representing and Comparing Whole Numbers
- 1: Whole Number Relationships and Place Value, Addition and Subtraction within 20
- 2: Place Value, Addition and Subtraction within 100
- 3: Understanding Fractions, Multiplication and Division within 100
- 4: Fraction Equivalence and Operations, Multi-digit Multiplication and Division
- 5: Whole Number and Decimal Operations, Operations of Fractions

This principle is supported by the following research:

- "Principles and Standards for School Mathematics." *National Council of Teachers of Mathematics*. NCTM, 2013. Web. <http://www.nctm.org/uploadedFiles/Math_Standards/12752_exec_pssm.pdf>;
- Way, Jenny. "Number Sense Series: Developing Early Number Sense." *NRich: Enriching Mathematics*, 1997. Web. 16 Apr. 2014. <<http://nrich.maths.org/2477>>.

3. Students become critical thinkers through instruction that focuses on development of mathematical reasoning over rote memorization.

A mathematician's primary task is not the memorization of formulas and facts; it is to demonstrate a deep understanding of what a problem is asking and then be able to communicate that thinking to others. Through mathematical reasoning, students observe and, through analysis, understand patterns and structures in both math and the world around them. Furthermore, through the communication of their insights, be it written or orally, students develop precision and clarity of mathematical expression. Through this communication, students develop a deeper understanding of their own ideas and observations.

The CCSS requires students to construct viable arguments and critique the reasoning of others and attend to precision while communicating (Standards for Mathematical Practice, CCSS). According to the CCSS, mathematically proficient students:

- Justify their conclusions, communicate them to other, and respond to the arguments of others.

- Reason inductively about data, making plausible arguments that take into account the context
- Compare the effectiveness of plausible arguments
- Distinguish correct logic or reasoning from that which is flawed
- Listen or read the arguments of others, decide whether they make sense, and ask useful questions.
- Try to communicate precisely to others, using appropriate vocabulary to explain their solutions and reasons.

This principle is supported by the following research:

- "Principles and Standards for School Mathematics." *National Council of Teachers of Mathematics*. NCTM, 2013. Web.
<http://www.nctm.org/uploadedFiles/Math_Standards/12752_exec_pssm.pdf>;
- Burns, Marilyn. "Ten Big Math Ideas." *Scholastic Instructor* Apr. 2004: 16-20.

4. A deep understanding of math is developed when learning is seen as a process based on thinking, reasoning and risk-taking.

This process must value mistakes as opportunities for learning and discourse. Deep understanding is developed by modeling thinking and reasoning and by holding students to the expectation that they can and will achieve.

In order for students to understand math as a series of interconnected relationships, rather than disparate elements, students need opportunities to explore ideas, understanding, and solutions, free of a narrow-minded focus on "finding the right answer" and in avoidance of "making a mistake." Students must feel free to take risks in their thinking as they uncover mathematic understandings in collaboration with their teacher and classmates. Equity is achieved in the classroom where all students are active participants in this uncovering and are responsible and expected to achieve.

The CCSS requires students to reason abstractly and quantitatively (Standards for Mathematical Practice, CCSS). According to the CCSS, mathematically proficient students:

- Make sense of quantities and their relationship in problem situations.
- Use reasoning that entails creating a coherent representation of quantities, not just how to compute them.
- Know and flexibly use different properties of operations and objects.

This principle is supported by the following research:

- "Principles and Standards for School Mathematics." *National Council of Teachers of Mathematics*. NCTM, 2013. Web.
<http://www.nctm.org/uploadedFiles/Math_Standards/12752_exec_pssm.pdf>;
- Burns, Marilyn. "Ten Big Math Ideas." *Scholastic Instructor* Apr. 2004: 16-20;
- Bartell, Tonya, and Margaret Meyer. "Addressing the Equity Principle in the Mathematics Classroom." *National Council of Teachers of Mathematics: Mathematics Teacher* 101.08 (2008)

These core principles are informed by the research of the following educators:

- Bartell, Tonya, and Margaret Meyer. "Addressing the Equity Principle in the Mathematics Classroom." *National Council of Teachers of Mathematics: Mathematics Teacher* 101.08, 2008;
- Burns, Marilyn. "Ten Big Math Ideas." *Scholastic Instructor* Apr. 2004: 16-20.
- Cai, Jinfa, and Frank Lester. "Why Is Teaching With Problem Solving Important to Student Learning? Brief." *Why Is Teaching With Problem Solving Important to Student Learning? Brief*. National Council of Teachers of Mathematics, n.d. Web. 16 Apr. 2014. <<http://www.nctm.org/news/content.aspx?id=25713>>;
- "Standards for Mathematical Practice." *Common Core Standards for Mathematical Practice*. Common Core State Standards Initiative, 2012. Web. 16 Apr. 2014. <<http://www.corestandards.org/Math/Practice/>>;
- "Principles and Standards for School Mathematics." *National Council of Teachers of Mathematics*. NCTM, 2013. Web. <http://www.nctm.org/uploadedFiles/Math_Standards/12752_exec_pssm.pdf>;
- Way, Jenny. "Number Sense Series: Developing Early Number Sense." *NRich: Enriching Mathematics*, 1997. Web. 16 Apr. 2014. <<http://nrich.maths.org/2477>>.

TARGETED INSTRUCTION WITHIN EACH CHILD'S ZONE OF PROXIMAL DEVELOPMENT

Every child has the capacity to excel, and each child has unique needs for support in order to meet their potential. Capitalizing on a student's strengths and finding the most effective method to support their needs is central to the education program at The Academy. Through our instructional approach and our program design, The Academy's focus on educating the whole child and on treating each student as a unique individual with his/her own strengths and challenges is evident. The Academy strives to engage each student on an individual level, readily acknowledging that not everyone learns in the same way. The Academy is committed to meeting students where they are and to building upon prior knowledge in order to accelerate learning. Schools must provide multiple pathways to success, and The Academy accomplishes this by identifying each student's zone of proximal development, by providing flexible time on tasks and flexible grouping, and by adhering to the principles of Response to Intervention in both academic and social emotional contexts.

Beginning at enrollment, staff gathers information to help identify how they can best support each child's success—whether educational or social-emotional. Once the school year begins, children are assessed on a regular basis through a variety of methods, with the goal being to identify every opportunity to support student growth. The result is a personalization of the learning process.

The methods and strategies employed at The Academy are designed to provide multiple opportunities for engagement. At The Academy, personalized learning occurs for every child through our extensive use of monitoring and assessment to determine what, if any, additional support the child may need. While using a standards-based curriculum, The Academy provides every child with the tools and instruction necessary to succeed. The continuous assessment and monitoring of student progress ensures that a student that begins falling behind is identified early and provided the support necessary to rapidly progress. The Academy is committed to helping each child reach their potential through personalized learning (discussed further in the **Plan for Special Learners**).

INTEGRATING SOCIAL EMOTIONAL LEARNING THROUGHOUT THE SCHOOL DAY

SEL is an essential component of a successful education program and prepares students for life-long success. Developing our students' prosocial behavior promotes and strengthens academic success, enabling students to become conscious, contributing members of their communities. As one recent study points out, "Social and emotional skills create responsive, caring, and inclusive classrooms and provide the foundation for building and sustaining learning relationships that lead to academic success and responsible citizenship. Because many of our students' interpersonal interactions occur there, schools provide adults with a unique and natural setting in which they can intervene to foster the development of social and emotional skills."¹⁷

The Academy's philosophy on SEL is based on Carol Dweck's concept of a "growth mindset"—the belief that intelligence and talent are not fixed; they are malleable and can change and grow—and Camille Farrington's four mindsets for student success:

1. I belong in this academic community.
2. My ability and competence grow with my effort.
3. I can succeed at this.
4. This work has value for me.

When students embrace challenge, see failures as successes, and view effort as the path to mastery, they are more open to taking risks and are exhibiting a growth mindset.¹⁸ The Academy actively fosters and develops a growth mindset by valuing effort and resilience, and by explicitly teaching and rewarding those skills and personal qualities which contribute to a growth mindset. In his recent book How Children Succeed, Paul Tough synthesizes much of the recent research on character and its development in children, "For many of us, character refers to something innate and unchanging, a core set of attributes that define one's very essence. Seligman and Peterson defined character in a different way; a set of abilities or strengths that are very much changeable—entirely malleable, in fact. They are skills you can learn; they are skills you can practice; and they are skills you can teach" (Tough 59). The Academy thus explicitly teaches—and implicitly embeds in all aspects of the Charter School—qualities that foster a growth mindset and contribute to student success. These qualities include but are not limited to: resilience, persistence, integrity, self-awareness, self-control, and self-advocacy.

The Academy recognizes that simply teaching the above qualities is not enough for students to truly and deeply develop a growth mindset; students must concurrently develop a strong connection between self and school that is grounded in Farrington's four mindsets for student success (listed above). When students feel that school is a place that is emotionally and physically safe, relevant to their lives and goals, and appropriately challenging and engaging, they are able to push themselves to take greater and more frequent prosocial and academic risks. Teachers and staff engage in frequent reflection around the four mindsets in professional

¹⁷ Schonert-Reichl, Kimberly and Shelley Hymel. *Educating the Heart as well as the Mind*. Canadian Education Association. Web. <http://www.jcsh-cces.ca/upload/Educating_Heart_Spring07-1.pdf>

¹⁸ "This growth mindset is based on the belief that your basic qualities are things you can cultivate through your efforts. Although people may differ in every which way—in their initial talents and aptitudes, interests, or temperaments—everyone can change and grow through application and experience" Dweck, Carol. *Mindset*. New York: Random House, 2006. 7.

development and team meetings, adjusting SEL and academic content accordingly to meet students' needs and to deepen their growth mindset and connection to the Charter School.

To proactively support the social and emotional development of students, The Academy creates an environment in which appropriate and prosocial behavior and skills are clearly introduced, modeled, and reinforced across all school spaces, situations, and subjects. Explicit SEL instruction occurs at the beginning of the year as part of school rule setting and community building and is ongoing via the Morning Meeting, Equity Studies, and bi-weekly school assembly programs described below. Continuous positive reinforcement includes both the natural occurrence of desired peer or adult reactions and additional reinforcers such as verbal acknowledgement or earning points toward an individual or class goal.

The concepts of growth mindset, belonging, and relevance are seamlessly integrated throughout the academic program and build students' capacity to succeed throughout the school day and beyond. For example, The Academy's Morning Meeting (adapted from The Northeast Foundation for Children's Responsive Classroom curriculum) is held every day in all classrooms and serves to build classroom and school community while also addressing social emotional learning. The four components of Morning Meeting—greeting, sharing, group activity, morning message—model prosocial behavior and lead to improved emotional support for students. In Equity Studies (the school's history and social emotional program), students receive explicit instruction three times per week in qualities that support a growth mindset—like resilience, persistence, integrity, self-awareness, self-control, and self-advocacy—via case studies of historical and modern figures, civilizations, and events. Furthermore, bi-weekly all-school assemblies use a variety of mediums (e.g. songs, skits, videos, presentations) to provide social-emotional learning opportunities for students and to create a positive school community with a growth mindset.

