

## CHARTER RENEWAL PERFORMANCE REPORT GUIDELINES

In reviewing your performance report, the Office of Student Services is seeking an honest and reflective self-appraisal of strengths and weaknesses of the school's charter, with credible and compelling plans for building on success, maintaining momentum, and making necessary changes for improvement of the school.

- Where appropriate, please be evaluative and make your focus outcomes for students. When descriptive responses are requested, please provide comprehensive, yet concise responses.
- Please place an "X" against the grade (5-1) which most accurately reflects **your judgment** of overall quality in response to the questions.
- Please note that your ratings given here are intended to provide guidance for the inquiry that will occur during the renewal process, primarily at the time of the Renewal Site Inspection.
- If there are sections where you feel you are not in a position to respond, please consider eliciting responses from more appropriate parties (i.e. governing board president).
- You may find it helpful to refer to the renewal criteria and their respective characteristics outlined in the Renewal Handbook.

*This report is to be submitted to the Board of Education **in conjunction** with the submission of the charter petition requesting charter renewal. Please submit a draft to the Office of Charter Schools in advance of your renewal inspection, consistent with the guidelines outlined in your Renewal Handbook.*

### 1 What is distinctive about your school?

The Academy of Alameda staff and Board's ultimate mission is for *all* students to be academically, behaviorally and socially successful at high levels so that they are prepared for high school and beyond. In terms of academic success, The Academy acknowledges the historic inequity that exists in performance amongst students based upon race and ethnicity, gender, and socioeconomic status. One of The Academy's core beliefs is that those factors should not be impediments to a student's academic success. In addition to continually improving teaching and learning through ongoing professional development, The Academy's staff also engages in ongoing diversity training so that the staff continually reflects upon its own experiences and biases in order to enhance its understanding of how to best serve the diverse student population.

In addition to serving a population that is racially, ethnically and socioeconomically diverse, there is a wide variance in how students are performing when they enter The Academy - often based on those factors previously mentioned above. The school has significant groups of students who are performing well above grade level, at grade level, and below grade level. While very few schools are successful in serving truly diverse populations such as The Academy's, the school's mission is not only to do this well, but to be a model for all schools. Thus, The Academy's educational philosophy and indeed its entire academic program is shaped by the diverse community that the school serves and by the moral imperative that *all* students have the capacity to be academically and behaviorally successful. It is indeed that incredible diversity that makes The Academy of Alameda such a beautiful and unique place.

In order to serve all of the school's students at the highest level, there are key elements and practices that form the nucleus of The Academy's program. Student-centered elements include:

- **High Expectations and High Engagement**
- **Personalized Learning Environment**
- **A Diverse Academic Program**
- **Educating the Whole Child**
- **Time**

**2 How effective is your school overall?**

		5	4	3	2	1	
Evaluation:	Excellent		x				Unsatisfactory
<p>How do you know</p> <p>The Academy has developed multiple measures for assessing the efficacy of our program, from standardized tests, to satisfaction surveys, and all of them have shown increasingly positive scores over the past three and a half years.</p> <p>What are its notable strengths?</p> <p>The Academy has created an effective transition program for 6<sup>th</sup> grade students, which is reflected in satisfaction surveys from both parents and students. The development of a leadership team and instructional leaders has led to strong, consistent instruction throughout the school, which combined with a varied academic program, had led to the steady increase in standardized test scores. Furthermore, the social environment of The Academy is one of safety and respect.</p> <p>What are the main priorities for improvement?</p> <p>The Academy is continuing to develop methods of approach for students who arrive at middle school below grade level. The goal is to develop programs that will not only reach them at the appropriate instructional level, but will accelerate their learning, with the aim of being on grade level by the time they enter high school.</p>							

