



**The Academy of Alameda Charter School
Charter Renewal Petition for Five-Year Term (2015-2020)**

Submitted to Alameda Unified School District
2060 Challenger Drive
Alameda, Ca 94501

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ASSURANCES

AFFIRMATIONS/ASSURANCES

The Academy of Alameda (“The Academy”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

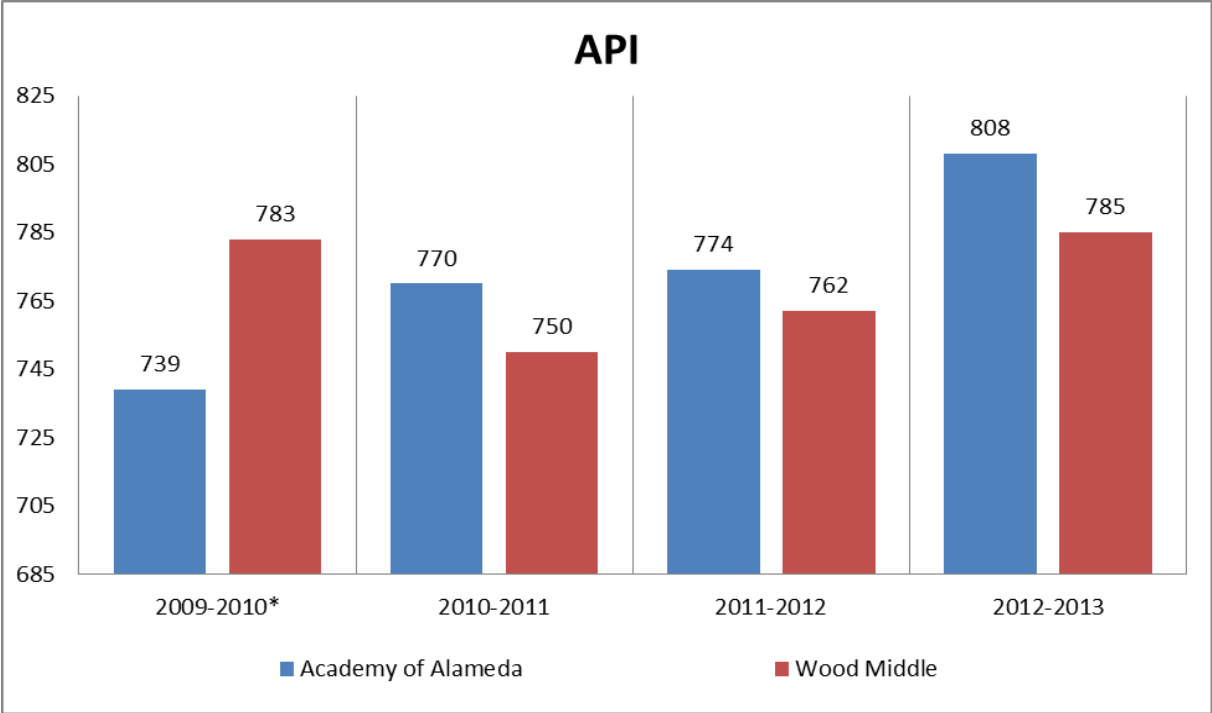
- The Academy shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)].
- The Academy shall be deemed the exclusive public school employer of the employees of The Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)].
- The Academy shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)].
- The Academy shall address Common Core State Standards (“CCSS”) for English and math; CCSS for Literacy for science and history; and California State Content Standards for history, science, and the arts in grades 6-8.
- The Academy shall not charge tuition. [Ref. Education Code Section 47605(d)(1)].
- The Academy shall admit all students who wish to attend The Academy of Alameda, and who submit a timely application; unless The Academy receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to The Academy shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of The Academy in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)].
- The Academy shall not discriminate on the basis of the characteristics listed in Section 220 [actual or perceived disability (physical or mental), gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics]. [Ref. Education Code Section 47605(d)(1)].
- The Academy shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- The Academy shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)].

- The Academy shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(1)].
- The Academy shall at all times maintain all necessary and appropriate insurance coverage.
- The Academy shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Academy shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Academy shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Academy shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
- The Academy shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
- The Academy shall comply with all applicable portions of the Elementary and Secondary Education Act.
- The Academy shall comply with the Public Records Act.
- The Academy shall comply with the Family Educational Rights and Privacy Act.
- The Academy shall comply with the Ralph M. Brown Act.
- The Academy shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- The Academy shall comply with Education Code Section 41365 (revolving loan fund) and all provisions of Education Code Section 47611 (State Teachers' Retirement System and Public Employees' Retirement System).

QUALIFICATION FOR RENEWAL

In accordance with Education Code Section 47607, a charter school in operation for four years or longer must meet at least one of the five metrics for renewal eligibility. At the end of its third year, The Academy currently meets three of the four applicable academic threshold requirements for renewal (the fifth applies to Alternative School Accountability Model (“ASAM”) schools):

1. **Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.** The Academy is ranked 5/10 statewide for the 2011-2012 school year, see CDE School Report: Appendix A, thus surpassing the threshold score of 4.
2. **Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.** The Academy is ranked 6/10 when compared to demographically similar schools for the 2011-2012 school year, thus surpassing the threshold score of 4.
3. **The academic performance of the charter school is at least equal to the academic performance of the traditional schools in the district.** As seen in the chart below, The Academy out-performed Will C. Wood Middle School, which would be the designated district school for the majority of the students at The Academy. The Academy outperformed Wood by 20 points in 2010-2011, 12 points in 2011-2012, and 23 points in 2012-2013. The Academy’s similar school rank for 2011-2012 is 6/10, while Wood’s is 3/10. While this renewal threshold requirement is for the District to measure, it nevertheless bears mention that The Academy has outperformed the public school that The Academy’s students would otherwise attend.



*In this chart, Chipman Middle School’s 2009-2010 scores are used in The Academy’s graph

Although renewal only necessitates meeting one of these metrics, The Academy is closing in on meeting the final applicable metric: attain its API growth target in prior year, or in two of the last three years both schoolwide and for all numerically significant pupils subgroups served by The Academy. The Academy far surpassed meeting its API growth target for 2012-2013, with an overall API of 808. The Academy met its AYP goals for all subgroups but one for the 2012-2013 school year. In 2011-2012, The Academy missed making its schoolwide API by only one point. That was after a 31 point improvement over the former Chimpan Middle School's 2009-2010 score.

In summary, students at The Academy of Alameda have made consistent progress towards meeting our state AYP goals, have met both metrics of school comparison, have out-performed the former Chipman Middle School while maintaining similar demographics, and have maintained higher proficiency rates than the local district school, Wood Middle School. A detailed assessment of The Academy's achievement academically and otherwise is contained in Elements 2 and 3.

Summary of Achievements

- Gain of 69 API points compared to Chipman's 2010 API
- Higher proficiency rates than Will C. Wood Middle School (local district option)
- Growth displayed on almost every academic measure
- Maintenance of high attendance rates
- Marked decrease in significant behavioral challenges
- High levels of parent, teacher, and student satisfaction
- High levels of staff retention
- Significant positive change in school culture
- High rates of extra-curricular participation (clubs, sports, intermurals, etc.)

INTRODUCTION

The Academy of Alameda school community, including the staff and Board as well as parents and students, are participating in a series of appreciative inquiry sessions throughout the 2013-2014 school year. The goal will be to help develop a strategic plan that will help guide The Academy for the next three to five years. Part of that process will be to reflect on the current mission and vision outlined in the original charter to ascertain if the principals espoused in it continue to reflect the hopes, dreams, and goals of the community, or if they need to be revised.

MISSION

The Academy of Alameda empowers student to be conscious contributors to their communities by equipping them with the critical thinking skills, knowledge, mindset, and personal qualities to be successful in high school and college.

VISION

The formation of The Academy of Alameda Middle School, serving students in grades 6-8 in the city of Alameda, is the result of a vision shared by parents, educators, and community members of Alameda who believe that a world-class education should be available to all students, and that all students are capable of academic excellence and full participation in their community and beyond, regardless of race, economic status, or gender. Current research in the areas of assessment usage, equity principles, instruction in resiliency and character education, and professional learning communities has impacted education reform in America, driving a shift from models in which only some can succeed, to models in which all students can achieve success. Drawing from this research, The Academy's staff and administration have developed a program based on research-validated approaches to ensure that all students have the opportunity to become self-developed, academically successful and socially responsible within a student body that is truly heterogeneous. These approaches include:

ON-GOING ASSESSMENT FOR STUDENT LEARNING

The Academy is committed to the powerful use of on-going assessment in classroom settings to inform students and teachers of each student's progress toward rigorous and relevant learning objectives. This reflects a fundamental departure from the traditional use of assessments as a way to measure one student's ability against another, and a step toward the "new mission" of more equitable education systems in a 21st-century world. As Rick Stiggins from the Assessment Training Institute writes:

The role of schools has changed. Schools previously sorted students from the highest to the lowest achievers. But now schools have evolved into places where all students are expected to meet increasingly rigorous academic standards. This change is driven by the accelerating technical and ethnic evolution of our culture and the corresponding need for *all students* (not just those at the top of the achievement distribution) to become competent lifelong learners. Our assessment practices historically have been designed to promote accountability by separating the successful from the unsuccessful learners and by highlighting their differences. However, given the new mission of ensuring universal competence, assessments now must support the learning of all students so that all can succeed at meeting standards. . . . We have emerged from the era of comparing students with other students based on achievement to a time when we compare student performance to pre-set standards; and now we ask, who has and has not met standards?¹

To master rigorous academic state standards, students in the 21st-century must develop the meta-cognitive skills necessary to ensure maximum learning of information, skills, and concepts. This can best be

¹ Rick Stiggins, "Assessment for Learning: A Key to Motivation and Achievement," EDge, Phi Beta Kappa International 2.2 (Nov-Dec 2006): 3.

accomplished in a standards-based program where on-going assessments are intentionally used in planning and instruction.² The ability of students to assess their own progress toward very clearly defined learning goals is the hallmark of standards-based education and is the foundation of numerous successful education reform programs in the United States.³ As students are given clear processes for achieving mastery of grade-level standards in all curricular areas and are taught to assess themselves toward mastery of standards, they have a greater chance of hitting desired academic targets, receiving extra support when needed, and moving beyond to broaden their learning once the standard is achieved. Further, teachers need tools to approach academics from a standards-based, student-led classroom assessment base. To that end The Academy has adopted the school-wide practice of Response to Intervention (RtI) that includes tools for planning, instruction, on-going assessment, and strategies for use in intervention so all students will be able to master standards.

BUILDING A PROFESSIONAL LEARNING COMMUNITY

The Academy is committed to a focus on student learning. As teachers and administrators at The Academy consider the results of frequent assessments conducted in classrooms, they will themselves be engaged in an on-going cycle of learning. Using the work of Rick and Becky DuFour's *Professional Learning Communities*, teachers will constantly be asking three simple questions: "What do students need to know? How will we know if they've learned it? What will we do if they haven't?" Teachers look at data to determine if students are learning, modify instructional practices to ensure students are progressing, and take responsibility for the learning of all students in The Academy. This professional flexibility and willingness to try innovative teaching strategies to maximize student learning exemplifies the teachers at The Academy of Alameda.

The staff of The Academy of Alameda have a vision for a school where academic rigor is the norm in every classroom –where every student is engaged and academic work is made relevant to his or her life, where students are able to define the standards they are seeking to master and delineate what they need to do to achieve mastery, and where the students engage respectfully and honestly with each other and with other adults. The staff of The Academy has a vision for creating a middle school where students will become self-developed, academically successful, and socially responsible young people who can make solid choices about their futures and who have the skills and access to resources to fully participate in a 21st-century world.

CREATING A SCHOOL CULTURE CONDUCIVE TO LEARNING

Our goal is to create a school where respect is palpable. The school culture at The Academy has been intentionally formed, considering the social-emotional needs of our population and of middle school students in general. Some of our implemented practices include: common practices developed by the staff, instruction in our Five Student Qualities, a multi-tiered behavior plan, and on-site professionals. The goal of these implementations is to ensure that The Academy is a safe, welcoming, and supportive place. Students will learn to support their peers in multiple ways, contributing to the good of the whole even as each is pursuing his or her own academic excellence. Other school-wide practices, such as schedules, uniforms, class formations, etc., will be made with the specific intention-to maximize learning.

Through strategic focus in these areas, staff of The Academy of Alameda seeks to create a middle school that exemplifies the current vision for successful national middle-grades education reform held by many.⁴

² Judith Arter, Jan Chappuis, Stephen Chappuis, Rick Stiggins, *Assessment FOR Learning: An Action Guide for School Leaders*, 2d ed. (Portland: ETS/Assessment Training Institute. 2005).

³ For example see Aspire Schools "Curriculum and Instruction" and "Assessment" at www.aspirepublicschools.org.

⁴ "The truly high-performing middle-level school embodies the intersection of academic excellence, developmental responsiveness, social equity, and organizational structure. It is not difficult to find middle-level schools that excel in one of the

“Whatever It Takes”

The Academy of Alameda has designed its school-wide program with the explicit intention of helping all students in its anticipated school population succeed, *whatever it takes*.⁵ By utilizing methods in education reform that have proven effective in under-performing schools over the past several years, The Academy is committed to making sure all students reach grade-level academic proficiency and obtain skills to meaningfully participate in their communities. This ambitious goal for all Academy students will be achieved as we join forces with other successful schools who have implemented innovative education programs that share the following attributes:

- Clarity of purpose
- Collaborative culture
- Collective inquiry into best practice and current reality
- Action orientation
- Commitment to continuous improvement
- Focus on results
- Strong [leaders] who empower teachers
- Commitment to face adversity, conflict, and anxiety
- The same guiding phrase: “Whatever It Takes.”

four areas of high performance. However, it is extremely difficult to find schools that excel in all four.” The National Forum to Accelerate Middle-Grades Reform. Available at: <http://www.mgforum.org>.

⁵ Richard DuFour, *Whatever It Takes*. 113-148.

CURRENT BOARD

William Schaff, President – William Schaff is the CEO and Senior Portfolio Manager, at Phocas Financial Corp. Bill has extensive knowledge of US domestic equity markets. With over 20 years of experience investing in domestic capital markets and with an extensive track record of superior active management in US value-oriented equities, Bill currently manages assets for major state pension funds in California, New York, Illinois, Ohio and Maryland as well as for large US corporations. Bill has managed two 5-star Morningstar mutual funds during his tenure. He was elected to the Board of the Alameda Unified School District (AUSD) from 2004-2008, and served as President of the Board in 2008. He was formerly on the Board of Parchment, Inc., a company focused on the electronic delivery, management, and analysis of student transcripts and credentials for K-12, colleges, and state education agencies.

Ron Whittaker, Vice President—Ron Wittaker was born in Brooklyn, New York in 1961. At the age of 10, he moved to the suburbs where he attended both public and private schools. He attended M.I.T., majoring in Mechanical Engineering. After working at I.B.M., he moved to California, switched vocations and became a manager at a number of well-regarded restaurants. He lives in Alameda with his wife and two sons. He has volunteered at Project Open Hand in San Francisco and is active in Alameda Little League and at both of his sons' schools. Currently he is employed as a regional manager at an environmental non-profit.

David Forbes, Treasurer—David Forbes was educated in England and moved to Alameda in the late 80's. He soon became involved in Alameda schools, serving as Edison PTA president and then as Alameda PTA Council President. He served on several local parcel tax committees, including chairing the successful Bond Measure in 2004. He was elected to the AUSD Board of Education from 2004-2008 and served as its president in 2007. He has been involved in the sailing industry for many years, particularly with regards to sailing education. He has been very involved with the National Governing Body of the sport, writing standards, tests and editing textbooks. He is currently a Master Instructor Trainer, training and evaluating sailing instructors and works full time for a national marine retailer. He is currently Treasurer of Girl's Inc. of the Island City and is a co-founder and Treasurer of the newly formed Alameda Community Sailing Center.

Carole Robie, Secretary—Carol has worked in the field of education for over 38 year as a former teacher, principal and district level administrative leader in Alameda. She is currently employed at U.C. Berkeley in the Educational Leadership department of the School of Education. She has worked for the state of California as an evaluator for Underperforming schools and has provided coaching support to instructional leaders in several school districts throughout the San Francisco Bay Area. Carole currently resides in Alameda, CA where her two children benefitted from an excellent education in Alameda Schools prior to attending college. In her spare time she enjoys traveling and reading.

Ardella Dailey—Ardella Dailey has over twenty five years' experience as a supervisor, leader and manager in pre-school/child development, K-12 school districts, adult school and college teaching with a targeted focus on excellence and equity for all students. She has moved from classroom teacher and early childhood staff development trainer to administrative roles in pre-school, elementary school and district office. She has held the following specific leadership roles: superintendent, assistant superintendent of educational services, elementary principal, pre-school director. In addition she has had supervisory roles in the areas of curriculum and instruction, assessment, technology, special education, finance, maintenance and facilities operations, human resources, employee relations and negotiations, English language development and professional development.

Sherice Youngblood—Sherice Youngblood is a native San Franciscan with a Bachelor’s degree in Sociology from California State University East Bay and a Master’s Degree in Social Work from San Francisco State University. She has worked for over 15 years providing and supervising services to homeless and/or marginal housed adults diagnosed with mental illness and/or working through substance use. She’s currently employed with UCSF San Francisco General Hospital, providing intensive case management services. Sherice is a four year resident of Alameda with three children who are currently attending Paden Elementary, The Academy of Alameda, and Encinal High school. As a proud part of Alameda’s parent community, she remains dedicated to the community education of all its youngest residents including academics, physical activity and civic duty. Based on this, her family has taken advantage of Alameda’s many positive opportunities for youth. This includes three consecutive years of Alameda Little League and Alameda Youth Basketball, in addition to joining the Alameda Vipers Amateur Athlete Union’s basketball team in its inaugural year, and her eldest son’s recent appointment to the Alameda’s Youth Advisory Commission.

Mike Robles-Wong—Mike is a native San Franciscan and married with two daughters. A resident of the East Bay for over 40 years and an Alamedan for the past 25 years, he has been a consummate community activist while working as a business manager and human resources professional for local government. Having officially retired in 2005, he continues to be engaged in civic affairs including: past Chairperson, Alameda Civil Service Board; past President, Community of Harbor Bay Isle HOA; Campaign Chair of the 2011 Measure A schools parcel tax; Board of the Alameda Sister City Association; member, Social Services Human Relations Board of the City of Alameda; board member, Academy of Alameda; and committee member, Asian Pacific Islander Heritage Month celebration. He is also the proud papa of his daughters, who are the lead plaintiffs in the public education funding lawsuit *Robles-Wong et al v. the State of California*. Mike is also employed as the Area Manager and instructor for *EnVision* (ERDT), an exchange student (non-profit) organization that annually provides cross-cultural training for several hundred Chinese (undergraduate level) college students.

ELEMENT 1: DESCRIPTION OF EDUCATION PROGRAM

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

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

STUDENTS TO BE SERVED

The Academy of Alameda is a true public school as it accepts all interested students regardless of where they live. We have a strong academic program that includes excellent elective and enrichment classes during the day and after school. However, one of our greatest strengths is our uniquely diverse student body, which, is truly unique. While we serve all students who enroll in our school, we have the continuing goal of reflecting the diversity of Alameda’s West End and the surrounding areas.

Subgroup	The Academy 2012-2013	Wood⁶ 2012-2013	CA Avg. 2012-2013
Asian	29%	44%	11%
African-American	27%	16%	7%
Hispanic	16%	20%	51%
Caucasian	23%	15%	27%
Socio-economically disadvantaged	57%	64%	54%
English Language Learners	22%	29%	24%

⁶ <http://www.api.cde.ca.gov/Acnt2013/2013GrthSchDem.aspx?allcde=01-61119-6090112>

THE ACADEMY OF ALAMEDA'S CURRENT AND PROJECTED ENROLLMENT

The Academy served 495 total students in the 2012-2013 school year and has 477 total students currently enrolled for the 2013-2014 school year. Current and projected grade-level enrollment is as follows:

Grade	2012-2013	2013-2014	2014-2015
6	169	170	170
7	152	164	170
8	174	143	170
Total	495	477	510

EDUCATIONAL PHILOSOPHY

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:** The Academy has high expectations for all of its students in all ways - academically behaviorally, and socially. Students thrive when they are challenged and engaged, intellectually, emotionally, and behaviorally. Thus, the program is designed to be both rigorous and relevant so that students are active participants in their own learning.
- **Personalized Learning Environment:** The Academy fosters a school culture that promotes strong relationships between all of the members of its community—students, staff, and families. The staff knows that it will always serve students more effectively when it has intimate knowledge of both their strengths and areas of challenge. That knowledge is formed by continually collecting and monitoring both academic and behavioral data for each student. The Academy also works hard to give students choices and options in their own learning so that they can more fully engage in their own learning.

- **A Diverse Academic Program:** Because The Academy has students who enter at different academic levels, it is imperative that the school provide a varied program that both challenges and supports all students so that all are academically successful. Thus, the school provides: a strong core academic program that is accessible and challenging to all students; a strong intervention program that supports students who need additional and/or differentiated instruction; and advanced level classes to challenge those students who are particularly successful - especially in English, math, music, and art. The Academy also provides enrichment classes in its after-school program (GOLD), designed to provide extra “stretch” for those students who excel in various disciplines.
- **Educating the Whole Child:** While students’ academic success is The Academy’s central focus, the school also focuses on developing its students’ social-emotional capacity. In addition, the school develops and nurtures Five Student Qualities (see Appendix B) that not only help students to be successful in the present but also in their future academic careers and beyond. The Academy of Alameda’s Five Student Qualities are: preparedness, self-control, cultural competence, integrity, and resilience. The school also fosters a “growth mindset”⁷ so that students understand that talent and intelligence are not fixed attributes and so that they can continually grow and be successful in all ways through hard work, determination, and reflection.
- **Time:** The school recognizes that learning occurs at different rates and as such, some students need more time on certain concepts. In order to ensure academic mastery and to differentiate for all students, The Academy has built a schedule that is flexible and provides multiple pathways to success.

There are also key elements and practices that pertain to how the adults should work together to best serve The Academy’s students. Central elements include:

- **Professional Learning Community (PLCs):** The work of Rick and Becky DuFour helped shift the focus in education from teaching to learning, encouraging educators to hold themselves accountable for student achievement results.⁸ The work of PLCs revolves around three key questions: What do we want students to learn? How will we know when they’ve learned it? What will we do when students are not achieving? At The Academy, all staff will participate in ensuring that all students are achieving. They will also commit to constant examination of data and practices so that all students will benefit from a choreographed program of planning, best-practices instruction, assessment, intervention and enrichment.
- **Shared Commitments:** Students benefit when the adults have specific shared commitments that are continually developed, reflected upon, and monitored. These include both instructional and non-instructional practices in order to ensure that students have similar learning experiences.
- **Shared Governance:** The Academy’s administration and Board are committed to continually developing each staff member’s capacity to lead and contribute to the school’s ongoing program. Sound, student-centered decisions are made when staff members have the opportunity to give input into the decisions that impact both them and the children that they serve.

⁷ Carol S. Dweck: *Mindset: The New Psychology of Success—How We Can learn to Fulfill our Potential*. (New York, New York: Random House Inc., 2003)

⁸ This is a departure from decades of belief that achievement was the function of the student and not impacted by what the teacher did in a classroom. See *Whatever It Takes; How Professional Learning Communities Respond When Kids Don’t Learn*. Richard DuFour et al. (Bloomington, Indiana: National Education Service, 2004), 17-20.

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

The Academy's stated mission, "To give middle school students in Alameda an education of excellence – supporting their development through adolescence, equipping them for academic success in high school and beyond, and providing opportunities for students to realize their power to affect the world" – guides all aspects of our program as we take responsibility for empowering our students for full, successful participation in a 21st Century global economy. The Academy's commitment to prepare students for success will be reinforced in explicit school guidelines of conduct in the classroom, in the schoolyard, and in the larger community. The school's students will grow into young people who are:

Self-developed – who take ownership and responsibility for their own learning, dispositions, actions, and growth; who are able to take risks; who are resilient, and able to learn and recover from failure; who understand their various strengths and learning styles and seek to use strengths and develop weaknesses; who are highly organized; who have the ability to self-assess.

Academically successful – who can demonstrate achievement at or above grade-level standards, and can apply critical thinking skills across content areas and life; who know how to ask for and receive help so learning can occur; who can self-assess and take steps to master standards; who are able to continue learning after standard has been mastered.

Culturally Competent – who are aware of their particular gifts and abilities and are able and willing to participate in their community (school and beyond); who are able to apply given skills to social settings so collaboration can occur; who understand the impact one has not only on others' "feelings" but also on others' learning.

Responsible consumers and communicators of information – who are able to seek out, evaluate and effectively use information, as well as communicate in a multimedia society; who are able to use technology responsibly; who have access to the most up-to-date applications and systems for maximum learning opportunities.

A further part of learning within a 21st-century context is being able to make sense of what has been learned and applying new learning. Learning thus becomes relevant to the student in several ways:

1. The student is able to apply new learning within a given discipline (for example: new skills in how to find primary sources for research and cite them using footnotes helps a student produce a research paper in writing).
2. The student is able to apply new learning to other disciplines (the student can now find primary environmentalists to inform a science project and can write her findings in a paper with proper notation).
3. Students are able to apply new knowledge to their lives outside of school that are somewhat predictable (perhaps writing an article for a magazine)
4. Students are able to apply new knowledge to situations in their lives that are not predictable (working with adults on writing a grant proposal to support a newly envisioned program for the school).

The academic program of The Academy is built on the goal of empowering students as much as possible to apply their learning to their actual lives -- their lives at school, their hobbies, their extracurricular activities, their social outreach, etc. It is the objective of The Academy to enable students to become self-motivated, competent, lifelong learners.

RESEARCH BASE –HOW LEARNING BEST OCCURS

Several research-verified approaches undergird the educational approach at The Academy. The primary areas of research in education that we have drawn from, while distinct, have influenced each other and share a common vision and understanding about developing sustainable educational systems that can raise student achievement and maintain higher levels of learning for all students. These commonalities include: using formative and summative assessments in classrooms to inform both teachers and students in student progress toward mastery of standards, connecting student assessment results with teacher practice, analyzing data, and schoolwide, to modify approaches so that all students are learning. This research includes but is not limited to the following:

Assessment for Learning/Assessment Training Institute⁹ – The Assessment Training Institute provides research and tools to promote the shift from students as passive recipients of knowledge to active participants in learning through the use of “student-involved” classroom assessment. The approach developed by ATI forms the basis for a standards-based education program. The Assessment for Learning (AFL) approach emphasizes “both accuracy—generating dependable information about student learning—and use—using assessment results to promote student motivation and learning.”¹⁰ AFL requires teachers to ask three important questions: Why are we assessing? What are we assessing? And How are we assessing?¹¹ This clear focus allows teachers to direct students toward mastery of standards and creates a learning environment where students are empowered to learn.

Professional Learning Community (PLC)¹² – The work of Rick and Becky DuFour helped shift the focus in education from teaching to learning, encouraging educators to hold themselves accountable for student achievement results.¹³ The work of PLCs revolves around three key questions: What do we want students to learn? How will we know when they’ve learned it? What will we do when students are not achieving? At The Academy, all staff will participate in ensuring ALL students are achieving. The staff will commit to constant examination of data and practices, and will function as a “community” (not as isolated teaching units) so that all students will benefit from a choreographed program of planning, best-practices instruction, assessment, intervention and enrichment. This sort of comprehensive, school-wide, frontal approach to ensure *achievement for all* underlies all PLC-led schools and accounts for many of them receiving United States Department of Education Blue Ribbon Awards for raising student achievement in schools with true heterogeneity (socio-economic status, race, and academic performance levels).¹⁴

Rigorous & Relevant Framework¹⁵ – Researchers at the International Center for Leadership in Education (ICLE) have developed a system to ensure curriculum, instruction and assessment are used to design learning that is rigorous and relevant to all students. This system is based on the matrix of: 1) a Taxonomy (based on Bloom’s) that outlines a path of higher order thinking in keeping with the brain’s natural need for more complex thinking; and 2) a scale of application, so that students are constantly challenged to

⁹ Rick Stiggins, *Student-Involved Assessment FOR Learning*, 5th ed. (Upper Saddle River: Pearson Education, Inc., 2008).

¹⁰ Judy Arter, “Classroom Assessment For Student Learning (CASL),” Perspective on the JCSEE Student Evaluation Standards (Paper presented at the annual meeting of the American Education Research Association, San Diego, CA, 2009).

¹¹ Stephen Chappuis and Rick Stiggins, “Finding Balance: Assessment in the Middle School Classroom,” *Middle Ground, the Magazine of Middle Level Education*, v. 12 number 2 (2008).

¹² Richard DuFour, Rebecca DuFour and Robert Eaker, *Revisiting Professional Learning Communities at Work* (Bloomington, IN: Solution Tree Press, 2008).

¹³ This is a departure from decades of belief that achievement was the function of the student and not impacted by what the teacher did in a classroom. See *Whatever It Takes; How Professional Learning Communities Respond When Kids Don’t Learn*. Richard DuFour et al. (Bloomington, Indiana: National Education Service, 2004), 17-20.

¹⁴ Ibid. 117-148.

¹⁵ The Rigor/Relevance Framework, 2008. *International Center for Leadership in Education*, Dr. William R. Daggett, President. See <http://www.leadered.com>.

apply their learning to their immediate context (in class), other academic contexts (other content areas), and their lives. As the ICLE research states, “While the low end [of the application scale] is knowledge acquired for its own sake, the high end signifies use of that knowledge to solve complex real-world problems and to create unique projects, designs, and other works for use in real-world situations.”

Understanding By Design¹⁶ – Created by Jay Wiggins and Grant McTighe, Learning by Design advocates the *intentional* planning of instruction and assessment by beginning at the end: what students are expected to learn. This “backwards planning” is an essential part of the Learning by Design work and an indispensable component to standards-based education. The key elements of backwards planning are: identify desired results, determine acceptable evidence, and plan learning experiences and instruction.

Equity Education – Maintaining the assertion that “All Students Will Learn,” the faculty and staff of The Academy of Alameda will use the Equity Principles throughout all curriculum and staff-development. This will include: a shift from Equality (input)-based principles to Equity (outcome)-based principles; a rejection of identifying some students as “at-risk,” and a willingness to acknowledge and repair an outmoded system that slotted students into an unquestioned spectrum of achievement categories from “low” to “high;”¹⁷ a shift from color-blindness to self-examination and understanding of our own racial identities and biases.

Key resources that inform our commitment to equity include but are not limited to:

Glen Singleton, *Beyond Diversity*¹⁸

- Teachers learn to reflect on how race has an impact on education.
- Teachers learn to reflect on how their own biases and life experiences affect students in the classroom.
- Gives teachers a vocabulary for discussing race and racism with colleagues and students.

INSTRUCTIONAL FRAMEWORK

RIGOR

The rigor in the instructional program and curriculum at The Academy stems from two areas: Common Core Standards/California Content Standards and the Knowledge Taxonomy. The Common Core and California Content Standards are rigorous grade-level goals for student learning. They include building a knowledge base within each discipline (ELA, math, science and social science), developing skills, and thinking critically. By learning the requisite information and skills in each subject area, students are able to move to the more advanced task of thinking critically and are able to support their thinking with evidence. Mastery of these standards results in students’ proficiency, and also increases the likelihood that a student will achieve academic excellence in the future.

Additionally, the use of The Knowledge Taxonomy in planning units of study around the standards ensures that students are moving from basic acquisition of knowledge through analysis and finally to evaluation. As the learning progresses “up” the rigor spectrum, “students have the competence to think in complex ways and to apply their knowledge and skills. Even when confronted with unknowns, students are able to use extensive knowledge and skill to create solutions and take action that further develops their skills and

¹⁶ Grant Wiggins and Jay McTighe, *Understanding by Design* (Upper Saddle River: Pearson Education, Inc., 2006).

¹⁷ “All are born with capacity – enhanced, stifled, or diminished,” Susan Kovalik.

¹⁸ “Beyond Diversity: A Strategy for De-institutionalizing Racism and Improving Student Achievement,” <http://www.pacifieducationalgroup.com>.

knowledge.”¹⁹ Attaining this level of rigor will be invaluable for success in all academic settings in the students’ future.

The use of a coaching model will provide teachers with another set of eyes whose purpose is to support teachers in their instruction, assessment and in refinement of their practice. Literacy coaching will support teachers in all content areas with the goal of building the site’s literacy practices across the curriculum, as necessitated by the Common Core Literacy Standards. Math coaching will take place by a trained coach who will support both math teachers and the special education teachers who “push in” to content area classes. Coaching will also come from frequent observation by administrators and instructional rounds conducted by the entire staff. This on-going coaching and training will help ensure the high level of academic rigor at The Academy.

In implementing a rigorous academic program, The Academy is committed to preparing students not only for life-long learning, but also for the specific rigors of a college-preparatory high school program should a student desire to pursue that path. Students will be able to move into A-G course work having gone through their middle school years at The Academy.

STANDARDS-BASED INSTRUCTION

In compliance with NCLB requirements that require states to develop achievement standards for students, California has written grade-level content standards for grades K-12 in ELA, math, science, social science, physical education, and visual and performing arts. These standards follow a developmental timeline and build on each other from year to year, increasing in rigor and relevance. Beginning in 2013-2014, The Academy will also be using the Common Core State Standards for math and English and Common Core State Standards for Literacy for science and social studies. Beginning in 2014-2015, Academy students will begin taking the Smarter Balanced Assessment, a nationally developed standardized test to assess students’ mastery of the Common Core State Standards in math and English.