The Academy's social-emotional program acknowledges that, much like with their academics, students come to the school with widely varying social-emotional needs, and the Charter School must provide a flexible program with multiple points of entry. As with the academic program, social-emotional support at The Academy is multi-tiered to meet the varying needs of students. Students in need of additional support is identified through referrals to the Coordination of Services Team ("COST") (See **Plan for Students Who Are Academically Low Achieving** for a complete description of the COST process). Depending on a student's needs, possible supports recommended by the COST Team may include any of the interventions listed on the chart below.

Intervention	Degree of Support
Teacher meeting with parent/guardian	Moderate
Student paired with older, peer mentor	Moderate
Student paired with adult mentor and placed on goal setting plan. Student checks in and checks out with adult each day and discusses progress toward goals.	Moderate to intensive
Group counseling	Moderate to intensive
Individual counseling	Intensive

At The Academy, SEL is not confined to a particular curriculum or time of day; it is an integral part of the Charter School's program and as such presents students and staff with continuous, ongoing learning opportunities.

PROPOSED SCHEDULE AND CALENDAR

SCHOOL YEAR

The Academy's academic calendar will comply with the annual instructional minutes requirements set forth in Education Code Section 47612.5. In addition to 180 days of instruction, The Academy will have 10-15 days of annual professional development for its staff. The content and focus of professional development days is elaborated upon in the **Professional Development** section of this document. The 2018-19 school calendar is included in Appendix 2 and may be modified as needed.

INSTRUCTIONAL MINUTES

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

- 36,000 minutes for kindergarten students
- 50,400 minutes for students in grades 1-3
- 54,000 minutes for students in grades 4-5

At The Academy, students in all grades will receive 58,070 instructional minutes per year.

INSTRUCTIONAL DAY

The instructional day at The Academy is designed to reflect the mission and vision of the Charter School and the salient features of our instructional approach. Specifically, the instructional day provides ample time for ELA, Math, and instruction in Science and Equity Studies. Additionally, the ELA block and the period for Enrichment/Intervention allow for flexible groupings and for the delivery of support services. For more on this, please see the **Plan for Special Learners** section of this document.

Sample Daily Schedule (Grades K-2)

Mon, Tues, Thur, Fri		Wed (early release)	
8:10-8:40	Morning Routines	8:10-8:40	Morning Routines
8:40-10:00	ELA	8:40-10:00	ELA
10:00-10:30	Snack Break, Recess	10:00-10:30	Snack, Recess
10:30-11:30	Math	10:30-11:30	Math
11:30-12:20	Lunch, Recess	11:30-12:20	Lunch, Recess

12:20-12:45	Science	12:20-12:50	Science
12:45-1:30	PE/Creative Arts/ World Language	12:50-1:50	Enrichment/Intervention
1:30-1:45	Recess	1:50-2:00	Closing Routines
1:45-2:15	Equity Studies	After School	Staff Professional Development
2:15-3:05	Enrichment/Intervention		
3:05-3:10	Closing Routines		
Instructional Minutes: 340		Instructional Minutes: 285	

Sample Daily Schedule (Grades 3-5)

Mon, Tues, Thur, Fri		Wed (early release)	
8:10-8:40	Morning Routines, ELA Room	8:10-8:40	Morning Routines
8:40-10:00	Reading, Equity Studies	8:40-10:00	ELA
10:00-10:30	Snack Break, Recess	10:00-10:30	Snack, Recess
10:30-11:30	Writing	10:30-11:30	Math
11:30-12:20	Lunch, Recess	11:30-12:20	Lunch, Recess
12:20-12:55	PE/Creative Arts/ World Language	12:20-12:50	Science
12:55-1:10	Afternoon Routines, Math/Sci Room	12:50-1:50	Enrichment/Intervention
1:30-1:45	Recess	1:50-2:00	Closing Routines
1:45-2:15	Equity Studies	After School	Staff Professional Development
2:15-3:05	Enrichment/Intervention		
3:05-3:10	Closing Routines		
Instructional Minutes: 340		Instructional Minutes: 285	

CURRICULUM DESIGN

INTRODUCTION

Instructional planning at The Academy is purposeful and comprehensive. Long term plans, such as a scope and sequence and curriculum maps, are based on CCSS and are developed and refined during summer professional development. Unit and lesson planning are ongoing and conducted

collaboratively by grade level teams, in consultation with administrators and with instructional coaches.

Instructional Planning

Type of Planning	Planning Focus	Who	When
Long Term Planning	Curriculum mapping of CCSS content standards and scope and sequence development	Teachers and administrators	Summer
Unit Plan Development	Create units based on the standards using Understanding by Design	Collaborative, grade level teacher teams	Trimesters
Weekly Lesson Plans	Dissection of unit plans into weekly and daily plans	Collaborative, grade level teacher teams	Weekly

LONG TERM PLANNING

Every summer before the school year begins, Academy teachers participate in nine days of professional development at the school site that include a focus on long term curricular mapping of the CCSS and on selecting and/or developing curricular materials that will best facilitate student learning. The Academy's instructional program runs on a trimester system, and all instructional plans are developed accordingly. During summer professional development, teachers collaborate in creating and/or refining their yearly curriculum map and first trimester unit plans.

UNIT AND LESSON PLANS

The Academy utilizes “backward design” and ongoing formative assessment as foundational principles of instructional planning. A key facet of Grant Wiggins and Jay McTighe's Understanding by Design is the concept of “backward design,” which includes the following steps: identify desired results, determine acceptable evidence, and plan learning experiences and instruction.¹⁹ Within this basic approach are crucial steps that, when implemented, allow students to: 1) develop an understanding of themselves as students; 2) achieve mastery of standards and develop critical thinking skills; and 3) make connections between content areas and between what is learned in school and their real lives. Teachers at The Academy utilize “backward design” when planning their scope and sequence and when devising unit and lesson plans.

Equally important as “backward design” is the use of on-going assessment for student learning. As standards are presented and taught, students are given various formative assessments, the results of which teachers can use to plan instruction and which students can analyze to determine

¹⁹ Wiggins, Grant and Jay McTighe. *Understanding by Design*. Upper Saddle River: Pearson, 2005.

the progress they are making. This use of assessment to inform the student is crucial for enabling students to make strategic decisions about how to reach mastery and to motivate them to keep trying as they see a clear target and a clear means of arriving at their desired learning destination. Furthermore, the formative assessment cycle allows teachers to modify and personalize instruction as needed and to continue to plan such that all students' needs are being met.

Unit and lesson plans are co-constructed and revised by collaborative, grade level teams. Teams accomplish these during common planning time and during structured professional development days that occur throughout the year. Grade level teams meet, at a minimum, every other week with the School Director and/or other instructional support staff to ensure that unit and lesson plans are aligned to standards and to provide teams with additional professional development focused on instructional planning.

COMPONENTS OF CONTENT AREAS

ENGLISH LANGUAGE ARTS

This section outlines the design principles that guide the content and structure of the elementary literacy program and the instructional framework that informs our English Language Arts instruction. Taken together, these form the pillars of our robust and rigorous approach to English instruction.

Design principles behind The Academy's English Language Arts program:

1. The Academy's literacy curriculum is designed around reading, writing, listening, and speaking for authentic purposes.

We accomplish this through workshop-based instruction with an emphasis on applying ELA skills to real-world situations and contexts.

2. The Academy's literacy curriculum helps students develop the habits of mind of thoughtful readers and writers.

This includes developing an academic mindset, listening with empathy and understanding, questioning and posing problems, being reflective, persisting, and putting forth effort.

3. The Academy's approach to reading development involves simultaneous attention to building sound/spelling automaticity as well as meaning-making through comprehension skill development.

We believe literacy development is accelerated when students are able to build bridges between the various reading processes of decoding and meaning-making for authentic purposes.

The CCSS call for students to develop close, analytical reading skills. This means building strong oral comprehension while students are still learning to read in the early grades. Meeting CCSS also requires that students be critical readers and writers, able to not just decode words or perform basic comprehension task, but to also read and analyze complex text. Effective literacy instruction situates the learning of basic skills within the larger context of critical literacy – how language shapes students' understanding of their world. At the same time, without strong word recognition skills (e.g., decoding with automaticity and syllabication) their reading and writing

development will stall. We avoid this by giving word work and comprehension skills equitable time in the curriculum according to the needs of students as they progress from kindergarten through fifth grade.

In order to help students develop the necessary skills and dispositions to do this type of reading and critical thinking, literacy instruction focuses on helping students develop what Luke and Freebody (1999) describe as four “families of practice:”

- **Code Breaker:** The student is able to understand text at the surface level (the alphabetic principle, concepts of print, basics of decoding (reading) and encoding (spelling/writing)).
- **Meaning Maker:** The student is not only able to comprehend the text but also the author’s intended meaning based on his/her use of comprehension strategies aided with a rich vocabulary and deep background knowledge.
- **Text User:** The student connects the text and author’s meaning to a larger context beyond the classroom in the process of solving a problem or completing a project.
- **Text Critic:** The student understands that texts are not neutral and are told from one or more perspectives (critical literacy).²⁰

Each area serves to guide our unit and lesson planning. Identifying student dispositions rather than just naming the literacy components to be covered is critical to ensure that all students, especially underserved students, are prepared to be successful and our instruction is student-centered.

4. Literacy content is balanced between informational texts and literature:

In order to build students’ background knowledge and content knowledge, the CCSS call for 50 percent of reading to consist of informational texts. Currently, from elementary through middle school, most students spend 7 percent of their time reading informational text despite the fact that 80 percent of our time outside of school and in college is spent reading informational text. The CCSS call for a gradual increase in informational text from kindergarten through 4th grade until students are reading 50 percent narrative and 50 percent informational text.

5. Reading and writing is integrated into core content areas as a way to increase cognitive engagement.

In our effort to stay focused on equity, we build authentic reading, writing, and speaking tasks into math, science, and social studies. Often we think of reading and writing as subject areas in elementary school when in reality they are powerful information processing tools. Boykin and Noguera (2011) point out that an important aspect of increasing achievement for all students, but particularly for English learners and low-performing students of color is to improve their ability to process what they are reading. Writing to learn is an important cognitive strategy that lays the foundation for analytical reading and writing.

