

<div>Criteria 1: Improving Student Achievement (Standard 1)</div> <div>A charter school promotes student learning through a clear vision and high expectations. It achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, state and federal performance standards, and closing achievement gaps of students.</div>					
Rubric Element	Criterion Description	Level 5 Equivalent	Level 2 Equivalent	Level	Evidence and Discussion
1.1	Achieves clear, measurable program goals and student achievement objectives as measured by state, federal standards or objective standards set out in the schools Local Control Accountability Plan	CAASPP student dashboard data in the blue or green categories overall and for all statistically significant subgroups; demonstrated track record of meeting or materially improving performance on objective LCAP student performance goals.	CAASPP student dashboard data in the orange categories overall and for a majority of statistically significant subgroups; student performance goals present in LCAP but unclear or failure to achieve LCAP goals over multiple years.	3	<p>As spring 2018 was the first year in which the school had students take the SBAC ELA and Math assessments, the school does not yet have academic dashboard data (the dashboard requires both status AND change (year over year) data to generate a performance measure). They do have observable performance in the Suspension Indicator which is blue. As noted in their LCAP and other documents, the school has not suspended a student to date.</p> <ul style="list-style-type: none">2017-18 marked AOA's first year in which students (3rd grade only, 52 students) took the SBAC for Math and ELA. Overall, 19% of students met or exceeded standards for ELA and 38% of students met or exceeded standards for Math.An analysis of 2017-18 enrollment demographics for AOA and AUSD schools indicates that Maya Lin and Haight Elementary schools are the most similar. Haight Elementary School is the most similar in terms of race/ethnicity while Maya Lin shows general similarities in race/ethnicity and closer alignment with regards to percentages of socioeconomically disadvantaged students, students with disabilities, and English learners.For both Math and ELA, AOA's 3rd grade class underperformed the 3rd grade cohorts at both Maya Lin and Haight elementary schools. This was true for both all students as well as most subgroups (Socioeconomically Disadvantaged students, English Learners, Asian students, and Hispanic/Latino students). Exceptions included the following:<ul style="list-style-type: none">AOA's Asian students outperformed Maya Lin in Math but scored lower than the Haight cohortAOA's Hispanic/Latino students performed on par with Maya Lin students in Math but scored lower than the Haight cohortFor ELA, AOA students scored significantly below Maya Lin and Haight peers for all students and all subgroups. <p>The school does describe in its LCAP and Charter Renewal Petition the progress towards goals for assessments including MAP and F&P. In the absence of dashboard data, AUSD assessment of the school's academic performance must take this progress toward local goals into account in its evaluation.</p> <p>In the school's LCAP annual update for the 2017-18 school year, the school details its expected annual measurable outcomes for MAP and Fountas & Pinnell and the actual outcomes:</p> <ul style="list-style-type: none">For the Math MAP assessment, the school has set end-of-year RIT expected outcomes (180 for 1st grade, 192 for 2nd grade, and 203 for 3rd grade) that are consistent with NWEA's reported end-of-year mean scores. The school set a 2017-18 goal of 70% reaching the target outcome and reported that 60% achieved the goal.For F&P, the school has set end-of-year reading level goals consistent with F&P's

					published grade level proficiency levels in the text level gradient. The 2017-18 goal of 55% proficiency at end-of-year was exceeded with a reported 60% of students achieving the goal. On page 8 of the CRP the school details the significant growth shown within each grade level for each year the school has been in operation. The additionally show that for the cohorts of students who have been present at the school since inception, the growth is higher. In both cases, growth is seen in all cases with the exception of the third grade in 2017-18 where proficiency decreased.
1.2	Provides a challenging and coherent curriculum for each individual student	The school has a robust standards-based curriculum with strategies in place to meet the needs and challenge of all students, including those who are not at grade-level. The school has systems in place to formally identify individual student needs and has effective strategies in place to meet the needs of English Learners (EL) and students with Special Education and 504 plans. The school is closing achievement gaps among student sub-groups at a rate exceeding other schools with similar demographics.	The school's curriculum is standards-based, but is not meeting the needs of all individuals. Support structures for students not meeting grade-level standards are inadequate. EL and students with special education plans are making inadequate progress. The achievement gap among subgroups is on par with those in similar or surrounding schools.	3	<p>Description of Curriculum:</p> <ul style="list-style-type: none">• The school's stated mission is to equitably develop students into critical thinkers and life-long learners who navigate the world with integrity and who apply their learning to empower themselves and their communities. Their vision states the school's intent to close the opportunity gap by combining a meaningful, integrated curriculum, high quality teaching, and both academic and social-emotional supportive services that allow all children to reach and exceed their potential. The vision further states that every student is coached to believe that they have the ability to achieve the high levels of literacy, numeracy, and critical thinking skills that will lay the foundation for them to excel in school, the community, and the workforce.• The mission and educational program are based upon four key elements:<ul style="list-style-type: none">○ A solid educational foundation in literacy and numeracy○ Behavioral, intellectual, and emotional engagement in learning○ Multiple pathways to success support unique student needs○ All members of the school community are held to high expectations• The school describes in detail the educational philosophy guiding their mission and vision. Found on pages 23-26 in the Charter Renewal Petition, this expands on the four key elements listed above. Key among this is the elaboration that that the school's philosophy and practice is essential Response to Intervention (RtI) and that Targeted Instruction + Time = Learning• Pages 26- 71 of the Charter Renewal Petition describe the school's Curriculum and Instructional Design. Key elements focused upon include:<ul style="list-style-type: none">○ Grounding in anti-bias education based in the Teaching Tolerance framework - explicit/implicit weaving into all aspects of instruction○ Culture of High Expectations for all adults hired into school community○ Relationships between school and family○ Goal setting and accountability for all○ Shared commitment to and celebration of success• The Instructional Approach of the school is detailed beginning on page 31 of the CRP. It states that all of the school's instructional practices are informed by Dewey's 'catch and hold' concept as well as Csikszentmihalyi's concept of 'flow' - both of which speak to the creation of conditions in which a student is continuously engaged in an intellectually and socially safe environment. The three key strategies the schools identifies to 'catch and hold' students are:<ul style="list-style-type: none">○ Strong foundations in ELA and Math○ Targeted instruction within the ZPD○ Integration of SEL throughout the school day• The school 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. The school's approach to ELA is outlined through the following philosophical principles (Additional detail on CRP pages 43-36):