There are several essential components to a genuine standards-aligned education. The following components of a standards-aligned approach will form the foundation for the education program at The Academy of Alameda.

STARTING WITH THE STANDARDS

There are two crucial components of a standards-based education:

- **Backwards Design:** Standards-based programs “start with what the students need to know.” Grant Wiggins and Jay McTighe’s program “Understanding by Design” has become the industry norm. A key facet of Understanding by Design is the concept of Backwards Design, which includes the following steps: identify desired results, determine acceptable evidence, and plan learning experiences and instruction.²⁰ Within this basic approach are crucial steps that, when implemented, allow students to: 1) develop an understanding of themselves as students; 2) achieve mastery of standards and develop critical thinking skills; and 3) make connections between content areas *and* between what is learned in school and their real lives.
- **Assessment FOR Learning:** Equally important is the use of on-going assessment FOR student learning.²¹ As standards are presented and taught, students are given various formative assessments, the results of which they themselves can analyze to determine the progress they are making. This use of assessment *to inform the student* is crucial for enabling students to make strategic decisions about how to reach mastery *and* to motivate them to keep trying as they see a

¹⁹ Rigor and Relevance Framework, quadrant D.

²⁰ Grant Wiggins and Jay McTighe, *Understanding by Design* (Upper Saddle River: Pearson, 2005).

²¹ Rick Stiggins, *Student-Involved Assessment Student Learning*.

clear target and clear means of arriving at their desired learning destination. Of this, Judy Arter of the Assessment Training Institute states:

“We want to use the classroom assessment process to keep students making productive decisions about their own learning. Students respond productively when, upon seeing assessment results, they say:

- I understand these results
- I know what to do next to learn more
- I can handle this
- I choose to keep trying

The counterproductive response, on the other hand, leaves the student saying:

- I don't understand these results
- I don't know what to do next
- I'll probably never get it anyway
- I give up

We regard attention to the emotional dynamics of assessment as crucial to sound classroom assessment practice. If students are essential decision-makers, it behooves us to consider what information they need, in what form, and at what time, to make productive decisions about their own learning.”²²

STEPS OF A STANDARDS-BASED APPROACH

- 1. Identify essential standards to be mastered.** In *Understanding by Design*, teachers prioritize grade-level content standards. Teachers then use a school developed Unit Organizer to consider and prioritize Critical Content which they phrase as “big questions.” Through intentional focus on essential standards, teachers guarantee that students are spending their academic energy engaged in learning the most important content.
- 2. Rewrite standards in student-friendly language and break into individual lessons.** This becomes the students’ “learning objective” for the day—the thing students are supposed to be able to do by the end of the lesson. Students know at all times the standard they are trying to master and therefore have some “buy in” for exerting energy in their own learning. Students are then also able to self-check for understanding by revisiting the learning objective for the day and assessing their mastery of it.
- 3. Design or locate assessments (both formative and summative) that accurately measure the standards being taught.**²³ Formative assessments can be as simple as teacher observation or as formal as a quiz, but all are to be used by teachers to inform instruction.
- 4. Plan instruction and experiences that allow students to learn the standard.** Teachers will use best practices concerning differentiation and multiple learning styles. This will often include development of a rubric that gives clear guidelines for what mastery and progress toward mastery looks like.
- 5. Incorporate classroom-based assessment *FOR* student learning.** Students need to periodically “check in” with the teacher and themselves to see how they are progressing toward mastery. This student *assessment for learning* helps students decide what their next steps will be as they seek to master the standard.²⁴ Teachers will regularly use “Exit Slips”—short response questions aligned with the day’s learning objective, to assess both individual and class mastery of the material. The

²² Judy Arter, “Classroom Assessment For Student Learning (CASL),” 5-6.

²³ Assessment Training Institute, “Matching Achievement Targets and Assessment Methods” rubric. ATI, 2003.

²⁴ Judy Arter, “Classroom Assessment FOR Student Learning (CASL).”

results of these assessments, be they formal or informal, also need to be communicated to students in a timely manner so that they may take the appropriate next steps.

- 6. Allow for extra support and “stretch.”** Teachers need to plan for students not making sufficient progress and for those who master a standard during particular units of study. Twice a week Tutorial periods permit students additional time to seek out or receive extra support.
- 7. Determine student progress by use of summative assessments.** After students have practiced and had time to assess their progress and make adjustments so they are progressing toward mastery, they can then demonstrate mastery by completing “summative” assessments. These assessments (tests, final projects, demonstrations, products) form the basis for the final “reporting out” on student achievement.²⁵
- 8. Consider possible intervention options for students who did not master a standard.** Through the use of on-going assessment of student progress toward mastery of standards, teachers and administrators are able to quickly determine when a student is in need of support beyond the interventions provided within the regular classroom. With a tiered intervention system in place (RtI), students are able to receive extra help in order to master grade-level standards.²⁶

The Academy will implement these eight components in its Standards-based approach. Students will always know:

- the standard they are trying to master
- what mastery looks like
- what is needed to achieve mastery – steps student needs to take
- where they are relative to mastery of the standards

In this way, students will become academically successful and will be able to demonstrate their academic abilities on a variety of assessments, including on the year end national assessment.

²⁵ Ken O’Connor, *How to Grade for Learning* 3rd ed. (Thousand Oaks: Corwin, 2009).

²⁶ At The Academy, this tiered intervention system will be the Content Literacy Continuum.

ACADEMIC PROGRAM

The Academy serves an incredibly diverse student body (see page 11), and students arrive with widely varying ability levels. As such, it is incumbent upon the school to provide a diverse academic program that not only supports those who enter the school working below grade level but that also stretches those who are exceeding grade level standards. In order to meet the needs of all of its students, the school has developed intensive, tiered intervention programs in math and in English that reflect the three tiers outlined in Response to Intervention (RtI).

ENGLISH LANGUAGE ARTS

The Academy's Tier One English Language Arts (ELA) program is designed to provide all students with ample opportunities²⁷ for reading, writing, listening, and speaking. Texts are read multiple times to develop deeper understanding, and there are multiple opportunities for writing and reflecting upon the material.

Key components of the ELA program include:

- Close reading of short stories, novels, poetry, and non-fiction texts
- Writing assignments (both short, quick writes and longer, more developed pieces) that include response to literature, interpretative essays, evidence based claims, narratives, and poetry
- Word study—systematic spelling and vocabulary development
- Socratic Seminars—text-based conversations in which students are encouraged to interact with the text and open lines of inquiry

Content

- CCSS: English Language Arts

Resources

- *Inquiry By Design* (workshop model)
- Teacher -prepared Course/Units
- Nancy Atwell, *In the Middle* (workshop model)
- SDAIE Strategies
- *The Six Minute Solution* (fluency development)
- SIPPS (decoding)
- *Language!*

IDENTIFICATION OF STUDENTS NEEDING SUPPORT IN ENGLISH LANGUAGE ARTS

Multiple measures will be used to identify students who need a supported placement for English, including:

- CST data
- NWEA MAP data
- Ekwel-Shanker Reading Inventory
- *Language!* Placement Test
- TOSGRF
- Fluency Testing
- Grades
- Teacher Recommendation

²⁷ National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C., 2010.

SUPPORT COURSES IN ENGLISH LANGUAGE ARTS

In addition to a robust, Tier One English program that provides opportunities for support and stretch within the classroom, The Academy also offers the following:

Tier Two : Strategic Literacy at the 6th and 7th grade levels. Strategic Literacy addresses the specific needs of struggling adolescent readers and is offered in addition to a student’s English class. The course focuses on advanced decoding, comprehension, and fluency at the 6th grade level and on advanced decoding, comprehension, and writing composition at the 7th grade level.²⁸ Students in Strategic Literacy are reading one to two grade levels below their grade level.

Co-Taught English at the 6th, 7th, and 8th grade levels. The co-taught English classes are taught cooperatively by a general education and a special education teacher and are designed to provide additional support within the Tier One program. One third of the students in the co-taught English classes are students with IEPs and/or general education students who need support. Students who are placed in the co-taught English classes (instead of in Strategic Literacy) are fluent readers capable of advanced decoding but are one to two grade levels behind and need support in organization, writing, and reading comprehension.

Tier Three: Two levels of *Language!*—a reading intervention program that meets for 120 minutes a day for four days a week—offered in mixed grade level (6, 7, and 8) classes. *Language!* takes the place of a student’s English and social studies classes, and integrates reading, writing, spelling, grammar, vocabulary, and spoken English. It is designed for students who fall below the 40th percentile on the CSTs. The majority of the students in the Language! program are students with IEPs.

IDENTIFICATION OF STUDENTS NEEDING STRETCH IN ENGLISH

Multiple measures will be used to identify students who need a supported placement for English, including:

- CST data
- NWEA MAP data
- Grades
- Teacher Recommendation

STRETCH COURSES IN ENGLISH

Honors level Literature Circles at the 6th grade level. All 6th grade students take an enrichment wheel which includes one trimester of Literature Circles. The Academy offers one section of an honors level in which students read advanced literature and participate in Socratic Seminars.

Honors level Literature Circles at the 7th and 8th grade levels. Offered once a week for rotating six week sessions, these courses are held during the Tutorial period. Students read advanced literature and participate in Socratic Seminars.

²⁸ The curricular design of Strategic Literacy is research based. Sources include:

- Cunningham, C. (1998). “The Multisyllabic Word Dilemma: Helping students build meaning, spell, and read ‘big’ words.” *Reading and Writing Quarterly: Overcoming Learning Difficulties*, Vol. 13, No.2.
- National Reading Panel. (2000). *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. Reports of the Subgroups*. Bethesda, MD: National Institute of Child Health and Human Development.

Snow, Catherine E., M. Susan Burns, and Peg Griffen, eds. *Preventing Reading Difficulties in Young Children*. Washington, DC: The National Academies Press, 1998.

MATH

The Academy is committed to the on-going training and support for math content, lesson design and assessment for teachers. Students will develop a conceptual understanding of math as opposed to learning rote steps to a correct answer. To develop a conceptual understanding, students begin with concrete learning, and move systematically through semi-concrete instruction and eventually are able to use algorithms to solve complex grade-level math problems.

While differentiation can be implemented within a Tier One English program, The Academy recognizes the inherent difficulties in differentiating within a skill based class such as math. Because of this, The Academy has created eight levels of math which address all three RtI tiers (see Appendix C). The school's math program is designed for Algebra readiness in the 9th grade. This sentiment is reflected in the CCSS which designate Algebra as 9th grade coursework. Our program also reflects the importance of Algebra in the pathway to college and the necessity of building strong foundational skills that ensure success when Algebra is taken. However, for students who are advanced and are prepared with the foundational skills, we offer Algebra I (and possibly Advanced Algebra) in the 8th grade for students.

For students who enter The Academy on grade level (Tier One), the math progression is as follows:

- 6th grade: Algebra Foundations I (AF I) or Advanced Algebra Foundations I
- 7th grade: Algebra Foundations II (AF II) or Advanced Algebra Foundations II
- 8th grade: Algebra Foundations III or Algebra (for students who demonstrate an advanced understanding of Algebra foundations)

Key Components

- Basic skill fluency
- Multi-step problem solving
- Real-world application of mathematical concepts
- Conceptual understanding in addition to algorithm fluency
- Vertically aligned to promote Algebra readiness

Content

- CCSS: Mathematics²⁹

Resources

- Teacher -prepared Course/Units
- Developing Relational Thinking Using Bar Models
- Problem solving strategies
- Common Core aligned instructional materials
- Marilyn Burns *About Teaching Mathematics*
- SDAIE Strategies

IDENTIFICATION OF STUDENTS NEEDING SUPPORT IN MATH

Multiple measures will be used to identify students who need a supported placement for math, including:

- CST data
- NWEA MAP data
- Saxon Placement Test
- Grades
- Teacher Recommendation

²⁹ National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C., 2010.

SUPPORT COURSES IN MATHEMATICS

Tier Two: 6th and 7th grade: Supported Algebra Foundations I and II. These courses cover the most essential concepts of AF I and AF II but in greater depth. They are intended for students working one to two grade levels behind and are meant to accelerate the students' learning so that they can be on track to take Algebra in the 9th grade. The Tier Two math classes are capped at 22 students, and the classes are taught by a math teacher who is supported, full time, by an instructional aide. We offer after-school tutoring and/or additional learning opportunities to 8th grade students who need support.

Tier Three: Mixed grade level (6th, 7th, and 8th): Math Principles I and II (MP I and MP II). MP I and II are intended to teach foundational mathematical skills and reasoning and to help students make connections between and across operations. Both courses cover basic math concepts and delve most deeply into multiplication, division, and fractions. The majority of the students in MP I and II are students with IEPs.

IDENTIFICATION OF STUDENTS NEEDING STRETCH IN MATH

Multiple measures will be used to identify students who need a supported placement for math, including:

- CST data
- NWEA MAP data
- Grades
- Teacher Recommendation

STRETCH COURSES IN MATH

Advanced Algebra Foundations I and II (6th and 7th grade): These courses cover additional topics—beyond what is covered in the Tier One program—and they move at a more rapid pace, acknowledging that advanced math students can grasp new concepts very quickly and can apply their understanding to more complex topics.

8th grade Algebra: Algebra is for students who have excelled and/or have taken advanced level classes in grades six and seven.

SCIENCE

The Academy is committed to developing students who are able to think scientifically: who can look at a problem, offer a solution, test their ideas, and draw conclusions from their tests. This requires the creation of classrooms where inquiry into big-picture issues –such as “What is matter and how are things in this world connected?”—frames the work students do. Students in science classes at The Academy will not simply memorize the periodic table (although important information such as this will be learned and understood); students will be able to analyze problems posed, use tools they have been taught, and develop a scientific understanding of the world. The science curriculum of The Academy will support our overall approach and may include:

Key Components

- Science is "hands-on" and "minds-on." Students have the opportunity to engage in interesting and challenging experiences connected to real life
- Students are encouraged and taught to ask questions about nature.
- Students learn how to find out and are inquiry-minded.
- Students practice skills in order to become good at them.
- Students learn to think for themselves and recognize false claims.
- Students learn to think like a scientist and see the science around them.

Content

- California State Content Standards, *Science Content Standards for California Public Schools Kindergarten Through Grade Twelve*³⁰
- CCSS for Literacy: Science³¹

Resources

- Teacher -prepared Course/Units
- State-adopted text as instructional tools
- Hands-on learning at local sites
- Science labs for investigation using UC Berkeley FOSS, earth, physical and life science curriculums
- State-adopted text as instructional tool
- SDAIE Strategies

SOCIAL STUDIES

The Academy is dedicated to engaging the imaginations of its students in an in-depth and open-ended investigation into humanity through the ages in order to inspire students to better understand their own lives in the 21st century. Students will be confronted with big questions (“What is Freedom?” “What is the relationship between power in a society and wealth?”), given tools to conduct historical research (primary sources, maps, vocabulary, note-taking skills, etc.) and guided in their exploration of major periods of human history. Students will be able to communicate their new learning in a variety of ways, from writing to speaking to multi-media presentations, and will be tasked with the complex job of forming opinions of history, defending their positions, and applying these views to their own lives and the community in which they live. The Social Studies curriculum of The Academy will support the school’s overall approach and may include:

Key Components

- Reading and analyzing primary and secondary sources
- Integrating multiple sources, both written and visual, to increase understanding of a topic
- Analyzing of the role of geography in the formation and development of civilizations
- Analyzing the 7 Cultural Constants and how they form the basis of a civilization

Content

- California State Content Standards, *History-Social Science Content Standards for California Public Schools Kindergarten Through Grade Twelve*³²
- CCSS for Literacy: Social Studies³³

Resources

- Teacher -prepared Course/Units
- State-adopted text as instructional tool
- Teachers Curriculum Institute (TCI)
- *Thinking Like a Historian*, Stanford University
- *A Young People’s History of the United States*, Howard Zinn
- Primary Sources
- SDAIE Strategies

³⁰ California Department of Education, 2000.

³¹ National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C., 2010.

³² California Department of Education, 2000.

³³ National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C., 2010.

PHYSICAL EDUCATION

The Academy develops strong students – academically, socially, and physically. To this end, the school offers many opportunities for students to 1) increase their overall physical health through exercise and healthy eating; 2) engage in multiple physical activities so that each student can find an area of expertise (basketball for some, sprinting for others, jumping rope for some, dancing for others; and 3) develop an understanding of the intricate connection between the body, the brain and the human capacity to grow and succeed. The Physical Education curriculum of The Academy will support our overall approach and may include:

Key Components

- Instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every child
- Fitness education and assessment to help children understand, improve and/or maintain their physical well-being
- Development of cognitive concepts about motor skill and fitness
- Students have opportunities to improve their emerging social and cooperative skills and gain a multi-cultural perspective
- Promotion of regular amounts of appropriate physical activity now and throughout life
- Students have *fun* and understand the importance of staying physically fit

Content

- California State Content Standards, *Physical Education Model Content Standards for California Public Schools Kindergarten Through Grade Twelve*³⁴

Resources

- Teacher -prepared Course/Units
- SDAIE Strategies

VISUAL AND PERFORMING ARTS

The staff at The Academy recognizes that there are multiple ways for a student to be successful, and many of our students excel in the visual and performing arts. By graduation, the majority of students at The Academy have elected to take one or more year of the school's art and/or music courses. These courses enhance The Academy's academic program by exposing students to different types of learning and to new experiences.

Key Components

- Music courses including Beginning Orchestra, Advanced Orchestra, Beginning Band, Advanced Band, and Chorus. At least one music course will be available to sixth-graders each year as a Zero Period
- Art courses including Art Fundamentals, which is offered as a semester-long, after-school course to 6th graders, and year-long Art I and Advanced Art for 7th and 8th graders.
- Art and Music classes explore theory and history, along with composition and performance

Content

- California State Content Standards, *Visual and Performing Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve*³⁵

Resources

- Teacher -prepared Course/Units

³⁴ California Department of Education, 2007.

³⁵ California Department of Education, 2001.

Technology

The technology program has been a strategic area of focus since the charter was approved in 2010. That program centers on three foci:

1. Developing The Academy's Students' Capacity to Use Technology: In addition to purchasing both hardware and software so that students have the ability to use technology as a learning tool both in the computer lab and in their classrooms, a course sequence has been developed so that all students can take specialized classes. All sixth grade students will take 12 weeks of Technology 1; Technology II and III will be elective options in the seventh and eighth grades. There will also be technology course options in the GOLD after-school program as well as through the Alameda Education Foundation (AEF) after-school course options.

2. Develop Teachers' Capacity to Use Technology to Impact Teaching and Learning: The Academy provided all teachers a laptop at the beginning of the 2013-2014 school year. An ongoing area of focus in the annual professional development plan will be to provide teachers with training on how to better incorporate technology into their curriculum. In addition to learning from each other, teachers will have the opportunity to visit schools that are leaders in incorporating technology as a learning tool.

3. Develop an Ongoing Strategic Plan to Fund: A technology committee will be created in the beginning of the 2013-2014 school year to give input into the three-year and annual technology plans including the creation of a long-term technology funding plan. The committee will meet at least three times throughout the year.

PLAN FOR SERVING ACADEMICALLY LOW-ACHIEVING STUDENTS

Addressing low-achieving students begins in the classroom with differentiated instruction. The Academy will continue to develop its teacher's capacity to engage and reach students with all interests and abilities. The Academy will address the individual needs of chronically low-achieving students through a Multi-Disciplinary Team (MDT) meeting of administrators and support personnel and/or a student success team (SST) meeting including administrators, teachers, support personnel, and parents/guardians. For students needing additional support in English and/or math, The Academy offers Tier Two and Tier Three intervention courses, addressed in detail in the English and math sections. Identification criteria: CST scores, MAP scores, grades, teacher recommendation, Saxon placement testing, TOSGRF, Fluency Testing, Ekwel-Shanker Reading Inventory, *Language!* Placement Test.

PLAN FOR SERVING ACADEMICALLY HIGH-ACHIEVING STUDENTS

As with low-achieving students, the most basic way of addressing their needs is through differentiation in the classroom—additional choices, opportunities, or challenges on projects, for example. For students who are accelerated in English and/or math, The Academy offers advanced courses, addressed in detail in the English and math sections. The GOLD after school program also offers enrichment classes to serve students at all levels. Identification criteria: CST scores, MAP scores, grades, teacher recommendations.

PLAN FOR SERVING ENGLISH LEARNERS

The Academy will meet all applicable legal requirements for English Learners as pertains to annual notification to parents, student identification, placement, program options, ELD and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Academy of Alameda will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

The design of the EL program at The Academy is based on current research in the education of English Learners, which postulates the following:

- Some English Learners have literacy in their primary language and therefore possess literacy skills that are transferable to English
- Some English Learners are struggling readers in their primary language and therefore they need literacy intervention
- All English Learners need English Language Development
- All English Learners need as much immersion in English as possible
- All English Learners need to be supported so that they are exited from ELD courses as soon as possible

How students will be identified:

- Home Language Survey – The Academy will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms)
- CELDT Testing
- All students who indicate that their home language is other than English will be CELDT tested within thirty days³⁶ of initial enrollment and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

The Academy will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

How students may be served:

All EL students will have access to a rigorous and relevant education program and opportunities for ELD instruction depending on their levels as measure through multiple measures including but not limited to the CELDT.

Like all support classes at The Academy of Alameda, each year's ELD course/s will be tailored to meet the needs of those students who need additional English Development in reading, writing, and speaking beyond the instruction that they receive in the general core academic program. In general, the ELD class will be a one-period class that will serve those students who scored a 2 or low 3 on the prior year's CELDT. Additional measures that are used to identify students who need further English support are: students' STAR Test and MAP (Measures of Academic Improvement) scores, and current and past English grades.

Certificated teachers will have satisfied state requirements to use ELD and Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of English language learners. Depending on multiple measures, including but not limited to CELDT levels, students will be provided access to content and strategies to support the goal of exiting EL classification as soon as possible.

³⁶ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

ELD instruction will be linked to the core curriculum and will be content-based at all proficiency levels. Instructional materials will be focused on communicative competence and academic achievement. Listening, speaking, reading, and writing skills will be emphasized. ELD instruction will offer opportunities to extend language skills through critical thinking, problem solving, expressing ideas collaboratively, and developing conclusions based upon reason and evidence.

How student progress/reclassification may be monitored:

- Classification of a student as proficient in English will include multiple criteria including but not limited to:
- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage

PLAN FOR SERVING STUDENTS WITH DISABILITIES

SPECIAL EDUCATION

The Academy of Alameda became a member of the Sonoma SELPA at the beginning of the 2012-2013 school year, see Appendix D. The Academy serves students in special education through a learning center model with flexible services. Services are dependent upon each student’s IEP (Individual Education Plan) and any additional academic, social and emotional needs that he/she may have. Most students with IEPs are fully mainstreamed and receive specific support in their general education classes. However, Tier Two and Tier Three classes in math, English, and science are also offered for those who need them. In addition to receiving support from classroom teachers and their case managers, students with IEPs often obtain support from an instructional aide who “pushes-in” to their classes. In addition to carefully placing students, we have a monitoring system that includes frequently looking at student data specific to how students are doing in their specialized intervention classes as well as their mainstreamed ones. In all classes, students are placed based upon their IEP goals and on other data, including state, national (beginning in 2014-2015), and school-based assessments. Special Education students will be served to the letter of the law.

MASTER SCHEDULE: ORGANIZING TIME TO MEET THE NEEDS OF THE STUDENTS

The Master Schedule of The Academy reflects the commitment elucidated in our mission, vision and program components. It is a flexible schedule that allows for a differentiated program, based upon individual students' needs. The entire day on the campus of The Academy is intended to support student development, maximize student learning, and promote responsible student participation in the school and beyond. Key components of the Master Schedule include:

- Flexible placements available for student in math and English, including benchmark, strategic, and honors.
- Technology, Character Education, and Literature Circle courses for all 6th graders
- Physical Education program
- Elective program that includes: visual and performing arts, world languages, digital media, and journalism
- Ability to make use of community for “being-there” experiences
- Students face different courses at different times of day during the week so that optimal learning time (morning) is available for each course
- Twice a week Tutorial
- Opportunity Time and Honors English Seminars during certain Tutorial periods
- Weekly Advisory and School Assembly

INSTRUCTIONAL MINUTES

- The Academy will provide 180 days of instruction, five more than required by charter law
- The Academy will provide 65,000-69,000 (67,769 planned for 2013-2014) instructional minutes per school year, exceeding the state required 54,000 minutes in grades 4-8.
- These minutes reflect the scheduling of three non-pupil days and two half days. These days will be used for staff development to support the mission of the school.
- Students taking Zero Period Beginning Band will receive an additional 220 minutes of instruction per week (an additional 7,920 minutes of instruction per year).
- The Academy after school GOLD programs will provide 2.5 hours per day of extra learning time. Students who attend for the full time every day will receive an additional 750 minutes of school per week.

Academy of Alameda Bell Schedule: 2013-2014

(sample student schedule inserted for reference)

Monday	Tuesday	Wednesday	Thursday	Friday
Period 0* 7:30-8:25 Beginning Band	Period 0 7:30-8:25 Beginning Band	Period 0 7:30-8:25 Beginning Band	Period 0 7:30-8:25 Beginning Band	
	Period 6 8:30-9:33 Technology**	Advisory 8:30-9:15	Period 3 8:30-9:33 English	
Period 1 8:30-9:45 Math	Period 1 9:36-10:37 Math	Period 5 9:18-10:16 PE	Period 4 9:36-10:37 History	Period 2 8:30-9:45 Science
Break 9:45-9:55	Break 10:37-10:47	Break 10:16-10:26	Break 10:37-10:47	Break 9:45-9:55
Period 2 9:58-11:07 Science	Period 2 10:50-11:50 Science	Period 6 10:29-11:34 Technology	Period 5 10:50-11:50 PE	Period 3 9:58-11:07 English
Period 3 11:10-12:19 English	Tutorial 11:53-12:41	Period 1 11:37-12:42 Math	Tutorial 11:53-12:41	Period 4 11:10-12:19 History
Lunch 12:19-12:53	Lunch 12:41-1:15	Lunch 12:42-1:12	Lunch 12:41-1:15	Lunch 12:19-12:53
Period 4 12:58-2:09 History	Period 3 1:20-2:21 English	Period 2 1:17-2:15***	Period 6 1:20-2:21 Technology	Period 5 12:58-2:09 PE
Period 5 2:12-3:25 PE	Period 4 2:24-3:25 History		Period 1 2:24-3:25 Math	Period 6 2:12-3:25 Technology

*--Beginning band is offered during Zero Period to 6th graders

**--6th graders rotate through an Enrichment Wheel of Technology, Literature Circles, and Character Education, taking one class each trimester/7th and 8th graders have an elective class choice at this time

***Early dismissal on Wednesdays permits Staff Meetings and development time.

“DROP ROTATION SCHEDULE”

The master schedule provides the vehicle for supporting readiness, rigor, relevance and relationships. Using a “Drop Rotation Schedule” for all courses, students will be scheduled into a six-course program. Courses will include: math, English, social studies, science, physical education, and an elective (or an academic support class). Students will attend each class four times over the course of a week. This cycle provides the blocks of time necessary for rigorous instruction and building relationships with students which ultimately increases academic success. Students’ energy levels and ability to concentrate is different throughout the day. The “cycle” rotation allows students to be at their best in all courses throughout the week.

6TH GRADE ENRICHMENT WHEEL

In order to support desired outcomes in regards to school culture and academic success, 6th graders at The Academy will take an Enrichment Wheel comprised of Character Education, Technology, and Literature Circles, rotating on a four week basis.

Character Education: This course will focus on teaching students how to use the Five Student Qualities to enhance their learning, both academically and socially. Students will also explore Gardner’s Multiple Intelligences and will learn to view themselves as unique learners, while also learning skills to enhance their learning. The lessons introduced during Character Education will be continued and strengthened during Advisory periods throughout the students’ time at The Academy.

Technology: Students will learn basic computer usage, including word processing, document creation, and basic programs for the creation of tables, presentations, etc. Students will also learn Internet safety precautions and skills, such as email use and courtesy, cloud storage, keyword usage, and the use of Schoolloop. Through this course in technology, students will be better prepared to meet the research and technology integration standards for all academic subjects as set forth by the Common Core Standards.

Literature Circles: This course supports the need of students to increase literacy instruction. Literature Circles will focus on getting students involved and passionate about reading fiction through the use of small groups reading a book of common choice. Choice from more than 20 novels increases student engagement, which leads to richer conversations, and enjoyment of the practice of reading. An honors section will be offered to select students based on MAP and STAR scores. Honors students will be challenged to read books more quickly and to engage in deeper discussions. Literature Circles will be incorporated as units in the 7th and 8th grade English classes.

EARLY RELEASE WEDNESDAYS

Every Wednesday, the schedule will be modified to support “Professional Learning Communities,” staff meetings, and professional development for school staff. Students will be released at 2:15 each Wednesday. The GOLD afterschool program will still run until 6:00pm on Wednesdays.

WEDNESDAY ADVISORY/ASSEMBLY

Advisory occurs once a week on Wednesdays for 45 minutes and includes all students and teachers. Half of the time will be used for a weekly assembly (6th grader separately, followed by 7th and 8th graders together) and the other half will be spent in the classroom, either participating in an Advisory lesson or completing a preparedness check. The design on the Wednesday Advisory supports the socio-emotional development goals of the school.

TUTORIAL

Tutorial periods are held twice a week (currently Tuesdays and Thursday) for 45 minutes and afford many opportunities in regards to assisting struggling students, providing independent work time for benchmark students, and providing stretch opportunities for students who have already mastered the current standards. Students who are benchmark will most often use these period to complete homework assignments or to work on long-term projects. Students have a dedicated classroom in which to work, with the same teacher as their Advisory. Because this is independent work time, the teachers are available to work with students from their content area classes who need additional support. Prior to a Tutorial period, either the teacher or the student can initiate a “stamp” pass to the teacher’s room for Tutorial. Then, during the Tutorial period, the student has permission to leave his/her assigned room to visit the designated teacher. This time may be used for such purposes as small group/one-on-one re-teaches, catching up on missing work, studying assistance, or test re-takes.

Opportunity Time: On occasion, The Academy may organize a Tutorial period to be used as “Opportunity Time.” On these occasions, students meeting pre-stated academic and behavioral goals will have the chance to participate in varying, alternative activities, hosted by designated teachers during this time. These opportunities may include such activities as an additional science experiment, an educational video, or an art activity. Thus, student meeting our goals both academically and behaviorally are both rewarded for their accomplishment, and further enriched.

Honors Literature Circles: For 7th & 8th grade students who are excelling in English and who are looking for an additional academic challenge, we also offer an Honors English Seminar once a week during a Tutorial class, where they can be challenged by their peers as they read, analyze, discuss, think, and write in an accelerated environment. Placement will be determined through MAP and STAR scores, grades, and teacher recommendation.

THE SCHOOL DAY AT A GLANCE

Tanya is a 6th grader at The Academy. As she wanted to take music, her Monday begins at 7:30 when Beginning Band meets for Zero Period. At 8:25, she joins with the others Academy students who are either finishing breakfast in the cafeteria or just arriving and heads to 1st Period, Math for Tanya. At 8:30, the day officially begins and students from the Youth Board of Directors come on over the PA systems with reminders and announcements.

After first period, the school has a ten minute break, which students use to go to their lockers, visit the restroom, grab a snack, and have a quick chat with friends. Tanya then heads to her 3rd and 4th periods, Science and English, before heading to lunch. During 4th period, Tanya asked her teacher for a Tutorial stamp for the following day--permission to visit during Tutorial for additional help. Tanya realized she needed additional help writing the conclusion of her essay, and she knows that Tutorial is great time to get some individualized help from her teacher.

After lunch, Tanya heads to her last class of the day, PE. Today was the day that her Enrichment Class, Technology, dropped, but her planner reminds her that she has a quiz in that class tomorrow. When the end of day bell rings at 3:30, she heads to her locker and uses her planner to help her pack the books and notes that she will need to complete her homework. Then, she heads to the GOLD program, where they’ll begin with a snack, followed by an enrichment class (she’s taking Cooking right now), and then an hour of study hall, where she’ll be able to study for that quiz and get her other homework finished.

AFTER SCHOOL

The Academy is committed to offering a rich and engaging after-school program, known as GOLD (Great Olympians Achieving Dynamically). This program may include opportunities for students to complete homework assignments as well as explore areas of interest.

After-school courses may include:

- Dance
- Digital Media
- Cooking
- Leadership
- Art
- Cooking
- Athletics

A graded, half-year long Art class is also offered after school two days a week for 6th graders with The Academy's Art teacher who instructs the 7th and 8th grade Art courses.

SOCIAL-EMOTIONAL SUPPORT

The Academy's social-emotional program acknowledges that, much like with their academics, students come to the school with widely varying social-emotional needs, and the school must provide a flexible program with multiple points of entry. As with the academic program, social-emotional support at The Academy is tiered into the three levels of RtI to meet the needs of students.

In addition to providing tiered support, the school has also developed a program that is influenced by Carol Dweck's research into the "growth mindset" and by Bonnie Bedard's work on developing resiliency in children and adolescents. Dweck argues that people with a "growth mindset" believe that talent and intelligence are not fixed and that many obstacles can be overcome through resiliency, perseverance and hard work. The "growth mindset" is at the center of the school's Five Student Qualities and is a belief that is at the core of the school's social-emotional program.