6. The literacy classroom is a socially and intellectually safe space for learning.

The optimal classroom environment is constructed to help students create what Caine and Caine (1994) call “*relaxed alertness*” – low social threat coupled with high cognitive challenge. This

²⁰ Luke, A & Freebody, P. “A map of possible practices: further notes on the four resources model”, *Practically Primary* 1999 Vol. 4, No. 2.

state of “relaxed alertness” is the precursor to Mihály Csíkszentmihályi’s concept of “flow”—the feeling of energized focus and complete absorption in an activity that creates a kind of tunnel vision. To make this possible, all teachers at The Academy are prepared to create and maintain a classroom community that is socially and intellectually safe for all students.

Key Components of The Academy’s English Language Arts Instructional Program

In this section, we outline the key skills and competencies students are expected to develop in critical areas, the conditions under which we believe students learn best, and the basic framework for our approach to assessment in ELA.

According to the CCSS the key skills and competencies students are expected to develop are:

- Phonemic awareness
- Phonics
- Vocabulary
- Academic language
- Comprehension
- Writing

To ensure equitable outcomes that allow students to use reading and writing to learn in middle school, there are core skills students have to master at each grade level. We know that learning gaps begin if students move to the next grade without mastering key reading and writing skills. It is important to be clear about what those key skills are based on the research.

An effective literacy program focuses on developing core reading skills so that the student has both accuracy and speed with decoding (fluency) while simultaneously working on building background knowledge, comprehension and vocabulary.

The instructional program is designed to help students master the requisite habits of mind along with core reading, listening, speaking, and writing skills. Instruction in the elementary literacy block focuses on creating the following conditions:

- Scaffold into independent work and self-directed learning
- Substantial time to read, write, and talk
- Integration of reading and writing so it becomes obvious to students how the two are related
- Opportunities for students to work together in pairs, trios or small groups on a common task according to sociocultural learning theory
- Multiple entry points for students at different levels to engage in meaningful literacy work. English Learners (“EL”) specifically have scaffolded entry points (i.e., Kate Kinsella engagement strategies)
- Instructional routines that allow students to have ownership over their learning experience as they move through the literacy block
- Build stamina over time for longer periods of reading and writing (from kindergarten through 4th grade)
- Move toward the reading and writing of more complex text (mentor texts, multicultural texts based on Dr. Alfred Tatum’s work on *enabling texts*)
- Students self-monitoring of their own literacy goals and learning with formative assessments, conferencing and timely corrective feedback

- Reinforcement of core phonics, fluency, and vocabulary
- K-1 literacy block alternates between brief 5-10 minute whole group instruction (check-in, mini-lesson) followed by structured 15-30 minute independent work time (independent reading, buddy reading, word work, writing work, books on tape, etc.).
- Guided work in small groups on reading, writing/conferring, and assessing.

Assessment

The elementary literacy assessment plan is deeply connected to The Academy's focus on equity and excellence. An assessment plan for the early elementary grades focused on equity has four main objectives:

- To **identify** students at the beginning of the year who are "at risk" for reading difficulties and who may need extra instruction or intensive interventions if they are to progress toward grade-level standards in reading by the end of the year.
- To **monitor** students' progress during the year to determine whether "at risk" students are making adequate progress in critical reading skills and to identify any students who may be falling behind.
- To **collect** information about students that will be helpful in planning instruction to meet their most critical learning needs.
- To **assess** whether the instruction provided by classroom teachers and intervention specialists is sufficiently powerful to help all students achieve grade-level reading standards by the end of each year from kindergarten through third grade.

The goal is to make assessment an integral part of instruction, not a separate add-on at the end of a unit, grading period, or school year.

Curriculum

The Academy uses Lucy Calkins Reader's and Writer's Workshop as the core ELA curricula, as well as Core Knowledge Skills and Words Their Way for supplemental phonics and vocabulary instruction. Reading and writing curriculums were chosen based upon the history of success, alignment with CCSS, and flexibility for reaching and teaching a wide range of learners and skill levels.

MATH

This section outlines the design principles that guide the content and structure of the elementary math program and the instructional framework that informs our math instruction. Taken together, these form the pillars of our robust and rigorous approach to instruction in mathematics.

Design principles behind The Academy's Math program:

The Academy designed its math program using research from The National Council of Teachers of Mathematics ("NCTM"). NCTM describes six key principles that are fundamental to a high-

quality mathematics education, including: equity, teaching, learning, assessment, curriculum and technology.²¹

1. The Academy's approach to math involves creating a classroom environment that ensures equity for all students.

All students are given access to high-quality mathematics instruction; every student is held to high expectations and supported to achieve them. The mathematics classroom is a socially and intellectually safe space for learning for all students.

2. The Academy's mathematics curriculum is designed around teaching and learning the skills to be a critical thinker and problem solver.

We accomplish this through problem- and strategy-based work during which students learn content while simultaneously developing critical and creative thinking. The mathematics curriculum helps students develop critical thinking skills so that they can solve new and unique mathematics problems as well as use these skills to solve problems across all content areas and in "real world" applications.

3. The Academy values assessment as a tool to determine students' needs, evaluate their learning, and make changes to instruction, as necessary.

Assessments are used as a significant and integral part of the teaching and learning process. Assessments support the learning of key skills and concepts as well as provide meaningful data to inform the teacher's instruction and allow students to set their own learning goals.

4. The Academy's math curriculum supports mastery of the CCSS.

These standards call for students to develop a deep understanding of mathematical concepts by:

- Making sense of problems and persevering in solving them
- Reasoning abstractly and quantitatively
- Constructing viable arguments and critique the reasoning of others
- Modeling with mathematics
- Using appropriate tools strategically
- Attending to precision
- Looking for and make use of structure
- Looking for and expressing regularity in repeated reasoning

5. The Academy incorporates technology to enhance student learning.

Technology is an invaluable tool in helping to build automaticity and in supporting an advanced understanding of mathematics. As the NCTM states, "Technology can help support investigation by students in every area of mathematics and allow them to focus on decision making, reflection, reasoning and problem solving. The existence, versatility and power of technology make it possible and necessary to reexamine what mathematics students should learn as well as how they can best learn it." (NCTM, 2012)

²¹ These core design principles are informed by the research of the following educators: "Standards for Mathematical Practice." www.corestandards.org. Common Core State Standards Initiative, 2012. Web. 16 April 2014. <<http://www.corestandards.org/Math/Practice/>>.

Key Components of The Academy's Instructional Program in Mathematics

In this section, we outline the key skills and competencies students are expected to develop in critical areas. According to the CCSS, these critical areas are:

- Counting and cardinality
- Numbers and operations within the base ten system
- Operations and algebraic thinking
- Measurement and data
- Geometry
- Numbers and operations with fractions

An effective math program focuses on teaching math concepts through problem solving. In a problem solving classroom, students are asked to think like a mathematician while solving worthwhile problems. By creating a classroom culture based on problem solving, students develop the skills needed to solve problems across all content areas and in their everyday life. The process of solving the problem is often more important than the solution. Through the process students learn the value of questions and exploration, become intellectual risk-takers, learn to justify their thinking, and work cooperatively with their peers. These experiences prepare them with the skills they will need to be college and career ready.

NCTM defines worthwhile tasks as “problems that are intriguing and contain a level of challenge that invites speculation and hard work. Most important, worthwhile mathematical tasks should direct students to investigate important mathematical ideas and ways of thinking toward the learning goals.”

The instructional program is designed to help students master the requisite habits of mind along with core mathematics skills. Instruction in the elementary mathematics block focuses on the following best practices to ensure success for all students:

- Scaffolds students into independent work and self-directed learning.
- Provides students with substantial time in order to solve problems and be involved in meaningful discourse about mathematics.
- Provides opportunities for students to work together in pairs, trios or small groups on a common task according to sociocultural learning theory.
- Provides multiple entry points for students at different levels to engage in meaningful mathematics work.
- Establishes a set of instructional routines that allow students to have ownership over their learning experience as they move through the mathematics block.
- Provides targeted guided instruction based on individual student needs.
- Uses meaningful assessments that identify students' strengths and misconceptions.
- Presents problems and tasks in real world context to require integration of content and skills.
- Encourages students to model their thinking using manipulatives and models in order to solidify a concrete mathematical understanding so that abstract concepts can be developed.
- Creates a culture conducive to social and intellectual risk-taking so that students are able to feel safe and comfortable contributing and participating in the classroom.

Assessment

As with assessment in literacy, assessment in math is deeply connected to The Academy's commitment to equity and excellence. Thus, the assessment plan for math has four main objectives:

- To **identify** students at the beginning of the year who are “at risk” for not meeting established benchmarks and who may need extra instruction or intensive interventions if they are to progress toward grade-level standards in mathematics by the end of the year.
- To **monitor** students' progress during the year to determine whether “at risk” students are making adequate progress in critical skills and to identify any students who may be falling behind.
- To **collect** information about students that will be helpful in planning instruction to meet their most critical learning needs.
- To **assess** whether the instruction provided by classroom teachers and intervention specialists is sufficiently powerful to help all students achieve grade-level mathematics standards by the end of each year from kindergarten through fifth grade.

Curriculum

The Academy uses Eureka Math as the core mathematics curriculum. Eureka Math was chosen based upon its faithful alignment to the CCSS and its emphasis on problem- and strategy-based mathematical practices.

SCIENCE AND SOCIAL SCIENCE

At The Academy, teachers in all grades engage their students in age appropriate lessons and projects that integrate the Next Generation Science Standards (“NGSS”), the California State Standards for Social Studies, CCSS for Literacy in History/Social Science, Science, and Technical Subjects, and Teaching Tolerance's Anti-Bias Framework. Because of the limited time for instruction, many elementary schools have unfortunately felt the need to reduce time for science and social studies. The Academy believes that protecting time to study these content areas is vital to students' short- and long-term success, as the study of science and social studies in elementary school allows students to develop a rich Tier 3 vocabulary, a foundation and background knowledge for middle school courses, and valuable processes to understand, participate in, and make informed decisions about the world.

Lessons and projects derive from science and social studies standards and topics, and also address SEL and/or issues that are arising within the class or within the community. For example, an issue in the community, such as residents in the surrounding area not recycling, could become a project during a social studies unit on leaders and leadership or during a life science unit on sustainability. In addition to learning subject-specific vocabulary and content, students are also able to analyze the issue, generate possible solutions and then create a product, like a public service announcement, on the topic.

Curriculum

The Academy uses National Geographic for science and has written its own curriculum for social studies called Equity Studies. Equity Studies fuses social emotional learning and social studies standards and explores the concepts of identity, diversity, justice, and action via current and historical case studies and events.

TECHNOLOGY TO FACILITATE LEARNING

Technology skills are a vital and important part of the educational program at The Academy. In order to address the digital divide that ultimately impacts student achievement, we provide equitable access to computers at school and in our after school program. The Academy provides a minimum of one device (laptop and/or tablet) for every two students so that they have access to technology whenever needed and teachers begin building foundational technology skills beginning in kindergarten.