**3 How well is the school regarded by its students and parents?**

		5	4	3	2	1	
Evaluation:	Excellent		x				Unsatisfactory
<p>How do you know?</p> <p>Each year, students and parents have opportunities to complete satisfaction/perception surveys with the goal of providing the administration with feedback regarding areas of success and areas in need of growth.</p> <p>What do (a) students and (b) parents most like about the school?</p> <p>a) Feeling physically and emotionally safe</p> <p>b) Ease of transition for 6<sup>th</sup> graders, degree to which they feel welcomed, school/home communication, core academic program</p> <p>What do they feel needs improvement, and what action is being taken?</p> <p>a) Respect regarding differences—new Wednesday morning Advisory assemblies are being used to build school culture and to begin to address social issues</p> <p>b) Elective options—this year, 6<sup>th</sup> graders are taking an enrichment wheel with the additional option to take Music or Art before or after school, respectively.</p>							

**4 How well do students achieve?**

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			x				

**How do you know?**

STAR test results have improved across all subjects and grade levels from the first year of operation. In 2012-2013, The Academy surpassed the 800 API mark. Additionally, 70 students improved their GPA by at least 0.5 from the spring trimester of 2013 to the fall trimester of 2013.

**In which subjects and grades do students do best, and why?**

Students are currently doing best in English, science, and social studies. The science and social studies departments have seen very consistent staffing over the past four years. The teachers of these subjects have had a significant amount of time to refine their curriculum and instruction processes. English, though still the lowest in regards to overall proficiency, has seen increases due to the addition of courses to support struggling students and an overall school wide focus on literacy. This focus on literacy will continue to grow with the new Common Core State Standards and their emphasis on literacy across the curriculum.

**In which subjects and grades is improvement needed, and what action is being taken?**

The Academy's least proficient area is math. The Academy has added additional Tier 2 and Tier 3 levels of math over the past couple of years with the goal of supporting our below grade level students in developing the foundational skills needed to be successful in higher levels of math in high school. As we refine the instruction in these supported levels of math, as well as implement the new CCSS for math, we expect to see increases in math proficiency.

**Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken**

As with many schools, our students from low SES households, as well as African-American and Hispanic students are not yet performing on levels comparable to their peers. However, all three of these sub-groups have improved their scores over the past three years. We believe that we have a strong program in place, both academically and social-emotionally, and that we will soon see the discrepancy begin to close.

**5 How effective is the quality of instruction, including teaching, learning and curriculum?**

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			x				

How do you know?  
 Formal teacher evaluations are conducted twice a year, with many informal observations conducted throughout the year. Teachers and staff conduct instructional rounds multiple times during the year in order to discuss patterns of strengths and weaknesses in our instructional program. Academic Departmental leads meet with instructional coach and administrators to review each unit’s curriculum. At the end of each unit, each department, the instructional coach, and an administrator meet to review student progress.

Which are the strongest features of teaching and learning, and why?  
 Consistency between classrooms has been a large focus for the past two years. There are aspects of practice that we believe benefit students to receive consistently throughout the day, including practices such as using planners and using Do Nows and Exit Tickets as formative assessments. Another area of focus has been on increasing student engagement, both effective and cognitive, and finding ways to make the subject matter real and meaningful to students.

What aspects of teaching and learning most need improvement, and what action is being taken?  
 As other aspects of our program, such as school culture and general practices, become more and more developed, teachers are having opportunities to increase the rigor and differentiation within their courses.

**6 How effective are the professional development opportunities provided to teachers and administrators?**

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			x				

How do you know?  
 Professional development activities are evaluated through a combination of teacher feedback and observation of their impact on classroom instruction.

Which are the strongest features of professional development, and why?  
 The strongest feature of The Academy’s professional development is that topics are selected directly in response to the most critical needs of the staff and are designed to be easily implemented in the classroom.

How are professional development activities selected and evaluated?  
 Trainings are determined through a variety of factors. Administration assesses Teacher Evaluations from the previous year to see needed areas of growth. The Leadership Team proposes areas for professional development based on Instructional Rounds and teacher input. Instructional teams may also request trainings based on departmental areas of need.

Professional developments are evaluated through a combination of teacher feedback and observation of their impact on classroom instruction.