Resiliency is not only one of the Five Student Qualities, but it is also a concept that informs the school's tiered approach to social-emotional support. The three critical factors for building resiliency--caring relationships, opportunities for meaningful participation and high expectations--are used to identify and label the support provided. Furthermore, as Bonnie Benard argues, when these three factors are in place "a school redefines its culture by building a vision and commitment on the part of the whole school community." The school, "has the power to serve as a 'protective shield' for all students and a beacon of light for youth from troubled homes and impoverished communities."³⁷

Appendix E provides an overview of the school's social-emotional program in the context of RtI and resiliency.

CREATING A POSITIVE SCHOOL CULTURE

Behavioral Expectations: A comprehensive set of school-wide behavioral expectations have been developed (see Appendix F) that address expected behavior in different areas of the campus, including in the classroom and in the hallways. Expected behaviors are grouped in three sections: respect, responsibility, and readiness. Like common practices in academic instruction, common expectations

³⁷ *Resiliency: What We Have Learned*. Bonnie Benard (San Francisco, Ca: WestEd. 2004).

regarding behavior empower students to know exactly what is expected of them in different situations. The Academy believes that clear behavioral expectations are a critical component to creating a campus that is safe both physically and emotionally. In order to assess the school's development in this regard, administration designed and conducted a Student Experience Survey (see Appendix G) during the 2012-2013 school year. Moving forward, results of this survey will assist administration in monitoring behavioral progress, and in making course corrections, if necessary. Furthermore, in 2013-2014, The Academy will develop a social-emotional report card to assess individual student progress towards developing the Five Student Qualities. Self-control and Cultural Competency scores, in particular, will reflect the individual student's behavioral growth and development.

Students who repeatedly fail to meet the behavioral expectations as set forth by The Academy will be addressed by the school's behavioral RtI program and Tiered Behavior Plan (Appendix E).

Uniforms: While there is debate about the efficacy of school uniforms on student achievement, The Academy is committed to the concept of school uniforms because of their unifying force and, thus, their contribution to readying students to succeed. Uniforms will benefit students of the Academy in the following ways:

- Cost consciousness: allows students from within a broad socio-economic spectrum to share equally in being adequately dressed for school
- Continuity of school procedures: school-wide dress codes are more easily enforced with uniforms
- Allows students of The Academy to be easily identified
- Supports the academic culture of the school

RELATIONSHIPS

The Academy is committed to maximizing the learning opportunities for all students. We recognize the need for students to feel safe with and connected to peers and adults at school in order for learning to occur. Further, students need to feel that their hard work, both academically and socially, is recognized. To this end, The Academy of Alameda will implement:

- Student demonstrations of the Five Student Qualities are recognized and affirmed. The Five Student Qualities will be presented in a variety of formats. This may include skits, choral response, multi-media presentation, etc. to support the "looks like, sounds like, feels like" habits of mind that must be developed.
- Academic growth is celebrated (through mini-showcase of student work – reading, performance, demonstration)
- Involvement in the school and community is recognized and appreciated through acknowledgement in many forms such as a public recognition, special privileges, etc.
- Staff, students and community work together to present information and celebrate the school's success in ways that can be seen on the stage in public each day.

Advisory Class each Wednesday where:

- Grade level assemblies highlight current areas of focus, recognize accomplishments, and build community.
- Students are with a cohort and an adult leader to explore and examine the students' academic and social growth through the use of an advisory rubric containing advisory standards that correspond to the school's mission and vision.
- Relationships of trust can be built, providing students with both peers and adults who can help the student manage and solve problems through the year-long cohort that builds community and establishes a sense of belonging.

- Students develop a relationship with an adult mentor who can help mediate large-scale issues if necessary when challenges of navigating middle school during one of the most developmentally difficult periods of life arise.

Family and Local Community Engagement:

The Academy is committed to engagement not only of the students who are enrolled in the school, but the families each student represents and the communities in which the students live. We will seek to meet the needs of *and* ask for participation from students, families and the community so that The Academy may become a vibrant place where mutual assistance is given and received. Using a “Full Service Schools” model,³⁸ The Academy’s engagement with families and the community may include:

- Parent Connection – Research shows that school involvement from parents and others that focuses on students’ academic lives positively impacts academic achievement.³⁹ At The Academy, parents will be provided strategies for how best to support their students academically. This will be done by showing parents how to ask open ended questions, how to have dialogues that push their student’s thinking and to encourage discussions around the day’s lessons. This support will allow parents to participate academically with their child without having to be experts or well versed in a subject. All parents who attend will be able to ask their child about any assignment in a way that requires thoughtful response from the student, thus pushing students to “think about their thinking.”
- The Boys and Girls Club of Alameda – The Boys and Girls Club will partner with The Academy to offer several opportunities for our students. These may include: After-school athletic programs, During-school facilities that support the physical education program that meets the California State Standards that The Academy is committed to providing, After-school programs that support positive peer interactions and activities, The Teen Club, Career Classes, Outdoor Recreation, Environmental Education, Providing a venue for special Academy events.
- Girls Incorporated of the Island City – The Academy will partner with Girls, Inc. of Alameda to support academic success and social competency. Students will participate in the programs offered through Girls, Inc. of Alameda during the after school program.
- Alameda Education Foundation (AEF) – The Academy of Alameda began working with AEF during the 2012-2013 school year in order to enhance its own after-school program. Creative writing, and robotic classes were offered to all students and the number of enrichment classes will be expanded during the 2013-2014 school year and beyond.
- “Expert” helpers - during the school day and beyond, both on campus and off, highly qualified experts from the community will share skills and experiences with students.

³⁸ Ashleigh Collins, MA, Kristin Anderson Moore, Ph.D., and Renee Paisano-Trujillo, “Implementing School-based Services: Strategies from New Mexico’s School-based Health and Extended Learning Services,” in *Practitioner Insights Research-to-Results*, 2009-01, January 2009, 1-6.

³⁹ Anne T. Henderson and Karen L. Mapp, “A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement,” *Annual Synthesis of the National Center for Family and Community Connections with Schools*, 2002, available at <http://www.sedl.org/connections/resources/evidence.pdf>. Key findings of this 214-page study include: 1) “Programs and interventions that engage families in supporting their children’s learning at home are linked to higher student achievement.” 25. 2) “Parent and community involvement that is linked to student learning has a greater effect on achievement than more general forms of involvement. To be effective, the form of involvement should be focused on improving achievement and be designed to engage families and students in developing specific knowledge and skills.” 38. 3) “Programs that successfully connect with families and community invite involvement, are welcoming, and address specific parent and community needs.” 43.

COUNSELING PROGRAM

The Academy recognizes that students come to the school with multi-faceted social-emotional needs, and the school continues to develop an increasingly dynamic counseling program to meet those needs. In addition to having a full-time, on site school counselor and school psychologist, The Academy has partnered with California State University East Bay to provide counseling and school psychology interns. Staff members and interns work collaboratively to serve students individually and in groups.

Furthermore, beginning in the 2013-2014 school year, The Academy will be working with the County of Alameda through their Behavioral Health Care Services program and will have, on site, a full time licensed clinical social worker (LCSW). The LCSW will serve students who qualify for full scope MediCal and will liaise with their families to provide wrap around services.

ACHIEVING THE STATE PRIORITIES

THE ACADEMY'S ANNUAL GOALS AND ACTIONS TO ACHIEVE STATE PRIORITIES	
<p>State Priority #1. The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</p>	
ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> All teachers teaching English, science, math, social studies, and physical education will be fully credentialed for the corresponding subject and grade level. All classes will have access to standards-aligned instructional materials. School facilities will be maintained in good repair. 	<ul style="list-style-type: none"> The Academy will maintain a record of teaching credentials of all teachers and will obtain records from newly hired teachers. The master schedule will be created such that the previously stated classes are all taught by fully credentialed teachers. Departments will annually assess materials for alignment, relevance, and wear. Budget will include funds for the purchase of new materials as needed. Classrooms will have standards-aligned material. Home access to standards aligned materials will be provided as needed. The Academy's Facilities MOU with the district includes maintenance and repairs of the school facilities. The Academy will contract with an outside agency/hire employee(s) for custodial services. Conduct an annual site inspection to determine repairs needed
<p>State Priority #2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</p>	
ANNUAL GOALS TO ACHIEVE PRIORITY #2	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> The Academy will implement CCSS in the 2013-2014 school year. 	<ul style="list-style-type: none"> The Academy formed a CCSS implementation team during the 2012-2013 school year. The CCSS team attended conferences and trainings in order to lead their departments in the implementation of the CCSS. The Academy has and will continue to devote professional development time to training teachers on CCSS and their implementation. New materials have/will be purchased as needed to reflect CCSS.

<ul style="list-style-type: none"> The Academy will offer an ELD course (in place of English) for students with a CELDT of 3 or below The Academy’s staff will use SDAIE strategies and best practices to support EL students in content area classes. 	<ul style="list-style-type: none"> The ELD course will use <i>Scholastic 3D</i> (developed by Kate Kinsella) curriculum to develop reading fluency, comprehension, writing skills, and vocabulary in students with a CELDT 3 or lower. The Academy has and will continue to devote professional development time to training teachers on SDAIE strategies and best practices for teaching and supporting EL students in content areas.
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State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

ANNUAL GOALS TO ACHIEVE PRIORITY #3	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> PTA will be empowered to plan events, give input, fundraise, chaperone, and support classroom activities. Parents/guardians will be encouraged to participate in their students’ academic success as well as in the school community. Parental feedback on The Academy’s program will be formally solicited annually. 	<ul style="list-style-type: none"> Administration will meet monthly with the PTA to coordinate, plan, and implement programs/events. Administration will maintain a list of volunteer opportunities available for parents/guardians. The Academy will maintain a website that provides information about academic and non-academic aspects of the school, including, but not limited to: teachers, current grades, and upcoming events. Parents/guardians will be invited to complete a school perception survey mid-way through each school year.

State Priority #4. Pupil achievement, as measured by all of the following, as applicable:

- A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE)
- B. The Academic Performance Index (API)
- ~~C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education~~
- D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
- E. EL reclassification rate
- ~~F. Percentage of pupils who have passed an AP exam with a score of 3 or higher~~
- ~~G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness~~

ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> A/B. The Academy will meet or exceed an API of 800 on the STAR or any subsequent assessment as certified by the SBE. 	<ul style="list-style-type: none"> Teachers at The Academy will engage in professional development around the CCSS and other areas of “best practices” teaching, such as differentiation and multi-modality lessons.

<ul style="list-style-type: none"> • D. The Academy will monitor and work to increase over time the percent of EL students making progress towards proficiency as measured by the CELDT. • E. The Academy will monitor and work to increase over time the school’s EL reclassification rate, with an annual goal of 22%. 	<ul style="list-style-type: none"> • Teachers at The Academy will be formally evaluated each year for effectiveness, as well as informally evaluated and coached throughout the year. • Students who demonstrate academic need through previous state tests, grades, etc. will be discussed during MDT/SST meetings and an action plan will be created to support that student. • State testing data will be analyzed each year to determine areas of need. Results will be used in part to determine programming, class placements, and professional development for the following year. • The Academy will employ an ELD teacher. • The Academy will contract with AUSD for Bilingual Coordination. • The ELD teacher will inform teachers of the levels, abilities, and needs of EL students in their content area courses. • The ELD teacher will assist the staff in developing their capacity to meet the needs of EL students. • The Bilingual Coordinator will administer and track results of student performance on the CELDT annually. • The Bilingual Coordinator will reclassify students who meet the criteria for reclassification. • The ELD teacher will regularly assess the progress of EL students at The Academy and consider programming improvements to increase progress and reclassification rates.
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State Priority #5. Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3))
- ~~D. High school dropout rates~~
- ~~E. High school graduation rates~~

ANNUAL GOALS TO ACHIEVE PRIORITY #5	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> A. The Academy will work to increase school attendance rates. B. The Academy will work to reduce rates of chronic absenteeism. C. The Academy will work to prevent students 	<ul style="list-style-type: none"> • The Academy’s administration will meet with students and parents/guardians of students with attendance problems. • The Academy will continue to develop programs that incentivize and reward good

<p>from dropping out.</p>	<p>attendance.</p> <ul style="list-style-type: none"> • The Academy will hold School Attendance Review Board meetings for students with chronic absenteeism. • The Academy will continue to develop support programs for students who are at risk of dropping out. • The Academy will follow-up with dis-enrolled students to determine their new educational program. • The Academy will continue to develop its social-emotional program with the goal of reducing absenteeism due to suspension.
<p>State Priority #6. School climate, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness 	
<p>ANNUAL GOALS TO ACHIEVE PRIORITY #6</p>	<p>ACTIONS TO ACHIEVE ANNUAL GOALS</p>
<ul style="list-style-type: none"> • A./B. The Academy will continually work towards a school positive school climate, as reflected in low suspension and expulsion rates. • C. The Academy will continue to develop and maintain a positive school culture, as experienced by teachers, students, and parents. 	<ul style="list-style-type: none"> • The Academy has and will continue to develop a social-emotional program that supports students in their non-academic areas of their lives. • In light of the historical racial inequities in the rates of suspension and expulsion, The Academy will regularly examine its own data for trends and create action plans to address the needs of specific groups as needs arise. • The Academy will annually solicit teacher, student, and parent feedback on surveys targeted at their individual experiences and satisfaction with the school. • Annual survey results will be analyzed for areas in which The Academy’s program can be improved and plans will be put in place for improvement. • During the 2013-2014 school year, The Academy will develop a social-emotional report card for students.
<p>State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</p> <p>“Broad course of study” includes the following, as applicable:</p> <p><u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</p> <p><u>Grades 7-12:</u> English, social sciences, foreign language(s), physical education, science, mathematics,</p>	

visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))	
ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> • All students will be enrolled in English, math, and physical education. • All students will be enrolled in science and social studies, except on specific instances when an additional period of English is needed for Tier Three intervention. • All students will receive health instruction during the 8th grade. • All students will have access to elective courses (including visual and performing classes) either before, during, or after school. • 7th and 8th grade students will have the option to take a foreign language course as an elective • An EL course will be provided to student with a CELDT level 3 or below. • Tier Two and Tier Three intervention courses will be provided in English and math for students requiring them. • The Academy will serve students with IEP's and/or 504's to the letter of the law. • Counseling services, including but not limited to one-on-one and group services, will be provided for students requiring them. 	<ul style="list-style-type: none"> • The master schedule will be created annually in a way that ensures enrollment in a wide variety of courses. • Tier II, Tier III, and ELD courses will be evaluated annually to ensure that the needs of the current student population are being met. • The Academy will schedule classes to be taught by or in conjunction with a credentialed Special Education teacher, as needed. • The Academy will schedule classes to be supported by instructional aides, as needed. • Counseling programs will be re-evaluated throughout each year, with additional programs developed in response to current student need.
State Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.	
ANNUAL GOALS TO ACHIEVE PRIORITY #8	ACTIONS TO ACHIEVE ANNUAL GOALS
<p>Content Area goals for 2013-2014 (Although the STAR test has been suspend for most subjects for this year in preparation for rolling out the Smarter Balanced Assessment, these goal proficiency levels have been included so that comparable goals may be set once SBA benchmarks have been developed.)</p> <ul style="list-style-type: none"> • English proficiency, as measured by STAR: <ul style="list-style-type: none"> ○ Grade 6: 75% ○ Grade 7: 70% ○ Grade 8: 70% • Math proficiency, as measured by STAR: <ul style="list-style-type: none"> ○ Grade 6: 63% ○ Grade 7: 60% ○ Grade 8: 50% ○ Algebra: 65% ○ Geometry: 80% • Science: 75% proficiency as measured by STAR (currently 75%) 	<ul style="list-style-type: none"> • Continuing professional development for teachers in regards to general practice, their content areas, and the CCSS. • Continuing to give teachers time to engage in PLC for course development and assessment. • Continuing monitoring of academically at-risk students—ensuring optimal course placement. • Continuing development of programs and practices to support academically low-achieving students. • Providing opportunities, such as Tutorial, that give struggling students additional time to develop mastery. • Involving parents/guardians of low-achieving students and the students themselves in meetings involving how to best support the students.

- Social Sciences: 65% proficiency as measured by STAR (currently 63%)
- Physical Education: improvement in the number of students in the Healthy Fitness Zone (HFZ) on the Fitness Gram Test in the areas of body composition and upper body strength
- Visual and Performing Arts/Foreign Language: student performance to be monitored through teacher created and standards-aligned assignments and assessments

ELEMENTS 2 AND 3: MEASURABLE STUDENT OUTCOMES AND METHODS OF ASSESSMENT

Element 2/B – Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

Element 3/C - Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

The program vision for The Academy of Alameda is ambitious because we believe all students are capable of high academic achievement. The founders are in agreement with Michael Fullan who states, “We will see greater advancement in student achievement in the next decade than in the previous three combined.”⁴⁰ Successful methods for raising student achievement for *all* students have been developed as a result of longitudinal studies from the past 30 years. The program of The Academy is based on this proven research. The student and school-wide measurable outcomes and methods of assessment are included below.

USE OF DATA

The Academy of Alameda is committed to the on-going use of data to inform our program in all areas. Our staff is committed to establishing frequent means of gathering student data so strategic decisions about instruction and student needs can be made.

The Academy of Alameda may use many data samples including but not limited to:

- Student progress toward mastery of content standards
- Student self-assessment
- Student Surveys
- Parent/Community Surveys
- Participation Rates
- “Teacher Practice” Data
- Student Achievement Data
- Teacher Observation
- Smarter Balanced Assessment Data
- NWEA’s Measures of Academic Progress (MAP)
- Ekwall/Shanker Reading Inventory
- AimsWeb Oral Reading Fluency Assessment
- Group Reading Assessment and Diagnostic Evaluation: formative and summative assessments (Pearson Publishing)

⁴⁰ Michael Fullan, “Large-scale reform comes of age,” in *The Journal for Education Change*, 2009:10. 101-113.

- Attendance/Truancy/Tardy Rates
- Demographic Data

Data may be used in the following ways:

- For academic intervention
- For grouping and regrouping
- To determine which students have mastered standards and are ready for “stretch” opportunities
- To guide instruction and inform teacher practice
- To guide PLC, Action-research application
- To report out on student achievement
- To establish School-Wide Goals
- To make budgetary and staffing decisions
- To guide staff development

The Academy of Alameda shall comply with and adhere to the state requirements for participation and administration of all state mandated tests for the school and shall include but not be limited to:

- The Smarter Balanced Assessment
- Physical Fitness Test
- California English Language Development Test

The Academy of Alameda shall identify the staff person responsible for administering all state mandated tests for the school.

The Academy of Alameda shall identify its plan for administering all state mandated tests for the school for special education students.

The Academy of Alameda shall identify the special methods to be used for measuring student outcomes with clear, measurable goals and criteria for pupil outcomes, including baseline goals and benchmarks.

The Academy of Alameda shall identify a timeline and calendar for administering all state mandated tests.

STUDENT OUTCOMES ALIGNED TO THE STATE PRIORITIES

CHARTER SCHOOL OUTCOMES ALIGNED TO STATE PRIORITIES		
<p>State Priority #1. The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</p>		
ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> • All teachers teaching English, science, math, social studies, and physical education will be fully credentialed for the corresponding subject and grade level. 	<ul style="list-style-type: none"> • The Academy will maintain a record of teaching credentials of all teachers and will obtain records from newly hired teachers. • The master schedule will be created such that the previously stated classes are all taught by fully credentialed teachers. 	<ul style="list-style-type: none"> • CBEDS

<ul style="list-style-type: none"> All classes will have access to standards-aligned instructional materials. School facilities will be maintained in good repair. 	<ul style="list-style-type: none"> Departments will annually assess materials for alignment, relevance, and wear. Budget will include funds for the purchase of new materials as needed. Classrooms will have standards-aligned material. Home access to standards aligned materials will be provided as needed. The Academy's Facilities MOU with the district includes maintenance and repairs of the school facilities. The Academy will contract with an outside agency/hire employee(s) for custodial services. Conduct an annual site inspection to determine repairs needed 	<ul style="list-style-type: none"> Internal audit of materials Annual site inspection
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State Priority #2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

ANNUAL GOALS TO ACHIEVE PRIORITY #2	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> The Academy will implement CCSS in the 2013-2014 school year. The Academy will offer an ELD course (in place of English) for students with a CELDT of 3 or below 	<ul style="list-style-type: none"> The Academy formed a CCSS implementation team during the 2012-2013 school year. The CCSS team attended conferences and trainings in order to lead their departments in the implementation of the CCSS. The Academy has and will continue to devote professional development time to training teachers on CCSS and their implementation. New materials have/will be purchased as needed to reflect CCSS. The ELD course will use <i>Scholastic 3D</i> (developed by Kate Kinsella) curriculum to 	<ul style="list-style-type: none"> Admin. supervised Department meetings Unit plan review by admin Teacher evaluation CELDT scores Reclassification rates CST/SBA results NWEA MAP testing

<ul style="list-style-type: none"> The Academy’s staff will use SDAIE strategies and best practices to support EL students in content area classes. 	<p>develop reading fluency, comprehension, writing skills, and vocabulary in students with a CELDT 3 or lower.</p> <ul style="list-style-type: none"> The Academy has and will continue to devote professional development time to training teachers on SDAIE strategies and best practices for teaching and supporting EL students in content areas. 	<ul style="list-style-type: none"> CST/SBA results NWEA MAP testing
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State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

<p>ANNUAL GOALS TO ACHIEVE PRIORITY #3</p>	<p>ACTIONS TO ACHIEVE ANNUAL GOALS</p>	<p>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</p>
<ul style="list-style-type: none"> PTA will be empowered to plan events, give input, fundraise, chaperone, and support classroom activities. Parents/guardians will be encouraged to participate in their students’ academic success as well as in the school community. Parental feedback on The Academy’s program will be formally solicited annually. 	<ul style="list-style-type: none"> Administration will meet monthly with the PTA to coordinate, plan, and implement programs/events. Administration will maintain a list of volunteer opportunities available for parents/guardians. The Academy will maintain a website that provides information about academic and non-academic aspects of the school, including, but not limited to: teachers, current grades, and upcoming events. Parents/guardians will be invited to complete a school perception survey mid-way through each school year. 	<ul style="list-style-type: none"> PTA participation rate Parent Experience survey, see Appendix H

State Priority #4. Pupil achievement, as measured by all of the following, as applicable:

- A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE)
- B. The Academic Performance Index (API)
- ~~C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education~~
- D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
- E. EL reclassification rate
- ~~F. Percentage of pupils who have passed an AP exam with a score of 3 or higher~~
- ~~G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 *et seq.*) or any subsequent assessment of college preparedness~~

ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> • A/B. The Academy will meet or exceed an API of 800 on the STAR or any subsequent assessment as certified by the SBE. 	<ul style="list-style-type: none"> • Teachers at The Academy will engage in professional development around the CCSS and other areas of “best practices” teaching, such as differentiation and multi-modality lessons. • Teachers at The Academy will be formally evaluated each year for effectiveness, as well as informally evaluated and coached throughout the year. • Students who demonstrate academic need through previous state tests, grades, etc. will be discussed during MDT/SST meetings and an action plan will be created to support that student. • State testing data will be analyzed each year to determine areas of need. Results will be used in part to determine programming, class placements, and professional development for the following year. 	<ul style="list-style-type: none"> • STAR/Smarter Balanced Assessment data, see API/AYP graphs: Appendix I • CELDT results • Reclassification Rate, see Appendix J • Teacher Evaluations, see Appendix K

<ul style="list-style-type: none"> • D. The Academy will monitor and work to increase over time the percent of EL students making progress towards proficiency as measured by the CELDT. • E. The Academy will monitor and work to increase over time the school's EL reclassification rate, with an annual goal of 22%. 	<ul style="list-style-type: none"> • The Academy will employ an ELD teacher. • The Academy will contract with AUSD for Bilingual Coordination. • The ELD teacher will inform teachers of the levels, abilities, and needs of EL students in their content area courses. • The ELD teacher will assist the staff in developing their capacity to meet the needs of EL students. • The Bilingual Coordinator will administer and track results of student performance on the CELDT annually. • The Bilingual Coordinator will reclassify students who meet the criteria for reclassification. • The ELD teacher will regularly assess the progress of EL students at The Academy and consider programming improvements to increase progress and reclassification rates. 	
<p>State Priority #5. Pupil engagement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates 		
ANNUAL GOALS TO ACHIEVE PRIORITY #5	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> D. The Academy will work to increase school attendance rates. E. The Academy will work to reduce rates of chronic absenteeism. F. The Academy will work to prevent students from 	<ul style="list-style-type: none"> • The Academy's administration will meet with students and parents/guardians of students with attendance problems. • The Academy will continue to develop programs that incentivize and reward good 	<ul style="list-style-type: none"> • Annual attendance rates • ADA

<p>dropping out.</p>	<p>attendance.</p> <ul style="list-style-type: none"> • The Academy will hold School Attendance Review Board meetings for students with chronic absenteeism. • The Academy will continue to develop support programs for students who are at risk of dropping out. • The Academy will follow-up with dis-enrolled students to determine their new educational program. • The Academy will continue to develop its social-emotional program with the goal of reducing absenteeism due to suspension. 	
<p>State Priority #6. School climate, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness 		
<p>ANNUAL GOALS TO ACHIEVE PRIORITY #6</p>	<p>ACTIONS TO ACHIEVE ANNUAL GOALS</p>	<p>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</p>
<ul style="list-style-type: none"> • A./B. The Academy will continually work towards a school positive school climate, as reflected in low suspension and expulsion rates. • C. The Academy will continue to develop and maintain a positive school culture, as experienced by teachers, students, and parents. 	<ul style="list-style-type: none"> • The Academy has and will continue to develop a social-emotional program that supports students in their non-academic areas of their lives. • In light of the historical racial inequities in the rates of suspension and expulsion, The Academy will regularly examine its own data for trends and create action plans to address the needs of specific groups as needs arise. • The Academy will annually solicit teacher, student, and parent feedback on surveys targeted at their individual experiences and satisfaction with the school. • Annual survey results will be analyzed for areas in which The Academy’s program can be improved and plans will be 	<ul style="list-style-type: none"> • Number of/causes for referrals, suspensions, expulsions, see Discipline Chart: Appendix L • Student Qualities Report Card to be Piloted in 2013-2014 • CA State Healthy Kids Survey • Staff Experience Survey, see Staff Experience Survey: Appendix M • Student Experience Survey, see Student Experience Survey, Appendix G • Parent Experience Survey, see Parent Experience Survey, Appendix H

	<p>put in place for improvement.</p> <ul style="list-style-type: none"> • During the 2013-2014 school year, The Academy will develop a social-emotional report card for students. 	
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State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

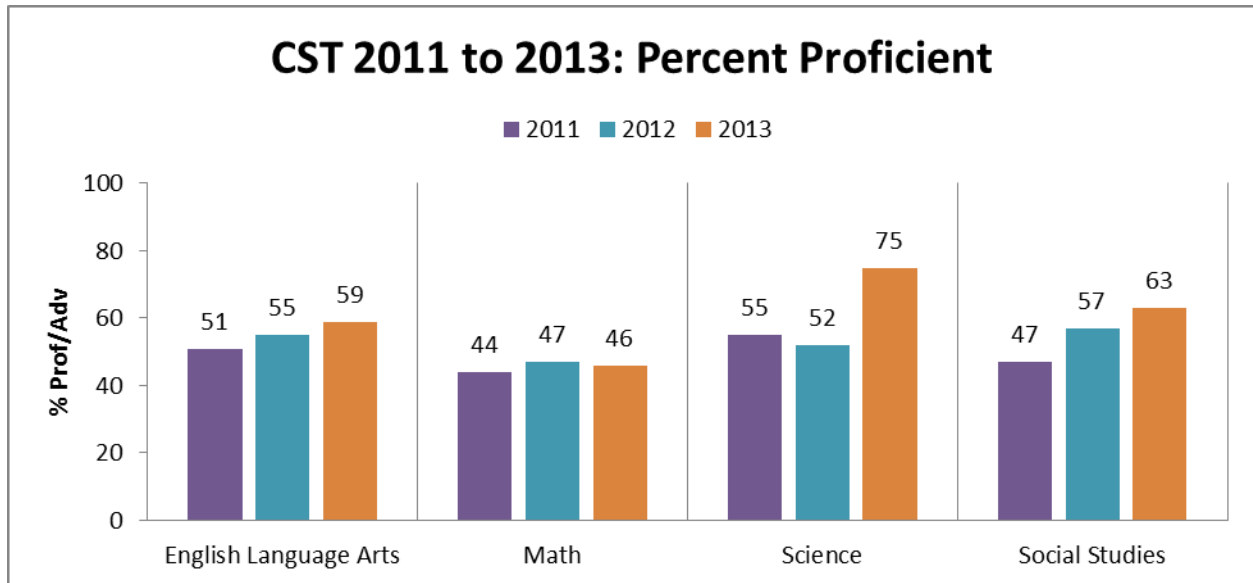
Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> • All students will be enrolled in English, math, and physical education. • All students will be enrolled in science and social studies, except on specific instances when an additional period of English is needed for Tier Three intervention. • All students will receive health instruction during the 8th grade. • All students will have access to elective courses (including visual and performing classes) either before, during, or after school. • 7th and 8th grade students will have the option to take a foreign language course as an elective • An EL course will be provided to student with a CELDT level 3 or below. • Tier Two and Tier Three intervention courses will be provided in English and math for students requiring them. • The Academy will serve students with IEP’s and/or 504’s to the letter of the law. • Counseling services, including 	<ul style="list-style-type: none"> • The master schedule will be created annually in a way that ensures enrollment in a wide variety of courses. • Tier II, Tier III, and ELD courses will be evaluated annually to ensure that the needs of the current student population are being met. • The Academy will schedule classes to be taught by or in conjunction with a credentialed Special Education teacher, as needed. • The Academy will schedule classes to be supported by instructional aides, as needed. • Counseling programs will be re-evaluated throughout each year, with additional programs developed in response to current student need. 	<ul style="list-style-type: none"> • Annual analysis of student needs during creation of Master Schedule • Master Schedule, see Appendix N

<p>but not limited to one-on-one and group services, will be provided for students requiring them.</p>		
<p>State Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</p>		
<p>ANNUAL GOALS TO ACHIEVE PRIORITY #8</p>	<p>ACTIONS TO ACHIEVE ANNUAL GOALS</p>	<p>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</p>
<p>Content Area goals for 2013-2014</p> <ul style="list-style-type: none"> • English proficiency, as measured by STAR: <ul style="list-style-type: none"> ○ Grade 6: 75% ○ Grade 7: 70% ○ Grade 8: 70% • Math proficiency, as measured by STAR: <ul style="list-style-type: none"> ○ Grade 6: 63% ○ Grade 7: 60% ○ Grade 8: 50% ○ Algebra: 65% ○ Geometry: 80% • Science: 75% proficiency as measured by STAR (currently 75%) • Social Sciences: 65% proficiency as measured by STAR (currently 63%) • Physical Education: improvement in the number of students in the Healthy Fitness Zone (HFZ) on the Fitness Gram Test in the areas of body composition and upper body strength • Visual and Performing Arts/Foreign Language: student performance to be monitored through teacher created and standards-aligned assignments and assessments 	<ul style="list-style-type: none"> • Continuing professional development for teachers in regards to general practice, their content areas, and the CCSS. • Continuing to give teachers time to engage in PLC for course development and assessment. • Continuing monitoring of academically at-risk students—ensuring optimal course placement. • Continuing development of programs and practices to support academically low-achieving students. • Providing opportunities, such as Tutorial, that give struggling students additional time to develop mastery. • Involving parents/guardians of low-achieving students and the students themselves in meetings involving how to best support the students. 	<ul style="list-style-type: none"> • CST/Smarter Balanced Assessment, see CST Graphs: Appendix O • NWEA MAP, see NWEA Graphs and Tables: Appendix P <ul style="list-style-type: none"> • Fitness Gram Testing, see Fitness Testing Graph: Appendix Q • Formative and Summative Assessments • Teacher Observation

ANALYSIS OF DATA

As referenced in the introduction, The Academy has made significant gains in the past three years, particularly in the area of academics. The Academy is already 69 API points above where Chipman Middle School was when it closed three years ago. Notably, 34 of those points were gained in this past year, a year when, for the first time in a decade, the average scores across California decreased.⁴¹ Further analysis will show progress across most demographics and subjects, with plans already set in place to address continuing needs.



AREAS OF ACHIEVEMENT

SUBJECT AREA ACHIEVEMENT

Over the past three years, The Academy has made consistent improvement in the areas of English and social studies, with 8% and 16% increases in proficiency, respectively. In English, this corresponds with our introduction of a 2nd level of *Language!* and with the development of the Strategic Literacy course. Honors sections of Literature Circles and differentiation within the classroom also continue to serve the school's higher performing students.