					<ul style="list-style-type: none">○ Building upon students' literacy practices at home and in community○ Literacy development as a socio-cultural phenomenon○ Oral Language Acquisition at the center of literacy development○ Literacy development must be culturally responsive and personalized <ul style="list-style-type: none">● The school uses Eureka Math as the core mathematics curriculum. The school's approach to Math is outlined through the following philosophical principles (Additional detail on CRP pages 46-49):<ul style="list-style-type: none">○ Connections to the real world○ Solid foundation built upon number sense○ Reasoning over rote memorization○ Learning as a process based on thinking, reasoning, and risk-taking● The school uses National Geographic curriculum for science and has written their own social studies curriculum called Equity Studies - a fusion of SEL and social studies standards. <p>General Comments</p> <ul style="list-style-type: none">● The school has selected curriculum for ELA and Math that are CCSS aligned and support their educational philosophy and instructional approach. The reader's and writer's workshop model from Lucy Calkins and The Eureka Math program enact models of instruction consistent with their described approaches.● However, observations revealed challenges implementing this curriculum in the classroom.● There is evidence of teacher collaboration to deliver standards-based instruction. Similar lessons occur across a grade level. Agendas are posted in all of the classrooms and common practices around school wide behavioral expectations, and some common call and response strategies were observed. Student learning tasks are correlated to support learning standards, although not always rigorous enough for students to fully meet the standard.● The use of anchor rubrics were observed in 2 classes.● There are word walls, vocabulary banks, pictures and drawings, sentence frames, and other scaffolds to support students, including ELs and students with disabilities. Students need more time to process and discuss their thinking with peers.● The site is not using ELPAC data to inform teaching and learning for English Learners.● The site was unaware of what At-Risk English Learners are and the implications for these students.● Teachers have not received training on Integrated and Designated ELD.● English Learners are receiving services through an intervention model, which is not Designated ELD.
1.3	Implements and directs learning experiences (consistent with the school's purpose and charter) that actively engage students	Students are actively and consistently engaged in class and demonstrate a high level of enthusiasm for learning across the curriculum. Students and teachers use resources for learning experiences beyond the limits of the textbook and classroom, including the effective use of technology and community resources. Student engagement is supported by opportunities to relate productively with adults and other students in both academic and non-academic settings. Learning goals are aligned to the educational program outlined in the charter.	Students are inconsistently engaged in class. Instruction is predominantly teacher centered or textbook driven. Technology and community resources are not utilized with any consistency to further relevant learning in or outside the classroom.	2	<p>Students were observed using chromebooks to participate in Dreambox in 2nd and 3rd grade classrooms. In many of the classes, observed instruction was predominantly teacher-centered and students were not engaging in discussion and/or discourse. The primary mode for checking for understanding was hand raising.</p> <p>Classroom management was inconsistent across the classrooms. While there were common environmental structures in place, there is inconsistency in implementing these practices into the daily classroom environment.</p> <p>All grade levels were visited on multiple days. In two of the eight classrooms visitors observed students crying due to frustration. In three of the classes, students were yelling and confused about lesson objectives.</p> <p>During the student feedback session, students overwhelmingly represented that there is not time to work on things in class and students are sent home to do the work at home.</p>