We infuse the six key International Science and Technology in Education (“ISTE”) standards into the curriculum in all subject areas so that students develop a clear scope and sequence of skills and knowledge. This includes developing students’ keyboard abilities. The ability to type is particularly essential as the CAASPP assessment system is computer based and demands that students begin writing short responses essays and have a strong familiarity with various keyboard functions as early as the third grade.

Furthermore, teachers use technology to enhance their instruction in all content areas and use the Internet when appropriate and meaningfully connected to their instruction. Uses of technology and the Internet take a variety of forms and are developmentally appropriate. Some uses of technology include, but are not limited to:

- Education and awareness of the power and influence of the Internet.
- Instruction on Internet research and how to analyze the quality and credibility of sources.
- Presentation of summative projects in science and social studies using PowerPoint, Prezi, blogs, or other online platforms.
- Use of Raz-Kids, myLexia, or other online reading programs to build phonics, fluency, and comprehension in independent reading.
- Use of Dreambox or other online math programs to build math fluency and reinforce classroom instruction.

Staff are provided ongoing technology centered professional development so that they continually develop their ability to use technology as both a teaching and learning tool. In addition to using it as a tool to deliver curriculum, they also learn how to use data tools to monitor their students’ growth and learn how to teach students important skills.

PHYSICAL EDUCATION, CREATIVE ARTS AND WORLD LANGUAGES

The Academy’s physical education program reflects State Standards and teaches students the importance of a fit and healthy lifestyle. Physical education is designed to develop motor skills and an understanding of common sports and forms of physical movement (e.g. yoga, dance,

martial arts). The curriculum teaches students how to play different sports and games, and reinforces the concepts of fitness, nutrition, teamwork, and fair play.

Students at The Academy participate in a variety of other special subjects, including visual and performing arts and a world language, such as Spanish. In addition to being woven into the core curriculum, stand-alone classes in the creative arts allow students to express their creativity, imagination, and feelings through various art forms. When possible, creative arts classes feature topics and projects that are aligned with the cross-curricular projects that are being completed in the students' classes. For example, an art lesson that would enhance a kindergarten project on the nearby community and the surrounding environment might involve water color depictions of animals from that environment. World languages focus on communicative language learning and on the development of speaking, reading, and writing skills. The program includes aural immersion, and students practice their new language skills through whole group and partner activities, games, songs, and native speaker community involvement.

The Academy reserves the right to add or remove special subject programming to fit the needs of students without this being considered a material revision of the charter petition.

PROFESSIONAL DEVELOPMENT

The ongoing development of The Academy's staff and Board is critical to our goal of supporting all students to be successful at high levels. Paramount to that success is the creation of a yearly professional development plan that gives employees a level of choice in their development and is directly aligned to students' needs. A significant amount of resources is directed annually to ensure that The Academy's staff is continually exposed to, and incorporating, the latest research and best practices to positively impact their instruction and, ultimately, to improve student learning. Furthermore, The Academy's staff annually engages in reflection and professional development aimed at continuing to grow as culturally responsive educators. This may include whole staff reading and analysis of books such as The Stereotype Threat by Claude Steele or Culturally Responsive Teaching by Geneva Gay or facilitated professional development sessions on identity and how to engage populations of students who have traditionally been disengaged from their education.

TIME ALLOCATED FOR PROFESSIONAL DEVELOPMENT

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

PROFESSIONAL DEVELOPMENT TEAM

The Academy's professional development team is comprised of administrators, an instructional coach, and, as needed, outside facilitators and/or members of the Charter School's teacher leadership team. The team's focus is on developing a data-informed professional development plan to develop effective teacher leaders, and to develop individual teachers' instructional capacity. We also have a professional development plan for classified employees to develop their skills and to support the instructional and cultural practices of the Charter School. A significant amount of the professional development team's time is spent doing cycles of classroom observations and one-on-one debriefs that center around specific areas of instructional focus, which allows the team to pinpoint teachers' areas of strength and growth. School-wide areas of focus are determined annually and are decided upon by administrators, in consultation with the professional development team. Individual areas of focus are chosen to align with the Charter School's foci and are picked by teachers in conjunction with administrators and instructional coaches. Administrators and instructional coaches work collaboratively with each teacher to develop their practice in those areas identified for growth.

TEACHER TEAM DEVELOPMENT

In addition to the time devoted to support individual teachers' growth in specific areas, The Academy continually builds teachers' ability to work in high-performing collaborative teams. Specific areas of professional development include backward design instructional planning, the development of intellectually and emotionally engaging lessons and units, social emotional learning strategies, culturally responsive pedagogy methods, and sound classroom management practices. Teachers have the opportunity to learn from each other by participating in instructional rounds centered on the Charter School's instructional areas of focus and by engaging in unit and lesson planning workshops with other teachers and instructional coaches.

INDIVIDUAL TEACHER DEVELOPMENT

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

proficiency and growth on areas of instructional focus, coaching cycles are phased out or reduced. This development process is approached as a means of self-empowerment and support.

NON-CERTIFICATED STAFF PROFESSIONAL DEVELOPMENT

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

ADMINISTRATIVE TEAM'S PROFESSIONAL DEVELOPMENT

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

GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

The Academy of Alameda Elementary School complies with all requirements pursuant to Education Code Section 47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in Education Code Section 52052, for each of the applicable eight (8) state priorities identified in Education Code Section 52060(d). See Appendix 3.1 for the LCAP, which contains a reasonably comprehensive descriptions of goals, actions, and outcomes in the state priorities, and Element B for a summary of schoolwide goals, actions, and measurable outcomes, and corresponding assessments. The Charter School also complies with all elements of the LCAP pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.

The Charter School will pursue school-wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to CCSS and reflect proficiency measures required by the Smarter Balanced Assessment Consortium, as well as state priorities detailed in Education Code Section 52060(d) that apply for the grade levels served, or the nature of the program operated, by The Academy. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that meets both of the following criteria:

- (i) The subgroup consists of at least 30 pupils, each of whom has a valid test score.

(ii) For a subgroup of pupils who are foster youth or homeless youth, a numerically significant pupil subgroup is one that consists of at least 15 pupils. (Education Code 47607(a)(3)(B) and 52052(a)(3)).

See Appendix 3.1 for the Charter School's 2017-18 LCAP that includes school-wide and subgroup outcome goals and performance targets aligned to the state's priorities that apply for the grade levels served, or the nature of the program operated, by the Charter School, and methods for measuring progress and the individual(s) with primary responsibility for each, all aligned with the state's priorities defined in Education Code Section 52060(d). Actions intended to ensure that the Charter School meets these goals and targets are delineated throughout this charter petition.

PLAN FOR SPECIAL LEARNERS

INTRODUCTION

The Academy's educational program is designed to meet the needs of every learner. Using high quality core instruction combined with a multi-tiered system of support services for both educational and emotional challenges, we make every effort to find a strategy that works for every child. Our program is also prepared to meet the needs of our diverse student population by using culturally responsive practices to facilitate student learning. We use a strength-based RtI approach that utilizes academic and social-emotional supports to improve learning outcomes. RtI is a multi-level system of support that uses data-based decision making to identify students who are at-risk of poor learning outcomes and/or behavioral problems so that educators can intervene early. RtI informs classroom instruction, improves the quality of intervention services, and increases student achievement.²²

The Academy gathers a variety of information to match student needs with support services. After students have been admitted, at the time of student enrollment, the following information is collected to establish baseline data:

- Registration forms ask families to provide information regarding their student's strengths, interests, areas of challenge and other pertinent background information to help us better understand their child and his/her learning preferences.
- Universal screening assessments are administered to all children in Math and Language Arts to identify their level of skill and to assist in their placement and support.

The information gathered from the baseline assessments is the first step in identifying the learning needs of our students.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

The Academy uses RtI as a framework for providing students with support services that maximize achievement and reduce behavioral challenges. The Academy uses data-based decision making to identify students who are at-risk of poor learning outcomes and provide them

²² McInerney, Maurice, and Amy Elledge. "Using a Response to Intervention Framework to Improve Student Learning." *rti4success.org*. Center on Response to Intervention, May 2013. Web. 16 April 2014.

with intervention services within our multi-tiered system of support. At the primary support level, students are provided with a core academic program that includes high-quality instructional methods and culturally responsive teaching practices. The secondary level includes targeted, supplemental support services that are designed to bolster student learning. The tertiary level includes intensive intervention services that are delivered in small groups or individually. All three levels focus on enhancing academic and social-emotional learning outcomes.

ASSESSMENT, IDENTIFICATION, AND PROGRESS MONITORING

Within the RtI model, assessment and data-based decision making are included in each tier of intervention support.

The primary tier of support includes universal screening and benchmark assessments that are administered to all students in Math and English/Language Arts three times per year. These assessments include Fountas & Pinnell Benchmark Assessment System for reading as well as Measures of Academic Progress (“MAP”) for both reading and math. The data from these assessments is carefully reviewed by the support team, and students who are identified as at-risk of having poor learning outcomes are provided with intervention supports based on their identified area of need.

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

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

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

INTERVENTION SERVICES

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

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

FAMILY NOTIFICATION

The classroom teacher contacts families of students who are demonstrating learning challenges in the classroom. They engage in an open dialogue with families about the progress of their student and confer with them about strategies for improving their student's academic performance and/or behavior. Parents/guardians are notified within a week of being identified, in writing and/or verbally, if their child is recommended for intervention supports. Other possible types of family notification and outreach include family-teacher conferences and home visits.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

The Academy believes that students flourish when they are continually engaged and challenged—academically, socially, and emotionally. Keeping high-performing students engaged and accelerating their learning can be as challenging as supporting lower performing students and is equally as essential. While the academic needs of our highest achieving students are often met in the classroom through a variety of strategies and practices, teachers also plan for additional stretch opportunities that require students to achieve at a level beyond the grade level standard. These opportunities are available in all subject areas.

ASSESSMENT AND IDENTIFICATION

The Academy uses a variety of assessment tools to identify how students are performing in their specific subject areas throughout the year. These tools allow us to personalize our academic

program to benefit all students, including those who are performing at the highest levels. These assessments include the MAP by the Northwest Evaluation Association in math and reading and the use of universal screening and benchmark assessments such as Fountas and Pinnell in reading to both identify and monitor students' progress. Teachers also track phonics and high frequency word knowledge, monitor daily student work, and use classroom assessments to quickly identify students who may be ready for acceleration through more challenging assignments.

FAMILY NOTIFICATION

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

PLAN FOR ENGLISH LEARNERS

The Academy's emphasis on providing multiple pathways to success for all students and on building close connections with our families makes it uniquely suited to serve ELs. From outreach through to enrollment and matriculation, The Academy is an inclusive and welcoming place that is respectful of all differences, including language needs. A majority of our EL students come from families who speak Spanish, Cantonese, and Arabic, and we endeavor to provide translated materials and interpreters in these languages when possible. Because of the diversity on the West End, we are also prepared to serve students who speak any number of other languages.