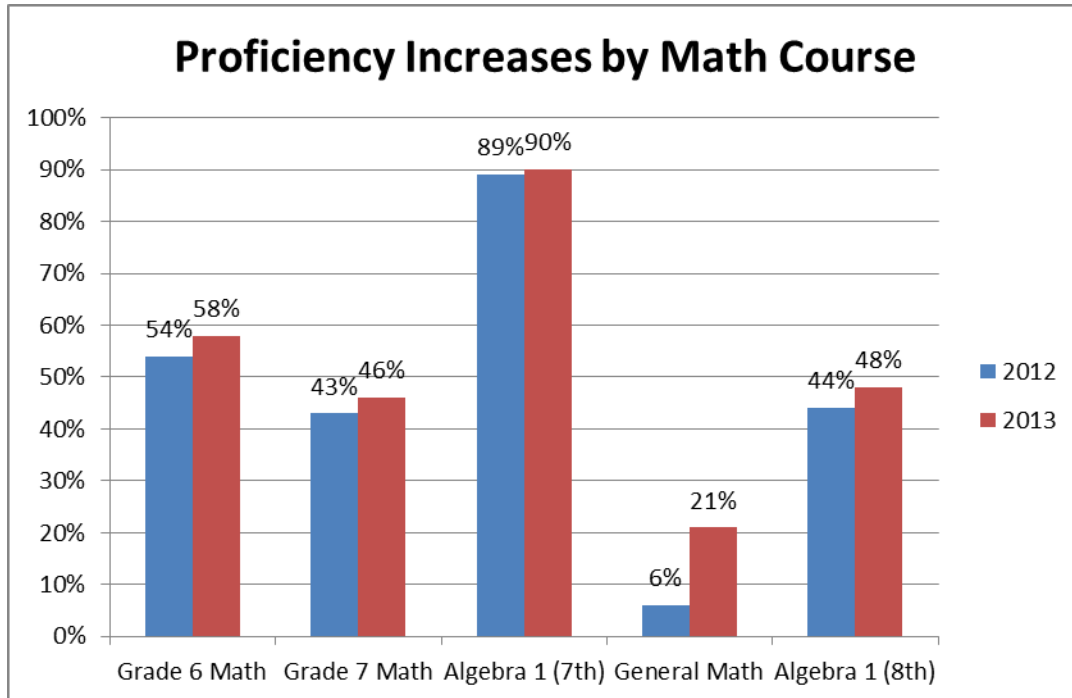
In history, these scores correspond to and increased focus on teaching for depth, instead of breadth, and in prioritizing historical analysis skills over rote memorization of names and dates.

Science scores declined slightly in 2011-2012; however, by addressing the program needs and increasing the emphasis on lab-style study (inquiry based and increasingly experimental, hands-on interaction with the material) the school achieved a 20% increase in proficiency from 2011-2012 to 2012-2013.

Although The Academy's overall math proficiency scores dipped slightly this past year, they remain improved from the school's first year, and program changes have been made for the 2013-2014 year to address the current needs of the school's students.

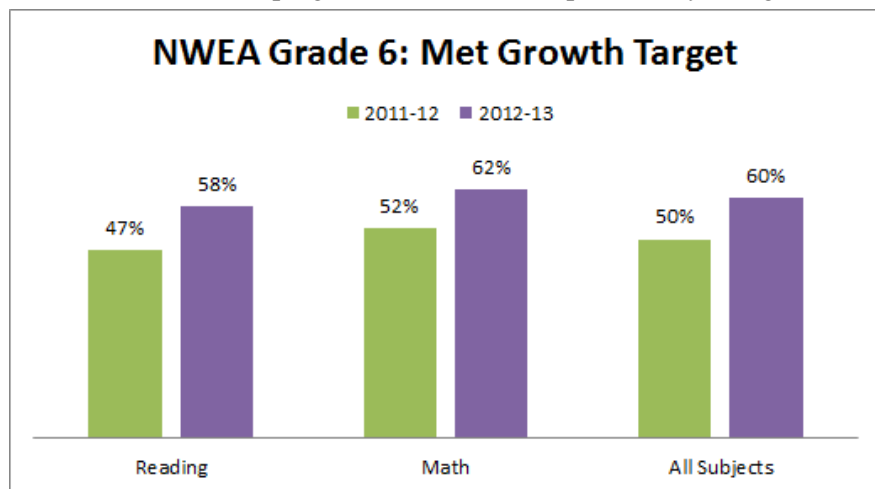
⁴¹ <http://www.edsource.org/today/2013/star-test-scores-decline-for-first-time-in-a-decade/36992#.UgkNidKzeh0>

Another area of challenge is the misalignment between the skills needed by 8th grade students taking pre-algebra to prepare them for success in algebra (in the 9th grade) and what is tested in the 8th grade general math CST. While scores increased 15% in 2012/13 from the prior year, the percentage of students who scored proficient or advanced (21%) is a true indicator of our pre-algebra course's success. The administration and math department has made a conscious decision to effectively prepare students for the next level rather than to teach to the test. Fortunately, that factor has been addressed in the new Common Core Standards.



Although gains were not demonstrated this year in regards to STAR scores in math overall, grade level analysis and the use of multiple measures shows that progress has been made, particularly in regards to preparing 6th graders to meet the demands of higher level math courses and in ensuring success in Algebra.

According to NWEA's Measures of Academic Progress test, 62% of 6th graders met their growth targets for the year, up 10% from the previous year.



In 2010, Chipman posted an Algebra proficiency of only 34% for 8th graders. As

previously mentioned, Algebra proficiency is a current high priority at The Academy due to its significant role success is higher level math courses. In 2013, The Academy's 8th grade Algebra proficiency was up to 48% (7th grade proficiency is 90%), and the school's plans for 2013-2014 include steps to further increase this proficiency.

Additionally, The Academy continues to see math proficiency gains in most grade levels and groups.

SUBGROUP ACHIEVEMENT

In addition to affecting overall academic achievement, The Academy is committed to supporting historically under-served and under-performing populations, which, in our case, constitute a large percentage of our program. Many of these students come from the West End of Alameda and have routinely failed to meet state and national benchmarks of proficiency across the subjects. The following three graphs show progress towards improvement in our three most critical subgroups: Socioeconomically Disadvantaged, African-American, and Hispanic. Overall the scores in these groups have improved since the opening of The Academy. While there is still significant room for improvement, the school believes that it has the right programs in place and that the scores will only continue to go up.

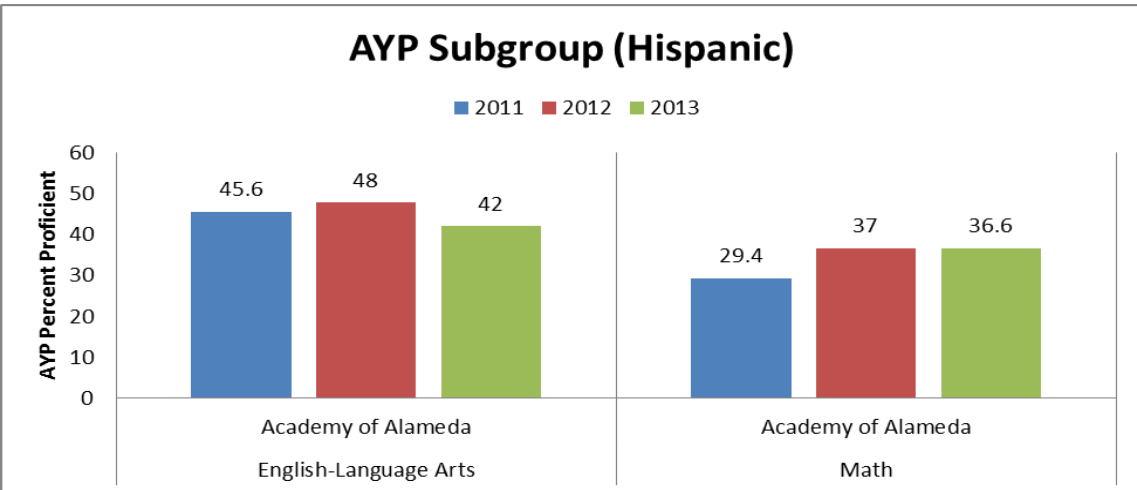
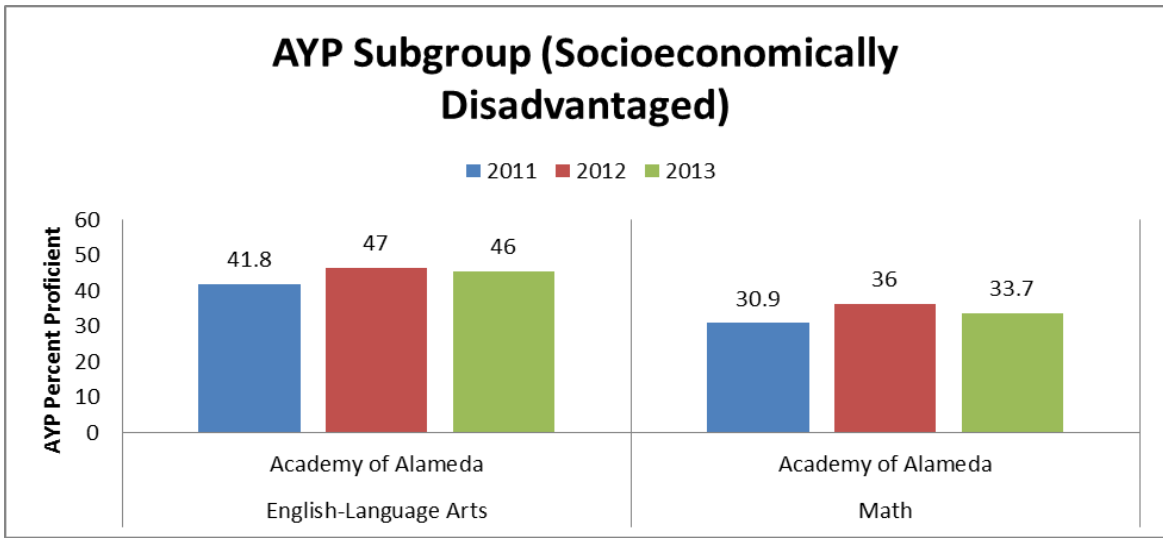
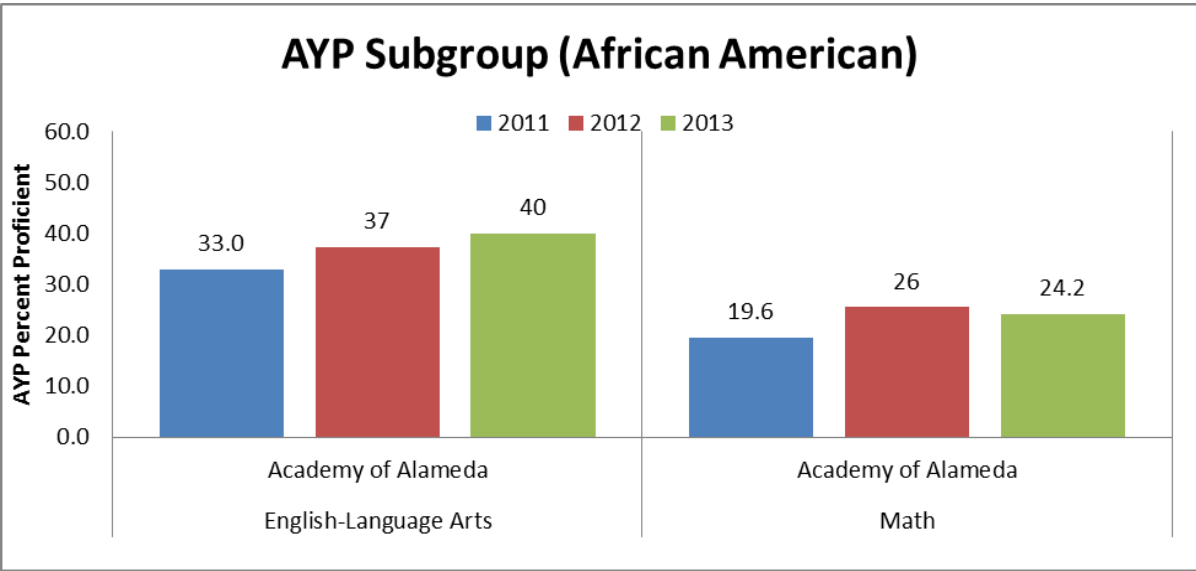
As previously mentioned, alterations to the school's English and math course offerings have provided access to our lowest achieving students. Instead of allowing significantly below grade-level students to flounder un-assisted in Tier One classes, these students are given support in Tier Two and Three classes, which enable them to develop the foundational skills that will assist them in catching up to grade-level, with the goal of attaining proficiency and re-entering Tier One classes.

Our social-emotional program has also been an asset in creating a school culture where all voices are heard and encouraged, as well as in supporting students who have non-academic needs that may be impacting academic performance.

Of particular note, shown on the chart below, African American students grew 51 API points in the 2012-2013 school year, Socioeconomically disadvantaged students grew by 25, and Hispanic or Latino students grew by 14.

Groups

	Number of Students Included in 2013 API	Numerically Significant in Both Years	2013 Growth	2012 Base	2012-13 Growth Target	2012-13 Growth	Met Growth Target
Schoolwide	480		808	780	5	28	Yes
Black or African American	121	Yes	714	663	7	51	Yes
American Indian or Alaska Native	1	No					
Asian	57	No	855	841			
Filipino	74	Yes	846	865	A	-19	Yes
Hispanic or Latino	83	Yes	755	741	5	14	Yes
Native Hawaiian or Pacific Islander	9	No					
White	113	No	897	866			
Two or More Races	22	No	830	783			
Socioeconomically Disadvantaged	291	Yes	759	734	5	25	Yes
English Learners	109	Yes	760	764	5	-4	No
Students with Disabilities	51	No	587	567			



BEHAVIORAL ACHIEVEMENTS

Through the implementation of common practices, School-wide Behavioral Expectations, social-emotional support, and the Tired Behavior Plan, The Academy has seen a reduction in a number of problematic behaviors. From 2011-2012 to 2012-2013, there was a decrease in referrals in the majority of areas, including: cheating, graffiti/vandalism, harassment, inappropriate conduct, fighting, un-safe behavior, and inappropriate behavior. Although there was a slight increase in the total number of referrals written in 2012-2013, teachers and administration feel that an increase in areas such as disruption and disrespect actually show teachers holding students to higher standards than in the previous years. As the more significant behaviors decrease, teachers are able to hold students to increasingly higher behavioral standards.

With the objective of creating a safe campus and of keeping students in class, The Academy has been working to decrease suspensions. While some schools may achieve this end through the distribution of less severe consequences, The Academy has been working to decrease these behaviors overall through its social-emotional programs. Furthermore, The Academy recognizes the historical over-representation of African-American males receiving suspensions and how this time out of school negatively impacts their learning. From 2011-2012 to 2012-2013, The Academy saw 50% or fewer cases of the following suspend-able actions: causing physical injury, willful use of force, profanity, sexual harassment, intimidation, and bullying.

Another tactic used by some charter schools to achieve in the area of behavior is through excessive expulsion of students with behavioral issues. Simply shuffling the student to another school is the solution for the school, but it only increases the chance of that student having further behavioral and academic problems. The Academy recognizes the necessity to work with students and families to enact real change in the lives of students. The Academy is proud to have had zero expulsions/opportunity transfers for the 2012-2013 school year.

ATTENDANCE

A high attendance rate is necessary in order for any program to be successful. The Academy has maintained exceptionally high attendance rates over the past three years, with an attendance rate of 97% for 2012-2013 and with an ADA of 475.77, up from 444.3 the previous year. The Academy is continuing to develop an incentive program aimed at reducing tardies and truancy.

AWARDS/RECOGNITIONS

- 2013—3rd place Alameda 4th of July Parade: Seated Band
- 2011—Best Charter Middle School: Parents' Press, Best of the East Bay

LOOKING FORWARD

The Academy's Academic Program

As the Common Core Standards and the Smarter Balanced Assessment begin to be implemented, it is difficult to set numerical goals, as the scale is changing. However, we clearly have goals in regards to student outcomes and have plans set in place for how to achieve them. Two significant indicators of students' academic success will be the Smarter Balanced Assessment and MAP (Measures of Academic Progress by NWEA) scores. We'll continue to use multiple forms of data to get a clear understanding of each student's strengths and challenges in order to both effectively challenge and support them throughout their middle school careers so that they are successfully prepared for high school. Math will continue to be an area of focus as we continue to develop an articulated course sequence. Moving forward, The Academy is implementing a co-taught math or supported class (teachers and an instructional

aide) in the 7th grade (previously only in the 6th grade), and the Geometry course will be discontinued in 2014-2015, in order to ensure that students have a wider, deeper understanding of the fundamental Algebra concepts that will under-gird the math that they take in high school. An honors level algebra class will be offered in its place if needed. The prevailing research posits that the middle schools math course offering should go “deeper” into algebra as it is essential that students gain a strong foundation of skills in order to experience success in high level high school math classes. We are also developing an advanced 6th grade Algebra Foundations I class as many students are entering the Academy with advanced math skills. The Academy’s support for English Learners is being evaluated this year with the intention of boosting reclassification rates. In addition to creating a more effective English Language Development (ELD) class, the ELD Coordinator will help design an ongoing professional development plan to help build teachers develop classroom best practices to address the needs of their English Learners. Finally, we will continue to monitor and support our historically under-served populations, with the intention of closing the achievement gap and increasing their academic performance.

The Academy’s Social Emotional Program

While we have literally transformed The Academy’s school culture over the past three years, we will continue to develop an effective school culture that fosters high levels of academic achievement. Paramount to that is successfully implementing those programs mentioned above and to continually develop more proactive and responsive measures to develop students’ social emotional capacity including the Five Student Qualities. Similarly to The Academy’s academic program, the school will use multiple measures to determine each student's strengths and challenges in order to help them gain the traits that will help lead to their success

The Academy of Alameda’s Future is Very Bright

While The Academy has experienced a number of challenges in its first three years (particularly year one), there have been many more successes. Going into the fourth year of its charter, The Academy of Alameda has a strong Board of Trustees –four of whom have extensive Board and/or backgrounds in education and finance. The Academy has a solid reserve and is fiscally sound. There is an effective administrative team and a strong, committed staff dedicated to serving all students at the highest level. There have been enrollment wait lists for the past two years and there is a high degree of interest amongst parents who view The Academy of Alameda as a quality option for their children. Parent perception surveys for the past two years indicate that parents have a high rate of satisfaction on the most critical elements of the school program.

The Academy is proud of its hard earned 808 API for the 2012-2013 year, with growth demonstrated in almost all subject areas by our significant population sub-groups. The Academy has also added a more comprehensive student data monitoring program and early data shows that student performance as measured by those indicators is also increasing.

While a significant focus of the school’s efforts in its first three years has been on changing structures and systems (master schedule, learning center, system of RtI, etc.) their successful implementation means that The Academy will be able to focus even more on developing teachers’ capacity to deliver effective lessons using the latest research and best practices. The hiring of an instructional coach with a literacy background, a math coach, and a technology teacher along with an even more focused professional development plan will undoubtedly impact student performance in 2013-2014 and beyond.

Finally, the Board and staff’s level of commitment and willingness to continually improve in order to serve its diverse student population to the highest degree will continue to set The Academy of Alameda apart.

ELEMENT 4: GOVERNANCE

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

LEGAL ASSURANCES

The Academy of Alameda will comply with the Brown Act and Government Code Section 1090. Members of The Academy of Alameda's Board of Directors, any administrators, managers or employees, and any other committees of the school shall comply with federal and state laws, nonprofit integrity standards and AUSD's Charter School policies and regulations regarding ethics and conflicts of interest.

The Academy of Alameda and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

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

The Academy of Alameda operates as a non-profit public benefit corporation. A copy of our approved Articles of Incorporation, Bylaws, and Conflict of Interest Code are attached as Appendix P.

ROLES AND RESPONSIBILITIES OF THE BOARD OF DIRECTORS

The roles and responsibilities of the Board of Directors of The Academy of Alameda shall include but are not limited to:

1. Adopting, evaluating and updating Charter School policies consistent with the law and the Charter School's mission. Including the upholding and ensuring of the schools mission.
2. Providing direction to the administration pursuant to established policies.
3. Involving the community, parents/guardians, students and staff in developing a common vision for Charter School, which; is focused on learning and achievement and is responsive to the needs of all students.
4. Maintaining accountability for student learning by adopting Charter School's curriculum and by monitoring student progress.
5. Hiring and supporting the Director so that the vision, goals and policies of Charter School can be effectively implemented.
6. Conducting regular and timely evaluations of the Director based on the vision, goals and performance of Charter School, and ensuring that the Director holds Charter School personnel accountable.
7. Adopting a fiscally responsible budget based on Charter School's vision and goals, and regularly monitoring the fiscal health and sustainability of the School.
8. Ensuring that a safe and appropriate educational environment is provided to all students.
9. Consulting with the Director on his or her recommendations and acting upon them.
10. Exercising control of Charter School in accordance with the State and Federal Constitution, and applicable laws and regulations.
11. Following the adopted grievance or complaint procedures contained in Charter School policies to address parent, community or third party complaints or employee grievances and/or complaints.
12. Providing adequate housing, equipment, supplies and other facilities for the operation of Charter School.

13. Hearing communications, written and/or oral, from citizens and organizations on matters of administration, finance, organization, policy and program.

Each individual Board member shall:

1. Keep learning and achievement for all students as the primary focus.
2. Recognize and respect differences of perspective and style on the Board and among staff, students, parents and the community.
3. Act with dignity and understand the implications of demeanor and behavior.
4. Keep confidential matters confidential.
5. Participate in professional development and commit the time and energy necessary to be an informed and effective leader.
6. Understand the distinctions between Board and administration roles, and refrain from performing management functions that are the responsibility of the Director and staff.
7. Comply with legal responsibilities related to conflicts of interest.
8. Understand that authority rests with the Board as a whole and not with individuals.

PARENT TEACHER ORGANIZATION

Parents have been encouraged and facilitated to form a Parent Teacher Organization to be responsible for parent involvement in school activities, fund raising, and advising The Academy Board of Directors on any and all matters related to the strengthening of the Charter School community. In addition, they will be encouraged to participate with the community wide efforts of the PTO. PTO will be active in coordinating the parent volunteer program.

PARENTAL INVOLVEMENT

The Academy of Alameda strives to have a school culture where parents and families are embraced as partners in the education of each child. A continual mission of the Board and administrative team as well as the PTA will be to have as many parents involved in the school as possible.

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

- Invitations to attend monthly Board meetings and additional Board meetings as they are scheduled
- Information updated on “Schoolloop”
- Posting of Board agendas in the school’s main office
- Posting of Board meeting minutes in the school’s main office
- Beginning to Midyear Parent Satisfaction Survey
- End-of-Year Parent Satisfaction Survey

COMMUNITY INVOLVEMENT

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

- Girls, Inc.
- Alameda Boys and Girls Club, Inc.
- Mastic Senior Center
- West Alameda Business Association (WABA)
- Berkeley Repertory Theatre

- Alameda Welfare Council
 - Meals on Wheels of Alameda
-

STAFF AND STUDENT INVOLVEMENT

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

ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

The Academy of Alameda is committed to selecting a group of professionals that share the educational philosophy of the school and are committed to the education of all children. All personnel must commit to the mission and vision of the school. Employees' job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the school and its students.

ASSURANCES

The Academy of Alameda shall be nonsectarian in its employment practices and all other operations. The Charter School shall not discriminate on the basis of gender, gender identity, gender expression, sex, race, ethnicity, national origin, religion, political beliefs, sexual orientation, or disability. All employees shall be fingerprinted and receive a background clearance in accordance with Education Code Section 44237 prior to commencing employment with the Charter School.

EXECUTIVE TEAM

The Board of Directors of The Academy of Alameda will determine the most effective and efficient administrative structure possible to run the school based on budget, enrollment, school needs, etc. The Administrative structure includes an Executive Director (ED) and other members of an administrative team that may include but is not limited to the following positions:

- Director of Operations and Student Support
- Intervention Coordinator and School Psychologist
- Dean of School Culture

This team will collaborate with the ED in the implementation of school-wide policy and administering the day-to-day operations of the Charter School.

Members of the administrative team at The Academy of Alameda should possess experience/qualifications in the following: entrepreneurial passion, demonstration of success as instructional leaders, a deep understanding and commitment to educational reform, skill in hiring and supervising personnel, and technological and data -analysis experience. The administrative team should also possess a comprehensive education vision that is consistent with the school's mission, vision and educational program.

ADMINISTRATIVE TEAM DESCRIPTIONS

EXECUTIVE DIRECTOR

The ED will have authority to execute and oversee administration of the policies established by The Board of Directors of The Academy of Alameda. The ED will be selected, hired, evaluated, and when necessary, replaced by the Governing Board in accordance with the Board's bylaws and any applicable employment agreement. The ED's performance evaluation will be conducted in a closed session of the

Governing Board. At the end of each school year, the Governing Board, along with the ED, will set professional goals and create employment evaluation criteria for the following year.

Criteria for Executive Director position may include:

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

The Executive Director duties may include but are not limited to:

- Report to the Board of Directors
- Develop an evaluation of educational program
- Develop a strategic facilities plan
- Develop a strategic operational plan
- Develop and implement a student recruitment/outreach plan.
- Develop a Community Relations plan
- Have direct oversight and supervision of the staff, recruitment and hiring
- Oversee the following efforts by others:
 - Educational Leadership
 - Finance
 - Facilities
 - Technology
 - Administration/Human Resources
- Have the shared responsibility of hiring and dismissing (with cause) all other employees according to the mission, philosophy, and obligations of the school as spelled out in the charter
- Monitor teacher common planning time
- Assist with student discipline as necessary.
- Represent school at meetings/forums
- Assist in writing grants, facilitating fundraising, and/or obtaining loans
- Help parents organize parent support center and meetings
- Represent school with the Alameda Unified School District

DIRECTOR OF OPERATIONS AND STUDENT SUPPORT

Reporting to the Executive Director, the Director of Operations and Student Support is responsible for two significant areas – school operations and student support services. This position requires a self-directed, team-oriented individual with a strong attention to detail and a strong interest and knowledge of research and best practices as they relate to teaching and learning. This role interacts with students, parents, families and other external partners on a regular basis. While the emphasis of the position is on supervising and executing tasks related to operations, the role includes important tasks related to teaching and learning.

Duties include but are not limited to:

- Oversee school facilities
- Organize and support teacher common planning time
- Oversee the day-to-day operations of the school
- Receive bids from and contract with outside service providers

- Support teacher workshops and in-service
- Be a liaison and advocate for all outsourced services and contracts, including but not limited to SELPA, Title 1, and food services
- Collaborate on grant writing
- Assume management of the school as needed
- Support school culture: problem solving, counseling, behavior plans, etc.
- Understand special education law
- Oversee compliance
- Assist with hiring and benefits administration
- Evaluation and support of teachers assigned by the Executive Director
- Assist with the development of the annual professional development plan and teaching and other learning initiatives
- Work closely with the Executive Director to help lead the school towards its mission, vision, and goals

INTERVENTION COORDINATOR AND SCHOOL PSYCHOLOGIST

The Academy employs a licensed school psychologist to serve as both school psychologist and intervention coordinator. The Academy sees special education as one component of a well-developed, school-wide Response to Intervention program, and the intervention coordinator is responsible for ensuring implementation of the whole school's RtI program.

Duties include but are not limited to:

- Directs the operation, implementation and compliance evaluation of the Special Education and Section 504 programs
- Works cooperatively with site administrators to insure the effective integration of learning support services within general and special education intervention programs
- Plans and recommends goals, policies and procedures for the implementation and evaluation of assigned learning support services and programs for children within special and general education
- Provides instructional support and consultation to teachers and staff as well as consult with site administrators in the supervision and evaluation of Special Education and intervention staff members
- Acts as a liaison regarding governance and provision of service between and among the SELPA, JPA, and any contracted service provider
- Recommends appropriate planning for optimal educational and personality growth.
- Screens and assesses intellectual and educational characteristics of pupils by administering individual psychological tests and observation.
- Determines eligibility for certification and recommends placement of pupils in special programs.
- Participates in Student Success Team (SST) and Individualized Educational Plan (IEP) meetings as required.

DEAN OF SCHOOL CULTURE

The Dean of School Culture is responsible and accountable for developing the programs and processes that support the culture of the school and build an atmosphere of safety and respect. The Dean of School Culture supports students in developing positive and effective social behaviors, supports teachers in managing classroom processes and creating effective transitions; and supports parents in communicating their needs and questions and resolving any concerns.

Duties include but are not limited to:

- Designs and implements programs, policies, practices and resources related to continually improving student culture.

- Directs the student discipline policy and procedures and maintains appropriate records and files
- Ensures that staff consistently enforces policies using consequences and incentives with students
- Works with the administrative team to create a college readiness culture
- Invests students, staff and families in expectations for student behavior and achievement
- Models The Academy's mission, vision and values
- Assists in training staff in classroom management, student engagement and parent involvement
- Coordinates record keeping for discipline and supervision for detentions
- Tracks and analyzes student data relative to attendance and behavior and then identifies interventions for improvement
- Investigates other high achieving schools and adapts best practices as appropriate
- Supports the mission, vision and values of The Academy of Alameda
- Fosters an environment and culture, which promote learning and embrace the core values of respect, responsibility and readiness
- Helps provide guidance to and supervision of teachers related to student behaviors and achievement
- Participates in and contributes to the leadership team

INSTRUCTIONAL TEAM

CERTIFICATED STAFF

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

The Academy of Alameda shall identify its plan for the inspection and monitoring of credentials (i.e. a description of the process for handling credential checking and other personnel matters).

The Academy will comply with all law regarding its personnel: Teachers will meet all requirements for employment as stipulated by the California Education Code section 47605(1). Primary teachers of core, college preparatory subjects (i.e. English language arts, math, science, history/social science, and special education) will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. All teachers and instructional staff will be highly-qualified as defined by No Child Left Behind. The Academy will adhere to all requirements outlined by No Child Left Behind with respect to teachers and paraprofessional employees. Appropriate records of credentials held by The Academy teachers and supporting documentation will be monitored and maintained by the school administration. Credentials will be monitored annually in compliance with state and federal law. The school will maintain current copies of all teacher credentials and they will be readily available for inspection.

The Academy of Alameda shall comply with Education Code Section 47605(1), which states in pertinent part:

Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority. All teachers will be required to hold a CLAD certification or an equivalent recognized by the California Commission on

Teacher Credentialing.

Criteria for Certificated Teacher positions may include:

- A bachelor's degree
- A State credential or have an Intern Certificate/Credential for no more than three years while actively working toward completion of their State credential
- Demonstrated core academic subject matter competence, as evidenced through CCTC's, approved subject matter examination or by completing the California High Objective Uniform State Standard of Education ("HOUSSE")
- Special Education teacher (RSP and SDC teachers) must hold a mild/moderate teaching credential
- Knowledge of child development; specifically of the emotional, physical and developmental needs of adolescence
- Knowledge of learning theories and curriculum development with an emphasis on standards based planning and assessment.
- Understanding of the need to use data, both formative and summative to drive instruction
- Experience working in an environment dedicated to a collaborative approach
- Professional manner and appearance
- Ability to effectively communicate with the school's stakeholders
- Willingness to accept input and feedback regarding professional growth and performance
- Good organizational skills
- Openness to innovative and creative approaches to meeting educational goals
- Good rapport with students and their parents
- Proficiency with technology and computers
- Ability to differentiate instruction
- Coachable

Certificated Teacher duties may include but are not limited to:

- Provide standards-based, rigorous and meaningful instruction
- Provide continual formative and summative assessment of student progress and maintain records.
- Continually evaluate classroom performance to meet the needs of students
- Provide a learning environment that reflects and facilitates the academic program
- Provide peer assistance to fellow teachers
- Continually seek professional growth through professional development, professional learning community and coaching
- Have, at a minimum, basic experience with educational technology and participate in growth opportunities to enhance ability to incorporate technology into the learning environment
- Actively strive for continuous and open communication with parents and community members.
- Maintain regular, punctual attendance

CERTIFICATED SUPPORT

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

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

The Governing Board may need to place exceptions to the above qualifications for hiring non-teaching certificated staff in special circumstances such as counselors from other states who possess adequate

professional training and are qualified to receive a California credential within a reasonable amount of time after being employed. The Governing Board will hire certificated personnel and administrators whom they deem qualified for the sought after positions.

Criteria for Certificated Support positions may include:

- Teaching credential
- Minimum of five years classroom teaching experience
- Administrative Services Credential or Pupil Personnel Services credential

GUEST TEACHERS (SUBSTITUTES)

A list of day-to-day guest teachers will be established and a list of those qualified will be maintained.

OPERATIONS PERSONNEL

Operations personnel, including office staff, plant maintenance staff, instructional aides and support staff, serve in support roles to keep the Charter School operating efficiently. The administrative team, in consultation with the staff, will maintain job descriptions and qualifications for all non-teaching, classified positions. Office staff will demonstrate competency in communication, use of the computer and office equipment, emerging technologies that support the school and the ability to interact appropriately and decisively with the school community. Job-specific competencies such as record-keeping, filing, inventory and typing will be determined based on specific clerical needs, as developed by the school administrative assistant.

Plant staff will demonstrate competency in communication and the ability to follow a schedule developed by the plant manager to maintain assigned areas of buildings and grounds in a clean, sanitary, and safe condition. Support staff who provide instructional assistance are required to possess a high school diploma or General Education Development (GED) and one of the following: completion of 60 semester units or 90 quarter units from a recognized college or university, possession of an associate or higher degree, from a recognized college or university, or receipt of a passing score on a to be determined Instructional Assistance Test. Support staff will comply with NCLB. These job descriptions and qualifications will be reviewed and approved by the Governing Board.