					<p>They felt like things were explained but there was not enough practice time in class. Students stated that the school encourages group work but often there are arguments and students have a hard time interacting with each other.</p> <p>Class size K-5 is 25:1. In Kindergarten there is also an instructional aid in each of the classrooms. There is also an instructional coach and culture and climate coach at the K-5 level.</p>
1.4	<p>Uses the results of evaluation and assessment as the basis for the allocation of appropriate resources to promote high levels of student achievement.</p>	<p>Resources are allocated appropriately (among materials, equipment, staff, and facilities) and used effectively to optimize student learning experiences and promote student achievement.</p>	<p>Resources allocation is inconsistent and does not clearly align with programmatic improvement for increasing student achievement. Resources are inadequate to support learning activities, or resources are available, but not effectively utilized to increase student achievement. There is little monitoring of the use of resources for the optimization of student needs.</p>	4	<p>The school has established clear and measurable goals within their LCAP as well as in their grade-specific academic goal outline. The annual update section of the 2018-19 LCAP demonstrates the school's regular review and analysis of performance across the established goal areas as well as the relevant adjustments to resource allocation resulting from that analysis. Examples of areas in which the school has adjusted resource allocations in response to analysis of outcome data include:</p> <ul style="list-style-type: none"> • Hiring a reading specialist • Training the learning specialist in Orton Gillingham • Implementing the Dreambox math program <p>As discussed in element 3.1, the school is routinely utilizing a range of academic measures to assess student performance and make individual and programmatic decisions including resource allocation.</p> <p>In meeting with the site leadership team, there was clear articulation of next steps for the school program based on their ongoing program evaluation. One next step discussed included expanding the school's RtI (Response to Intervention) structures to accelerate the learning of those students who continue to perform below grade level as measured via MAP, F&P, and other local measures. A second next step discussed was increasing the sense of connectedness to targeted families, specifically those who are non-English speaking and/or non-Alameda residents, both situations that can present barriers to connectedness.</p>
1.5	<p>Promotes a safe, healthy and nurturing learning environment characterized by trust, caring and professionalism</p>	<p>The school has a strong sense of community, which allows students to take on academic risks and challenges. Most/all students in the school feel that they have one or more adults that they can trust. The school environment is free of violence, the threat of violence, and bullying; and solid discipline policies and practices, safety procedures and crisis plans are in place. The learning environment is clean, attractive, functional, and comfortable and promotes student health and wellness. Students feel supported and respected by teachers and staff. LCAP reflects a dedication to providing a safe learning environment and consistent achievement of or progress toward learning environment LCAP goals.</p>	<p>The school has a limited sense of community. Inadequate facilities and/or lack of clear discipline policies or effective practices, or safety procedures do not support a safe or comfortable learning environment. There is little interaction between adults and students at the school outside of formal classroom instructional time. LCAP does not adequately reflect commitment to promoting safe learning environment or school has failed to consistently implement stated LCAP goals in this area.</p>	4	<p>There is a strong social justice focus at the school. Families were able to express this value guides the work of the school. While walking the campus it is calm and structured. There are behavioral expectations and routines posted around the school, and walkthroughs are focused on culture building.</p> <p>During the student group (12 students grades 3 and 4), when asked if students feel safe on campus the median answer was a 1, the average was 1.75 (student rated on a scale from 0-5, 5 being the safest -0 being not safe) however when students were asked, "How well does this school help kids with their challenges?" the median answer was 3 and the average was 3.25.</p> <p>Students also expressed concerns about bullying and kids not being nice to each other; staff recommends a student survey to see if this is something consistent across classroom settings.</p>

1.6	Involves staff, students, parents and other stakeholders (including the school's authorizer) in its accountability for student learning and provides regular, public reports on the school's progress towards achieving its goals	Parents/families are given accessible and relevant information about their child's progress through a variety of methods to communicate student achievement, which include progress reports, report cards, parent/student meetings, etc. Students and parents are well-informed of the class/course learning objectives and of their child's progress on those objectives throughout the school year. The school provides schoolwide progress reports and student achievement data to the school community and other stakeholders, including its authorizer, on a regular basis and solicits feedback and assessment of school progress through parent/student/teacher (and other stakeholders) surveys. School leadership participates in the development of a school accountability report card as required by law.	School leadership participates in the development of a basic school accountability report card but provides little or no other school progress reports to the school's community and/or its authorizer.	3	<p>Families were able to express that communication was one of the strengths of the school. The school used AERIES and ParentSquare to communicate grades and curriculum with parents. Parents also have a family alliance group that meets monthly. At these meetings families can ask questions and get answers regarding curriculum, instruction and school systems. Benchmark tests are reported on AERIES and the families expressed that if students are struggling that teachers regularly reach out to parents.</p> <p>Families indicated there is no structure for parents to participate in school-level governance at the elementary level. Recommendation would be to create a school site council structure at the elementary school to drive budget decisions. This is also needed to be in compliance with state and federal law.</p> <p>School does not have an updated Reclassification Criteria for English Learners.</p> <p>At governing board level, parents and staff have opportunity to provide input through both formal meetings and informal discussions.</p>
1.7	Maximize access to learning environment for all students	Student suspension and expulsion rates are consistent with an effort to maximizing learning time for students; student suspension and expulsions do not fall disproportionately on a one or more identifiable subgroups of students, including but not limited to students of color and students receiving special education services. Students receiving special education services are served in the least restrictive environment in order to maximize access to the school's education program.	Student suspension and expulsion rates materially affect student learning time. Suspensions and expulsions consistently fall disproportionately on a one or more identifiable subgroups of students. There is a pattern of students receiving special education services being either excluded from the school or served in overly restrictive environments that unnecessarily served in environments that reduce access to the school's education program.	4	<p>AoAES has had no suspensions since the opening of the K-5 program. The school is very committed to restorative practices. Families that opt into the school also expressed a commitment to supporting the school in not using exclusionary discipline.</p> <p>The school enrolls very few students with disabilities (see demographic data below), making it difficult to evaluate the effectiveness of its special education program. The lack of a robust special education program could deter students with disabilities from applying. However, existing students with disabilities are fully integrated into the general education classroom.</p>