We actively make sure that the necessary supports are provided so that non-English speakers can participate fully in our school community and the school's English Learner Advisory Committee ("ELAC") is comprised of parents of English Learners and members of the school staff.

STUDENT IDENTIFICATION

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

We adhere to the following plan with EL students:

- Upon enrollment into the school, students' parents complete a survey (available in the language(s) spoken by the parents) indicating languages spoken in the home.²³

²³ In compliance with the Office for Civil Rights (OCR) of the U.S. Department of Education, upon enrollment at The Academy of Alameda, if a parent affirms on the home language survey that the child learned first to speak a language other than English, that the child currently speaks a language other than English, or that a language other

- We assess the English proficiency of students whose dominant language may not be English within 30 calendar days of enrollment using the ELPAC Initial Assessment (“IA”).²⁴
- Educational programs are responsive to specific needs of EL students and in compliance with all applicable state and federal guidelines.
- We report the number of EL students attending the school to the District and the state.

EL students who score above the established cut-off on the ELPAC may be reclassified from EL status and be considered English proficient.

PARENT NOTIFICATION AND INVOLVEMENT

After the ELPAC is administered, the test is sent to the state for analysis. Once the results have been returned to the Charter School, all parents are notified of their child’s scores within 2 weeks of receipt by the Charter School. Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process.

The ELPAC will be used to fulfill the requirements under ESSA for annual English proficiency testing.

ASSESSMENT AND MONITORING

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

- Students are assessed using the ELPAC IA at the beginning of each year, and the Summative Assessment (“SA”) later in the year for students who have been identified as EL.
- Staff observe EL students and make note of progress, according to ELD standards for listening, speaking, reading, and writing skills.
- Staff monitor EL student progress in language arts using school wide assessments.
- During professional development days and weekly staff collaboration times, staff discuss EL progress and work with our literacy specialist, instructional coaches, and support staff to develop and refine teaching strategies for these students.

INSTRUCTIONAL STRATEGIES

Through our emphasis on multiple pathways to success and flexible supports, The Academy’s academic program is ideally suited to meeting the needs of English Learners. Although it is essential to meet different ELs where they are and to provide as specialized instruction as possible, there are overarching principles that can be applied to meeting the needs of all English

than English is spoken in the home, the child will be classified as having a primary home language other than English.

²⁴ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been ELPAC tested. All other students who have indicated a home language other than English will continue with annual ELPAC testing based upon the date last tested at the prior school of enrollment.

Learners. An essential element of any program designed to meet the needs of English Learners is that it is flexible and addresses the factors that distinguish ELs from one another. These include linguistic differences, proficiency in home language, poverty, the number of languages spoken at home or that students are exposed to, and generation (native born children of immigrant families).²⁵ These principles guide the design of our EL program and form the core of our approach.

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

Teachers and the reading specialist/ELD service provider have ongoing professional development in order to continually improve their pedagogy in research-based best practices including:

- **Specially Designed Academic Instruction in English (“SDAIE”)**
SDAIE instruction focuses on making academic input comprehensible and reinforcing it using strategies such as: realia and manipulatives; visuals; graphic organizers; planned opportunities for interaction; and modified language used during instruction.
- **Scaffolding**
In today’s classrooms, there exists a need for consistent daily instruction that addresses both the language and academic needs of English Learners. The Academy uses the following elements to differentiate instruction and incorporate scaffolds: modeling, bridging, contextualization, schema building, metacognitive development, text representation, and primary language support.²⁶
- **Literacy Support Designed for EL Students**
To further support the specific needs of individuals, literacy instruction is often delivered in flexible group settings based on students’ language needs. These small group lessons may include specific vocabulary support and instruction, phonological awareness, and oral language skills. Additionally, EL students have access to appropriately leveled texts in the content areas and specific vocabulary instruction is incorporated into all lessons.

²⁵ Fischer, Frey, and Rothenberg. *The School Leader’s Guide to English Learners*. Bloomington: Solution Tree Press. 2008. 15

²⁶ Walqui, Aida and van Lier, Leo. *Scaffolding The Academic Success of Adolescent English Language Learners*. San Francisco: WestEd, 1993.

SCHEDULE DESIGNED FOR SUPPORT

All students learn at different rates and have individual learning needs. In order to address the individual needs of all students, including ELs, flexible supports have been built into the schedule in two specific ways:

1. **Grade level homogenous grouping during the literacy block.** Every day for 30 minutes during the literacy block at each grade level, all students in the grade participate in homogenous small group instruction or practice, based upon literacy need. For an EL student that may include meeting with an ELD or literacy specialist and other EL students with similar language needs or with a homogenous group based on another area of need, regardless of the English language proficiency of the other group members.
2. **Enrichment/Intervention periods.** Four to five times a week, depending on the grade level, students participate in a period of enrichment/intervention. The enrichment may include exploratory learning centers designed to deepen students' understanding of the content being studied in class, instruction or exploration via technology, and/or additional practice or challenge activities. Concurrently, some students will be engaged in an intervention. Among these interventions may be additional language support for EL students who demonstrate the need.

ONGOING EVALUATION AND THE RECLASSIFICATION PROCESS

The Academy classifies students as Initial Fluent English Proficient ("IFEP") based on state guidelines for ELPAC scores in all categories of listening, speaking, reading, and writing. For students in Kindergarten, reading and writing scores are not criteria considered for IFEP classification.

The Academy may change a student's status to Reclassified Fluent English Proficient based on state guidelines. Once students are proficient, they are Redesignated Fluent English Proficient ("RFEP"). After a student is RFEP'd, they no longer take the ELPAC; however, their progress continues to be monitored for four years.

For a student to be reclassified, the English Learner Review Team, made up of the Administrator, ELD teacher, and classroom teacher meets to review each student's progress toward English proficiency and makes the final determination whether the student should be RFEP. The parent is invited to attend this meeting.

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification

procedure including seeking their opinion and consultation during the reclassification process.

- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

The Academy monitors the progress of REF students for four academic years to ensure they are continuing to excel academically. Students not making adequate progress receive additional support.

MONITORING AND EVALUATION OF PROGRAM EFFECTIVENESS

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

- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring availability of adequate resources.
- Monitoring distance from Level 3(DF3) data year-over-year on the CAASPP for 3rd through 5th grade ELs.

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

PLAN FOR STUDENTS WITH DISABILITIES

OVERVIEW

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

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

The Academy complies with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and utilizes appropriate SELPA forms. The Academy may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to

SELPA approval and availability. The Academy may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

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

SERVICES FOR STUDENTS UNDER THE “IDEA”

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

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

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

STRUCTURES AND SERVICES

Per federal law, all students with disabilities are fully integrated into the programs of The Academy, with the necessary materials, services, and equipment to support their learning. The Charter School ensures that any student with a disability attending The Academy is properly identified, assessed and provided with a free and appropriate public education (“FAPE”) in the least restricted environment (“LRE”) including necessary services and supports.

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

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

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

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

SEARCH AND SERVE

Upon the commencement of The Academy's school year, all students are evaluated as a means of class placement. No assessment or evaluation are used for admission purposes. Through collaboration between the faculty and School Director, The Academy works to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. The School Director and faculty then convene an SST for that student.

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

For students who are identified as needing interventions, an SST composed of the student, the student's parent or guardian, the School Director, and an Academy faculty member are responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual support schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the SST finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. The Academy may also choose to refer a student for services through the provision of a Section 504 Plan, if appropriate.

Parents are informed that special education and related services are provided at no cost to them.

INTERIM AND INITIAL PLACEMENTS OF NEW CHARTER SCHOOL STUDENTS

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

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

For students transferring to The Academy with an IEP from outside of California during the same academic year, The Academy will provide the pupil with a FAPE, including services

comparable to those described in the previously approved IEP in consultation with the parents, until The Academy conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by The Academy, and develops a new IEP, if appropriate that is consistent with federal and state law.

REFERRAL FOR ASSESSMENT

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. While the Academy's internal method for referral for assessment is the Student Study Team, the parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals are responded to in writing by The Academy within 15 days.

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

ASSESSMENT

Information is gathered by qualified members of the IEP team and used as tools to determine the student's disability, eligibility for services, and the nature and extent of required services. Assessment procedures are conducted in the student's primary language, and an interpreter will be provided if needed. The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Academy determines what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

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

The Academy follows the assessment guidelines outlined below:

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment.
- The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment.

- The student must be evaluated in all areas related to his/her suspected disability.
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist.
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory.
- All efforts are made to assess students in their primary language, and a qualified interpreter will be provided if needed.
- Assessment tools are used for purposes for which the assessments or measures are valid and reliable.
- Assessments are adapted as necessary for students with impaired sensory, physical or speaking skills.
- A multidisciplinary team is assembled to assess the student, including a teacher knowledgeable in the disability.

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

DEVELOPMENT AND IMPLEMENTATION OF IEP

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

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

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

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

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

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

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

A copy of the IEP is given to the parent in accordance with state laws.

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

The student's IEP includes the following:

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

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

IEP meetings are held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress
- After the student has received a formal assessment or reassessment
- When a member of the IEP team feels that the student has demonstrated significant educational growth or a lack of anticipated progress

- Per parent request (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request)
- When an Individual Transition Plan is ("ITP") required at the appropriate age
- When The Academy seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP IMPLEMENTATION AND REVIEW

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

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

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

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

STAFFING

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

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

The Academy has a full-time teacher who possesses a Special Education Credential. This teacher, along with the School Psychologist, Speech and Language Pathologist and School

Director, are the primary staff members tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at The Academy are involved in assuring that all IEPs and 504 plans are properly implemented.

The Academy employs a full time teacher with a Special Education credential whose duties include:

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

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

REPORTING

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

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are ELs.
- The number of students provided with test modifications and the types and the number of students exempted from school-wide assessments
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions
- The basis of exit from The Academy of students with disabilities (e.g., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting are the responsibility of School Director. The School Director will ensure that a central file with all special education evaluation material and IEPs is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The School Director will oversee access to these records, and will be responsible for ensuring that all providers responsible for the

implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

PROCEDURAL SAFEGUARDS

Parents or guardians of students with IEPs at The Academy must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents are acknowledged by the Charter School within five days, after which a meeting between the parent and the Charter School will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The Academy provides the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. The Academy utilizes the Notice of Procedural Safeguards used by the SELPA in which it is a member.