SCHOOL SUPPORT STAFF

School Support Staff will be selected by the Executive Team on an application-and-interview basis in consultation with parents and other staff members. Selection will be based on the ability to perform the job duties for that position. Office personnel duties may include, but not be limited to:

- Ensuring “best practices” for a 21st-century school operations
- Compiling data
- Filing reports
- Enrolling students
- Managing/monitoring office operations
- Ordering and purchasing office and classroom supplies, and vendor management
- Developing and implementing clerical and administrative procedures for daily school operations
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned
- Bilingual translation and communication with parents and community

NON-CERTIFICATED STAFF

The Charter School shall seek non-certificated candidates that embrace the mission and vision of The Academy and are flexible and able to work collaboratively with administrators, students, faculty, staff,

and parents. Non-certificated staff candidates must possess adequate professional training and/or experience. Non-certificated staff members, must exhibit the following minimum qualifications:

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

CUSTODIAL/MAINTENANCE SERVICES

The Academy of Alameda will contract with an appropriate outside agency regarding custodial or maintenance services

HIRING/SELECTION PROCESS

The Academy of Alameda Board of Directors and hiring team will review the qualifications of candidates that wish to apply for employment at the school. Individuals who wish to apply for a position will be required to submit a resume and an Academy employment application. Staff at The Academy will review all submissions and determine which candidates are best suited for the school based on their qualifications. The Academy Board of Directors and identified staff will conduct interviews with candidates and notify each person of their status once a decision is made. Candidates who are offered employment will receive written notice from The Academy of Alameda.

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

The Academy is committed to supporting its staff and teachers by providing constant opportunities for professional growth and development, including but not limited to weekly collaboration time, outside and peer coaching, formal Professional Learning Community format. The School believes that one of the best methods for professional development consists of learning from others facing similar situations. The Academy will foster a collaborative school environment whereby teachers will be given a chance to interact on a regular basis to perform a variety of development activities. Such activities include lesson plan development around the standards, student achievement strategies, and general student related discussions between teachers. All teachers will be encouraged to seek assistance from The Academy staff or other teachers throughout the year. The Academy of Alameda desires to create an open environment where teachers feel part of a team and are able to trust each other for various school related issues.

BACKGROUND CHECKS

The Academy of Alameda will contract with an outside agency regarding required background checks.

ELEMENT 6: HEALTH AND SAFETY OF PUPILS

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

The Academy of Alameda will comply with all health and safety laws and regulations that apply to non-charter public schools, including those required by USDA, CAL/OSHA.

NUTRITION

The Academy of Alameda will participate in all aspects of the USDA's National School Lunch Program and abide by California Education Code Section 49557 (a). All families will be provided with a letter describing the NSLP and an application for free and reduced meals upon registration.

FACILITY

The Academy of Alameda will be housed in facility that have received state Fire Marshal approval, meets Alameda City Building Codes, meets the federal American Disabilities Act (ADA) access requirement, and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. The school will work with AUSD to maintain on file readily accessible records documenting such compliance.

The charter school shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Dependent on the facility lease requirements, The Academy of Alameda will hire staff or outsource maintenance/custodial duties and operational functions including major and minor repairs, pest control, landscaping and gardening to vendors qualified to perform such functions.

CRIMINAL BACKGROUND CHECKS

Employees and contractors of the Charter School will be required to submit to a criminal background check and finish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Director of the school shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

IMMUNIZATIONS, TUBERCULOSIS TESTING, AND SCREENING

All enrolling students and staff will provide records documenting immunizations to the extent required for enrollment in non-charter public schools. Records of student immunizations shall be maintained, and staff shall honor County requirements for periodic Tuberculosis (TB) tests as required by Education Code Section 49406.

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

All enrolling students will have screening of vision, hearing, and scoliosis to the same extent as would be required if the pupils attended a non-charter public school.

PRESCRIPTION MEDICATIONS

Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerator as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to insure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week's notice to alert them that additional medication is needed. The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school, unless provided for otherwise in the Special Education Services and Individual Health Care Plans.

The Academy of Alameda will contract with a third party for nursing services for special education students who require an Individual Health Care Plan (IHCP). An IHCP is part of student's IEP. The IHCP must be developed when needed, monitored and updated when needed, and updated at the beginning of each school year.

Academy of Alameda shall identify its plan for staff regarding administration of prescription medication, including insulin shots.

EMERGENCY SITUATIONS

EMERGENCY PREPAREDNESS

The Academy of Alameda shall adhere to an Emergency Preparedness plans specifically designed to meet the needs of the school site and in accordance with AUSD policies and will be updated accordingly.

Academy of Alameda shall describe its plan to comply with state and federal laws regarding environmental protection.

Academy of Alameda shall identify its plan for staff training on emergency situations.

FIRE DRILLS

Fire drills will be held at least every two months. Office personnel will maintain a record of fire drills held and total required time for complete evacuation. When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff will insure that all students find their respective teachers. Teachers will then take roll to insure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

DISASTER DRILLS (I.E. EARTHQUAKE)

Disaster drills will be conducted at least once a trimester. Students will be made familiar with AUSD approved routines. These drills will be practiced in accordance with AUSD policy. All drills will be concluded with an “all clear” announcement on the intercom, or a visible signal from the administrative staff.

In the case of a real earthquake, everyone must engage in the “duck and cover” routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the case of disasters other than earthquakes, the administrative staff will contact each room, advise staff of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

BOMB THREATS

The person receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person will delay

the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police using 911.

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation order will be given over the intercom and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the telephone company, and parents.

If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

EVACUATION PLAN

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word “safe school drill” over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site. Prior to evacuation, offices, bathrooms, and all other common areas, including outdoor facilities, will be searched by unassigned staff members designated by the administrative staff.

Once at the designated evacuation site, teachers and other staff will insure that all students find their respective teachers. Teachers will then take roll to insure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School will abide by AUSD’s comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to

employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the AUSD sexual harassment policy.

CHILD ABUSE REPORTING

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

The Academy of Alameda will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. The Academy of Alameda staff must report to the proper authorities if they suspect the following occurring to a student:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

The reporting person need only “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse.

The Executive Director will work with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that under California law, failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both. Staff will not be made to investigate any incident, only report to the Executive Director and/or proper authorities.

All suspected cases of child abuse will be brought to the Executive Director and/or proper authorities. A written report of the situation will be completed and the Department of Children Services will be immediately notified. If necessary, the Alameda Police Department will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or Alameda Police Department since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, The Academy of Alameda staff will obtain the contact information of the agency person removing the child. This information will be placed in the student’s record and be available to the parent /guardian.

STAFF RESPONSIBILITIES

All employees are responsible for their own safety, as well as that of others in the workplace. The Academy of Alameda will rely upon its employees to insure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on The Academy of Alameda’s premises, or in a product, facility, piece of equipment, process, or business practice for which The Academy of Alameda is responsible, the employee will bring it to the attention of their supervisor or Executive Director immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the Executive Director about the problem.

Employees will be encouraged to report any workplace injury, accident, to their supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

On a periodic basis The Academy of Alameda may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.

ASBESTOS MANAGEMENT

The charter school shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

ELEMENT 7: RACIAL AND ETHNIC BALANCE

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

The Academy of Alameda will make every effort to recruit students of various racial and ethnic groups in order to achieve a balance reflective of the general population residing within the territorial jurisdiction of AUSD. The Academy of Alameda will conduct orientation meetings prior to the opening of each school year to inform interested parents and students on what the school has to offer. Outreach meetings will be held in several locations of Alameda including but not limited to elementary schools and at the school site in order to insure all students in the area have an opportunity to attend the school. Open houses and school tours will be conducted on a regular basis during the school year as well.

The Academy of Alameda administration will continue to develop promotional and informational material (i.e. a school brochure, flyers, a website, and advertisements for local media) that is easily transmittable to all of the various racial and ethnic groups represented in the district. Promotional and informational materials will be distributed in a variety of community settings to a broad range of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the district. Should the language base of the community require, we would accommodate additional language needs for outreach purposes. Interested students will be subjected to the admission procedures detailed in Element 8.

The Academy has developed an outreach plan to address the dissemination of information to students of all backgrounds with the goal of achieving a racial and ethnic balance reflective of the general population residing within the territorial jurisdiction of the District. This outreach plan shall be evaluated by The Academy of Alameda Board of Directors on an annual basis to consider the level of success of each outreach method toward reaching the ethnic balance goal. As necessary, the outreach plan shall be updated to focus on the methods of outreach which have been most successful. As stated above, the evaluation of The Academy outreach plan shall be reported by The Academy to AUSD as part of the annual performance report. The Academy of Alameda will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. The Academy of Alameda will also document the efforts made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

The Academy of Alameda shall identify a timeline for specific outreach efforts to ensure racial and ethnic balance. The timeline shall include orientation and other meetings, processes and procedures aligned with other such meetings for AUSD schools.

ELEMENT 8: ADMISSION REQUIREMENTS

Admission requirements, if applicable. Education Code Section 47605(b)(5)(H)

The Academy will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Academy shall admit all pupils who wish to attend the Academy. No test or assessment shall be administered to students prior to acceptance and enrollment into the Academy. The Academy will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

The Academy shall require students who wish to attend the Academy to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Completion of student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

The Academy of Alameda will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and insure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youths.

The Academy is located in the west end of Alameda specifically to serve the students in this population – a diverse group of students who range from high to low-achieving and are ethnically and socio-economically diverse as well.

New Student Enrollment - Current Year

On a space available basis, new students may enroll at The Academy throughout the school year , in accordance with the above application process. Packets can be picked up in the office.

Continuing Students

Priority enrollment will be given to students currently attending The Academy. Unless we are notified otherwise, current sixth and seventh grade students will be automatically enrolled the following year in their respective grades.

New Student Enrollment - Next School Year

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Packets can be picked up in the office at The Academy.

Following the open application period each year, applications shall be counted to determine whether any grade level has received more applications than availability.

Should the number of pupils who wish to attend The Academy of Alameda exceed The Academy’s capacity, a public random drawing (“lottery”) will take place to determine enrollment in accordance to

Education Code Section 47605(d)(2)(B). Preferences, should a lottery be necessary, are described below. The school will designate a deadline and all interested students will be considered for the public random drawing. Public notice will be posted regarding the date and time of the public drawing once the deadline date has passed. The school will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery via mail at least two weeks prior to the lottery date. The school will choose a date and time for the lottery (preferably on the weekend or after 6 pm on a weekday) so that most interested parties will be able to attend. The lottery will be held at the school site if the school facility can accommodate all interested parties. A waiting list will be developed from the list of students that do not receive admission and will be considered should a vacancy occur during the year. Students on the waiting list will be notified by mail immediately if space becomes available. The Academy of Alameda will maintain auditable records of the above activities.

PUBLIC RANDOM DRAWING

In accordance with Education Code Section 47605(b)(5)(H), if the number of students requesting admission exceeds the number of spaces currently available for admission, attendance will be determined by a public random lottery.

Students who are exempt from the lottery include:

- Existing Academy students
- Siblings of existing Academy students
- Children of current Academy staff and board members

Students who receive preference in the lottery include:

- Residents of the District

Parents will be notified of admission in a timely fashion following the public random drawing. At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list, in the order in which their names were drawn, for future openings throughout the following school year. The wait list shall expire at the end of the school year for which it was created.

The Academy shall develop and adopt a comprehensive enrollment policy and procedure to implement the provisions herein, see Appendix S.

ELEMENT 9: FINANCIAL AUDITS

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

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

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

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

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

ELEMENT 10: STUDENT EXPULSIONS

The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J)

DISCIPLINE POLICY

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

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

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

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

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

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the

person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by The Academy.
 - 2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that

another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.

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

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by The Academy.
- 2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

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

or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Executive Director or Executive Director’s designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended

pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by The Academy's Board following a hearing before it or by The Academy's Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of The Academy's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the Pupil has committed an expellable offense.

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

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

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

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Academy must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be

allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

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

G. Record of Hearing

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

H. Presentation of Evidence

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

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

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

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

I. Written Notice to Expel

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

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

J. Disciplinary Records

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

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from The Academy The Academy's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

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

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon The Academy's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

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

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or The Academy believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures. When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or The Academy, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and The Academy agree otherwise.

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

ELEMENT 11: RETIREMENT SYSTEMS

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

The Academy of Academy shall identify a specific timeline for hiring of staff. The Academy of Alameda shall develop and publish a comprehensive employee handbook.

RETIREMENT

All full-time certificated employees who are eligible will participate in the State Teachers' Retirement System (STRS). Employees will contribute the required percentage, and The Academy of Alameda will contribute the employer's portion required by STRS. All withholdings from employees and the charter school will be forwarded to the STRS Fund as required. The Academy of Alameda will submit all retirement data through ACOE and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. Social Security payments will be contributed for all qualifying non-STRS members. The Academy of Alameda Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. All full-time operations personnel who are eligible will be covered by a 403b retirement plan. All full-time eligible employees will be covered by the Federal Social Security program. The Executive Director will be responsible for ensuring that appropriate arrangements for the retirement coverage have been made.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

No student may be required to attend The Academy of Alameda. Pupils who choose not to attend The Academy of Alameda may choose to attend other public schools in their district of residence according to school district policy, or at another school district or school within the District through an intra- or inter-district transfer.

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

ELEMENT 13: EMPLOYEE RETURN RIGHTS

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after the employment at a charter school. Education Code Section 47605(b)(5)(M)

Job applicants for positions at The Academy of Alameda will be considered through an open process, and if hired, will enter into a contractual agreement with the school. Any District union employee who is offered employment and chooses to work at The Academy of Alameda will not be covered by his or her respective collective bargaining unit agreement, although The Academy of Alameda may extend the same or similar protections and benefits in individual employee contracts.

All provisions pertaining to leave and return rights for district union employees will be granted to employees in accordance with current collective bargaining agreements. Former District employees must consult with the District to determine their eligibility for leave. Return rights are at the sole discretion of AUSD and collective bargaining agreements.

ELEMENT 14: DISPUTE RESOLUTION

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

The Academy recognizes that it cannot bind AUSD to a dispute resolution procedure to which AUSD does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. The Academy is willing to consider changes to the process outlined below as suggested by AUSD.

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

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

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

If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between AUSD and The Academy. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of AUSD and The Academy.

ELEMENT 15: PUBLIC SCHOOL EMPLOYER

A declaration whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. Education Code Section 47605(b)(5)(O)

The Academy of Alameda will be deemed the exclusive public employer of the employees of The Academy for purposes of the Educational Employment Relations Act (“EERA”). The Academy of Alameda will comply with the EERA.

ELEMENT 16: CLOSURE PROCEDURES

A description of the procedures to be used if the charter school closes. *Education Code Section 47605(b)(5)(P)*

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

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

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

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

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

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

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

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

On closure of The Academy, all assets of The Academy, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by

students attending The Academy, remain the sole property of The Academy and upon the dissolution of the non-profit public benefit corporation shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon The Academy's closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

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

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

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

MISCELLANEOUS PROVISIONS

BUDGET AND FINANCIAL REPORTING

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

Attached, as Appendix T, please find the following documents:

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

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

The Academy shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

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

Insurance

The Academy shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and The Academy's insurer. The District Board of Education shall be named as an additional insured on all policies of The Academy. Prior to opening, The Academy will provide evidence of the above insurance coverage to the District.

Administrative Services

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

It is anticipated that the Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor, EdTec.

EdTec is committed to serving charter schools by providing the best possible business and development support services so that school leaders and staff can focus more of their limited resources on classroom instruction and improving student achievement.

EdTec provides charter schools with the expertise they require and has the economies of scale to hire and rigorously train highly capable, experienced personnel that specialize in all facets of charter development and operations, including:

- Charter Development
- Back-Office / Business Services
- School Software Solutions
- School Performance & Educational Support

EdTec's comprehensive services offering spans the entire charter school lifecycle—from charter petition development support, school launch and operations, to board governance, strategic planning, student / school performance, and charter renewal.

FACILITIES

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

The Academy currently rents the former Chipman building, located at 401 Pacific Avenue, Alameda, Ca 94501. Rental for the 2013-2014 year includes 22 classrooms, the multipurpose room, the kitchen, the front office, and part of the blacktop. If the Academy of Alameda desires to move or expand to another facility during the term of this charter, it shall comply with the District's Board Policy and Administrative Regulations regarding material amendments to charters.

The Academy of Alameda will continue to submit an annual request for facilities under Proposition 39.

Potential Civil Liability Effects

Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

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

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Academy

shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of The Academy.

Further, The Academy and the District shall enter into a memorandum of understanding, wherein The Academy shall indemnify the District for the actions of The Academy under this charter.

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

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

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

Appendix



School Report - Base API, Ranks, and Targets
2012 Base
Academic Performance Index (API) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
6/25/2013

School: Academy of Alameda
LEA: Alameda City Unified
County: Alameda
CDS Code: 01-61119-0122085
School Type: Middle

2012 Base API Links:

[School Demographic Characteristics](#)

[School Content Area Weights](#)

[Similar Schools Report](#)

[LEA List of Schools](#)

[County List of Schools](#)

Direct Funded Charter School: Yes

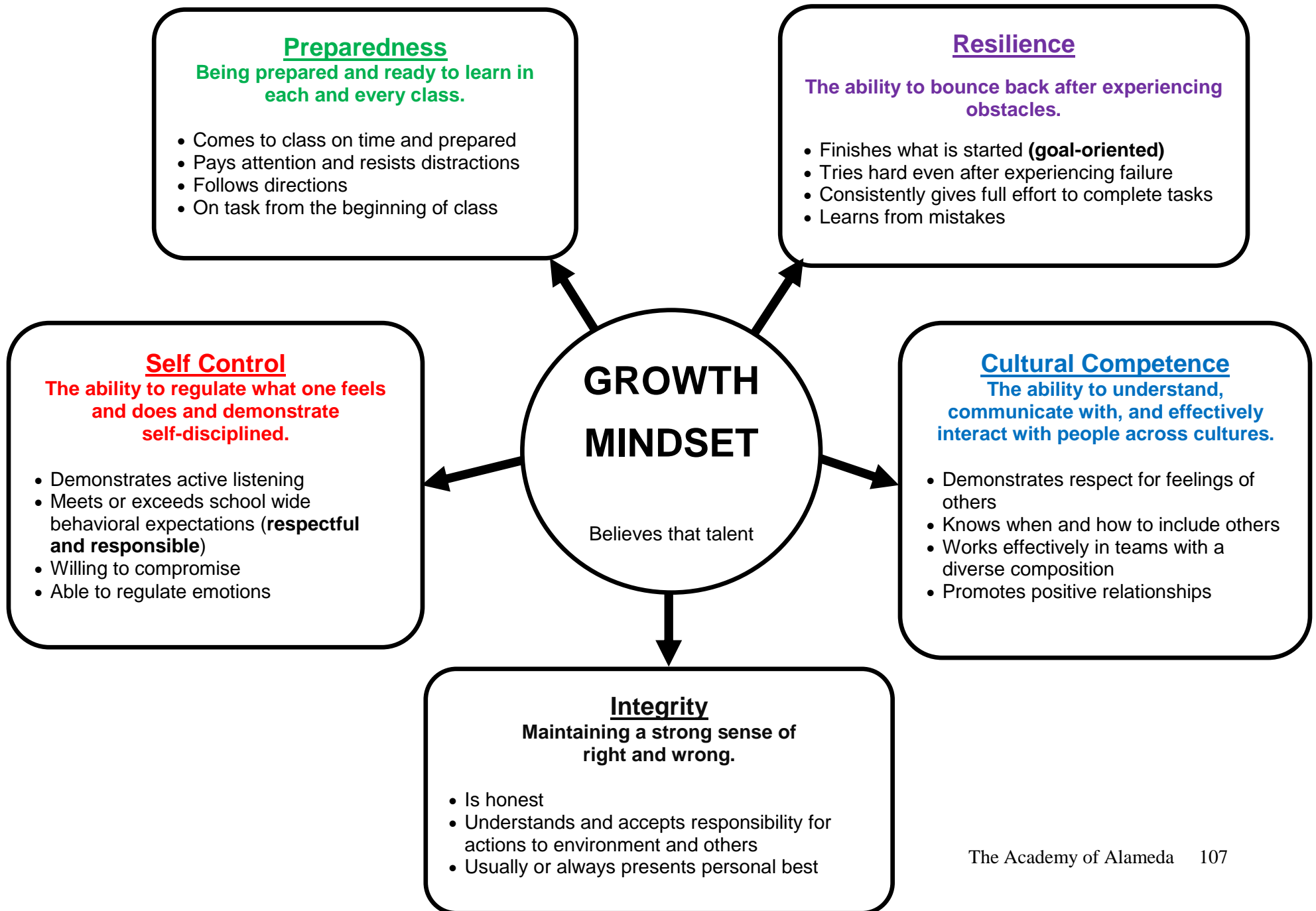
(An LEA is a school district,
county office of education, or
statewide benefit charter.)

2012-13 APR		2012-13 State API			2013 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide
These reports will be available September 2013							

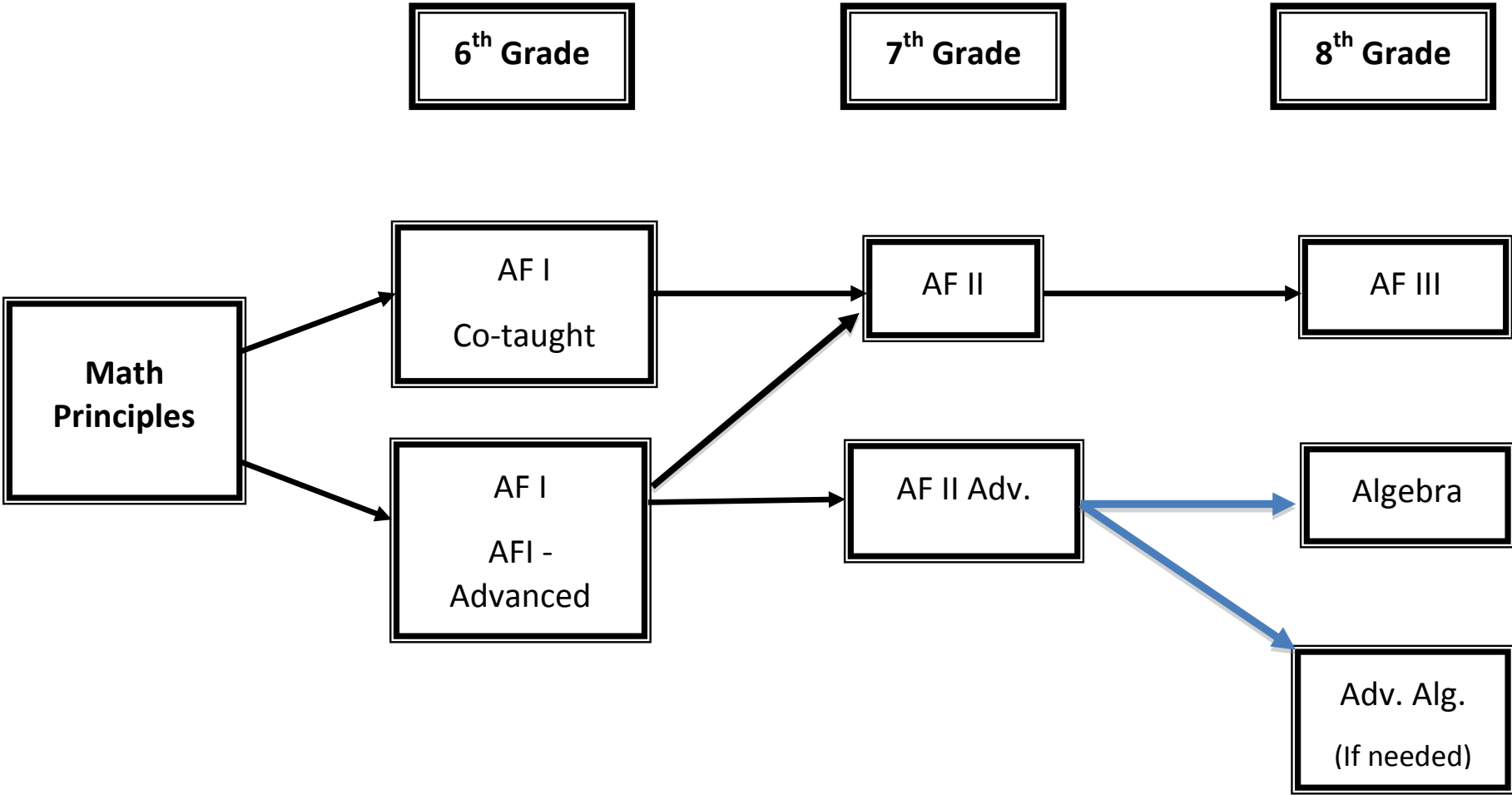
2012 Statewide Rank: 5 **2012 Similar Schools Rank: 6**

	Number of Students Included in 2012 API	Numerically Significant	2012 Base	2012-13 Growth Target	2013 Target
Schoolwide	443		780	5	785
Black or African American	102	Yes	663	7	670
American Indian or Alaska Native	1	No			
Asian	68	Yes	841	A	A
Filipino	71	Yes	865	A	A
Hispanic or Latino	91	Yes	741	5	746
Native Hawaiian or Pacific Islander	10	No			
White	66	No	866		
Two or More Races	34	No	783		
Socioeconomically Disadvantaged	274	Yes	734	5	739
English Learners	116	Yes	764	5	769
Students with Disabilities	65	No	567		

Five Student Qualities



Math Program Progression 2013/2014



SONOMA COUNTY CHARTER SELPA CERTIFICATION OF BOARD ACTION

This is to certify that the Governing Board of the THE ACADEMY OF ALAMEDA
(Charter School), at its meeting held on 5/21/13, took action to adopt the Sonoma
County Charter SELPA Local Plan:

Motion: Bill Schaff
(Name)

Second: Carol Lorie
(Name)

Votes: Ayes 7
Noes 0
Absent 0

The charter school herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 USC 1400 et. seq., and implementing regulations under 34 CFR, Parts 300 and 303, Section 504 of the Public Law, the Federal Rehabilitations Act of 1973, as amended, and the provisions of the California Education Code and Chapter 3, Division 1 of Title VI of the California Code of Regulations.

I certify that the foregoing statement is true and correct.

William Schaff
(Name of CEO)

MAY 21, 13
(Date)

Bill Schaff
(Signature)

Comprehensive Social-Emotional Program at AoA

Key:

- Plain Text = Tier 1
- **Bold** = Tier 2
- ***Bold Italics*** = Tier 3

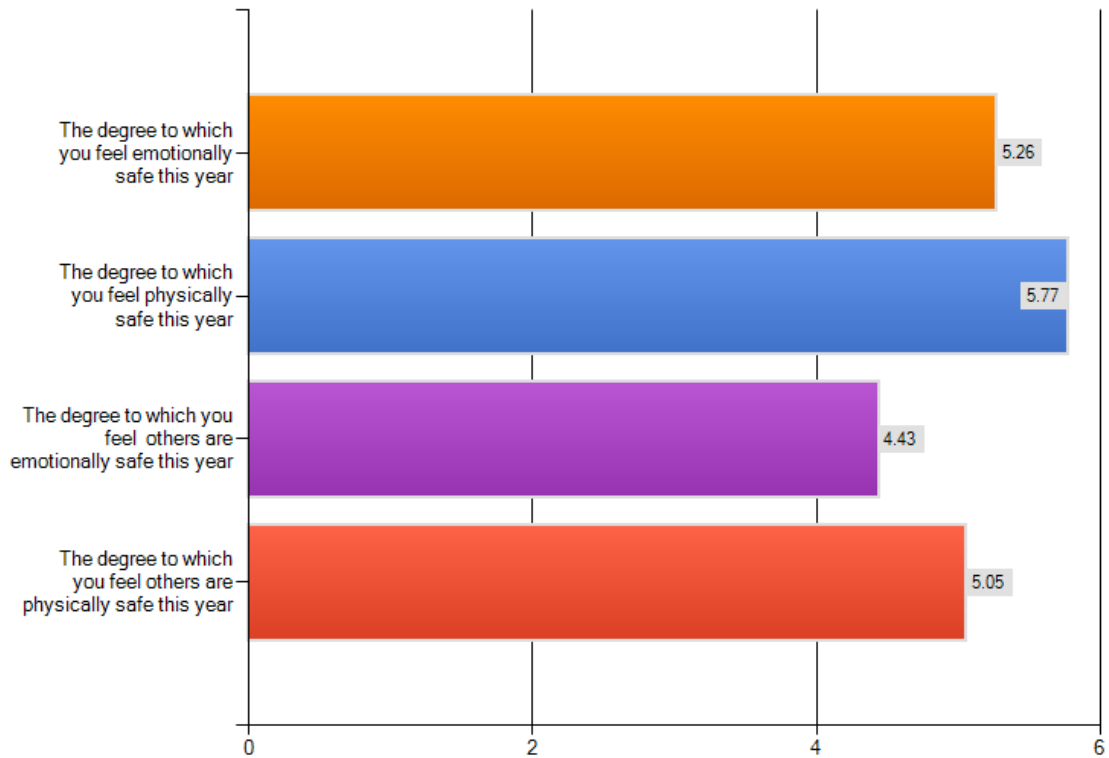
CARING RELATIONSHIPS	HIGH EXPECTATIONS	OPPORTUNITIES FOR MEANINGFUL PARTICIPATION
Positive phone calls home	Matrix of behavioral expectations—reinforced with raffle tickets and weekly prizes	After school sports
After school computer lab		Lunch time intramural sports league
Conflict mediation/resolution	Five Critical Student Qualities	Clubs
Morning greeting at front door to school	Course work addressing student qualities	Spirit week
Greeting at classroom door	Academic achievement breakfasts at the end of each trimester	Talent show
GOLD afterschool program		Youth Board of Directors—student leadership body
Students vs teachers activities and games	AttenDANCE—invitation only school dance for those with five or fewer tardies in a trimester	WEB leaders—8 th grade leaders who mentor 6 th graders and participate in transitioning activities
Clubs (run by teachers)		
Teacher participation/support at games, dances, etc	Rigor across classes	Focus groups—participation in surveys and other opportunities to meet with Executive Director to give feedback on school
Lunch groups—rooms open to students	Common practices upheld throughout the school and in each classroom	
After school tutoring		GOLD afterschool program
Teacher meetings w/parents		Music concerts
600 Point Club—goal based, check-in & check-out system for individual students who are partnered with an adult mentor		Art show
Counseling (group)		The spring play
Counseling (individual)		Office TAs—individual students selected to work in the office
<i>Referral to on-site licensed clinical social worker (LCSW)</i>		

AoA Behavioral Expectations

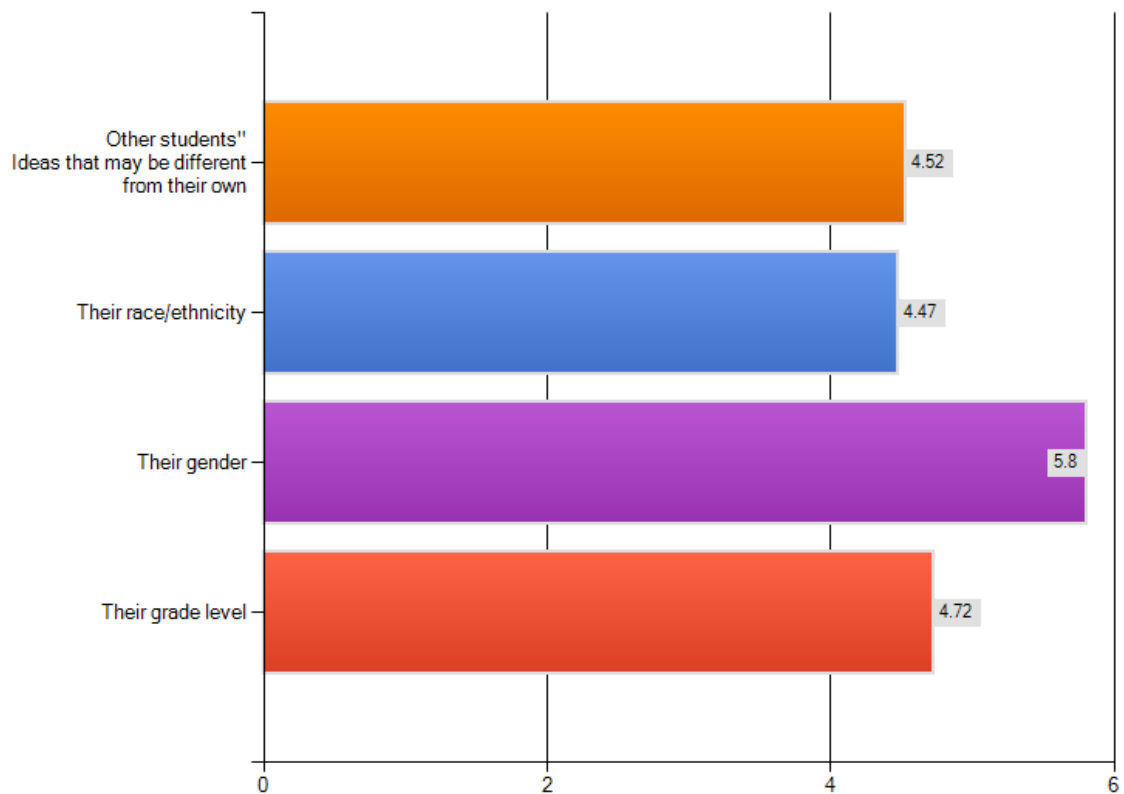
	CLASSROOM	HALLWAY	CAFETERIA	BATHROOM	BLACKTOP	OFFICE
RESPECT	<ul style="list-style-type: none"> *Use appropriate language *Practice active listening *Include others *Wait turn to speak *Respect school and personal property *Keep hands and body to self 	<ul style="list-style-type: none"> *Use appropriate language *Be respectful of other people's space *Use quiet voice 	<ul style="list-style-type: none"> *Use appropriate language *Use indoor voice *Respect school and personal property 	<ul style="list-style-type: none"> *Use indoor voice *Clean up after yourself *Respect school and personal property 	<ul style="list-style-type: none"> *Use appropriate language *Be a role model for Nea students *Keep hands and body to self 	<ul style="list-style-type: none"> *Use appropriate language *Enter quietly *Ask for permission to use the phone
RESPONSIBILITY	<ul style="list-style-type: none"> *Walk at all times *Push chair in 	<ul style="list-style-type: none"> *Walk at all times *Stay to the right *Clean up after yourself 	<ul style="list-style-type: none"> *Walk at all times *Report concerns to an adult *Interrupt injustice *Clean up after yourself 	<ul style="list-style-type: none"> *Use what you need *Use the bathroom for its intended use *Go at break and at lunch *Fill out planner, use hall pass 	<ul style="list-style-type: none"> *Report concerns to an adult *Interrupt injustice *Promote positive relationships *Play safely 	<ul style="list-style-type: none"> *Bring hall pass *Visit when appropriate and necessary *Come alone
READINESS	<ul style="list-style-type: none"> *Be on time *Come prepared *Use time wisely 	<ul style="list-style-type: none"> *Go directly to your destination 	<ul style="list-style-type: none"> *Stay in line *Know your ID number *Remain seated while eating 	<ul style="list-style-type: none"> *Use the nearest bathroom *Be efficient 	<ul style="list-style-type: none"> *Leave promptly at bell *Eat beforehand 	<ul style="list-style-type: none"> *Be prepared to present your needs in a calm and respectful manner

Student Experience Survey Results 2012-2013

Please rate the degree to which you feel safe and your perception of the degree to which others feel safe while on campus.