What aspects professional development most need improvement, and what action is being taken?  
 In the future, The Academy hopes to provide increased opportunities for teachers to attended offsite trainings and conferences.

**7 How effective is the assessment of student learning?**

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			x				

How do you know?  
 As a school, The Academy is just beginning to use Illuminate as a means through which to track each student’s performance across multiple assessments. As of this year, instructional teams meet at the end of each unit to assess overall student learning progress. The Academy utilizes a number of formal assessments to track student progress, including NWEA’s MAP (for math and reading) and Renaissance Learning’s STAR Reading Test.

What are the strongest features of assessment?  
 The presence of multiple data points has been critical in the placement of students at The Academy. All incoming 6<sup>th</sup> graders take the MAP assessment for math and reading in the spring of their 5<sup>th</sup> grade year. The data allows for placement of students in Tier 2 and Tier 3 courses, as needed.

What aspects need improvement, and what action is being taken?  
 The Academy teachers are still developing their capacity to respond to student needs, as demonstrated through assessments, to inform instruction during the school year.

**8 How effective are the strategy and processes that you have put in place to ensure your school enrolls a diverse student population (i.e. representation of English language learners, students with disabilities, or of homeless status)?**

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		x					

How do you know?  
 Analysis of our enrollment data shows that we have maintained levels of diversity comparable to those of Chipman Middle School. Furthermore, our percentage of students with IEP’s exceeds the state average for public schools and is more than double the state average for charter schools.

What are the strongest aspects of efforts to a diverse student population?  
 By advertising The Academy in multiple venues, including mailed post cards and presentation at middle school option nights, information regarding The Academy is accessible to the general public in Alameda and the surrounding areas, which are incredibly diverse, themselves.

What aspects need improvement, and what action is being taken?  
 The Academy hopes to continue to build relationships with the local elementary schools in order to continue enrolling the majority of our students from the local area.

**9 How effective is the leadership and management of the school?**

		5	4	3	2	1	
Evaluation:	Excellent		x				Unsatisfactory
<p>How do you know?                      The Academy has developed a leadership and management program that is not simply top down, but manages to authentically involve teachers and staff in decision making and, in turn, empowers them to be leaders on campus. The recent reduction in teacher turn-over also shows The Academy’s refinement of its management and teacher development.</p> <p>How does your school monitor teacher and staff implementation of the school’s curriculum, including its alignment with the California State Standards?                      The administration conducts frequent informal observations of teachers, as well as a minimum of two formal observations each year. Notes from these observations and follow-up conversations are logged in Bloomboard, enabling all administrators, as well as each teacher, to track progress. Additionally, the instructional leader from each academic team submits unit plans, along with standards correlations, ahead of each unit.</p> <p>What steps are taken if school administrators and teachers are not effectively implementing the curriculum?                      Feedback would be giving through the observation debrief process regarding the areas in which the teacher is not being effective. The administrator responsible for that teacher would work to arrange personalized PD for that teacher, perhaps providing coverage to enable the teacher to watch the lesson implemented in another class, providing links to relevant reading, etc. Follow-up observations and meetings would be conducted to ensure that changes had been made.</p> <p>Which aspects of leading and managing the academic performance of the school work best, and why?                      Empowering teachers as leaders has been very effective at The Academy and the administration plans to continue to build the leadership capacity of its staff. Managing academic performance is not seen as a top down process for which only the Executive Director is responsible, instead, the staff is empower to ask questions, make suggestions, and take actions that they believe would benefit the school.</p> <p>In what ways do the leadership and management of the academic performance need improvement, and what action is being taken?                      As The Academy matures, it hopes to provide more leadership development opportunities for the administration, through coaching. The Academy is also looking to create a more formalized development process for the leadership team and the academic team leaders.</p>							

**10 How well does the charter school collaborate with parents to encourage active participation in their student’s education?**