NON-PUBLIC PLACEMENTS/NON-PUBLIC AGENCIES

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

NON-DISCRIMINATION

It is understood and agreed that all children have access to The Academy and no student is denied admission nor counseled out of The Academy due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

PARENT/GUARDIAN CONCERNS AND COMPLAINTS

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

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

DUE PROCESS HEARINGS

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

SELPA REPRESENTATION

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

FUNDING

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

SPECIAL EDUCATION STRATEGIES FOR INSTRUCTION AND SERVICES

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

PROFESSIONAL DEVELOPMENT FOR THE ACADEMY STAFF

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

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

SECTION 504 OF THE REHABILITATION ACT

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

The Academy recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of The Academy. A student who has a physical or mental impairment that substantially limits one or more major life

activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the School Director and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team reviews the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation is carried out by the 504 team which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation includes consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team is responsible for determining what, if any, accommodations or services are needed to ensure that the student receives FAPE. In developing the 504 Plan, the 504 team considers all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the school's professional staff.

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, have a copy of each student's 504 Plan. The School Director shall ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. A copy of the 504 Plan will maintained in the student's file. Each student's 504 Plan is reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

ELEMENT B: MEASURABLE PUPIL OUTCOMES

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

In keeping with its mission to develop students into critical thinkers and life-long learners who navigate the world with integrity, and who apply their learning to empower themselves and their communities, The Academy has set high expectations for achievement for its students, staff, and parent/guardian community. Students are expected to perform academically at or above grade level according to CCSS in all content areas. Furthermore, in addition to upholding rigorous academic standards, The Academy is committed to building close relationships with our families and to creating a positive, caring school culture that promotes both academic and social-emotional growth.

The Academy has delineated its schoolwide and student subgroup goals, actions and outcomes, aligned to the eight state priorities, in the Charter School's LCAP. See appendices 3, 3.1, and 3.2 for the 2018-19 LCAP as well as the LCAPs from the previous two years. Appendix 3.4 summarizes and explains the changes the Charter School made from the 2017-18 LCAP to the 2018-19 LCAP. The charts below summarize the goals and metrics included on the Charter School's 2018-19 LCAP for the schoolwide population.

Goal #1	<i>Provide high quality classroom instruction and curriculum that promote college and career readiness with academic intervention in place to eliminate barriers to student success.</i>
State Priorities Addressed by This Goal	1, 2, 4, 5, 7, 8
Summary of Actions to Achieve Goal #1	Actions include but are not limited to: <ul style="list-style-type: none">• Professional development for teachers on best practices for teaching and supporting EL students• Use of an online data tracking system to track student achievement and intervention• Contracting with related service providers to meet students' needs, as identified on their IEPs• Employing a reading/ELD specialist who will administer the ELPAC and assist teachers in developing their capacity to meet the needs of EL students• Using the reading specialist to provide small group reading instruction to students who are reading below grade level• Use of the online reading intervention My Lexia

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Comment [4]: This whole section has been edited

	<ul style="list-style-type: none"> Running a summer school program in order to give struggling students additional time to develop mastery Employing a full time learning specialist to provide Specialized Academic Instruction to meet students' needs, as identified on their IEPs Maintaining an average class size of 24 Hiring a full time instructional aide to work in each kindergarten classroom Using the online adaptive math interventio program, Dreambox
Metrics/Outcomes	% of ELs reclassifying to RFEP will increase annually
	% of E Ls advancing on the ELPAC each year will increase annually
	% of students meeting or exceeding their expected growth target on math MAP will grow annually
	% of students meeting or exceeding their expected growth target on ELA MAP will grow annually
	Charter School's Distance from Level 3 ("DF3") on the CAASPP ELA assessment will decrease (if negative the prior year) or increase (if positive the prior year) annually
	Charter School's DF3 on the CAASPP math assessment will decrease (if negative the prior year) or increase (if positive the prior year) annually

Goal #2	<i>Provide a safe and secure environment for students, families, and staff.</i>
State Priorities Addressed by This Goal	5, 6
Summary of Actions to Achieve Goal #2	<p>Actions include but are not limited to:</p> <ul style="list-style-type: none"> Meeting with students and parents/guardians of students with attendance problems and determining a support plan for the student Contracting with an expert in restorative justice practices to provide professional development for the whole staff Maintaining and expanding the shcoool's Positive Behavioral Intervention and Support (PBIS) system Hiring a part-time school psychologist to run small groups and individual coounseling, as needed Soliciting staff and parent/guardian feedback on Panorama Education surveys Scheduling events throughout the year with the express design of

	building community and increasing interaction and participation between families, students, and teachers <ul style="list-style-type: none"> • Providing food and childcare, when needed, at school events • Facilitating a girls' running club designed to foster confidence and leadership in 3rd and 4th grade students who identify as a girl
Metrics/Indicators	The Academy will meet or exceed an Average Daily Attendance of 95%
	The Academy will maintain a low suspension rate.
	Academy families will, on average, maintain a positive rating (>50% favorable response) on the topic of "school climate" on the Panorama survey.
	Academy staff will, on average, maintain a positive rating (>50% favorable response) on the topic of "school climate" on the Panorama survey.

Goal #3	<i>Have thriving and meaningful parent/family engagement</i>
State Priorities Addressed by This Goal	3, 4, 6
Summary of Actions to Achieve Goal #3	Actions include but are not limited to: <ul style="list-style-type: none"> • Classroom teachers annually conducting home visits for each of their teachers • Food, drinks, and childcare provided at all school events in order to provide equal access for all families • Bi-monthly meetings of the school's Family Alliance • Targeted outreach, by the school director, to the families of unduplicated students • Contracting with the online platform ParentSquare to increase the ease with which all stakeholders can communicate with one another and access information
Metrics/Indicators	>50% of parents/guardians will complete the Panorama survey
	At least 90% of parents/guardians will attend family/teacher conferences
	At least 85% of families will participate in home visits
	At least 90% of parents/guardians will be contactable and will be engaging with the Charter School through the ParentSquare platform.

5th GRADE EXIT OUTCOMES AND TRANSITION PLAN

5th GRADE EXIT OUTCOMES

The Academy envisions graduating 5th graders as confident, proactive members of their community, who are engaged with the world and are committed to improving it. They are motivated learners who think critically and compassionately. They are academically prepared for the new experience of middle school and beyond. Research shows that personal motivation can decline at middle and high school. Therefore, The Academy stresses the importance of valuing mastery and self-improvement, rather than basing value on one's abilities compared to others, or on social comparisons. The Academy's strong academic program coupled with its focus on the four goals of anti-bias education (identity, diversity, justice, and action) strengthens students' self-regard and confidence.

The Academy recognizes that autonomy and personal responsibility are fundamental to success in middle school. The Academy's goal is to prepare our 5th graders to become self-reliant, think systematically about their own effort and improvement, stay focused on goals, and make and reflect on their choices. Throughout their experience at The Academy, we work to ensure graduating students arrive at their next academic adventure prepared, confident, and skilled.

TRANSITION PLAN

The move from elementary to middle school is an important event in the lives of students and their families. The Academy has designed, and will regularly revisit, a process that addresses the worries created by the transition and ensures exiting fifth graders are academically and socially prepared. Many fifth-grade students look to their future at middle school with some trepidation. This is a major school-life event, and without guidance, they may arrive at middle school anxious and unprepared. Sixth grade teachers know, and can share, exactly what happens when students arrive ill-prepared. Students need more than academic preparation.

The Academy wants its 5th graders to enter 6th grade feeling confident in themselves, their skills, and their goals. With this in mind, The Academy uses the following and other strategies to allay fears, inform students and parents, and help facilitate smooth transitions:

- Participate in area middle schools' transitional programs.
- Encourage communication and collaboration between 5th and 6th grade teachers.
- Work with students' home middle schools to arrange site visits and guided tours of their campus.
- Work with students' home middle schools to arrange orientation programs at The Academy and publicize new student orientations being held on their campuses.
- Inform parents about the option of continuing with The Academy of Alameda Middle School.

ELEMENT C: METHODS OF ASSESSMENT

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

ASSESSMENTS

The Academy complies with and adheres to the state requirements for participation and administration of all state mandated tests for the school, including but not limited to:

- The California Assessment of Student Performance and Progress
- Physical Fitness Test
- English Language Proficiency Assessments for California

The Academy also identifies the following in regard to state-mandated testing:

- The staff person responsible for administering all state mandated tests for the school.
- The Academy's plan for administering all state mandated tests for the school for special education students.
- The special methods to be used for measuring student outcomes with clear, measurable goals and criteria for pupil outcomes, including baseline goals and benchmarks.
- A timeline and calendar for administering all state mandated tests.

The Academy of Alameda Elementary School is committed to the ongoing use of data to inform and drive continuous improvement in student achievement. Our staff is committed to establishing frequent means of gathering student data to inform strategic instructional decisions and meet student needs.

The Academy uses data from a variety of assessments and sources, including but not limited to:

Assessment/Data Source	Topic / Frequency/ How Shared	Stakeholders	Purpose
CAASPP	<ul style="list-style-type: none">• Math & English (3-5)• Annual• Report mailed home to families• Teachers/teams review results	<ul style="list-style-type: none">• Students• Families• Teachers• Administration• Board	<ul style="list-style-type: none">• Report out on student achievement• Identify need for academic intervention• Inform class placement• Establish schoolwide goals• Inform teacher practice• EL Reclassification

SARC	<ul style="list-style-type: none"> • Demographic, academic, and fiscal data; information on school safety and on teachers and class sizes • Annual • Published online 	<ul style="list-style-type: none"> • Board • Administration • Families • Community 	<ul style="list-style-type: none"> • Provide parents and the community with important information about the Charter School
NWEA MAP	<ul style="list-style-type: none"> • Math & Reading (1-5) • Biannual (Fall/Spring) • Reports shared with families at conferences • Teachers/teams review results 	<ul style="list-style-type: none"> • Students • Families • Teachers • Administration 	<ul style="list-style-type: none"> • Report out on student achievement • Identify need for academic intervention • Inform class placement • Establish schoolwide goals • Inform teacher practice
CAST	<ul style="list-style-type: none"> • Science (5th grade) • Annual 	<ul style="list-style-type: none"> • Students • Families • Teachers • Administration 	<ul style="list-style-type: none"> • Identify need for academic intervention • Establish schoolwide goals • Inform teacher practice
ELPAC	<ul style="list-style-type: none"> • English Language Acquisition • Annual 	<ul style="list-style-type: none"> • Students • Families • Teachers • Administration 	<ul style="list-style-type: none"> • Identify need for academic intervention • Inform class placement • Establish schoolwide goals • Inform teacher practice • Determine student's EL status