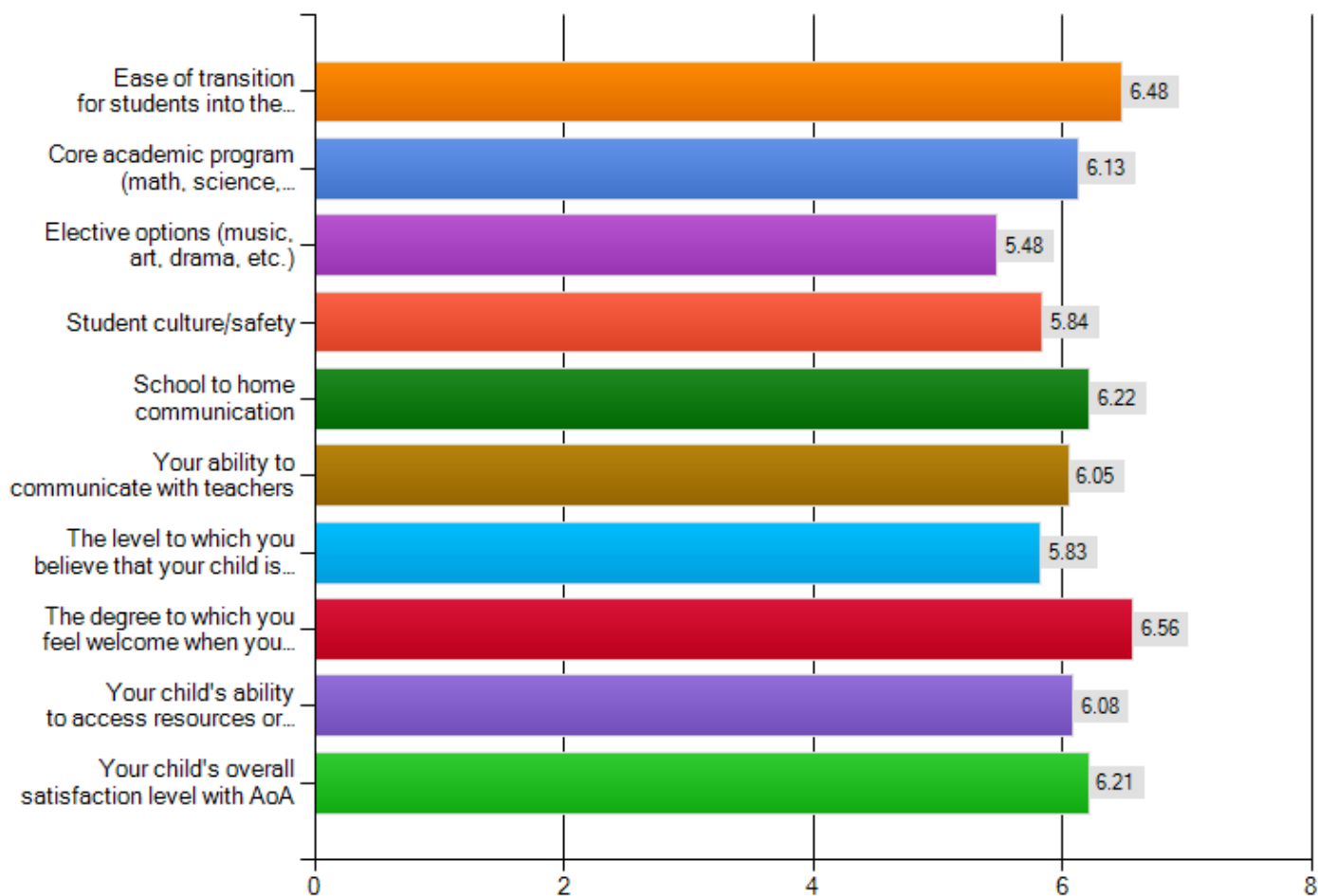


Degree to which you believe that students are respectful to each other concerning:



Parent/Guardian Experience Survey

Please rate your level of satisfaction with the Academy of Alameda in the following areas:



Please rate your level of satisfaction with the Academy of Alameda in the following areas (ranked from 1-7):

Ease of transition for students into the school

Core academic program (math, science, English, history).

Elective options (music, art, drama, etc)

Student Culture/safety

School to home communication

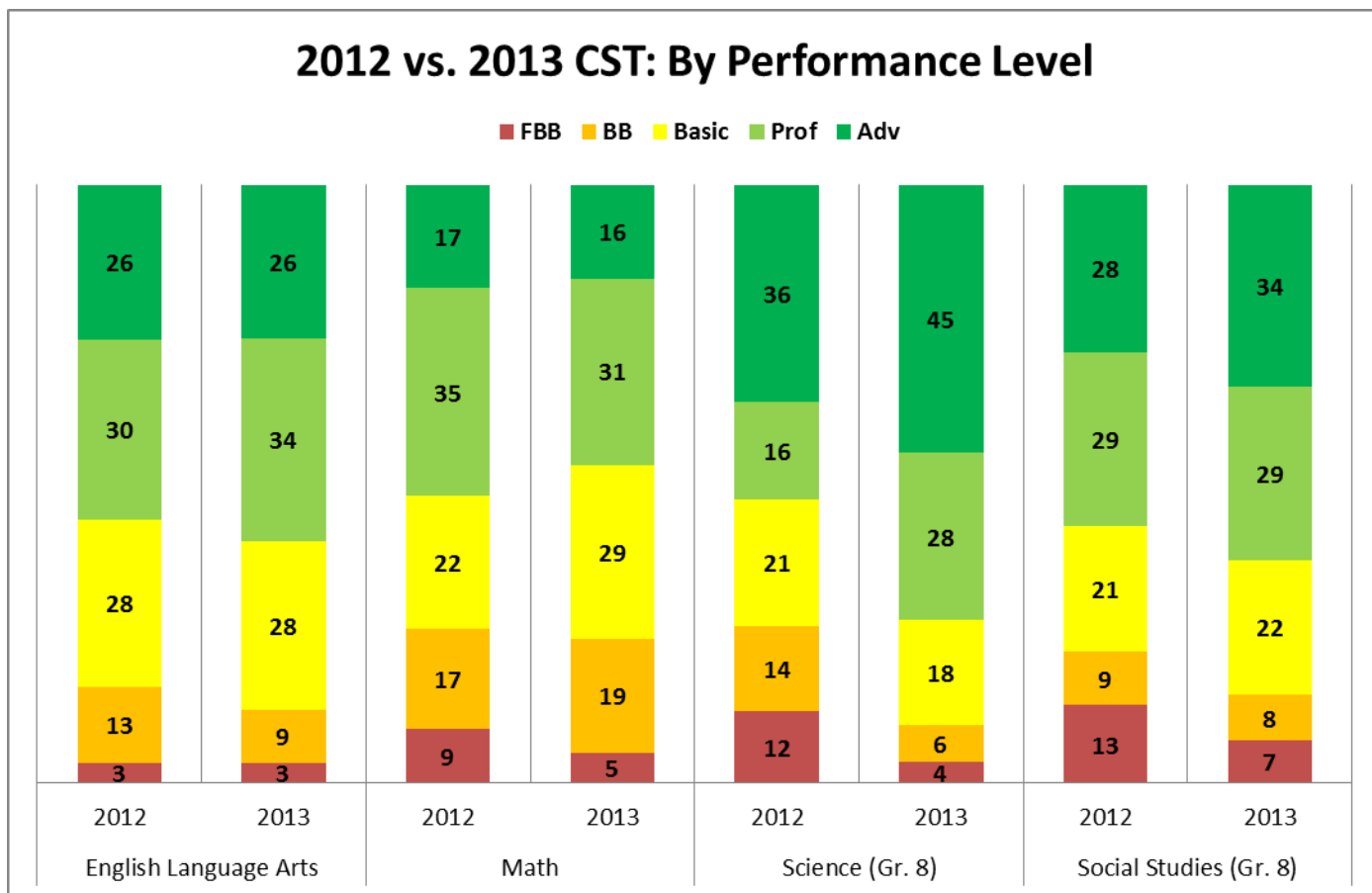
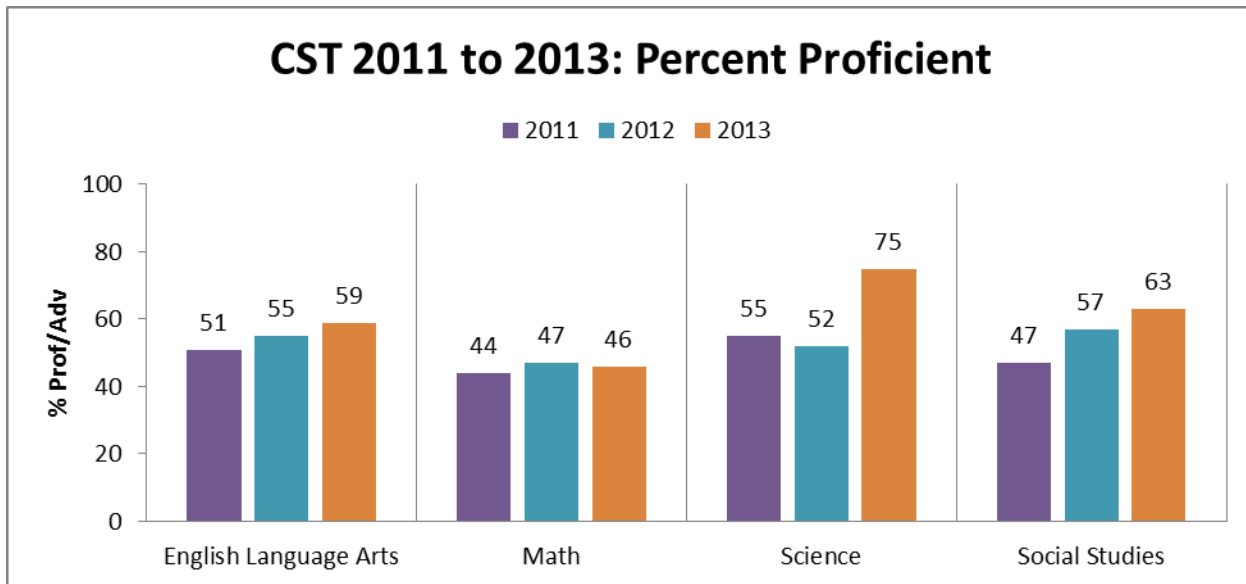
Your ability to communicate with teachers

The level to which you believe that your child is valued at the school

The degree to which you feel welcome when you visit the campus

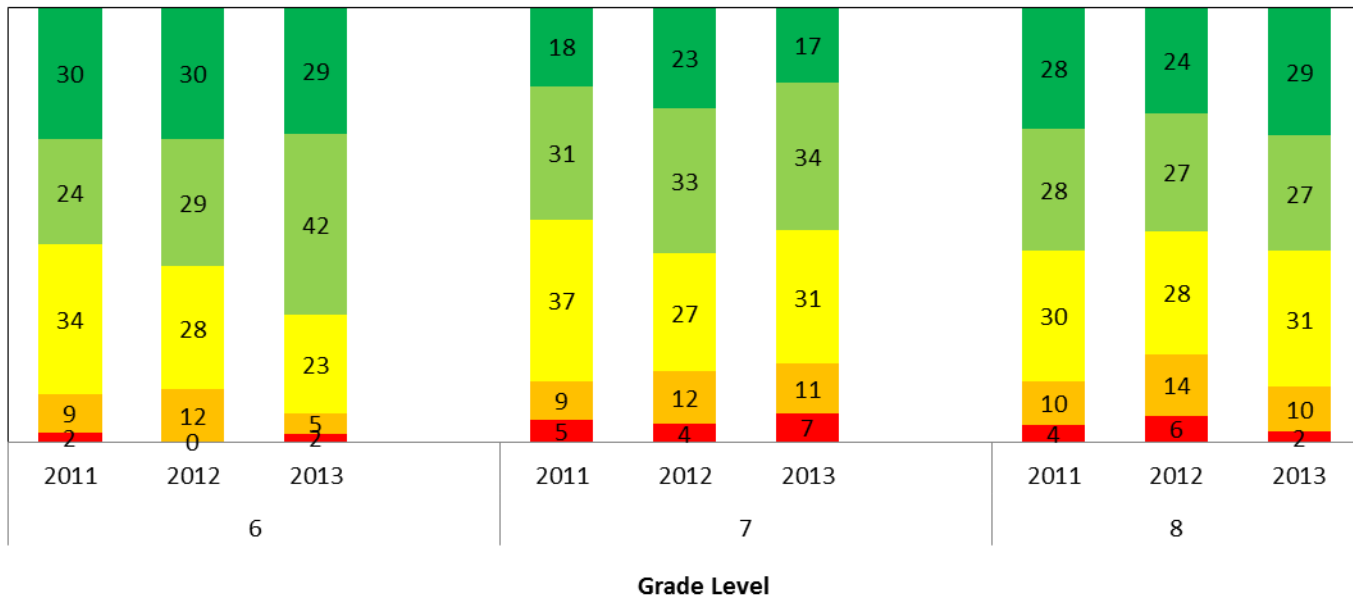
Your child's ability to access resources or materials on campus

Your child's overall satisfaction level with AO



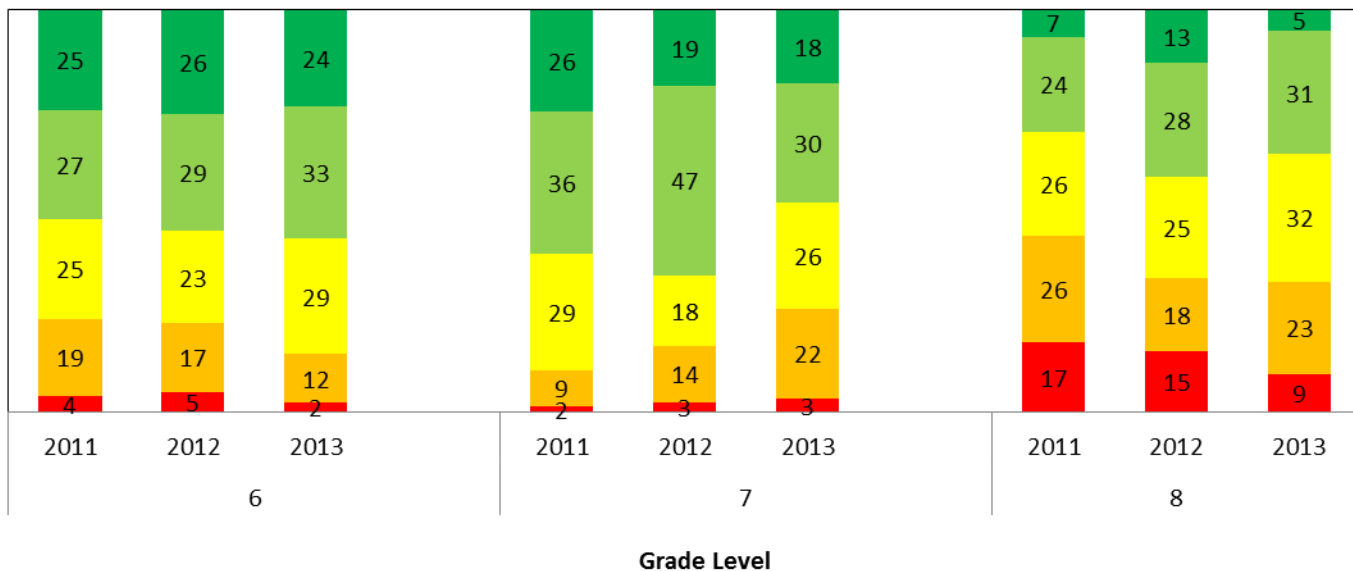
AOA: CST ELA by Grade Level and Proficiency

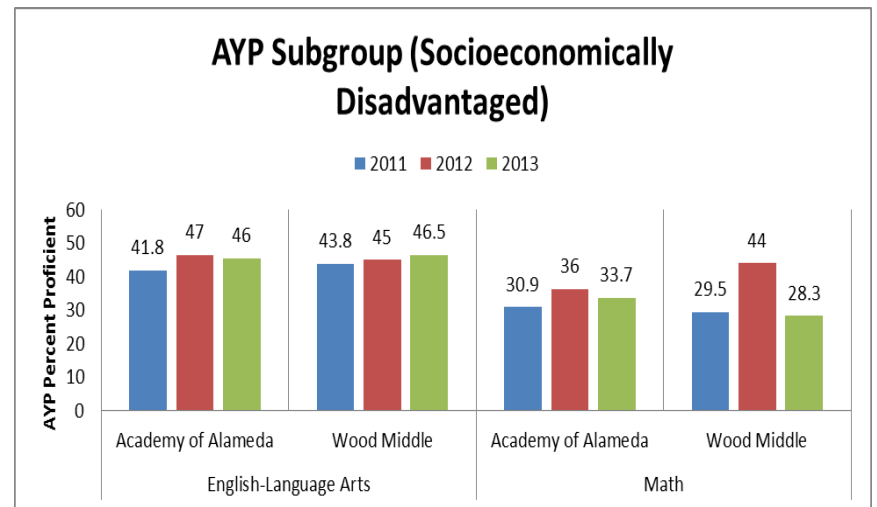
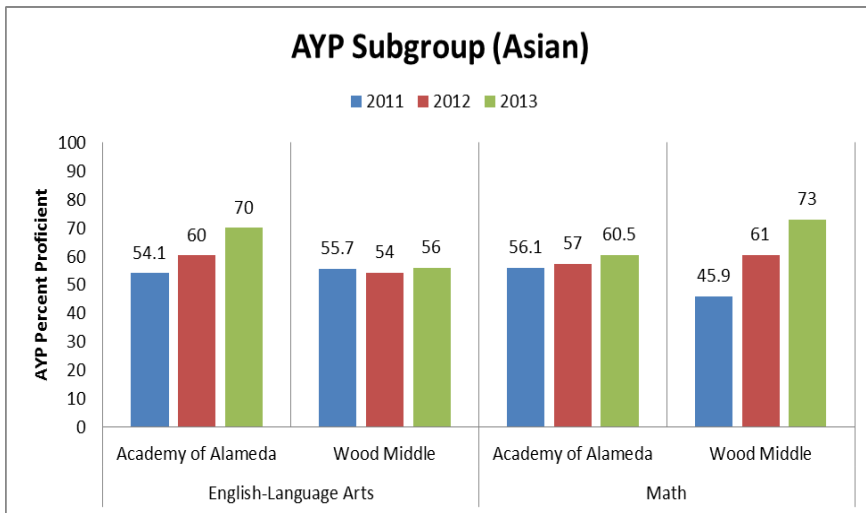
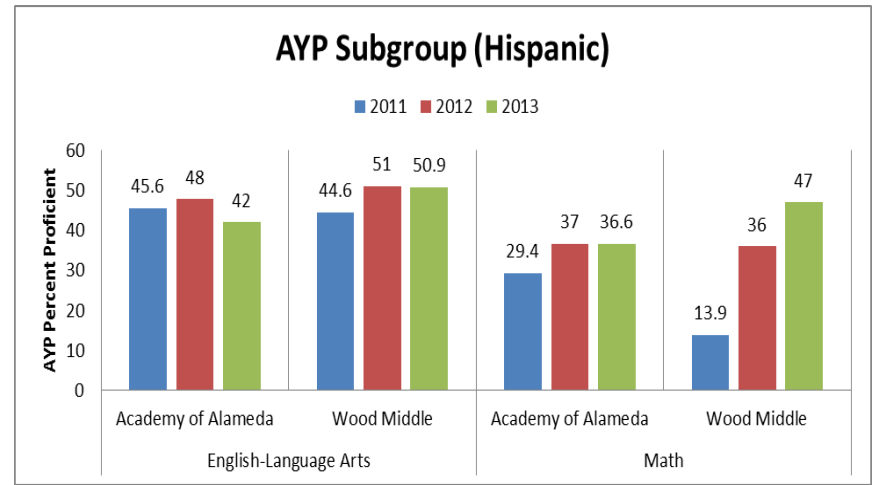
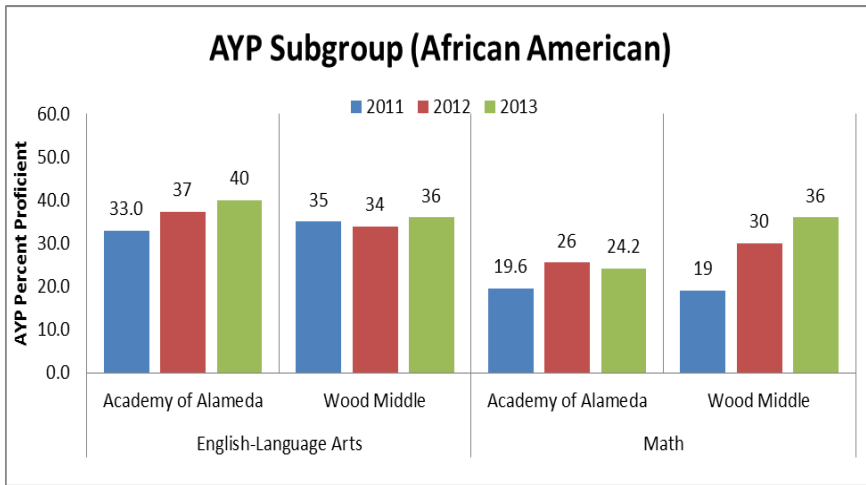
FBB BB Basic Prof Adv



AOA: CST Math by Grade Level and Proficiency

FBB BB Basic Prof Adv





EL Reclassification Rates

2011	11%
2012	12%
2013	19%

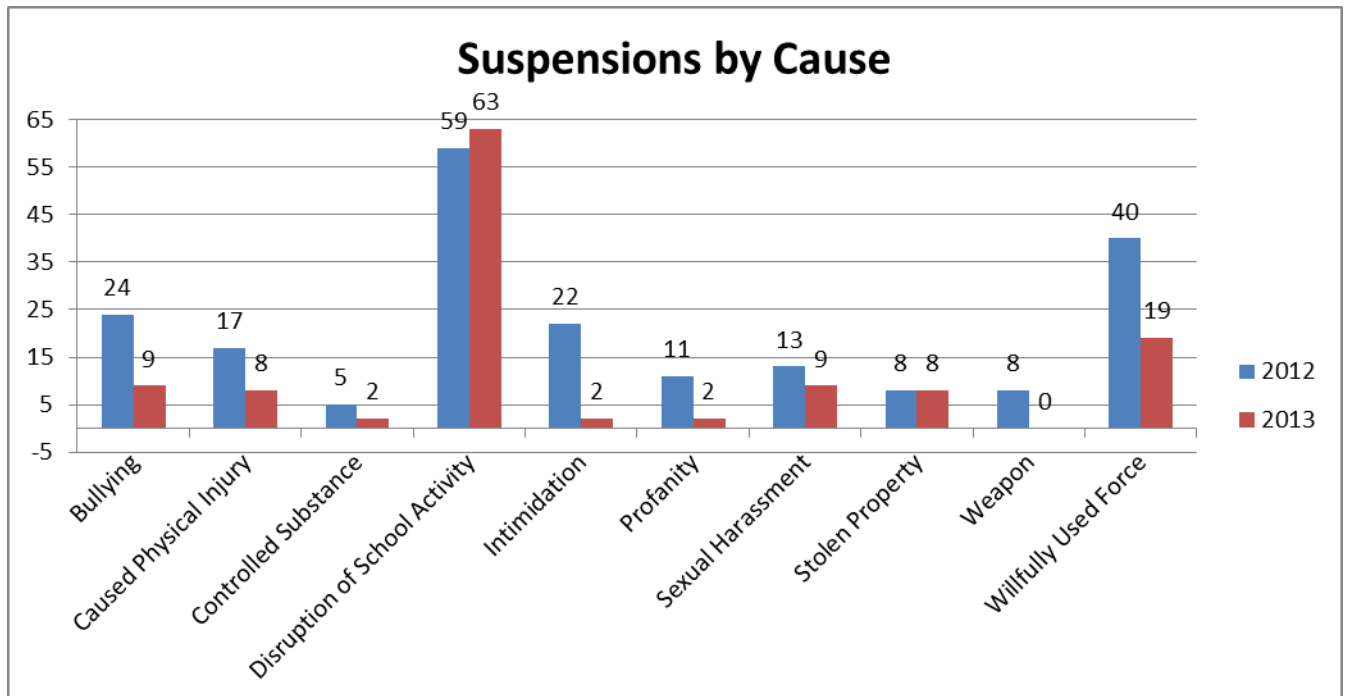
**The Academy of Alameda
Framework for Effective Teaching Rubric**

	A. Value of effort and challenge			
2.1 Creates a classroom/community culture of learning	The teacher's words and actions provide little or no encouragement for academic learning or convey low expectations for student effort. Students do not consistently persist in completing assigned work.	The teacher's words and actions emphasize compliance and completion of work. Students seek to complete tasks without consistent focus on learning or persistence toward quality work.	The teacher's words and actions promote belief in student ability and high expectations for student effort. Students consistently expend effort to learn and persist in producing high quality work.	<i>All of level 3 and...</i> Students assume responsibility or take initiative for producing high quality work, holding themselves, and each other, to high standards of performance.
	A. Behavioral expectations			
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	It is evident that the teacher did not teach standards for student behavior. OR Student behavior does not contribute to an academic environment.	The teacher inconsistently communicates standards for student behavior. OR Student behavior inconsistently contributes to an academic environment.	The teacher consistently communicates clear, high standards for student behavior. AND Student behavior consistently contributes to an academic environment.	The teacher has established clear, high standards for student behavior. Without being prompted, students articulate or promote behavioral expectations that support the classroom's academic environment.
	B. Response to behavior			
	The teacher does not respond to misbehavior when necessary, or the response is repressive or disrespectful of student dignity.	The teacher's verbal or non-verbal response to student behavior is inconsistent. OR Teacher's verbal or non-verbal response is focused on the whole-class. OR Teacher emphasizes consequences over positive reinforcement.	The teacher's verbal or non-verbal response to student behavior is consistent, respectful, proactive, and includes redirection, feedback or positive reinforcement to specific students.	<i>All of level 3 and...</i> Students appropriately respond to or redirect each other's behavior.
	A. Interactions between teacher and students			
2.3 Establish a culture of respect and rapport which supports students' emotional safety	The teacher's interactions with some students are negative, demeaning, or inappropriate to the age and needs of the students in the class. OR Students exhibit disrespect for the teacher.	The teacher's interactions with students inconsistently demonstrate respect and positivity, or are not consistently appropriate for the age and needs of students in the class. OR Students inconsistently exhibit respect for the teacher.	The teacher's interactions with students are respectful, positive, and appropriate for the age and needs of the students in the class. AND Students exhibit respect for the teacher.	<i>All of level 3 and...</i> The teacher's interactions demonstrate a positive rapport with individual students.
	B. Student interactions with each other			
	Student interactions are impolite and disrespectful, which interferes with learning for some students.	Student interactions are generally polite and respectful, but students do not support each other's learning.	Student interactions are polite and respectful, and students support each other's learning.	<i>All of level 3 and...</i> Students encourage each other individually.
	A. Routines, procedures, and transitions			
2.4 Use smooth and efficient transitions, routines, and procedures	The teacher has not established or does not enforce routines, procedures, and transitions, resulting in a loss of instructional time.	The teacher has established some routines, procedures, and transitions; however, some may be missing or inconsistently enforced, resulting in the loss of instructional time.	The teacher has established and enforces routines, procedures, and transitions that maximize instructional time.	<i>All of level 3 and...</i> With minimal prompting, students effectively facilitate some routines, procedures, and transitions.

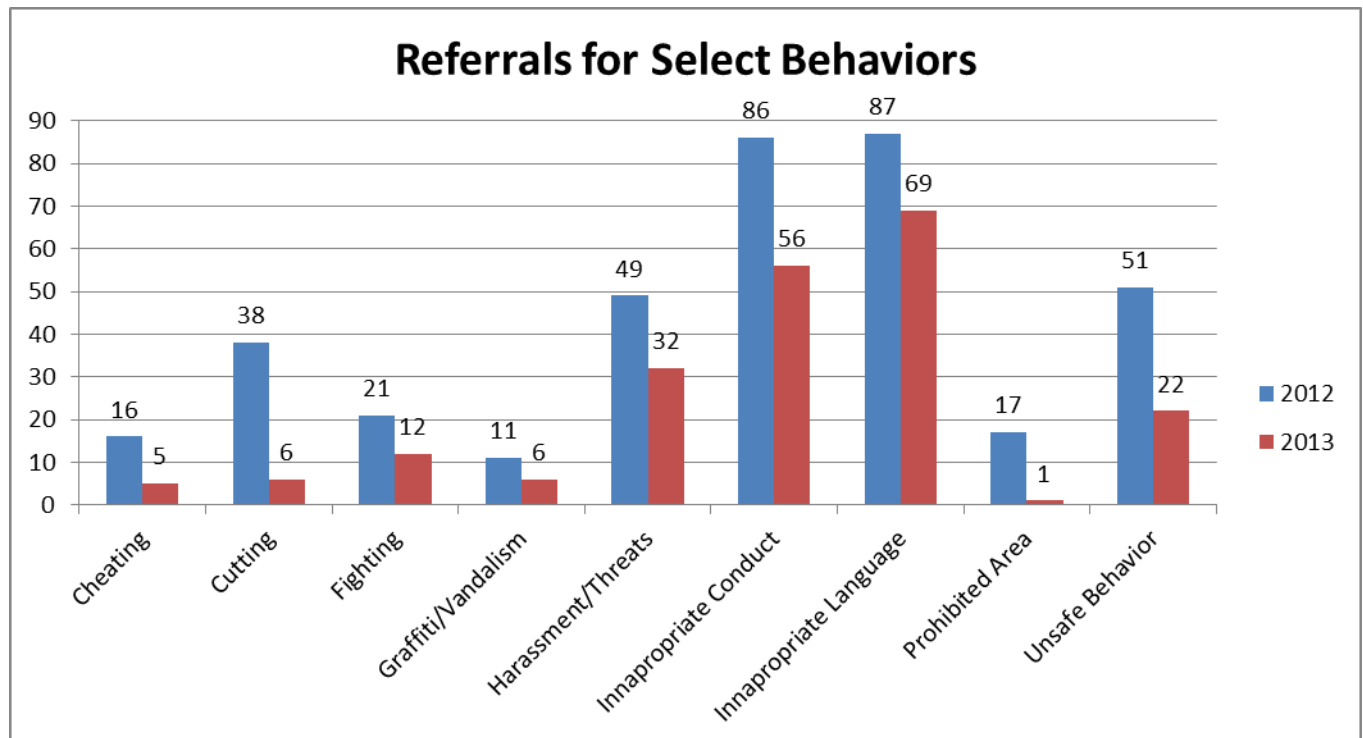
**The Academy of Alameda
Framework for Effective Teaching Rubric**

	A. Communication of the learning objectives of the lesson			
3.1 Communicate learning objectives to students	The teacher does not explain the learning objective(s).	The teacher explains the college-ready learning objective(s) but does not refer to the objective(s) throughout the lesson. OR Students cannot articulate what they are expected to learn.	The teacher explains the college-ready learning objective(s) and refers back to it throughout the lesson. AND The teacher explains the relevance of the learning objective to college-readiness. AND Students are able to articulate what they are expected to learn.	<i>All of level 3 and...</i> Students are able to articulate the relevance of the college-ready learning objective.
	B. Connections to prior and future learning experiences			
	The teacher makes limited connections between current learning objective(s) and the students' prior or future learning.	The teacher makes connections between the current learning objective(s) and the students' prior or future learning. Connections are vague or based on connections to assessments and grades.	The teacher makes connections between the current learning objective(s) and the students' prior and future learning to further student understanding of the content material within or outside of the discipline or unit.	The teacher facilitates as students build connections between the current learning objective(s) and their prior and future learning. Students make explicit connections within or outside of the discipline or unit.
C. Criteria for success				
	The teacher does not establish criteria for successfully demonstrating attainment of the learning objective(s).	The teacher mentions but does not clearly explain the criteria for successfully demonstrating attainment of the learning objective(s).	The teacher clearly articulates the criteria for successfully demonstrating attainment of the lesson objective(s). AND Students are able to articulate the criteria for successfully demonstrating attainment of the learning objective(s).	<i>All of level 3 and...</i> The teacher solicits student discussion to define or affirm the criteria for successfully demonstrating attainment of the learning objective(s).
	A. Executes lesson cycle			
3.2 Facilitates Instructional Cycle	The teacher executes a lesson cycle that is inappropriately paced. AND The teacher does not execute a lesson cycle that gradually releases responsibility.	The teacher executes a lesson cycle that is inappropriately paced. OR The teacher does not execute a lesson cycle that gradually releases responsibility.	The teacher executes an appropriately paced lesson cycle that gradually releases responsibility so that students can independently master the learning objective(s).	<i>All of level 3 and...</i> To address the learning needs of subgroups, the teacher adapts the pacing or the release of responsibility.
	B. Cognitive Level of Student Learning Experiences			
	Learning experiences are not cognitively engaging (at students' various ZPD levels). OR Learning experiences do not match the level of rigor required to attain mastery of the standard/learning objective(s).	Some learning experiences are cognitively engaging (at students' various ZPD levels). OR Some learning experiences match the level of rigor required to attain mastery of the standard/learning objective(s).	Learning experiences throughout the lesson cycle are cognitively engaging (at students' various ZPD levels). AND Learning experiences consistently match the level of rigor required to attain mastery of the standard/learning objective(s).	<i>All of level 3 and...</i> Learning experiences require student thinking that exceeds the level of cognition or increases the level of challenge required by the standard/learning objective(s).
	A. Questioning			
3.3 Implementation of instructional strategies	Many questions posed by the teacher do not move student thinking toward mastery of learning objective(s). OR Most of the questions posed by the teacher require little cognitive challenge. OR Wait time is not used.	The teacher poses questions to a small number of students in the class. OR The teacher inconsistently scaffolds questions toward cognitive challenge and mastery of the learning objective(s). OR Wait time is used inconsistently	The teacher poses questions to a wide range of students scaffolded toward cognitive challenge and mastery of the learning objective(s). AND The teacher uses strategies to enable students to correctly answer questions and extend or justify their thinking. AND Wait time is used consistently	<i>All of Level 3 and...</i> Students pose questions that require cognitive challenge OR Students initiate questions to further other students' understanding of the content.