		5	4	3	2	1	
Evaluation:	Excellent		x				Unsatisfactory
<p>How do you know?                      Parent registration for Schoolloop and Constant Contact have increased over the past few years. School events are well attended by parents and parents are generally responsive when contacted regarding their student’s progress.</p> <p>Which are the strongest features, and why?                      Teachers at The Academy are diligent about posting grades on schoolloop and about responding to parent emails. The administration keeps families informed about upcoming events and deadlines through Constant Contact.</p> <p>What most needs improvement, and what action is being taken?                      The Academy will continue to build its outreach component to families that do not have computer access or speak limited English. The Academy also plans to increase its scope of parent education programs.</p>							

**11 How effectively does the school community analyze and use schoolwide data for continuous improvement?**

		5	4	3	2	1	
Evaluation:	Excellent		x				Unsatisfactory

How do you know?  
Time is allocated in PD for the staff to analyze data together, particularly when standardized testing data is released.

To what extent does the staff as whole discuss and analyze performance data for programmatic improvement and to modify instruction?  
Each summer, teachers are given PD time to analyze standardized test results from the previous year, which informs areas that need to be addressed in each department and at each grade level. Time is also allotted for vertical articulation meetings in each department.

Describe how the school is training administrators and teachers to understand and use assessment data.  
The school has begun training teaches on how to use Illuminate to compile and analyze multiple data points. The program allows for data to be analyzed per student, per class, per grade, and school wide. This is an area of continuing development.

To what extent are parents and students informed of student performance data individually and schoolwide?  
This is an area for growth. While parents and students receive performance data for standardized tests and regular class assessments, data from assessments such as MAP are not currently being communicated home.

What most needs improvement, and what action is being taken?  
The Academy is continuing to develop methods to communicate student performance data to families.

**12 How effective are the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment and English Language Learners are supported?**

		5	4	3	2	1	
Evaluation:	Excellent			x			Unsatisfactory

How do you know?  
The Academy serves all students with IEPs in compliance with the law. IEP meetings are held in a timely fashion, with teachers and administrators collaborating with parents to create a plan together. The SPED teachers work with the School Psychologist/Intervention Coordinator work together to determine the best placement for each student. STAR test results have risen 30 points for students with disabilities over the past three years. While tests scores have risen slightly for EL students, there remains room for improvement.

Which are the strongest features, and why?  
The Academy is currently utilizing a hybrid learning center model with flexible supports for students with IEPs. The majority of students with IEPs attend mainstream classes, often with the support of a co-teacher or an instructional aide. Some students attending Tier 2 or Tier 3 classes for math and/or English. This model provides the least restrictive environment for students, while still providing them with maximum support. Through these programs, The Academy has witnessed significant academic progress for students with IEPs.

What most needs improvement, and what action is being taken?  
The Academy is still working to develop the most effective method for supporting EL students in the acquisition of English and the reclassification process. The ELD teacher is working with Gen. Ed. teachers to provide methodologies to support ELs in mainstreamed classes. Additionally, The Academy is continuing to work on its Tier 2 and Tier 3 programs, with a focus of not only instructing struggling at an appropriate level, but also accelerating their learning so that they are prepared to enter Tier 1 classes by high school.

**13 How effective is your education program at diagnosing and addressing the needs of the following students: English Language Learners, students with disabilities, gifted students, and students in need of remediation.**

	5	4	3	2	1	
Evaluation: Excellent		x				Unsatisfactory
<p>How do you know?          Multiple measures are used to assess student achievement and progress throughout the year. Multiple levels of classes exist to support students below, at, and above grade level.</p> <p>Which are the strongest features, and why?          The Academy has developed multiple methods for assessing students who may be in need of remediation. Through the use of multiple tests and clear procedures for teachers who are concerned about student progress, The Academy is able to provide intervention much more quickly than in a traditional setting.</p> <p>What most needs improvement, and what action is being taken?          As mentioned in Section 12, The Academy is continuing to build its capacity to support the needs of EL students. In addition, The Academy is continuing to develop remediated classes that will accelerate the learning of students who are below grade level, with the goal of getting them academically back on track.</p>						