*Designated as comparison school

17-18 Demographics	AoAES		AUSD		RBE		Paden		Maya Lin*		Haight*	
	#	%	#	%	#	%	#	%	#	%	#	%
Total Enrollment	203		9503		504		374		415		554	
SED	43	21%		31%	340	67%	168	45%	97	23%	286	52%
SWD	5	2%		11%	60	12%	38	10%	78	19%	64	12%
EL	37	18%		15%	179	36%	111	30%	59	14%	183	33%
Asian	37	18%		29%	115	23%	102	27%	57	14%	173	31%
Black/African American	22	11%		7%	86	17%	28	7%	28	7%	37	7%
Filipino	15	7%		7%	31	6%	31	8%	24	6%	56	10%
Hispanic/Latino	47	23%		15%	106	21%	64	17%	60	14%	118	21%
White	47	23%		29%	90	18%	81	22%	184	44%	78	14%
Two or More Races	29	14%		11%	46	9%	52	14%	54	13%	71	13%
Not Reported	5	2%		1%	14	3%	11	3%	12	3%	14	3%

	ELA SBAC						Math SBAC					
17-18 Demographics	AOA 3rd		Maya Lin 3rd		Haight 3rd		AOA 3rd		Maya Lin 3rd		Haight 3rd	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students		19%		57%		62%		38%		60%		62%
SED		11%		32%		48%		27%		32%		47%
SWD				17%						17%		
EL		8%		53%		47%		33%		40%		60%
Asian		17%		50%		58%		50%		42%		70%
Black/African American												
Filipino												
Hispanic/Latino		21%		27%		76%		47%		47%		65%
White				80%		88%				92%		71%
Two or More Races						57%						71%
Not Reported												

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

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

Element	Criterion Description	Level 5 Equivalent	Level 2 Equivalent	Level	Evidence and Discussion
2.1	Effectively communicates and engages stakeholders in the mission and vision of the school	The board and school leadership clearly and effectively communicate the mission, goals, pedagogical approach and education model of the school with all relevant stakeholder groups. Stakeholders are active supporters and communicators of the mission and vision to the school community. The mission and vision of the school is clearly articulated, well-known by school stakeholders, and implemented in daily practice.	Communication regarding the mission and vision with stakeholders is sporadic and/or inconsistent. The school's mission and vision are known and understood by few of the school's stakeholders.	5	<p>The school’s commitment to a vision in which there is a safe, welcoming school environment is evident in speaking to the teachers, support staff, parents/guardians, and students. In visiting classrooms, displayed student work goes beyond the standard ‘posters’ listing school rules/expectations. Also observed are charts connecting languages spoken, explorations of variations in skin color, and other representations of discussions/activities in which students are grappling with issues of diversity.</p> <p>All stakeholders are able to speak generally to the school's overall mission/vision and are committed as equal partners in furthering the mission/vision. It should be noted that while the school did experience significant teacher turnover in recent years (5 teachers are in their 1st or 2nd year at the school), they were able as a group to communicate a common perspective regarding the school’s strengths/vision. They spoke to the school’s commitment to equity and the idea that ‘all our kids are all our kids.’</p> <p>A detailed discussion of the school’s board can be found in the Charter Renewal Petition on pages 83-87.</p> <p>The board uses the mission statement as a starting point for discussion at all board meetings and also requires Executive Director reports to the board to refer back to the mission. The board was actively involved in developing and refining the mission statement.</p>
2.2	Generates and sustains a school culture conducive to staff professional growth	The school leadership provides professional development opportunities that advance the effectiveness of teaching and learning and monitors that professional development for impact on school achievement. There is open and clear communication between students, staff, and administration; and teachers are empowered to demonstrate teacher leadership throughout the school, as well as establish goals for professional growth.	Staff development is restricted to individuals with little or no link to meeting overall schoolwide goals or to the performance of students. The types of professional development in which teachers participate are limited and/or not relevant to individual and schoolwide needs. Staff does not set goals for professional growth.	4	<p>There is a range of evidence demonstrating the school leadership’s commitment to generating and sustaining a school culture conducive to professional growth. Teachers reported feeling appreciated, supported, and valued. They referenced the high level of support from the site administrators as well as the support staff. In particular, they felt that the leadership’s investment in personnel that directly support their professional growth is very valuable. The Coordinator of Curriculum and Instruction, the Culture and Climate Coordinator, and the Assistant Principal all work closely with the staff on issues of instruction and school climate. This support is in the form of regular grade-level/whole team collaboration as well as individual support.</p> <p>The school is currently engaged in some key strands of professional development, both strands resulting from significant teacher/staff input. The focus on English Learner support resulted from a previous PD strand in which the staff had identified focal students and realized that many of their focal students were ELs. The overall equity strand has been supported extensively by the leadership including the bringing in of an equity consultant and dedicating significant time prior to the school year for equity-based PD.</p> <p>Teachers use the other dedicated PD time to closely collaborate in grade levels around curriculum development. They are observed regularly by the curriculum and instructional coordinator. Following observations there is feedback and discussion of strategies to implement.</p>