	B. Academic Discourse			
	The teacher does not require students to consistently use academic vocabulary, discuss academic ideas, or justify their reasoning. OR The teacher provides minimal opportunity for student discussion.	The teacher inconsistently requires students in whole or small group conversations to use academic vocabulary to discuss academic ideas, or justify their reasoning. OR Academic discourse is limited to a small number of students.	The teacher facilitates conversations in whole class and small group settings that require all students to consistently use academic vocabulary, discuss academic ideas, and justify their reasoning.	Students facilitate whole class or small group discussions and consistently use academic vocabulary, discuss academic ideas, and justify their reasoning.
	C. Group structures			
	The structure and size of grouping arrangements do not consistently move students toward mastery of the learning objective(s).	The structure and size of grouping arrangements do not consistently move students toward mastery of the learning objective(s). OR Students inconsistently participate within all group structures.	The structure and size of grouping arrangements move students toward mastery of the learning objective(s). AND Students actively participate within all group structures.	<i>All of level 3 and...</i> The teacher differentiates grouping arrangements in order to maximize learning for individual students. Students rely on each other to work through challenging activities and hold themselves and each other accountable for individual or group work.
	D. Resources and instructional materials			
	Resources and instructional materials are unsuitable for the lesson objective(s), distract from or interfere with learning, or do not promote cognitive engagement.	Resources and instructional materials are partially suitable to the lesson objective(s). Resources and materials only partially promote cognitive engagement.	Resources and instructional materials are suitable to the lesson objective(s), support attainment of the learning objective(s), and promote cognitive engagement.	<i>All of level 3 and...</i> Resources and instructional materials require cognitive engagement. Students choose, adapt, or create materials to extend learning.
3.4 Monitoring student learning during instruction	A. Checking for understanding and adjusting instruction			
	The teacher does not check for students' understanding of the learning objectives during the lesson. OR The teacher does not adjust instruction based on the data.	The teacher inconsistently checks for understanding throughout the lesson cycle. OR The checks do not yield actionable data on student progress toward the learning objective(s). OR The teacher inconsistently or ineffectively adjusts instruction based on the data.	The teacher checks for understanding using varied techniques throughout the lesson cycle to yield actionable data on students' progress toward the learning objective(s). AND The teacher adjusts instruction based on the data to meet students' learning needs.	<i>All of level 3 and...</i> The teacher implements differentiated instruction and continued checks for understanding based on the progress of subgroups toward mastery of the learning objective(s).
	B. Feedback to students			
	The teacher does not provide feedback to students. OR Feedback does not advance students toward mastery of the learning objective(s).	The teacher provides feedback but not throughout the lesson cycle. OR Feedback inconsistently advances students toward attainment of the learning objective(s).	The teacher provides feedback throughout the lesson cycle that is specific and timely. AND Feedback consistently advances students toward attainment of the learning objective(s).	<i>All of level 3 and...</i> Students provide specific feedback to one another.

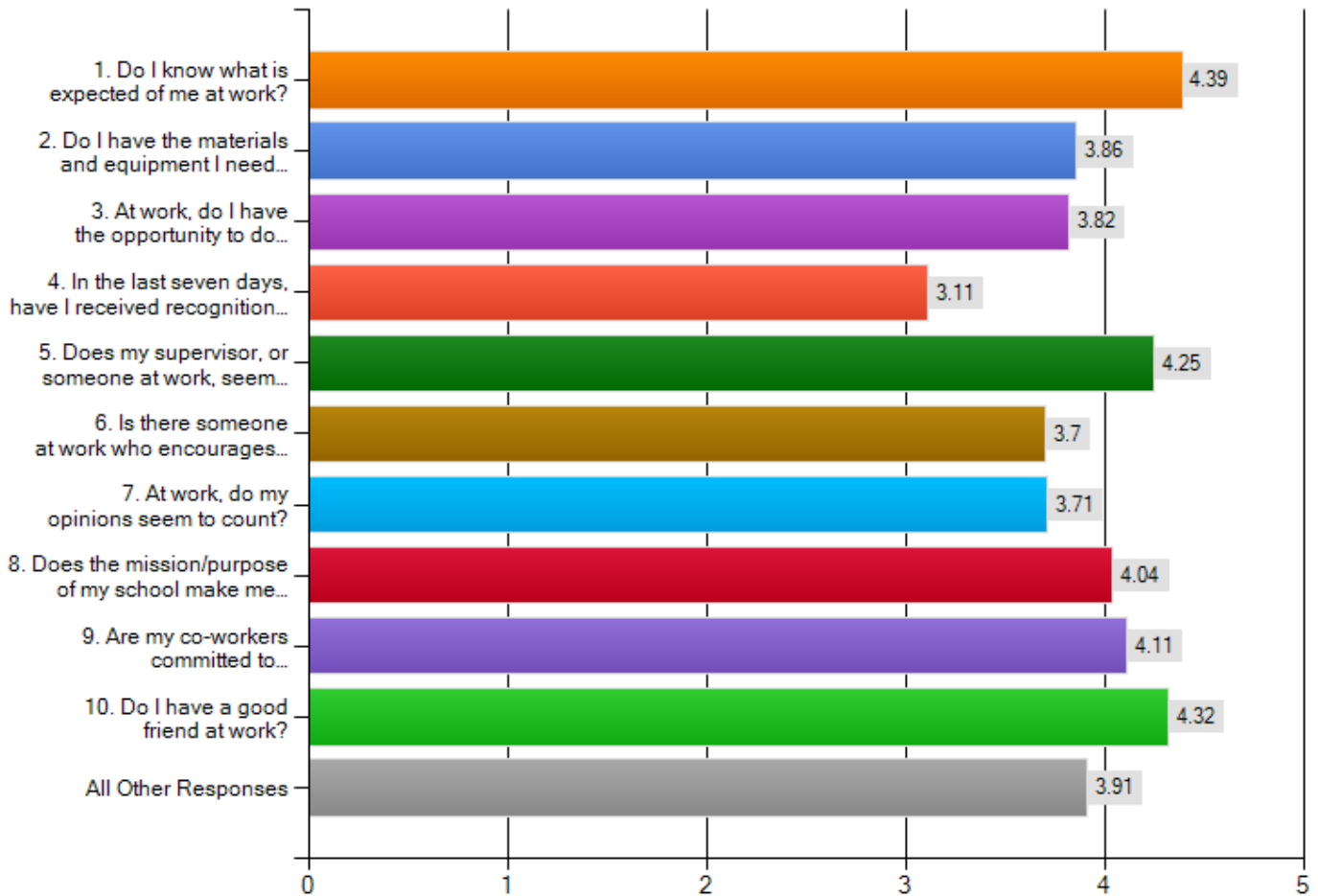


- Causes with 2 or fewer incidences in each comparison year were not included



Staff Experience Survey

Please rate the following questions on a 1 to 5 scale. If you have additional feedback, please include it in the text box below.



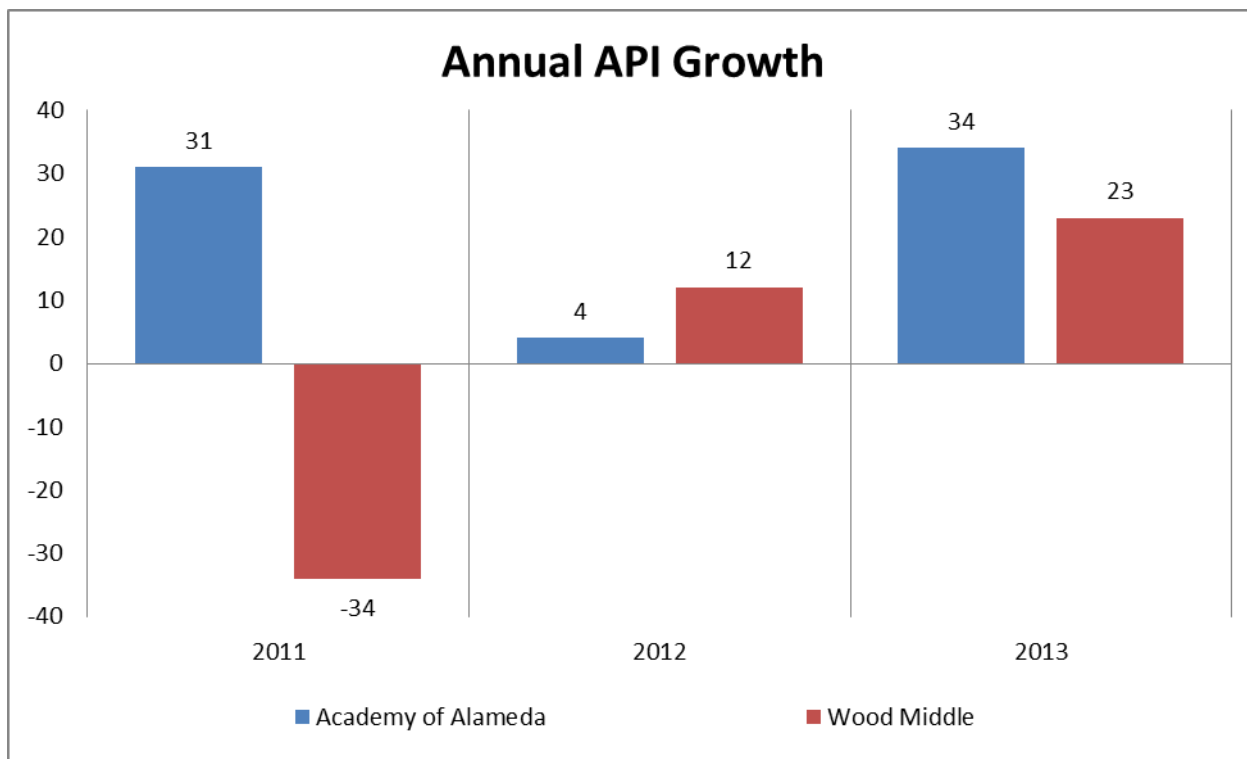
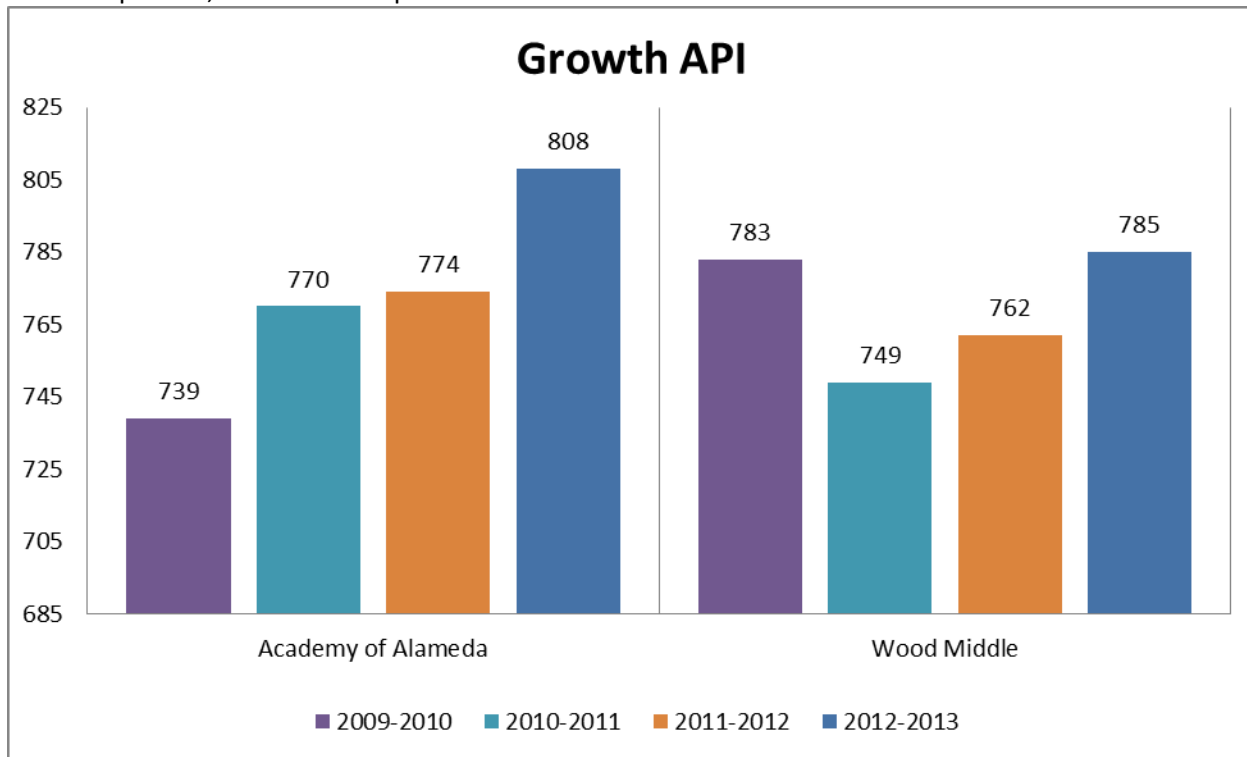
Please rate the following questions on a 1 to 5 scale. If you have additional feedback, please include it in the text box below.

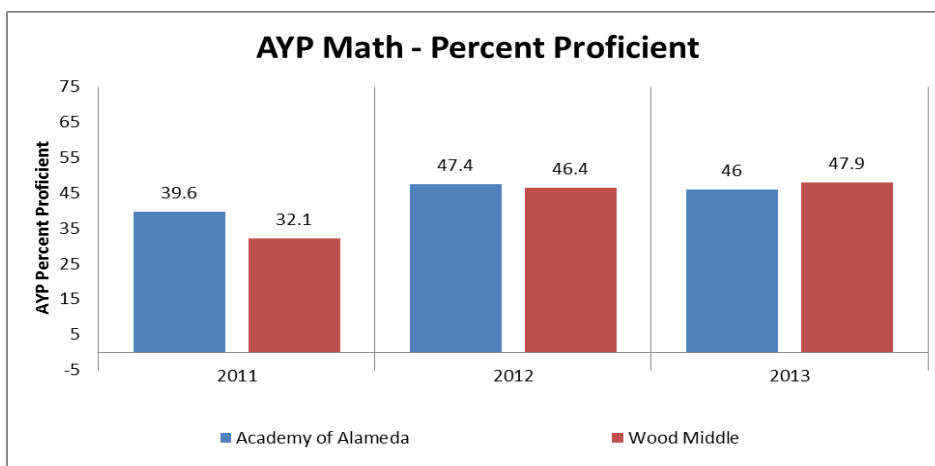
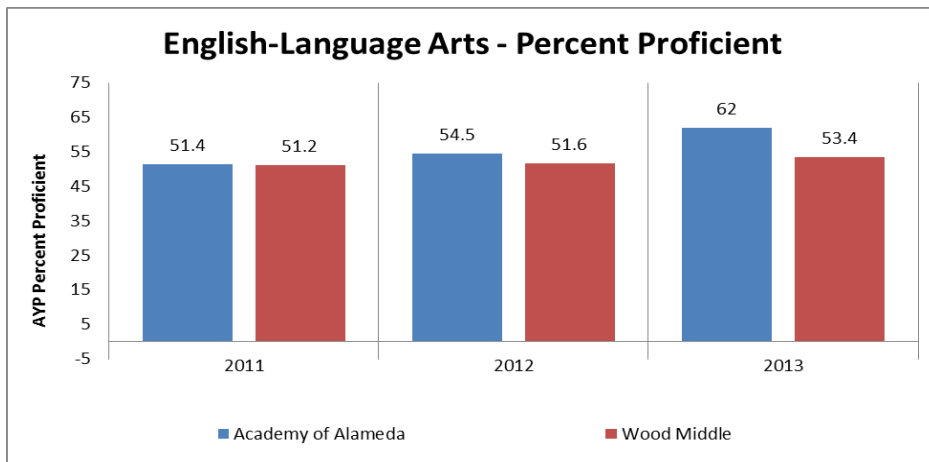
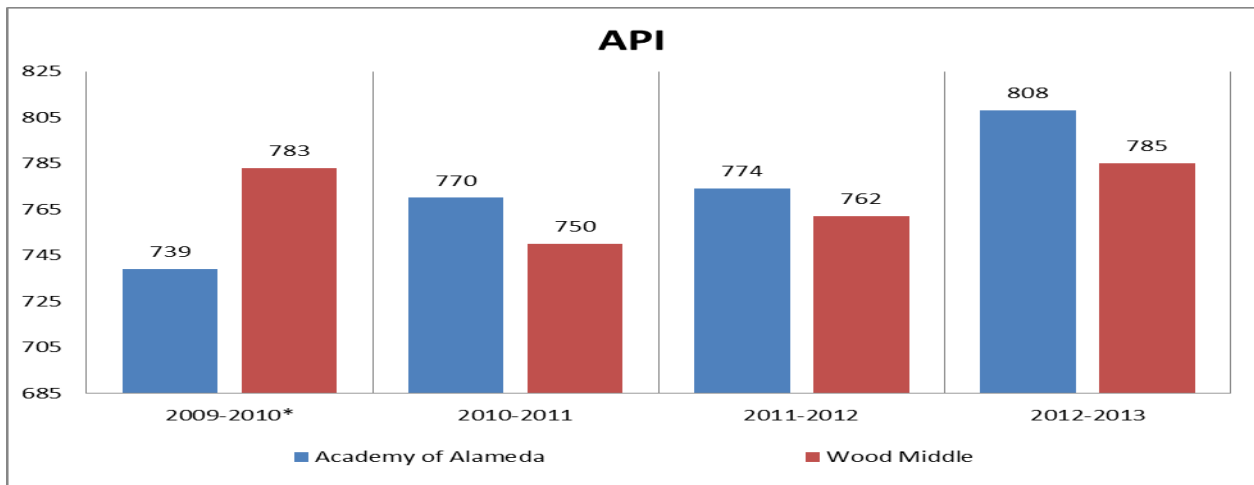
1. Do I know what is expected of me at work?
2. Do I have the materials and equipment I need to perform my job?
3. At work, do I have the opportunity to do my best work?
4. In the last seven days, have I received recognition from another staff member?
5. Does my supervisor, or someone at work, seem to care about me?
6. Is there someone at work who encourages my professional development?
7. At work, do my opinions seem to count?
8. Does the mission/purpose of my school make me want to do my best work?
9. Are my co-workers committed to doing excellent work?
10. Do I have a good friend at work?

**The Academy of Alameda
Master Schedule
2013-2014**

Teacher name	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Black, A		PE/6th Gr	PE/6th Gr	PE/6th Gr	PE/7th Gr	Phys Ed		Tutorial 7
Bos, J				Math Prin 1			Math Prin 2	
DeStasio, T			Eng/lang Art 8	Eng/lang Art 7	Eng/lang Art 8	Strategic Lit	Eng/lang Art 7	
Devlin, P		Alg Foundation1	Lit Circles		Sci/health 6	Sci/health 6	Alg Foundation1	Tutorial 6
Donohoe, S		Sci/health 8	Sci/health 7	Sci/health 7		Sci/health 8	Sci/health 7	Tutorial 7
Eding		Alg Found 3	Alg Found 3	Alg Found 3	Alg Found2 Adv		Alg Foundation2	Tutorial 8
Famiano, R			Eng/lang Art 8	Eng/lang Art 7	Eng/lang Art 8	Eng/lang Art 7	ELD Eng	Tutorial 8
Hansen, M			Language D					
Harrison, A			Technology 1	Technology 1		Technology		Tutorial 8
Hewitt, S		Hist/soc Sci 6		Eng/lang Art 6	\Hist/soc Sci 6	Strategic Lit	Eng/lang Art 6	Tutorial 6
Jewell, M			Eng/lang Art 7	Lit Circles	\Eng/lang Art 7	Eng/lang Art 8	Eng/lang Art 8	Tutorial 8
Jimenez, E		Sci/health 7	Sci/health 7	Sci/health 8		Sci/health 7	Sci/health 8	Tutorial 7
Johnson, K	Beginning Band	Beg Orchestra		Adv Orchestra		Chorus	Advance Band	Tutorial 6
Kaur, G		Hist/soc Sci 8	Hist/soc Sci 7		Hist/soc Sci 8	Hist/soc Sci 8	Hist/soc Sci 7	Tutorial 8
Kayson, S		Alg Foundation2	Geometry	Alg Foundation2	Alg Foundation2		Alg Foundation2	Tutorial 7
Lobatz, M		Hist/soc Sci 7		Eng/lang Art 6	Hist/soc Sci 6	Eng/lang Art 6	Hist/soc Sci 6	Tutorial 6
Lund, A					Language C/D			
McHenry, K		Alg Foundation1	Sci/health 6		Sci/health 6	Alg Foundation1	Sci/health 6	Tutorial 6
Padilla, A				Character Ed	Spanish 1a	Spanish 1b		
Perkins, S		Algebra 1	Sci/health 8	Sci/health 8	Algebra		Alg Found 3	Tutorial 8
Peterson, C		Art	Art	Art	Art		Adv Art	Tutorial 7
Rad, A		Hist/soc Sci 7	Hist/soc Sci 8		Hist/soc Sci 7	Hist/soc Sci 7	Hist/soc Sci 8	Tutorial 7
Sampson, J		Physical Ed 8	Phys Ed	Physical Ed 8	Physical Ed 8	Physical Ed 8		Tutorial 8
Schoolcraft, A		Hist/soc Sci 6		Journalism	Eng/lang Art 6	Hist/soc Sci 6	Eng/lang Art 6	Tutorial 6
Small, M		Sci/health 6	Character Ed		Alg Foundation1	Alg Foundation1		Tutorial 6
Tay, S		PE/7th Gr	PE/6th Gr	PE/7th Gr		Phys Ed	PE/6th Gr	Tutorial 7
Unassigned		Wrk Exp Office	Office TA	Office TA	Office TA	Office TA	Office TA	

*For comparison, 2009-2010 Chipman Middle School data was used





*Stayed the Same = +/- 1 point change in RIT

NWEA: Students pre and post tested each year by grade level

2011-2012

2011-12 Grade Level	Reading			Math			All Subjects		
	Winter	Spring	Change	Winter	Spring	Change	Winter	Spring	Change
6	216.0	215.3	-0.7	223.5	226.4	2.9	219.8	220.9	1.1
7	NA	NA		NA	NA		NA	NA	
8	NA	NA		NA	NA		NA	NA	

2012-2013

2012-13 Grade Level	Reading			Math			All Subjects		
	Fall	Spring	Change	Fall	Spring	Change	Fall	Spring	Change
6	214.4	218.9	4.5	220.5	227.9	7.4	217.4	223.3	5.9
7	196.5	205.9	9.4	189.3	204.5	15.3	194.4	205.5	11.1
8	NA	NA		NA	NA		NA	NA	

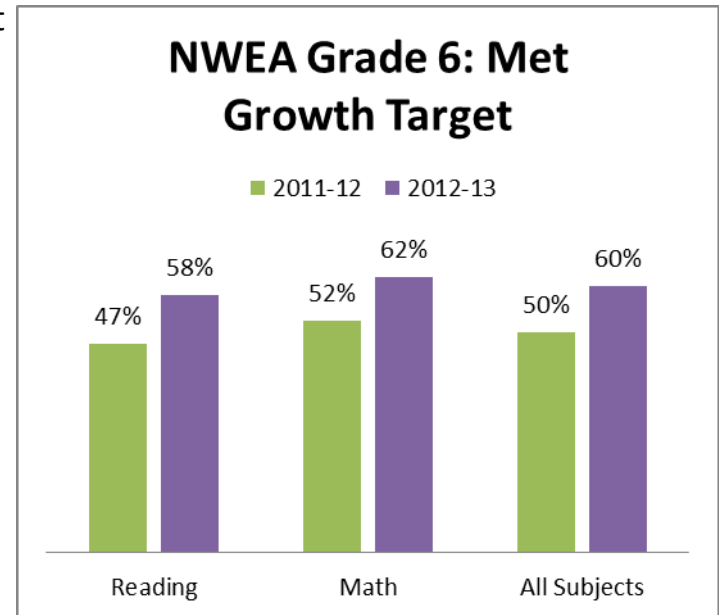
NWEA: Percent of students who met Winter to Spring Growth Target

2011-12	Reading	Math	All Subjects
6	47%	52%	50%
7	NA	NA	NA
8	NA	NA	NA
All Grades	47%	52%	50%

NWEA: Percent of students who met Fall to Spring Growth Target

2012-13	Reading	Math	All Subjects
6	58%	62%	60%
7	50%	100%	64%
8	NA	NA	NA
All Grades	57%	63%	60%

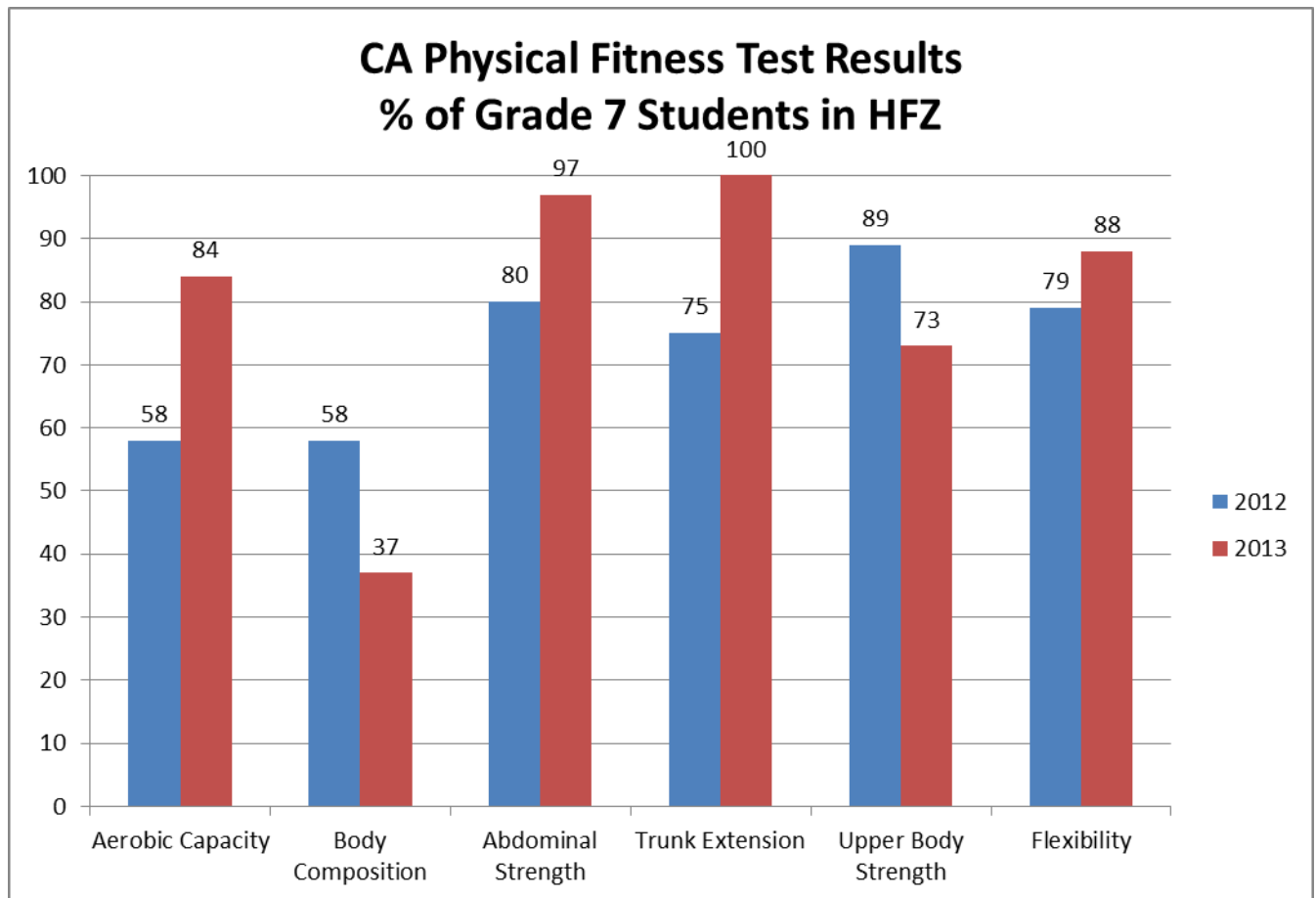
(<10 students)



NWEA: Percentage of students who declined, stayed the same and improved from Pre-Test to Post-Test

2011-12		Declined	Stayed the Same	Improved	# Declined	# Same	# Improved	Total
Reading	6	42%	11%	47%	55	14	61	130
	7							
	8							
	All Grades							
Math	6	27%	17%	55%	36	23	73	132
	7							
	8							
	All Grades							

2012-13		Declined	Stayed the Same	Improved	# Declined	# Same	# Improved	Total
Reading	6	19%	13%	69%	26	18	96	140
	7	20%	20%	60%	2	2	6	10
	8							
	All Grades	19%	13%	68%	28	20	102	150
Math	6	12%	6%	82%	16	8	108	132
	7	0%	0%	100%			4	4
	8							
	All Grades	12%	6%	82%	16	8	112	136



**BYLAWS
OF
THE ACADEMY OF ALAMEDA**

(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this Corporation is The Academy of Alameda.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this Corporation is 1537 Paru Street, Alameda, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this Corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this Corporation is to manage, operate, guide, direct and promote The Academy of Alameda ("Charter School"), a California public charter school. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a Corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a Corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This Corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School’s Charter. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or Corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”). The Board may delegate the management of the Corporation’s activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

- b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.
- c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than four (4) and no more than eight (8), unless changed by amendments to these bylaws. All directors shall be designated by the existing Board of Directors. All directors are to be designated at the Corporation's annual meeting of the Board of Directors. In addition, in accordance with Education Code Section 47604(b), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit Corporation shall be entitled to a single non-voting representative on the Board.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for three (3) years and until a successor director has been designated and qualified. Terms for the initial Board of Directors shall be a maximum of eight (8) seats for a term of three (3) year(s). The initial Board of Directors shall be as follows:

<u>NAME</u>	<u>EXPIRATION OF TERM</u>
Edward O'Neil, President	June 30, 2013
William Schaff, Vice-President	June 30, 2013
Lauren Do, Secretary	June 30, 2013
Wilma Chan	June 30, 2013
Ardella Dailey	June 30, 2103
Allyson Nolte Tilles	June 30, 2013
Ron Whittaker	June 30, 2013

Section 4. DIRECTORS' TERM. Each director shall hold office for three (3) years and until a successor director has been designated and qualified. Directors may serve a maximum of three (3) terms.

Section 5. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward

to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 6. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no Corporation funds may be expended to support a nominee without the Board's authorization.