**14 How effective is the governing board of the school?**

	5	4	3	2	1	
Evaluation: Excellent		x				Unsatisfactory
<p>How do you know?          We have an extremely qualified School Board. Our Board President, Bill Schaff is a former Board AUSD Board member and a financial expert. A second member, Davis Forbes also served on the AUSD Board of Directors. We have a former AUSD superintendent and assistant superintendent and our other three members are active in the community - all share a passion for public education and serving students to the highest degree</p> <p>Describe the process for selecting your governing board members. List all current board members, board committees and provide a current resume for each individual as an <u>attachment</u> to this report.</p> <ol style="list-style-type: none"> <li>1. The Board of the Academy of Alameda (AoA) is responsible for the oversight of achieving the charter goals. This involves engaging in strategic thinking as a continuous process that drives organizational effectiveness and success. Concomitantly, the Board is responsible for maintaining all fiduciary aspects of use of public funds for the benefit of the students we serve consistent with the approved charter. Ideal board membership thinks intentionally and thoughtfully about its mission, shared values and vision, considering how to operate efficiently and effectively, and achieve sustainability. Therefore, the selection of governing board members shall be based on the following guidelines:             <ol style="list-style-type: none"> <li>a) should bring a strong belief in and commitment to the AoA vision and/or mission of the organization;</li> <li>b) shall be based on the skills and expertise they can bring to support the current strategic plan or current goals of the board;</li> <li>c) should possess the background, education, or abilities, skills and experience appropriate to the tasks and duties of the AoA board;</li> <li>d) shall exhibit high ethical standards and practices, display honesty and integrity in their own behavior, and attempt to ensure that honesty and integrity as a prospective board member;</li> <li>e) shall be diverse, representing a cross section to reflect the desired diversity in the board as well as ensure the array of viewpoints that spurs innovation and creativity in board planning and decision-making;</li> <li>f) should be demonstrate cultural awareness and competence to ensure recognition, accurate interpretation and respect for diversity; and</li> </ol> </li> </ol>						



g) shall be able to provide and hold objective feedback

Additionally, new members are recruited based on the skills and expertise they can bring to support the AoA strategic plan and/or current and future goals.

Each year, the Board will establish a recruitment time-line and calendar outreach effort. The President of the Board will nominate a recruitment and nomination committee that shall implement the search for new members using the aforementioned guidelines.

Candidates invited to become members of the Board shall be asked to provide the following information:

- 1) resume/CV
- 2) statement of interest

The committee will review candidate resumes and statements and conduct short in-person interviews with candidate(s). Candidates who meet board qualifications per aforementioned guidelines, shall be advanced in the nomination process. Advanced candidate shall be forwarded to the full board for approval.

Describe the governing board's primary roles and responsibilities. In addition, give an example of a recent issue/policy that the board is working on.

The primary role of our School Board is to make sure that we are financially stable and that we are funding key programs that lead to the academic and behavioral success of all students. Board members attend monthly Board meetings and two annual retreats. They also attend key events such as information enrollment nights, back-to-school and open house evening, and other similar functions. Another significant responsibility is to support the work of the Executive Director and administrative team.

The Board has taken an active role in supporting the Executive Director's goal of attracting and retaining effective teachers. After two years of work, the Board recently approved a teacher initial base salary and additional compensation plan. While most of the specific aspects of the plan were developed in Finance Committee meetings (two Board members serve on that committee), the entire Board gave input into its creation over the past two years during Board meetings and retreats – the most recent which was held November 17, 2013.

What are the notable features of the governing board in the school?

The Academy of Alameda community is fortunate to have a diverse group of individuals who voluntarily serve as Board members – all of who are committed to serving students to the highest degree. There are few boards that would be able to match ours in terms of our members' financial and educational expertise, passion towards public education, and desire and commitment to work together and with the Executive Director to create a model school.

How effectively does the governing board work with the school leader/s?