					<p>A full description of the school's PD vision can be found in the Charter Renewal Petition on pages 51-53.</p> <p>Classroom observations supported the need for the above PD, although those observations called into question the effectiveness of new teacher PD.</p>
2.3	Treats all individuals with fairness, dignity and respect	School leaders ensure that school policies regarding equal opportunity and unlawful harassment are effectively implemented. There is open communication among the staff and with the leadership team. School stakeholders report that they are treated with fairness, dignity, and respect and that school leadership is working effectively to create an optimal teaching and learning environment. Complaints regarding the above are not systematic and are resolved through the Uniform Complaint Process or a process that provides equivalent procedural protections.	There are gaps in communication in the school. Policies regarding equal opportunity, unlawful harassment, or other complaints are nonexistent are/or ineffectively implemented. Stakeholders do not feel they have a voice in the school.	4	<p>Parents consistently expressed that school policies were applied in a way that led to a cohesive school culture. All stakeholders are able to speak generally to the school's overall mission/vision and are committed as equal partners in furthering the mission/vision.</p> <p>Formal complaint policies exist and are used (see General Complaints Policy, Uniform Complaint Policy). The policies conform to AUSD and state requirements for notice, opportunity for multiple levels of review, etc. Board involvement in the complaint process is minimal; a recommendation would be to ensure that the complaint process is widely publicized in the school to ensure that the relative paucity of board-level complaints is not attributable to lack of knowledge among potential complainants.</p>
2.4	Has a cogent understanding of the laws that govern charter schools and monitors the trends, issues and potential changes in the environment in which charter schools operate	The school administration and governing board consists of individuals who are experienced in managing organizations and who are well-versed in charter law. School administrators and board members actively and regularly seek information and professional development related to charter operations and laws; and new board members are given a formal, relevant orientation on the purpose and educational vision of the school and on their roles and legal responsibilities. The charter school governing board adheres to and consistently follows a fully adopted set of bylaws which includes: conflicts of interest policies, meeting protocols and procedures, and formal delineations of roles and authorities within the school. Conflicts of interest and conflict resolution policies are comprehensive and clear. School has no recorded instances of material charter law or applicable labor law violation during the charter term. IDEA and Section 504 obligations are consistently met.	Board representation is limited; few are engaged in or understand the charter law. Opportunities for board members to take part in professional development or seek information regarding charter operations, trends and law are limited. Responsibilities and roles of leaders, governing bodies and staff are unclear. Bylaws regarding conflicts of interest, meeting protocols, delineation of roles and responsibilities are not well understood and/or followed by the school. Process for conflict resolution is not well understood and/or consistently implemented. There is a pattern of charter or labor law violations during the term of the charter. There is a pattern or IDEA or Section 504 violations established by CDE or OCR findings or due process proceedings.	5	<p>Board has clear conflict of interest policies (Appendix 11.3). Board receives professional development on Charter law issues such as Brown Act, board member role, oversight, etc. through CCSA, at board meetings, and at biannual board retreats. Several board members have previous experience as board members or high-level staff members at public educational agencies.</p> <p>School has no recorded instances of material charter or labor law violations during the most recent charter term. Board actively seeks to fill perceived skill gaps with new board members.</p> <p>Ninety percent of staff possess a current and valid document issued by the Commission on Teacher Credentialing (CTC) for the assignment. One teacher did not have a confirmed CTC document on file, although there is a Temporary County Certificate (TCC) on file for the individual through ACOE. AoA credentialing staff works with Alameda Unified for guidance and submission of credentialing applications through ACOE.</p>
2.5	Consistently engages in timely reporting of required information to the District, the County, and the State	The school provides required reports and responds to reasonable inquiries about student performance, academic progress and the school's fiscal health in a thorough, accurate and timely manner. Formats for reporting comply with stated requirements, and any variances are explained. The legal and fiscal authorities and responsibilities of the school and of the authorizer is clearly articulated in writing, and clearly defined operational agreements, contracts, MOU's, and/or protocols have been established with the authorizing agency in key areas such as liability, special education, and facilities.	There is limited communication between the school and its authorizer. Reports and/or responses to inquiries are late and/or incomplete. Operational agreements are vague or non-existent and formal delineation of key areas of responsibility are unclear.	4	Required fiscal and enrollment information is consistently provided to the District, although not always in a timely fashion. School has been a good partner in creation of operational MOU and long-term facilities use agreement. See MOU, FUA.