Fountas and Pinnell Benchmark Assessment	<ul style="list-style-type: none"> • Reading • Quarterly • Teachers/teams review results 	<ul style="list-style-type: none"> • Students • Families • Teachers 	<ul style="list-style-type: none"> • Report out on student achievement • Identify need for academic intervention • Inform teacher practice • Inform classroom groupings • Assist in determining level of mastery of standards
Attendance/ Truancy/ Tardy Rates	<ul style="list-style-type: none"> • Attendance • Each Trimester • Families contacted as needed for Student Attendance Review Team meetings • ADA shared with Board 	<ul style="list-style-type: none"> • Administration • Board <p>As needed:</p> <ul style="list-style-type: none"> • Students • Families 	<ul style="list-style-type: none"> • Identify need for attendance intervention programs
Demographic Data	<ul style="list-style-type: none"> • Student Population • Annually 	<ul style="list-style-type: none"> • Administration • Board • Teachers 	<ul style="list-style-type: none"> • Identify effectiveness of recruitment efforts • Identify home language needs of families • Identify instructional needs of student population
Formative and Summative Assessments	<ul style="list-style-type: none"> • All Subjects • Daily-Weekly • Some will be graded and sent home with students • Others will be used within the classroom to inform instruction • Some will drive professional development 	<ul style="list-style-type: none"> • Students • Families • Teachers 	<ul style="list-style-type: none"> • Identify need for academic intervention • Report out on student achievement • Inform teacher practice • Inform classroom groupings • Assist in determining level of mastery of standards

Progress Reports/ Report Cards	<ul style="list-style-type: none"> • All Subjects • Behavioral Goals • Every 8 weeks • Mailed home to families 	<ul style="list-style-type: none"> • Students • Families • Teachers • Administration 	<ul style="list-style-type: none"> • Identify need for academic intervention • Report out on student achievement • Assist in determining level of mastery of standards
IEP Evaluations	<ul style="list-style-type: none"> • Individual Goals • Progress Reports 3 times/year • IEP meeting protocol 	<ul style="list-style-type: none"> • Students • Families • Teachers • Administration • Psychologist 	<ul style="list-style-type: none"> • Report out on student achievement • Assist in determining level of mastery of goals • Inform teacher practice
Student self-assessment	<ul style="list-style-type: none"> • Academic Performance • Social Emotional Learning • 3 times/year • One-to-one conferencing with students 	<ul style="list-style-type: none"> • Students • Families • Teachers 	<ul style="list-style-type: none"> • Develop student understanding of their performance relative to standards • Develop student capacity for self reflection and goal setting
Student surveys	<ul style="list-style-type: none"> • School climate and learning environment • 2 times/year • Family Alliance meetings, staff meetings, board meetings, other pertinent bodies of stakeholders 	<ul style="list-style-type: none"> • Students • Teachers • Administrators • Board 	<ul style="list-style-type: none"> • Gather feedback from students regarding their school experiences • Use feedback to enhance and/or further develop identified areas of the Academy
Family/ Community surveys	<ul style="list-style-type: none"> • School climate and learning environment • 2-3 times/year • Family Alliance meetings, staff meetings, board meetings other pertinent bodies of stakeholders 	<ul style="list-style-type: none"> • Students • Families • Teachers • Administrators • Board 	<ul style="list-style-type: none"> • Gather feedback from parents/families regarding their experiences of The Academy • Use feedback to enhance and/or further develop identified areas of the school

Participation rates for clubs, sports, and afterschool programs	<ul style="list-style-type: none"> • Number of students participating in school activities • 3-4 times/year • meetings, staff meetings, board meetings, other pertinent bodies of stakeholders 	<ul style="list-style-type: none"> • Students • Teachers • Administrators 	<ul style="list-style-type: none"> • Analyze student participation in extracurricular activities • Adjust and/or develop offerings based upon data collected
“Teacher Practice” data from evaluations, Instructional Rounds, self-assessments	<ul style="list-style-type: none"> • Observational data on instructional practices; individual teacher reflection on instructional practices • Ongoing throughout the year • Staff meetings, Board meetings, Instructional Team meetings, individual teacher conferences 	<ul style="list-style-type: none"> • Teachers • Administrators • Board 	<ul style="list-style-type: none"> • Continue to develop professional practice of teaching staff—both individually and as a collective body • Evaluate school-wide areas of strength and areas for growth

Data is used to drive instruction and programing in the following ways including, but not limited to:

- Academic intervention
- Grouping and regrouping
- Determining which students have mastered standards and are ready for “stretch” opportunities
- Guide instruction and inform teacher practice
- Guide professional development
- Report out on student achievement
- Establish school-wide goals
- Make budgetary and staffing decisions
- Guide staff development

The Academy affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in Element B of this charter, is consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

ANALYSIS AND USE OF DATA

Throughout the year, designated time is provided for data analysis and communication to stakeholders. Teachers are provided with regular time for assessing and utilizing assessment results from daily classroom operations. Additional structured time is provided for teachers to analyze and respond to data that is collected at intervals throughout the year. Teachers and administration involve families and students in the dissemination and reflection on results and help families and students understand how students are progressing in their learning. Time is designated for teachers and administration to disaggregate the results of major assessments and data points to analyze the results in regard to race, socioeconomic status, learning disability, EL status, etc. and inform/make changes to structures and practice accordingly.

ELEMENT D: GOVERNANCE STRUCTURE

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

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

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

Included as Appendix 8, is a complete organization chart detailing lines of responsibility when The Academy of Alameda Elementary School is staffed at capacity.

LEGAL ASSURANCES

The Academy of Alameda complies with the Brown Act and Government Code Section 1090.

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

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

The Academy of Alameda Board of Directors has adopted a Conflict of Interest Code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As noted below, the Conflict of Interest Code is attached within Appendix 11.3.

EVIDENCE OF THE SCHOOL AS A NON-PROFIT PUBLIC BENEFIT CORPORATION

The Academy is operated by The Academy of Alameda, a non-profit public benefit corporation. A copy of The Academy of Alameda's amended Articles of Incorporation, Bylaws, and Conflict of Interest Code are attached as Appendix 11.

BOARD OF DIRECTORS

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

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

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

Selection and appointment processes for Board members are detailed in The Academy of Alameda Bylaws (Appendix 11).

BOARD QUALIFICATIONS

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

CURRENT BOARD MEMBERS

Que Chu, David Forbes, Amy Price, Carole Robie, Bill Schaff, Ron Whittaker. See Appendix 6 for board member bios.

CONFLICT OF INTEREST

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

The Board has adopted a Conflict of Interest Code (see Appendix 11.3 that complies with the Political Reform Act and Corporations Code conflict of interest rules, which shall be updated with any charter school specific conflict of interest laws or regulations.

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

MEETINGS

The Board of Directors of The Academy of Alameda meets regularly, at least seven times a year, and in accordance with the Brown Act. The agenda for the Board meeting is posted according to the Brown Act, including postings online under the Governance Section of The Academy website. Parents, as well as any interested members of the public, are welcome to attend Board meetings and voice their concerns and opinions during the Open Session of the meeting.

BOARD ROLES AND RESPONSIBILITIES

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

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

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

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

BOARD MEMBER AND DEVELOPMENT

The Academy of Alameda Board of Directors intends to participate in ongoing development opportunities. Board members also attend the annual CCSA conference that has a number of board development sessions. New members go through training centered on school finance and on an introduction to board governance and learn about The Academy's strategic initiatives as well as its recent history.

BOARD COMMITTEES

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

The Board Finance Working Group: The Board Finance Working Group (“Finance Group”) is commissioned by and responsible to the Board. It has the responsibility for working with the Executive Director to draft the upcoming fiscal year budget that is consistent with The Academy’s Mission and Vision; presenting budget recommendations to the Board; monitoring implementation of the approved budget on a regular basis, recommending proposed budget revisions; and recommending to the Board appropriate policies for the management of the Charter School’s assets.

SCHOOL LEADERSHIP

EXECUTIVE DIRECTOR

The Executive Director has the authority to execute and oversee administration of the policies established by the Board. The Executive Director is selected, hired, evaluated, and when necessary, replaced by the Board in accordance with the Board’s bylaws and any applicable employment agreement. The Executive Director’s responsibilities include management and oversight of all instruction and operations. In collaboration with the Board, the Director develops and implements board policies, administers and supervises the school and its employees, supports teacher leadership, facilitates development of educational program improvement, fosters a culture of positive, engaged learners, and serves as a strong advocate for the Charter School’s philosophy. See Appendix 9 for the Executive Director’s job description.

SCHOOL DIRECTOR

The School Director is the educational leader and chief on-site administrator for The Academy of Alameda Elementary School. The School Director works in collaboration with the Executive Director to ensure that the Board’s vision and policies are implemented at each level of the school site, from the front office to individual classrooms, and to ensure that all students are achieving at high levels—academically, behaviorally, and socially. Achieving academic excellence requires that the School Director work collaboratively to lead and nurture all members of the Charter School staff and to communicate routinely and effectively with staff and families. Inherent in the position are the responsibilities for planning, curriculum development, co-curricular activities, resource scheduling, emergency procedures, and facility operations. See Appendix 10 for the School Director’s job description.

FAMILY ALLIANCE

Parents and families are encouraged to participate in The Academy's Family Alliance, which is responsible for parent/family involvement in school activities, fund raising, and advising The Academy of Alameda Board of Directors on any and all matters related to the strengthening of the Charter School. In addition, parents and families are encouraged to participate with the community wide efforts of the Family Alliance. The Family Alliance is active in coordinating the parent/family volunteer program.

PARENTAL/FAMILY INVOLVEMENT

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

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

- Invitations to attend Board meetings and additional Board meetings as they are scheduled
- Posting of Board agendas in the Charter School's main office and on the school website
- Posting of Board meeting minutes in the Charter School's main office and on the school website
- Beginning to mid-year parent satisfaction survey
- End-of-year parent satisfaction survey

STAFF AND STUDENT INVOLVEMENT

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

COMMUNITY INVOLVEMENT

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

- Girls, Inc.

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

ELEMENT E: EMPLOYEE QUALIFICATIONS

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

The Academy is committed to selecting a group of professionals that share the educational philosophy of the Charter School and are committed to the education of all children. All personnel must commit to the mission and vision of the Charter School. Employees' job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the Charter School and its students. Employment at The Academy will be at-will, and either the employer or the employee may terminate the employment relationship at any time.

ASSURANCES

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

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

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

GENERAL EMPLOYMENT PROVISIONS

ESSA and Credentialing Requirements

The Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l) and the

applicable provision of ESSA. The Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Pursuant to Title 5, California Code of Regulations, Section 80003, teachers with a Multiple Subject Teaching Credential may (a) teach all subjects in a self-contained class; (b) teach in a team teaching setting or regroup students across classrooms; (c) teach core classes to students in grades five through eight; (d) teach any of the core subjects he/she is teaching to a single group of students in the same grade level as the core classes for less than 50% of his/her work day; and (e) teach limited-English proficient pupils and English language development classes pursuant to the requirements under Section 80003(e)(1) and (2).

SCHOOL LEADERSHIP

SCHOOL DIRECTOR

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

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

INSTRUCTIONAL TEAM

CERTIFICATED STAFF

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

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

Appropriate records of credentials held by The Academy teachers and supporting documentation will be monitored and maintained by the School Director. Credentials will be monitored annually

in compliance with state and federal law. The Charter School will maintain current copies of all teacher credentials, and they will be readily available for inspection.