The Executive Director and the Director of Operations and Student Support have an excellent working relationship with The Academy's Board. While the Board closely monitors the fiscal well being of the school, it has a great deal of trust in the administrative team to conduct day-to-day operations and manage the educational program. The Board has high expectations of the Executive Director to lead the educational program and plays an active role in helping both create and monitor its key aspects.

**15 How effective is the school at involving parents, teachers, and community members in the governance of the school?**

	5	4	3	2	1	
Evaluation: Excellent			<b>x</b>			Unsatisfactory

How do you know?  
 Teachers have the opportunity to take a very active role at the school in both formal and informal ways. Although The Academy has a very loyal PTA, the active members comprise a relatively small number of the families at The Academy, making that an area for growth.

Which are the strongest features, and why?  
 As mentioned in Section 9, The Academy has worked hard to develop the leadership capacity of its teachers and to give them a voice in the governance of the school. The Leadership Team works with administration to make actual decisions, like how to evaluate teachers, and consults with the Board on issues like the salary schedule.

What most needs improvement, and what action is being taken?  
 The Academy is working this year to increase the number of parent voices that are involved in its school governance. While it currently has a number of very devoted, active parents, it wants to increase the number of families and the diversity that is represented.

**16 How effective is the school at ensuring fiscal soundness and legal compliance?**

	5	4	3	2	1	
Evaluation: Excellent	<b>x</b>					Unsatisfactory

How do you know?  
 The Academy of Alameda is in a very sound fiscal position. In addition, it has met the legal obligations demanded by Alameda Unified School District (AUSD), the County of Alameda and the State of California. We have had three successful audits and maintain a close relationship with AUSD that provides us ongoing feedback. We have established a reserve of over \$900,000 dollars in just three and one-half years as an independent charter. We have also successfully moved our special education operations to the Sonoma SELPA, which; has resulted in greater control and management of our special education services and expenditures.

Which are the strongest features, and why?  
 The strongest feature of any successful organization lies within the human resources that comprise it. The Academy of Alameda's fiscal soundness and stellar compliance record is a result of having effective individuals who work well independently and together as a team. The board, administration and EdTec personnel are committed to working together to make sure that The Academy has the resources to impact students' academic and behavioral success in the short term and long-term. Each significant purchase is scrutinized and we consider its financial implications as well as the degree that it will impact students. We are fortunate to have experienced professionals at each of the three levels who have had successful experiences with managing budgets. Furthermore, there is frequent communication between EdTech, the administration, and the board to ensure that there is close and accurate monitoring of the budget and legal obligations.

What most needs improvement, and what action is being taken?  
 An area of growth that The Academy is currently working on is to develop a long term fiscal plan that clearly articulates the allocation for use of the school's reserves. Steps for accomplishing this may include, but are not limited to:

- a. Establishing a cash reserve balance that the school would like to maintain
- b. Establishing a "paper" reserve balance that the school would like to maintain or grow over the next five years.
- c. Developing a plan for allocating the excess funds in the reserves. Some areas for allocation that the school is considering: Technology, Facilities, Staffing, Curriculum and educational programmatic enhancements (educations software, professional development, tutoring, etc.

**17 How effectively is the school managed fiscally?**

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		X					

**How do you know?**

The Academy of Alameda has contracted with EdTec for its back-office services for the past four years. We are supported by an EdTec representative, who among other things, manages our budget. The representative works closely with the Executive Director, and Board of Directors to provide monthly updates regarding the annual budget that is created by The Academy’s administration and approved by the Board of Directors.

**Which aspects of the school’s fiscal operations work best?**

The Academy is a very solid position fiscally. The position is a result of having an experienced Executive Director who works closely with a very knowledgeable Board to not only plan on an annual basis but to project out at least three years. That team is well supported by EdTec, which; does an excellent job of providing accurate information so that the administration and Board can make fiscally sound decisions. A key to our fiscal success is that we have made student-centered decisions in terms of allocating funds but have done so in a thoughtful, measured way so that we could both fund key programs (including staff compensation) and also build a strong reserve to ensure long-term financial stability.