2.6	Maintains effective and active control of the charter school and seeks input from impacted stakeholders	Governing board has adopted a policy, decision matrix or delegation of powers that identifies the authority and role of stakeholders (individuals and groups) involved with the school. All stakeholders participating in the decision-making process understand their role, who has the final decision-making authority, and what process will be used. In addition, the school establishes regular opportunities for stakeholders to address the administration and board (i.e. parent meetings, surveys, staff meetings, student forums, etc.). The board conducts its meetings regularly (at least quarterly) and in an organized and effective manner to encourage public comment and participation. All board meetings are held in accordance with applicable provisions of law, appropriate recording of all actions taken is ensured, and Board records are maintained in a comprehensive and systematic manner, in both soft and hard copy. The board creates and adopts all necessary policies and ensures their consistent implementation.	Organization has no decision matrix or policy describing the delegation of decision-making authority of stakeholders (individuals and/or groups) involved with the school. Stakeholders are unaware of the decision-making process. The board does little to encourage or seek stakeholder participation or involvement. Governing board meetings are infrequent and materials are not provided in advance. Compliance with open meeting laws is inconsistent. Records of board discussion and action are not current and not maintained in a manner that is readily available to board, staff and community. Board relies on executive director/head of school to develop policies and procedures; defers on major decisions without active debate.	4	<p>Board has adopted formal written guidelines delineating board and staff responsibilities. Board conducts regular monthly meetings and biannual retreats, with agendas and minutes kept consistent with Brown Act. Board understands its policymaking role and consistently reviews policies and actively manages and oversees school's Executive Director. Several board members have previous experience as board members or high-level staff members at public educational agencies.</p> <p>School has established PTA as vehicle for parent input; however, petition does not include specific information on how parents are involved in the policymaking process. Based on minutes, school community participation in Board meetings is limited. School should consider publicizing meetings more widely within school community and further explaining board role to community.</p>
2.7	Ensures implementation of the student recruitment, retention, and enrollment process intended in the charter and as defined by statute and regulation	The school leadership and staff follow the procedures described in the school's charter and policy. Recruitment strategies are consistent with the mission of the charter and focus on the targeted population which is inclusive of a diverse range of learners. All communications with families convey the same description of the process. Accurate records of applications, lottery results and wait lists are maintained. The results of the policy are reviewed annually with the board to ensure consistent implementation and to identify areas for improvement.	Student recruitment, retention and enrollment policies are not well-documented. Staff members communicating with families give inconsistent and/or inaccurate information regarding procedures. Enrollment and retention decisions are not consistent; with case-by-case exceptions made for some families depending on circumstances. Board is not informed of enrollment and retention results, other than in general terms.	3	<p>AoAES conducted outreach in target West End community, but filling seats required outreach across entire Alameda community. AoAES serves far fewer students with disabilities and somewhat fewer socioeconomically disadvantaged students than do AUSD school serving the West End. School should re-emphasize efforts to increase applications from those student categories. School leadership is aware of the issue.</p> <p>AoAES has generally been successful at retaining students during the current charter term, although there is comparatively little data.</p> <p>AoAES's lottery process is consistent with the law and its charter. AUSD staff observed the lottery process during the charter term and observed no irregularities.</p>