Section 7. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; and (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 10. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 11. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining director.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held

and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 14. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

Section 15. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 16. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or the President, or the Secretary, or a majority of the Board of Directors. The party calling a special meeting shall determine the place, date, and time thereof.

Section 17. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general

nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 18. QUORUM. A majority of the voting directors then in office shall constitute a quorum. If a quorum is present, the affirmative vote of the majority of the voting power represented at the meeting, entitled to vote, and voting on any matter shall be a decision of the Board of Directors. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Voting directors may not vote by proxy.

Section 19. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may receive such

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

compensation, if any, for their services as directors or officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 22. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more voting directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this Corporation.

Section 25. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act (“FERPA”) as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 26. COMPLIANCE WITH CONFLICTS OF INTEREST LAWS. The Charter School and the Board shall comply with applicable conflict of interest laws, including the Political Reform Act and California Government Code Section 1090, *et seq.* (“Government Code Section 1090”), as said chapter may be modified by subsequent legislation.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this Corporation shall be a President, a Secretary, and a Chief Financial Officer. The Corporation, at the Board’s direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the Corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. The Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the Chairman of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the Corporation set forth in these bylaws. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, if any, and subject to the control of the Board, the President shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers. The President shall preside at all Board of Directors' meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other

valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH MEMBERS

Section 1. **CONTRACTS WITH MEMBERS.** The Corporation shall comply with Government Code Section 1090.

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in The Academy of Alameda Conflict of Interest Policy have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XII INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same

meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. **INSURANCE.** This Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

**ARTICLE XVII
BYLAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created The Academy of Alameda or make any provisions of these Bylaws inconsistent with that Charter, the Corporation's Articles of Incorporation, or any laws.

**ARTICLE XVIII
FISCAL YEAR**

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of The Academy of Alameda, a California nonprofit public benefit Corporation; that these bylaws, consisting of 14 pages, are the bylaws of this Corporation as adopted by the Board of Directors on 2/16/2010; and that these bylaws have not been amended or modified since that date.

Executed on 2/16/2010 at Alameda, California.



Lauren Do, Secretary

Conflict Of Interest Policy

The Board of Directors for The Academy of Alameda Middle School (AoA) desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of AoA and the public. Board members and designated employees shall disclose any conflict of interest and, as necessary, shall abstain from participating in the decision.

(cf. [9005](#) - Governance Standards)

The Board shall adopt a resolution that specifies the terms of AoA's conflict of interest code and the disclosure categories required for each position.

Upon direction by the code reviewing body, the Board shall review AoA'S conflict of interest code and submit any changes to the code reviewing body.

When a change in AoA's conflict of interest code is necessitated due to changed circumstances, such as the creation of new designated positions, changes to the duties assigned to existing positions, amendments, or revisions, the amended code shall be submitted to the code reviewing body within 90 days. (Government Code [87306](#))

When reviewing and preparing AoA's conflict of interest code, the Board President or designee shall provide officers, employees, consultants, and members of the community adequate notice and a fair opportunity to present their views. (Government Code [87311](#))

(cf. [9320](#) - Meetings and Notices)

Board members and designated employees shall annually file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories specified in AoA's conflict of interest code by April 1st. A Board member who leaves office or a designated employee who leaves AoA employment shall, within 30 days, file a revised statement covering the period of time between the closing date of the last statement and the date of leaving office or AoA employment. Any new Board member shall file a statement within 30 days of taking office. (Government Code [87302](#), [87500](#))

(cf. [4117.2/4217.2/4317.2](#) - Resignation)

(cf. [9222](#) - Resignation)

Conflict of Interest under the Political Reform Act

A Board member or designated employee shall not make, participate in making, or in any way use or attempt to use his/her official position to influence a governmental decision in which he/she knows or has reason to know that he/she has a disqualifying conflict of interest. A conflict of interest exists if the decision will have a "reasonably foreseeable material financial effect" on one or more of the Board member's or designated employee's "economic interests," unless the

effect is indistinguishable from the effect on the public generally or the Board member's or designated employee's participation is legally required. (Government Code [87100](#), [87101](#), [87103](#); 2 CCR [18700-18709](#)) Appendix R

A Board member or designated employee makes a governmental decision when, acting within the authority of his/her office or position, he/she votes on a matter, appoints a person, obligates or commits AoA to any course of action, or enters into any contractual agreement on behalf of AoA. (2 CCR [18702.1](#))

A Board member who has a disqualifying conflict of interest on an agenda item that will be heard in an open meeting of the Board shall abstain from voting on the matter. He/she may remain on the dais, but his/her presence shall not be counted towards achieving a quorum for that matter. A Board member with a disqualifying conflict of interest shall not be present during a closed session meeting of the Board when the decision is considered and shall not obtain or review a recording or any other nonpublic information regarding the issue. (2 CCR [18702.1](#))

Additional Requirements for Boards that Manage Public Investments

A Board member who manages public investments pursuant to Government Code [87200](#) and who has a financial interest in a decision shall, upon identifying a conflict or potential conflict of interest and immediately prior to the consideration of the matter, do all of the following: (Government Code [87105](#); 2 CCR [18702.5](#))

1. Publicly identify each financial interest that gives rise to the conflict or potential conflict of interest in detail sufficient to be understood by the public, except that disclosure of the exact street address of a residence is not required.
2. Abstain himself/herself from discussing and voting on the matter, or otherwise acting in violation of Government Code [87100](#). The Board member shall not be counted toward achieving a quorum while the item is discussed. However, the Board member may speak on the issue during the time that the general public speaks on it and may leave the dais to speak from the same area as members of the public. He/she may listen to the public discussion of the matter with members of the public.
3. Leave the room until after the discussion, vote, and any other disposition of the matter is concluded, unless the matter has been placed on the portion of the agenda reserved for uncontested matters.

If the item is on the consent calendar, the Board member must abstain himself/herself from discussing or voting on that matter, but the Board member is not required to leave the room during consideration of the consent calendar.

4. If the Board's decision is made during closed session, disclose his/her interest orally during the open session preceding the closed session. This disclosure shall be limited to a declaration that his/her abstinence is because of a conflict of interest pursuant to Government Code [87100](#). He/she shall not be present when the item is considered in closed session and shall not

knowingly obtain or review a recording or any other nonpublic information regarding the Board decision.

(cf. [3430](#) - Investing)

Conflict of Interest under Education Code, Section 5233

Should a Board member of AoA have a financial interest in any contract made by the school, he/she should notify the Board of that interest and recuse him/herself from that decision.

The Board, after determining in good faith that any conflicts of interest from Board members have been avoided, shall continue the approval without the interested Board member present. This member does not count against quorum for the meeting in which approval is considered, but shall not be present for consideration of the interested contract.

Prior to authorizing or approving a transaction in which recusal is necessary, the Board shall consider and, in good faith, determine after reasonable investigation that, under the circumstances, AoA could not have obtained a more advantageous arrangement with reasonable effort. (Education Code 5233 Self-dealing)

Common Law Doctrine Against Conflict of Interest

A Board member shall abstain from any official action in which his/her private or personal interest may conflict with his/her official duties.

Rule of Necessity or Legally Required Participation

On a case-by-case basis and upon advice of legal counsel, a Board member with a financial interest in a contract may participate in the making of the contract if the rule of necessity or legally required participation applies pursuant to Government Code [87101](#) and 2 CCR [18708](#).

Incompatible Offices and Activities

Board members shall not engage in any employment or activity or hold any office which is inconsistent with, incompatible with, in conflict with, or inimical to the Board member's duties as an officer of AoA. (Government Code [1099](#), [1126](#))

(cf. [4136/4236/4336](#) - Nonschool Employment)

Gifts

Board members and designated employees may accept gifts only under the conditions and limitations specified in Government Code [89503](#) and 2 CCR [18730](#).

The limitation on gifts does not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays, and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value. (Government Code [89503](#))

Gifts of travel and related lodging and subsistence shall be subject to the current gift limitation except as described in Government Code [89506](#).

A gift of travel does not include travel provided by AoA for Board members and designated employees. (Government Code [89506](#))

Appendix R

Honoraria

Board members and designated employees shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering, in accordance with law. (Government Code [89501](#), [89502](#))

The term honorarium does not include: (Government Code [89501](#))

1. Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession unless the sole or predominant activity of the business, trade, or profession is making speeches

2. Any honorarium which is not used and, within 30 days after receipt, is either returned to the donor or delivered to the district for donation into the general fund without being claimed as a deduction from income for tax purposes

Legal Reference

EDUCATION CODE

[1006](#) Qualifications for holding office

[35107](#) School district employees

[35230-35240](#) Corrupt practices, especially:

[35233](#) Prohibitions applicable to members of governing boards

[41000-41003](#) Moneys received by school districts

FAMILY CODE

[297.5](#) Rights, protections, and benefits of registered domestic partners

GOVERNMENT CODE

[1090-1099](#) Prohibitions applicable to specified officers

[1125-1129](#) Incompatible activities

[81000-91014](#) Political Reform Act of 1974, especially:

[82011](#) Code reviewing body

[87100-87103.6](#) General prohibitions

[87200-87210](#) Disclosure

[87300-87313](#) Conflict of interest code

[87500](#) Statements of economic interests

[89501-89503](#) Honoraria and gifts

[91000-91014](#) Enforcement

PENAL CODE

[85-88](#) Bribes

CODE OF REGULATIONS, TITLE 2

18110-18997 Regulations of the Fair Political Practices Commission, especially:
18702.5 Public identification of a conflict of interest for Section 87200 filers

Appendix R

COURT DECISIONS

Klistoff v. Superior Court, (2007) 157 Cal.App.4th 469
Thorpe v. Long Beach Community College District, (2000) 83 Cal.App.4th 655
Kunec v. Brea Redevelopment Agency, (1997) 55 Cal.App.4th 511

ATTORNEY GENERAL OPINIONS

92 Ops.Cal.Atty.Gen. 26 (2009)
92 Ops.Cal.Atty.Gen. 19 (2009)
401 Pacific Avenue, Alameda, CA 94501
Phone: 510.748.4017 • fax: 510.523.53014 • www.aams.alamedaausd.ca.schoolloop.com
89 Ops.Cal.Atty.Gen. 217 (2006)
86 Ops.Cal.Atty.Gen. 138(2003)
85 Ops.Cal.Atty.Gen. 60 (2002)
82 Ops.Cal.Atty.Gen. 83 (1999)
81 Ops.Cal.Atty.Gen. 327 (1998)
80 Ops.Cal.Atty.Gen. 320 (1997)
69 Ops.Cal.Atty.Gen. 255 (1986)
68 Ops.Cal.Atty.Gen. 171 (1985)
65 Ops.Cal.Atty.Gen. 606 (1982)
63 Ops.Cal.Atty.Gen. 868 (1980)

MANAGEMENT RESOURCES

CSBA PUBLICATIONS

Conflict of Interest: Overview of Key Issues for Governing Board Members, Fact Sheet, July 2010

FAIR POLITICAL PRACTICES COMMISSION PUBLICATIONS

Can I Vote? A Basic Overview of Public Officials' Obligations Under the Conflict-of-Interest Rules, 2005

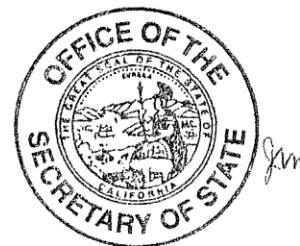
INSTITUTE FOR LOCAL GOVERNMENT PUBLICATIONS

Understanding the Basics of Public Service Ethics: Personal Financial Gain Laws, 2009
Understanding the Basics of Public Service Ethics: Transparency Laws, 2009

WEB SITES

CSBA: <http://www.csba.org>
Fair Political Practices Commission: <http://www.fppc.ca.gov>
Institute of Local Government: <http://www.ca-ilg.org>

Adopted: March 15, 2011



State of California Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

SEP 10 2009

A handwritten signature in cursive script that reads "Debra Bowen".

DEBRA BOWEN
Secretary of State

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

SEP - 3 2009

**ARTICLES OF INCORPORATION
OF
THE ACADEMY OF ALAMEDA**
(A California Nonprofit Public Benefit Corporation)

I.

The name of the Corporation shall be The Academy of Alameda.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote The Academy of Alameda.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Allyson Nolte Tilles
1537 Paru Street
Alameda, CA 94501

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not

participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

Dated: 9/2/09

Kimberly Rodriguez
Kimberly Rodriguez, Incorporator



STUDENT ENROLLMENT, RETENTION AND PROMOTION

Admissions and Enrollment Policy

I. Introduction

The goal of the Admissions Policy of The Academy of Alameda Middle School (AoA) is to attract, enroll and retain at the school the broadest spectrum of students and families representative of the rich diversity existing in the county. AoA will be nonsectarian in its programs, admissions policies, employment practices and all other operations. AoA will not charge tuition and the school will not discriminate in admissions or outreach against any pupil on the basis of ethnicity, national origin, gender, disability or any other legally protected category.

II. Admission and Requirements for Admission

AoA is open to any student in the State of California who meets the admissions requirements described herein. If the number of pupils who wish to attend AoA exceeds the school's capacity, attendance (except for existing pupils of the charter school) shall be determined by a public random drawing.

A. Admission Eligibility

In order to be eligible for enrollment in AoA, students must meet the following eligibility requirements:

- All students must have successfully completed education through grade 5 (Note: This requirement is within the discretion of AoA and may be modified to meet the needs of the school).
- All students must have been fully immunized and present the appropriate health examination record in accordance with the California Health and Safety Code.
- No student may concurrently attend a private school that charges the student's family for tuition.
- All students shall be documented as residents of the State of California.
- If enrolled in an independent study program, a student shall be documented as a resident of the county in which the charter school reports its apportionment claims or an adjacent county.
- No student will be admitted during the term of an expulsion for bringing to or possessing a firearm at school. A student that has been otherwise expelled may be admitted to the school at the discretion of the governing board on a case-by-case basis.

B. Pre-Admission Requirements

In order to ensure that all students will be placed appropriately and benefit fully from the education program, the following pre-admission procedures will be enforced. Failure to comply with any of these procedures will result in denial of admission. An admitted student will be removed from AoA if failure to comply with these procedures is discovered after admission has been granted. All eligible students must meet the following requirements:

- Complete application for admission must be submitted to AoA no later than the deadline published for that school year.
- The application for admission shall include, but is not limited to, the following:

- o Authorization for AoA to request and receive student records from all schools the student has previously attended or is currently attending;
- o Proof of full immunization or exception from the requirement;
- o Proof of health examinations required by the Health and Safety Code;
- o Proof of age;
- o Proof of residency;
- o Indication as to whether or not the student may require special education or related services, the student's home language, and whether or not the student may be an English Language Learner.
- Parents/guardians/caregivers shall attend a pre-admission Information Open House meeting or its equivalent.

AoA shall follow any required procedures for the transfer of a program between SELPAs. Additionally, each application will be reviewed by staff to ensure it is complete before the student will be considered for admission. Each application will include a description of AoA's dispute resolution process. Any student that has been denied admission for failure to meet AoA's admission requirements may avail him/herself to this process for reconsideration.

III. Enrollment Process and Guidelines

The enrollment process will begin immediately upon obtaining Charter status. There will be an open enrollment period each year, which will be advertised within the school community so that all interested students may have an equal opportunity to apply for admission. The deadline for accepting applications will be clearly stated. The process for enrollment proceeds as follows (not necessarily in the exact order provided).

AoA will:

- o Determine class size/configuration for the school year;
 - o Solicit from current students their intention to return the following year;
 - o Solicit from parents/guardians of current students their intention to apply for admission for siblings of current students;
 - o Solicit from founders, staff members and Board members their intention to apply for admission for their children;
 - o Design program informational materials;
 - o Issue press releases and utilize other communication strategies;
 - o Actively recruit students throughout the community;
 - o Mail informational packets to families on wait/interest lists, including invitations to the Open House;
- 401 Pacific Avenue, Alameda, CA 94501
 Phone: 510.748.4017 · fax: 510.523.53014 · www.aams.alamedaausd.ca.schoolloop.com
- o Host Information Open House meeting(s) and record attendance;
 - o Establish and hold an open enrollment period so that all interested students may have an equal opportunity to apply for admission;
 - o Determine the number of returning students at each level;
 - o Determine the number of new students at each level;
 - o Hold a random public drawing, if necessary;
 - o Notify the families of the applicants who are accepted and rejected;

- o Place non-accepted families on the wait list in the order in which the students are drawn from the random public drawing. Children who complete the application process after the published deadline will be added to the next lottery pool if a wait list already exists.

A wait list is maintained from year to year. Once on the wait list, a student would remain in that position until he/she is offered a spot in the school or expresses no further interest. During enrollment, volunteers and paid employees return calls and answer questions from prospective families. If families from the wait list are offered a position, they must accept that position within three business days, or if they decline or fail to respond within three business days, they may be removed from the wait list or placed at the bottom of the wait list if they desire.

IV. Promotion/Retention

The AoA Board expects students to progress through each grade level within one school year. To accomplish this, instruction should accommodate the variety of ways that students learn and include strategies for addressing academic deficiencies when needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

When high academic achievement is evident, the Executive Director or designee may recommend a student for acceleration into a higher grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

As early as possible in the school year, the Executive Director or designee shall identify students who should be retained and who are at risk of being retained in accordance with law, Board policy, and the following criteria.

Students shall be identified on the basis of multiple measures which include:

- * AoA assessments
- * Grades
- * State assessments

The following process shall be implemented for all students at risk of retention:

1. As early as possible in the school year and as early as possible in each student's school experience, the teacher working with school administrators and the designated intervention team shall identify students who are at risk of retention in accordance with state law and Board.
2. The student's academic, social and emotional growth shall also be considered in making a determination to retain a student.
3. The Individualized Education Program is the process for determination of appropriate standards for promotion or retention of special education students.
4. The English Language Learner (ELL) state standards are used in the process for determination for promotion or retention of ELL students.

When any student is retained or recommended for retention, the Executive Director or designee shall offer programs of direct, systematic, and intensive supplemental instruction in accordance with Education Code [37252.2](#) .

V. Appeal

Parents/guardians have the right to appeal a decision to retain a student to the AoA Board within 14 days of notification. The responsibility shall be on the appealing party to show why the decision to retain should be overruled. The AoA Board or designee shall provide a written response to the complainant within 30 days.

Legal Reference

EDUCATION CODE

[37252-37254.1](#) Supplemental instruction

[41505-41508](#) Pupil Retention Block Grant

[46300](#) Method of computing ADA

[48070-48070.5](#) Promotion and retention

[48431.6](#) Required systematic review of students and grading

[56345](#) Elements of individualized education plan

[60641-60648](#) Standardized Testing and Reporting Program

[60850-60859](#) Exit examination

CODE OF REGULATIONS, TITLE 5

[200-202](#) Admission and exclusion of students

Management Resources

CDE PUBLICATIONS

Performance Level Tables for the California Standards Tests and the California Alternative Performance Assessment

LEGISLATIVE COUNSEL'S OPINION

Promotion and Retention #21610

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Adopted: March 15, 2011

Academy of Alameda
 Multiyear Budget Summary with Assumptions
 Draft: June Board Meeting

June Proposed Budget

	2012/13	2012/13	2013/14	2014/15	2015/16
	Current Forecast	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget
SUMMARY					
Revenue					
General Block Grant	2,541,726		2,436,860	2,490,524	2,550,115
Federal Revenue	176,811		175,582	175,162	179,641
Other State Revenues	780,887		741,995	743,950	754,202
Local Revenues	192,329		159,745	160,695	161,674
Fundraising and Grants	28,737		38,000	39,140	40,314
Total Revenue	3,720,490		3,552,183	3,609,471	3,685,947
Expenses					
Compensation and Benefits	2,519,228		2,720,226	2,808,757	2,895,547
Books and Supplies	212,039		198,508	167,451	165,451
Services and Other Operating Expenditures	659,212		643,765	646,729	650,297
Capital Outlay	-		-	-	-
Total Expenses	3,390,479		3,562,499	3,622,937	3,711,294
Operating Income (excluding Depreciation)	330,011		(10,316)	(13,466)	(25,347)
<i>Operating Income (including Depreciation)</i>	330,011		(10,316)	(13,466)	(25,347)
Fund Balance					
Beginning Balance (Unaudited)	569,571		899,354	889,038	875,572
Audit Adjustment	(228)		-	-	-
Beginning Balance (Audited)	569,343		899,354	889,038	875,572
Operating Income (including Depreciation)	330,011		(10,316)	(13,466)	(25,347)
Ending Fund Balance (including Depreciation)	899,354		889,038	875,572	850,225
<i>Ending Fund Balance (as a % of expenses)</i>	27%		25%	24%	23%

Academy of Alameda
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 Draft: June Board Meeting

June Proposed Budget

	2012/13	2012/13	2013/14	2014/15	2015/16
	Current Forecast	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget
Enrollment Detail					
Enrollment Breakdown					
6	160		158	158	158
7	150		170	158	161
8	190		152	164	161
Total Enrolled	500		480	480	480
ADA %					
4-6	95%		95%	95%	95%
7-8	95%		95%	95%	95%
Average	96%		95%	95%	95%
ADA					
4-6	161.3	P-2	150.1	150.1	150.1
7-8	316.6	P-2	305.9	305.9	305.9
Total ADA	477.9		456.0	456.0	456.0
Demographics					
Enrollment	500		480	480	480
ED Students	91		87	87	87
Free or Reduced Lunch	283		272	272	272
ELL Students	87		84	84	84

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		2012/13	2012/13	2013/14	2014/15	2015/16
		Current Forecast	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget
General Block Grant						
8015	Charter Schools General Purpose Entitlement - State Aid	1,810,175	-	1,558,144	1,611,807	1,671,399
8019	State Aid - Prior Years	10,652	-	-	-	-
8096	Charter Schools in Lieu of Prop. Taxes	920,899	-	878,717	878,717	878,717
		2,541,726	-	2,436,860	2,490,524	2,550,115
8100 Federal Revenue						
8181	Special Education - Entitlement	53,796	Confirmed from Sonoma	57,009	58,719	60,481
8291	Title I	106,429	\$377 per Title I eligible student, updated based on 2011-12	106,691	104,720	107,168
8292	Title II	2,846	\$10 per Title I eligible student, updated based on 2011-12	2,830	2,720	2,720
8293	Title III	13,740	\$104 per Title III eligible student	9,052	9,002	9,272
SUBTOTAL - Federal Income		176,811	-	175,582	175,162	179,641
8300 Other State Revenues						
8381	Special Education - Entitlement (State)	195,403	\$465/ADA from Sonoma SELPA, discounted by Admin and Set-aside fees, plus \$1,000 for Prof. Dev.	202,798	199,506	201,629
8382	Special Education ERMHS Reimbursement (State)	-	-	-	-	-
8550	Mandated Cost Reimbursements	6,200	Fund availability determined by state budget	10,944	11,272	11,610
8560	State Lottery Revenue	73,565	\$154 per ADA per SSC	70,224	70,110	69,998
8592	Categorical Block Grant	288,322	\$412 per ADA; includes a proration factor of 0.82	185,592	189,675	194,129
8592	Educationally Disadvantaged Block Grant	-	\$338 per ADA; includes a proration factor of 1	57,850	56,726	58,041
8593	New School Categorical	60,692	\$127 per ADA Total	57,912	59,649	61,439
8594	ASES	145,475	In accordance with final email from AUSD	145,475	145,475	145,475
8595	BTSA Revenues	11,200	Offset by expense	11,200	11,536	11,882
8596	Common Core Funding	-	\$0 per ADA Total	-	-	-
SUBTOTAL - Other State Income		780,887	-	741,995	743,950	754,202

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		2012/13	2012/13	2013/14	2014/15	2015/16
		Current Forecast	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget
8600	Other Local Revenue					
8631	Sales	1,000	-	1,000	1,030	1,061
8632	Sale of Publications	4,502	-	4,500	4,635	4,774
8634	Food Service Sales	-	-	-	-	-
8636	Uniforms	10,866	-	5,000	5,150	5,305
8638	Merchandise Sales	1,500	-	1,500	1,545	1,591
8676	After School Program Revenue	3,180	-	3,180	3,275	3,374
8693	Field Trips	14,500	-	14,500	14,935	15,383
8699	All Other Local Revenue	5,000	\$2596 for Tax Refund, \$517 for Dance	-	-	-
8701	Band Program	2,000	Assumes cost of \$4000	2,000	2,060	2,122
8702	Measure A Parcel Tax	128,065	-	128,065	128,065	128,065
8703	Prior Year Write Off (Sped w/ AUSD)	21,717	-	-	-	-
	SUBTOTAL - Local Revenues	192,329	-	159,745	160,695	161,674
8800	Donations/Fundraising					
8801	Donations - Parents	25,000	From PTA	35,000	36,050	37,132
8802	Donations - Private	1,699	Direct school donations	1,000	1,030	1,061
8803	Fundraising	2,038	A's Ticket Fundraiser	2,000	2,060	2,122
	SUBTOTAL - Fundraising and Grants	28,737	-	38,000	39,140	40,314
TOTAL REVENUE		3,720,490	-	3,552,183	3,609,471	3,685,947

Academy of Alameda

Multiyear Budget Summary with Assumptions

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June Proposed Budget**EXPENSES****Compensation & Benefits**

		2012/13	2012/13	2013/14	2014/15	2015/16
		Current Forecast	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget
EXPENSES						
Compensation & Benefits						
1000	Certificated Salaries		Assumes a 3.5% increase in 2013-14, an additional 3.5% in 2014-15, and 2.5% ongoing.			
1100	Teachers Salaries	1,086,445	22 FTE: 7 devoted to 6th grade (3 ELA/SS, 3 Math/Sci, 1 PE) 12.5 devoted to 7th/8th grade (3 ELA, 3 Math, 2 PE, 2.5 Sci., 2 SS) 2.5 Elective (1 Art, 1 Music, .5 Spanish)	1,105,253	1,143,937	1,172,536
1101	Teacher - Stipends	21,106		21,845	22,609	23,175
1103	Teacher - Substitute Pay	3,000		3,105	3,214	3,294
1148	Teacher - Special Ed	231,333	4 FTE	242,501	250,988	257,263
1150	Teacher - Leadership/Mentoring Stipends	4,000		14,000	14,490	14,852
1160	Teacher - Longevity Bonuses	-		19,000	3,000	12,500
1300	Certificated Supervisor & Administrator Salaries	225,660	2 FTE	233,558	241,733	247,776
1311	Capacity-Building Administration	-		50,000	51,750	53,044
1900	Certificated Medical Allowances	13,469		11,230	11,623	11,913
1930	Certificated Counselor	48,000	1 FTE	49,680	51,419	52,704
1940	Certificated BTSA Coach	11,424	Offset by revenue	11,824	12,238	12,544
SUBTOTAL - Certificated Employees		1,644,437	-	1,761,995	1,807,000	1,861,600
Classified Salaries						
Assumes a 3.5% increase in 2013-14, an additional 3.5% in 2014-15, and 2.5% ongoing.						
2100	Classified Instructional Aide Salaries	47,250	3 FTE	58,305	60,346	61,854
2300	Classified Supervisor & Administrator Salaries	201,181	4.5 FTE	223,736	231,567	237,356
2904	Other Classified - Security/yard duty	26,316	2 FTE	26,171	27,087	27,764
2905	Other Classified - After School	87,442	4 FTE	90,502	93,670	96,011
2908	Other Classified - Medical Allowances	1,000		-	-	-
2909	Other Classified - Subs for PD	1,000	1 FTE	1,035	1,071	1,098
2930	Other Classified - Maintenance/grounds	23,833	1 FTE	26,910	27,852	28,548
2935	Other Classified - Substitute	4,000		4,140	4,285	4,392
2940	Other Classified - Summer	13,231		13,694	14,173	14,527
SUBTOTAL - Classified Employees		405,252	-	444,493	460,050	471,551

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June Proposed Budget

		2012/13	2012/13	2013/14	2014/15	2015/16
		Current Forecast	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget
3000	Employee Benefits					
3100	STRS	135,911	8.25% of certificated payroll	143,137	148,147	151,851
3300	OASDI-Medicare-Alternative	55,981		61,801	62,669	64,942
3400	Health & Welfare Benefits	208,813		240,000	260,333	273,350
3500	Unemployment Insurance	23,079	4.20% per first ~\$7K of pay per person	20,199	20,610	20,856
3600	Workers Comp Insurance	44,151	2.12% of payroll, per insurance quote for similarly sized school	46,846	48,132	49,535
3700	Retiree Benefits	1,604		1,754	1,816	1,861
	SUBTOTAL - Employee Benefits	469,539		513,738	541,707	562,395
4000	Books & Supplies					
4200	Books & Other Reference Materials	6,000	\$500 per Monthly Rate	6,000	6,180	6,365
4315	Custodial Supplies	5,000		5,000	5,150	5,305
4325	Instructional Materials & Supplies	55,000		55,000	56,650	58,350
4326	Art & Music Supplies	7,538		5,000	5,150	5,305
4330	Office Supplies	25,000	\$2083 per Monthly Rate	25,000	25,750	26,523
4335	PE Supplies	3,600		3,600	3,708	3,819
4340	Professional Development Supplies	880	\$40 per Teacher	868	894	921
4350	Uniforms	13,516	Assumes revenue covers 80% of cost	5,000	5,150	5,305
4351	Yearbook	4,000		4,000	4,120	4,244
4352	ASES Supplies (includes summer)	10,000		10,000	10,000	10,000
4356	Art Supplies	200		1,000	1,030	1,061
4410	Classroom Furniture, Equipment & Supplies	8,800	\$400 per Teacher	4,340	4,470	4,604
4420	Computers (individual items less than \$5k)	28,600		17,600	5,000	5,150
4423	Additional Technology	40,277		52,800	30,800	25,000
4720	Other Food	3,628		3,300	3,399	3,501
	SUBTOTAL - Books and Supplies	212,039		198,508	167,451	165,451

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		2012/13	2012/13	2013/14	2014/15	2015/16
		Current Forecast	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget
5000	Services & Other Operating Expenses					
5200	Travel & Conferences	3,400		3,400	3,502	3,607
5210	Conference Fees	3,300		2,500	2,575	2,652
5215	Travel - Mileage, Parking, Tolls	200		200	206	212
5305	Dues & Membership - Professional	5,500		5,500	5,665	5,835
5450	Insurance - Other	27,215	\$54 per Student	26,127	26,911	27,718
5510	Utilities - Gas and Electric	34,090	\$2841 per Monthly Rate, updated based on 2011-12	34,090	35,113	36,166
5515	Janitorial, Gardening Services & Supplies	40,945		40,945	42,173	43,439
5615	Repairs and Maintenance - Building	6,086		6,000	6,180	6,365
5803	Accounting Fees	10,466		10,466	10,780	11,103
5805	Administrative Fees	1,920	Retirement Provider and STRS Admin Fees	1,920	1,978	2,037
5809	Banking Fees	600		600	618	637
5812	Business Services	160,000	5.5% of governmental revenues	160,000	160,000	160,000
5818	Focus Area 1: Coaching	20,000	\$10K for Literacy Coach \$5K for Math Coach	16,500	16,995	17,505
5819	Focus Area 2: School Culture Initiatives	13,300	\$8,500 for Curric. \$5K for Expert \$2K for WEB	15,300	15,759	16,232
5820	Consultants for renewal / charter petition	-		20,000	10,000	-
5824	District Oversight Fees	84,901	3.0% of General & Categorical Block Grants, covering Facilities Use expenses	80,409	82,108	84,069
5830	Field Trips Expenses	15,000		15,000	15,450	15,914
5834	ASES Services (including summer)	4,000		4,000	4,000	4,000
5843	Interest Payment	804	Revolving Loan Interest payments	264	157	49
5845	Legal Fees	15,000	Increased in accordance with membership in Sonoma	7,500	7,725	7,957

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		2012/13	2012/13	2013/14	2014/15	2015/16
		Current Forecast	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget
5851	Marketing and Student Recruiting	6,000		6,000	6,180	6,365
5857	Payroll Fees	4,800	\$400 per Monthly Rate	4,800	4,944	5,092
5860	Printing and Reproduction	15,000	\$1250 per Monthly Rate	15,000	15,450	15,914
5861	Prior Yr Exp (not accrued)	16,429	PY Music expense, plus JPA Audit Adjustment	-	-	-
5863	Professional Development	8,000	An additional amount allocated for Conferences above	8,000	8,240	8,487
5864	Professional Development - BTSAs	26,982		26,628	27,427	28,250
5866	JPA Fees	500	JPA Fees	480	494	509
5869	Special Education Contract Instructors	30,000	For various contractors (OT, Speech, etc.)	28,800	29,664	30,554
5874	Sports	7,000	For Supervision / Sports	7,000	7,210	7,426
5875	Staff Recruiting	1,515		1,500	1,545	1,591
5877	Student Activities	2,000	for WEB	2,000	2,080	2,122
5883	Professional Development (Coverage Subs)	21,000		25,000	25,750	26,523
5884	Substitutes	45,320	\$206 daily rate	40,000	41,200	42,436
5887	Technology Services	17,936	For District Services	17,936	18,474	19,028
5893	Transportation - Student	400		400	412	424
5915	Postage and Delivery	6,000	\$500 per Monthly Rate	6,000	6,180	6,365
5920	Communications - Telephone & Fax	3,000	Comtel	3,000	3,090	3,183
SUBTOTAL - Services & Other Operating Exp.		659,212	-	643,765	646,729	650,297
TOTAL EXPENSES		3,390,479	-	3,562,499	3,622,937	3,711,294