**In what ways can the school’s fiscal systems or operations be improved, and what action is being taken?**

Overall, we are very satisfied at the state of our fiscal systems and operations so it is important that we continually take measures to sustain that level of success. One improvement would be to establish an even closer relationship with our EdTech representative so that we are meeting on a more regular basis. We have an effective Finance Committee that meets from time-to-time regarding specific topics but I would live to meet two to three times per year to review the budget and plan for both the current and upcoming year.

**18 What are the most significant aids and/or barriers to raising student achievement?**

The most significant barrier to raising student achievement is finding a way to accelerate the learning of students who are behind grade level. The majority of these students ended up below grade level because, for one reason or another, what was offered in the main classroom was not enough. Simply giving them another year’s worth of that, even from an excellent teacher, is usually insufficient to make up for lost time. It is further complicated when students are lacking the foundational skills to access the curriculum being presented in the mainstream classroom. The Academy is continuing to develop a multi-faceted RTI approach for these students, combining Tier II and Tier III classes for students who need them, with access to after school and summer programs to provide that extra time that is so critical in helping students catch up to grade level.

**Charter Renewal Data Document**

<b>Name of school: The Academy of Alameda</b>				<b>Name of School Leader: Matt Huxley</b>		
<b>Financial Information</b>				<b>Year</b>		<b>2012-2013</b>
Total Operational Budget		<b>\$3,755,393</b>	Per Student Revenue		<b>\$7,511</b>	
Total Expenditure		<b>\$3,324,270</b>	Expenditure Per Student		<b>\$6,649</b>	
Balance brought forward from previous year		<b>\$569,530</b>	Projected balance carried forward to next year		<b>\$1,031,678</b>	
<b>Special Populations</b>		<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2013</b>
Percentage of students receiving <i>free/reduced lunch</i>				64%	58%	55%
Percentage of ELL students				18%	18%	15.5%
Percentage of students with IEPS				13.3%	13.7%	10.3%
Percentage of students with 504 plans				1.5%	2.3%	3.8%
<b>Pupil mobility in the school in prior year</b>				<b>Number of students</b>		
Students who joined the school other than at the usual time of first admission				29		
Students who left the school other than at the usual time of leaving (excluding expulsions)				23		
<b>Attendance for current and prior year P-2 ADA</b>		<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013 (most recent)</b>
School data		x	X	512.52	442.84	477.89
<b>Attendance Rate to Date</b>		460.14				
<b>Background of students 2013-14</b>		<b>Number of students/Percent of Students</b>		<b>Discipline - prior school year( 12-13)</b>		<b>Suspension # of incidents</b>
						<b>Expulsion # of incidents</b>
African-American		124/27%		African-American		124
Asian/Pacific Islander		142/29%		Asian/Pacific Islander		36
Hispanic		81/16%		Hispanic		17
White		190/23%		White		29
Mixed/ No Response		n/a		Mixed/ No Response		23
Gender (male/female)		252/225		ELL		23
Homeless Students		10/2%		SPED		71
				Gender (male/female)		154/40
				Homeless Students		0
						0

<b>Lottery/Waitlist Information</b>					
	<b>Date of Lottery</b>	<b>Grades of Applicants</b>	<b>Number of Applicants (per grade)</b>	<b>Number of Available Spaces (per grade)</b>	<b>Number of Students on Waiting List (per grade)</b>
EXAMPLE <i>(add rows as necessary to capture all grade levels served)</i>		6	150	100	50
		7	200	100	100
		8	160	100	60
2012-2013 (for 2013-2014 school year)	<b>No lottery</b>				
2012-2013 (for 2012-2013 school year)	<b>No lottery</b>				
2010-2011 (for 2011-2012 school year)	<b>No lottery</b>				
2009-2010 (for 2010-2011) school year	<b>No lottery</b>				