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

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

Rubric Element	Criterion Description	Level 5 Equivalent	Level 2 Equivalent	Level	Evidence and Discussion
3.1	Establishes benchmarks and a variety of accountability tools to monitor student progress throughout the year	An appropriate range of formative and summative assessments (which include state-mandated tests, schoolwide assessments and classroom level assessments) are used in making judgments about student progress towards curricular targets. These assessments are matched to well-defined benchmarks for student achievement. Data is used to adjust curriculum and teaching and learning strategies in order to accommodate the changing needs of students (i.e. reteaching, change grouping practices, targeted interventions or enrichment, etc.).	Schoolwide learning objectives and benchmarks are not clearly articulated nor assessed formally outside of statewide testing. Results of student assessments are minimally linked to a school wide improvement plan. There are minimal plans in place to address curricular needs, teacher competency and future staff development based on assessment data.	5	<p>In addition to state mandated tests, the school is routinely assessing students using the Measure of Academic Progress (MAP) assessment system from NWEA. This assessment is administered three times each year to evaluate student progress in specific competencies and identify intervention needs. The school also uses EduClimber to track the interventions provided and progress made.</p> <p>The school also uses the Fountas & Pinnell reading assessments three times a year to assess students' progress toward proficiency. Targets for benchmark performance are set in the school's LCAP and the school monitors both individual and aggregate student performance.</p> <p>Detailed descriptions of the school's assessment systems can be found in the Charter Renewal Petition pages 6-10 and 72-81. A sample of academic goals by trimester for grade 2 can be found in Appendix 15. This demonstrates the school's specific curricular benchmarks for literacy and math.</p>
3.2	Establishes both long and short term goals and uses information sources, data collection, and data analysis to actively monitor and evaluate the success of the school's program as described in its charter and LCAP.	The school's LCAP (and any other strategic plan) sets clear, measurable goals for improvement based on data analysis. Goals and plans are actionable, focused on student achievement and are measured by clear targets and timeframes. Short-term and long-term goals are regularly reviewed and appropriate resources to accomplish the plans are allocated accordingly. Goals and resource allocations are clearly linked and explained in the LCAP. LCAP evolves from year to year to reflect changes in data.	The school has a general plan in place for schoolwide improvement but does not identify interim, measurable targets to indicate sufficient progress. Input from stakeholders is limited. LCAPs consistently fail to clearly set out measurable goals or are not updated to reflect changes in data from year to year.	4	<p>The school has established clear and measurable goals within its LCAP across the areas of academic performance, safety/climate, and parent/guardian engagement. The annual update section of the 2018-19 LCAP demonstrates the school's regular review and analysis of performance across the established goal areas as well as the relevant adjustments to resource allocation resulting from that analysis. Examples of areas in which the school has adjusted resource allocations in response to analysis of outcome data include:</p> <ul style="list-style-type: none"> • Hiring the reading specialist • Training the learning specialist in Orton Gillingham • Implementing the Dreambox math program • Implementing the ParentSquare family/school interface • <p>As discussed in element 3.1, the school is routinely utilizing a range of academic measures to assess student performance and make individual and programmatic decisions including resource allocation.</p>

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

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

Rubric Element	Criterion Description	Level 5 Equivalent	Level 2 Equivalent	Level	Evidence and Discussion
4.1	Establishes clear fiscal policies to ensure that public funds are used appropriately and directly related to the school's purpose: student achievement of learning goals	The school adheres to an adopted fiscal policy and procedures manual that includes procedures for the authorization of purchases and release of funds, including signatories for checks or purchase orders over a specified threshold, and procedures related to credit cards and revolving cash funds. Bank reconciliations for all school-affiliated bank accounts are completed and reviewed on a monthly basis (person empowered to sign the check is not the same person, or related to the person, who reconciles the account). The school prioritizes funds to maintain a functional, clean, and safe learning environment and to provide adequate materials and equipment to support student learning. Financial decisions are made based on well- identified school-wide needs and priorities.	Fiscal policies are not readily accessible. There is a general understanding of policies and procedures but the staff is unaware of any written documents. Bank reconciliation is completed sporadically. There is also lack of evidence that sufficient funds are allocated to ensure functional, clean and/or safe learning environment is established or maintained. Financial decisions are made sporadically and without systemic approaches to address the needs of the students.	5	<p>The Board of Directors has adopted policies to ensure that the organization's funds are used appropriately and directly related to the school's purpose. Specifically, there are formal policies for budget development, banking, purchasing, record keeping, property inventory, payroll and attendance accounting. These are available on the school's website.</p> <p>Based on review of the 16/17 Audit Report, there were no audit findings.</p> <p>Comprehensive budget assumptions are prepared during the budget process and the governing board adopts a budget prior to the new fiscal year. These are updated and monitored throughout the year by the Executive Director, CFO and Finance Committee.</p> <p>Per conversation with the Executive Director and CFO, school leadership prioritizes funds to maintain functional, clean and a safe learning environment and to provide adequate materials and equipment to support student learning.</p> <p>The Finance Committee works with ED, the CFO, to review budget and ensure financial decisions are made on well-identified schoolwide needs and priorities.</p>
4.2	Creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability and sustainability	Comprehensive budget assumptions are prepared during the budget process, and the school's governing body adopts a budget prior to the new fiscal year. The working budget is monitored against actuals at least monthly, including a review of ADA assumptions, and adjusted accordingly. All accounts payable obligations are up-to-date, appropriately described, and disclosed in financial statements. Long-term debt schedules and multi-year contracts, and capital projects are tracked and monitored on a regular basis within the budget and budgeting process. Annual reviews of significant operating costs are shared with all of those who make budget decisions (i.e. school director, board, etc.). Reserves or available credit are adequate to address cash needs.	Board does not consistently monitor budget assumptions with actuals. Accounts payable are not regularly updated. School leadership is unable to clearly identify major operating costs or articulate long-range financial plans. Board reports do not include cash flow analysis and projection of reserves.	5	<p>Based on FCMAT's Fiscal and Business Operations oversight checklist, the charter's risk analysis is low.</p> <p>There is evidence that school leadership creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability and sustainability. The budget, cash flow, and MYP are reviewed monthly and revised during interim reporting and presented to the board.</p> <p>The school maintains a high reserve level. Per review of the school's 17/18 Unaudited Actuals, the school ended the year with 18% in reserves.</p>