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

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

Certificated Teacher duties may include but are not limited to:

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

CERTIFICATED SUPPORT

All professional, non-teaching personnel shall possess the appropriate credentials for specific positions such as Pupil Personnel Services credential for Counselors, a Professional Clear credential for Director of Students and Coordinators, or an appropriate California state license for a School Psychologist.

Candidates for these positions are required to have evidence of professional training and/or experience. A Bachelor's degree is required. Desirable qualifications would include a Masters or higher degree with full clear credentials/licenses for the appropriate field.

The Academy of Alameda Board of Directors may revise the above qualifications for hiring non-teaching certificated staff in special circumstances such as counselors from other states who possess adequate professional training and are qualified to receive a California credential within a reasonable amount of time after being employed. The Board of Directors will hire certificated personnel and administrators whom they deem qualified for position.

Qualifications for Certificated Support positions may include:

- Teaching credential
- Classroom teaching experience
- Administrative Services Credential or Pupil Personnel Services credential

NON-CERTIFICATED SUPPORT STAFF

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

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

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

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

- Ensuring “best practices” for a 21st-century school operations
- Compiling data
- Filing reports
- Enrolling students
- Managing/monitoring office operations
- Ordering and purchasing office and classroom supplies, and vendor management
- Developing and implementing clerical and administrative procedures for daily school operations

- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned
- Bilingual translation and communication with parents and community

HIRING/SELECTION PROCESS

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

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

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

Selection is based on teaching experience, the degree of subject matter expertise, and ability to demonstrate classroom capabilities including but not limited to: classroom management theories and techniques, depth of understanding of the standards in their content area, knowledge of assessment and the use of data to inform instruction, understanding of and commitment to a coaching model, etc. Teacher candidates must demonstrate how they will provide a quality curriculum and a strong classroom environment. Experience working with low income students is a strong qualification for employment. The Academy recruits teachers holding a CLAD credential with experience in scaffolding techniques and performance based instruction. Teachers need to be well versed in SDAIE and designated and integrated English Language Development ("ELD") techniques.

ELEMENT F: HEALTH AND SAFETY

Governing Law: The procedures that the charter school will follow to insure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F)

STUDENT AND STAFF HEALTH AND SAFETY PROVISIONS

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

PROCEDURES FOR BACKGROUND CHECKS

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

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

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

TUBERCULOSIS RISK ASSESSMENT AND EXAMINATION

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

IMMUNIZATIONS

All enrolled students are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

MEDICATION IN SCHOOL

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

VISION, HEARING, AND SCOLIOSIS

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

BLOOD BORNE PATHOGENS

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

DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT

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

COMPREHENSIVE DISCRIMINATION AND HARASSMENT POLICIES AND PROCEDURES

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

employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's discrimination and harassment policies.

FACILITY SAFETY

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

FIRE, EARTHQUAKE, AND EVACUATION DRILLS

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

EMERGENCY PREPAREDNESS

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

CPR TRAINING

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

ELEMENT G: RACIAL AND ETHNIC BALANCE

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

The Academy makes every effort to recruit students of various racial and ethnic groups in order to achieve a balance reflective of the general population residing within the territorial jurisdiction of AUSD, with particular focus on the west end of the island. The Academy conducts information sessions each school year to inform interested parents and students about what the Charter School has to offer. Information sessions are held at the school site as well as at various preschools around the island, including Head Start locations. School tours are conducted on a regular basis during the school year as well.

The Academy administration develops promotional and informational material (e.g. a school brochure, flyers, a website, and advertisements for local media) that are easily transmittable to all of the various racial and ethnic groups represented in the District. Promotional and informational materials are available in English, Spanish, and Arabic and are distributed in a variety of community settings to a broad range of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the District.

The Academy has developed an Outreach Plan (see Appendix 12) to address the dissemination of information to students of all backgrounds with the goal of achieving a racial and ethnic balance reflective of the general population residing within the territorial jurisdiction of the District. This outreach plan is evaluated by The Academy of Alameda Board of Directors on an annual basis to consider the level of success of each outreach method toward reaching the racial and ethnic balance goals of The Academy. As necessary, the Outreach Plan is updated to focus on the methods of outreach which have been most successful. The Academy maintains an accurate accounting of the ethnic and racial balance of students enrolled in the Charter School and documents the efforts made to achieve a racial and ethnic balance.

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

ELEMENT H: ADMISSION POLICIES AND PROCEDURES

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

LEGAL ASSURANCES

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

In accordance with Education Code Section 48000(a), students must meet minimum age requirements for enrollment. Students entering kindergarten must be five years of age on or by September 1st of the year in which they matriculate. The Academy will abide by any future amendments to the Education Code regarding minimum age for public schools. Proof of the child's age must be presented at the time of enrollment as described in Education Code Section 48002.

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

NON-DISCRIMINATION

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220. The Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or

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

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

OPEN ENROLLMENT AND ADMISSION PROCESS

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

PUBLIC RANDOM DRAWING

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

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

1. Siblings of students currently attending The Academy of Alameda Elementary School and The Academy of Alameda
2. Residents of the Alameda Unified School District
3. All other students

Students who are exempt from the lottery are:

- Children currently attending The Academy of Alameda

- Children of current Academy staff and board members (not to exceed 10% of The Academy's Enrollment)

LOTTERY PROCEDURE

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

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

ENROLLMENT PROCESS

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

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

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

EFFORTS TO RECRUIT LOW ACHIEVING AND ECONOMICALLY DISADVANTAGED STUDENTS

The Academy is committed to serving academically low-achieving and economically disadvantaged students. The Academy aggressively recruits students from our local community (Please see Appendix 12 for our comprehensive Outreach Plan).

ELEMENT I: ANNUAL FINANCIAL AUDIT

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

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

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

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

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

ELEMENT J: STUDENT SUSPENSION AND EXPULSION

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

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

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

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

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

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS

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

B. ENUMERATED OFFENSES

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force or violence upon the person of another, except self-defense.
 - c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - i. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- l. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death,

great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 3. Causing a reasonable student to experience substantial interference with his or her academic performance.

4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by The Academy.
- ii. “Electronic Act” means the creation or transmission, originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 1. A message, text, sound, video, or image.
 2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of cyber sexual bullying.
 - a. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- iii. Notwithstanding subparagraphs i and ii above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - w. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force or violence upon the person of another, except self-defense.
 - c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
 - g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
 - h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.

- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating

substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - 1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - 2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - 3. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - 4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by The Academy.
 - ii. “Electronic Act” means the creation or transmission, originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - 1. A message, text, sound, video, or image.
 - 2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False

profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

3. An act of cyber sexual bullying.
 - a. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- iii. Notwithstanding subparagraphs i and ii above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- w. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee’s concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
 - a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee’s concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year,

pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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

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

C. SUSPENSION PROCEDURE

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

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

D. AUTHORITY TO EXPEL

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

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

E. EXPULSION PROCEDURE

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Director or designee determines that the pupil has committed an expellable offense.

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

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

1. The date and place of the expulsion hearing;

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

F. SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Academy must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, The Academy must present evidence that the witness' presence is both desired by the witness and will be helpful to The Academy. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. RECORD OF HEARING

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

H. PRESENTATION OF EVIDENCE

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

of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

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

I. WRITTEN NOTICE TO EXPEL

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

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

J. DISCIPLINARY RECORDS

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

K. NO RIGHT TO APPEAL

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

L. EXPELLED PUPILS/ALTERNATIVE EDUCATION

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

by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. REHABILITATION PLANS

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

N. READMISSION

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

O. SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

1. Notification of SELPA

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

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

4. Due Process Appeals

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

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

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

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

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

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

- c. The child's teacher, or other Academy personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Academy supervisory personnel.

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

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

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

ELEMENT K: RETIREMENT SYSTEMS

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

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

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

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

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

ELEMENT M: RIGHTS OF DISTRICT EMPLOYEES

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

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

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

ELEMENT N: DISPUTE RESOLUTION

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

DISPUTES BETWEEN THE CHARTER SCHOOL AND THE DISTRICT

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

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

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

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

INTERNAL DISPUTES

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter

School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

ELEMENT O: SCHOOL CLOSURE PROCEDURES

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

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

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

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

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

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

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

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

result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to The Academy.

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

On closure of The Academy, all assets of The Academy, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending The Academy, remain the sole property of The Academy and, upon the dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon The Academy's closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

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

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

As specified by the Budget in Appendix 1, The Academy will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

BUDGET AND FINANCIAL REPORTING

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

Attached, as Appendix 1 please find the following documents:

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

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

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

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

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

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

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

Nora 8/27/2018 10:20 PM

Comment [5]: This section has been updated to reflect current information

INSURANCE

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

FACILITIES

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

The Academy of Alameda Elementary School occupies the Alameda Unified School District's Chipman site at 401 Pacific Avenue, alongside The Academy's middle school program. Details regarding its use of facilities are contained in the 10-year lease agreement signed by the AUSD and Charter School Boards in Spring, 2017 (attached as Appendix 14.).

The Academy will have an approximate enrollment of 242 students in the fall of 2018 in grades K-4. The Academy anticipates needing twelve classrooms when it is fully enrolled (K-5) in Fall, 2019. The Charter School's student population is anticipated to be 292.

IMPACT ON THE CHARTER AUTHORIZER

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

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

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

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

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

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

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

ADMINISTRATIVE SERVICES

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

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

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

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

- Home-Office Services
 - Human Resources
 - Business & Payroll Services
 - Financial & Accounting Services
- School Software Solutions
 - Enrollment
 - Attendance Accounting
- School Performance & Educational Support

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

TRANSPORTATION

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

ATTENDANCE ACCOUNTING

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

OVERSIGHT

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

APPENDICES

Appendix 1	Budget
Appendix 1.1	Cash Flow
Appendix 1.2	Budget Assumptions and Narrative
Appendix 2	2018-19 Calendar
Appendix 3	LCAP 2018-19
Appendix 3.1	LCAP 2017-18
Appendix 3.2	LCAP 2016-17
Appendix 3.3	Summary of LCAP Changes
Appendix 4	2017 California School Dashboard Report
Appendix 5	Sonoma Charter SELPA Participation Agreement
Appendix 6	Board Member Bios
Appendix 7	New Legal Requirements 2015-18
Appendix 8	Organization Chart
Appendix 9	Executive Director Job Description
Appendix 10	School Director Job Description
Appendix 11	Bylaws
Appendix 11.1	Articles of Incorporation
Appendix 11.2	Certificate of Amendment
Appendix 11.3	Conflict of Interest Policy
Appendix 12	Community Outreach Plan
Appendix 13	Employee Handbook
Appendix 14	Lease Agreement