<b>Graduation Information</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
HS only Graduation Rate – 12 <sup>th</sup> Grade					
Retention Rate (% of 12 <sup>th</sup> grade enrolled since grade 9)					
<b>Post-Graduation Plans – HS Only</b>					
% attending 4-year college					
% attending 2-year college					
% attending vocational/ technical training					
% joined military					
% working exclusively					
<b>Teacher Recruitment/Retention</b>					
	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
Total # of Teachers	n/a	28	24	26	25
#/% New Hires	n/a	100%--first year of operation	10/42%	9/35%	4/16%
#/% Retained from Prior Year	n/a	N/A—first year of operation	14/58%	17/65%	21/84%
Total number of vacant teaching posts currently (FTE) 0					

<i>AYP</i>	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
<b>AYP Met?</b>			n/a	No	Yes
<b>% AMOS Met</b>			7%	66.67%	28.5%
<b>% Proficient-AMOS: African-American</b>			ELA-33% Math-19.6%	ELA-37.3% Math-25.5%	ELA-40% Math-24.2%
<b>% Proficient-AMOS: Asian/PI</b>			ELA-56% Math-50%	ELA-65% Math-61%	ELA-66% Math-56%
<b>% Proficient-AMOS: Hispanic</b>			ELA-45.6% Math-29.4%	ELA-47.8% Math-36.7%	ELA-42% Math-36.6%
<b>% Proficient-AMOS: Mixed/No response</b>			ELA-52.8% Math-39.6%	ELA-58.8% Math-53.1%	ELA-77.3% Math-36.4%
<b>% Proficient-AMOS: White</b>			ELA-72.2% Math-55.7%	ELA-71.2% Math-63.6%	ELA-79.6% Math-65.5%
<b>% Proficient-AMOS: Socioeconomically Disadvantaged</b>			ELA-41.8% Math-30.9%	ELA-46.5% Math-36.2%	ELA-45.6% Math-33.7%
<b>ELL</b>			ELA-45.2% Math-36.7%	ELA-37.9% Math-42.2%	ELA-41.3% Math-38%
<b>Students with disabilities</b>			ELA-29% Math-16.2%	ELA-24.6% Math-20.3%	ELA-25.5% Math-22.4%
<i>API</i>	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
<b>API</b>			770	774	808
<b>Statewide rank</b>			5/10	5/10	TBA
<b>Similar schools rank</b>			2/10	6/10	TBA
<i>CST</i>	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
<b>ELA</b>					
<b>Proficient/Advanced</b>			51.4%	54.5%	59.3%
<b>Basic/Proficient/ Advanced</b>			88%	83.8%	89.9%
<b>Below Basic/Far Below Basic</b>			12%	16.2%	10.1%
<b>MATH</b>					
<b>Proficient/Advanced</b>			39.6%	47.4%	46%
<b>Basic/Proficient/ Advanced</b>			71%	72.6%	75.9%
<b>Below Basic/Far Below Basic</b>			29%	27.4%	24.1%
<i>CAHSEE</i>	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
<b>10<sup>th</sup> grade pass rate</b>					

**MEASURABLE PUPIL OUTCOMES – Insert MPO table from most recent Spring Site Visit, updated with most recent available data. n/a**

<b>Statutory Renewal Threshold</b>	
<b>1. API Growth Target:</b>	
<i>Did school attain API Growth Target in prior year?</i>	<i>Yes</i>
<i>Did school attain API Growth Target in two of last three years?</i>	<i>No</i>
<i>Did school attain API Growth Target in the aggregate of the prior three years?</i>	<i>Yes</i>
<b>2. API Rank:</b>	
<i>Is the school ranked 4 or higher on API in prior year?</i>	<i>Yes</i>
<i>Is the school ranked 4 or higher on API in two of last three years?</i>	<i>Yes</i>
<b>3. API Similar Schools Rank:</b>	
<i>Is the school ranked a 4 or higher on API Similar Schools in prior year?</i>	<i>Yes</i>
<i>Is the school ranked 4 or higher on API Similar Schools in two of last three years?</i>	<i>Yes</i>
<b>4. <i>Is the school at least equal to the academic performance of schools students would have attended, including District as a whole?</i></b>	<i>Yes</i>