4.3	Conducts an annual financial audit which is made public	<p>The school is audited by a certified public accountant (CPA) or public accountant (PA) licensed by the California State Board of Accountancy (and not declared ineligible to conduct audits by the State Controller's Office). The school's audit is performed in accordance with generally accepted auditing standards to ensure that the school's finances are being managed in accordance with generally accepted accounting principles and practices and the audit tests the validity of the charter school's ADA and reports these findings in the audit report.</p> <p>The charter school receives a school-specific audit report that includes financial statements and audit findings/conclusions specific to the charter school (unless completely dependent on the district) and includes a management letter commenting on areas of possible improvements (if any) in structures, procedures, and management practices of the school, as well as any factors that would prevent them from issuing an unqualified opinion on the financial statements.</p> <p>The charter school board reviews the audit report and responds to any audit findings and designs a corrective action plan to address these findings, and a copy of the audit is sent by the charter school to the authorizing agency, the COE and CDE by legally mandated deadlines, and the authorizing agency reviews the charter school's corrective action in response to any audit exceptions</p>	<p>Annually audited budgets are not made available and accessible to the public. Audit findings remain unresolved, or without sustainable systems in place to avoid recurrences. The audit report is not formally assessed by the governing board to resolve findings as part of its regular oversight procedures.</p>	5	<p>An annual financial audit is conducted by Squar Milner, an independent CPA firm. The school has demonstrated strong financial stability verified by clean audit reports. Per conversation with the ED, the audit report is presented to the board by the auditors.</p>
4.4	Enrollment is stable and/or growing at the rate anticipated by the charter school as projected in the approved charter and in the multi- year budget, with budget and expenditures revised at reasonable intervals based on actual enrollment and attendance.	<p>School projects enrollment as part of annual budget process and updates the budget if enrollment varies from the forecast. Expenditures are adjusted appropriately for changing enrollment, including changes in staffing. School tracks and reports to the governing board on patterns of enrollment and retention, and the effect on the school's long-term sustainability.</p>	<p>School has set no overall goal or plan for enrollment Stability or growth. School's enrollment projections for budget is not based on past experience or changing conditions. Budget is not adjusted and expenditures are not timely altered in response to enrollment variances from planned levels. Recruitment plans are not developed/adjusted in response to actual enrollment patterns. Enrollment trends are not regularly reported to the governing board.</p>	5	<p>Enrollment is growing at the rate anticipated by the charter school as projected in the MYP. AoAES is adding 5th grade beginning in FY 2019/20 which will add approximately 48 student to their enrollment. The MYP reflects a corresponding increase to expenditures to reflect this anticipated increase in enrollment.</p>

4.5	Ensures financial resources are directly related to the school's stated program and goals	LCAP performance goals are directly reflected in the school's resource allocations. Three-year LCAP program is consistent with multi-year budget expenditure projections.	LCAP performance goals do not align with the school's resource allocations. LCAP is not reflected in or inconsistent with multi-year budget expenditure projections.	5	<p>The school's resource allocations are highly aligned to the established LCAP goals and metrics that are being tracked. In each of the three main LCAP goal areas, the specific actions and services outlined are relevant to the metrics established. In the example of goal 1 (High quality instruction and curriculum to promote college and career readiness) actions and services include related personnel (ELD specialist, Learning Specialist for IEP support, Instructional Aides in kindergarten), program supports (summer school, target class size, SDAIE professional development), and software supports (MyLexia for reading intervention, Dreambox for Math, Educlimber for intervention tracking). These support the goals established for English Learner reclassification, ELPAC performance, CAASPP Math/ELA, and MAP assessments.</p> <p>The alignment can be observed in detail within the school's 2018-19 LCAP.</p>
4.6	School projects to maintain financial viability during proposed renewal charter term	Multi-year budget projections based on sound and transparently disclosed assumptions; current multi-year budget equivalent to a district budget which would receive a "Positive" certification from the Alameda County Office of Education.	Multi-year budget based on inconsistent, unreasonable, or unclear assumptions; current multi-year budget equivalent to a district budget which would receive a "Negative" certification from the Alameda County Office of Education.	5	<p>The school plans to meet budget reserves equal to 5% of total annual operating expenses, or \$66,000, whichever is greater. As of 6/30/18 AoAES had a reserve of \$400K (approximately 18% of annual operating expenses.)</p> <p>Cash flow is projected to remain positive throughout the term of the charter petition and Multi-year Projection (MYP) shows a positive ending fund balance in year 3.</p> <p>MYP is equivalent to a district budget which would receive a "Positive" certification from the Alameda County Office of Education.</p>