



The Academy of Alameda Charter School Board

Board Retreat

Date and Time

Saturday February 10, 2024 at 8:00 AM PST

Location

The Academy of Alameda- 401 Pacific Ave, Alameda CA 94501 Room 106.

Agenda

	Purpose	Presenter	Time
I. Opening Items			8:00 AM
A. Breakfast for Board		Carole Robie	27 m
B. Call the Meeting to Order		William Schaff	1 m
C. Record Attendance		Christine Chilcott	2 m
II. Board Communication: Exploring Roles, Responsibilities, and Goals			8:30 AM
A. Warm Up and Welcome	Discuss	William Schaff	60 m

This section of the Board Retreat will be led by:

- Bill Schaff
- Carole Robie
- Jezra Thompson

	Purpose	Presenter	Time
B. Charter School Governance	Discuss	Carole Robie	90 m

This section of the Board Retreat will be led by:

- Carole Robie
- Christine Chilcott

C. 15 Minute Break	FYI		15 m
D. Board Goals	Discuss	Keith McCoy	75 m

The section of the Board Retreat will be led by:

- Keith McCoy

E. Lunch Prep	FYI		15 m
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Lunch is a working lunch. This is time to get lunch and get settled.

F. Setting Board Goals	Discuss	Jezra Thompson	75 m
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This section of the Board Retreat is led by:

- Jezra Thompson
- Carole Robie

III. Closing Items **2:00 PM**

A. Closing Gratitudes and Remarks	Discuss	Carole Robie	29 m
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This section of the Board Retreat is led by:

- Carole Robie
- Jezra Thompson

B. Adjourn Meeting	FYI	William Schaff	1 m
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Coversheet

Warm Up and Welcome

Section: II. Board Communication: Exploring Roles, Responsibilities, and Goals
Item: A. Warm Up and Welcome
Purpose: Discuss
Submitted by:
Related Material: Path to Excellence Levels.pdf
AoA Board Retreat Presentation .pptx.pdf



ACADEMY OF ALAMEDA

BOARD RETREAT - FEBRUARY 10, 2024

AGENDA

8:30-2:30

- 8:30-9:30 Welcome and warm up
- 9:30-11:00 Charter school governance
- 11:00-11:15 BREAK
- 11:15-12:30 Board goals
- 12:30-12:45 Lunch prep
- 12:45-2:00 Working lunch setting Board goals
- 2:00-2:30 Closing gratitudes and remarks



**A diverse,
supportive
community
for every
student**

ACADEMY OF ALAMEDA

KEYNOTE ABOUT THIS RETREAT FROM BILL

BOARD ASSESSMENT

REVIEW

The summary includes our shared desire to:

1. Understand the responsibilities of a governance board
2. Understand our goals and roles
3. Improve our ability to provide oversight
4. Improve our ability to provide guidance

CAROLE

Overview

	Board	Executive Director
Board Meetings	LEVEL 4 Advanced	LEVEL 3 Intermediate
Board Structure	LEVEL 3 Intermediate	LEVEL 3 Intermediate
Board Composition	LEVEL 2 Emerging	LEVEL 2 Emerging
Board Recruitment	LEVEL 1 Basic	LEVEL 3 Intermediate
Board Goals & Accountability	LEVEL 1 Basic	LEVEL 1 Basic
Finance	LEVEL 3 Intermediate	LEVEL 5 Excellent
Development	LEVEL 1 Basic	LEVEL 1 Basic
Academic Oversight	LEVEL 3 Intermediate	LEVEL 1 Basic
Executive Director Support & Evaluation	LEVEL 4 Advanced	LEVEL 5 Excellent
BoardSavvy Executive Director	LEVEL 2 Emerging	LEVEL 4 Advanced

OUTLINE OF THE DAY

Agenda walk through

- Roles for the day (what these roles entail)
 - Assign notetaker
 - Preassigned timekeeper (Randy)
 - Summary recap (Amy)
- Materials available
- Expectations for participants

COMMUNITY AGREEMENTS

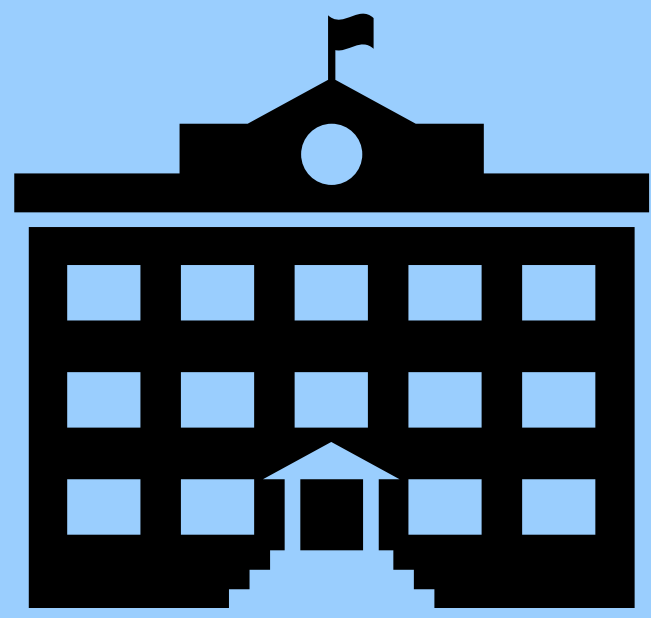
GUIDING HOW WE PARTICIPATE IN THIS RETREAT

Examples:

1. Actively seek a growth mindset
2. Listen with the intent to learn
3. Stay focused on the topic at hand



Relationships are the roots

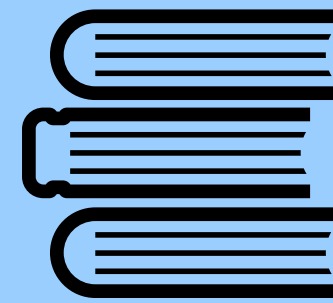


AUSD Authorizing Body



Autonomy

Data showing fiscal solvency, academic success, operational ability



Charter Promises

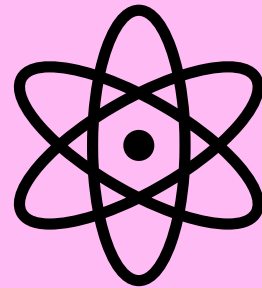


AoA Charter School

Board goals



Site/school goals



ED goals



[Charter school promises](#)



Charter school mission/vision

CHARTER SCHOOL GOVERNANCE

THE ROLE OF THE BOARD OF DIRECTORS FOR A CHARTER SCHOOL

1. Guide the charter school towards ITS goals
2. Ensure that the charter school meets ITS promises
3. Ensure that WE (the Board) are being effective at #1 and 2



An equity-centered community

CHARTER RENEWAL CRITERIA

MANDATED BY THE STATE

The Board must ensure the charter school is able to be:

1. Financially solvent
2. Academically successful
3. Operationally stable

CHRISTINE



Building confident learners

SUMMARY OF WHAT WE JUST DID

ANY QUESTIONS OR ITEMS THAT NEED MORE CLARITY?

15 min

BOARD GOALS

DEFINE WHAT THESE ARE

Examples of goal areas:

- Board calendar
- Structure for assessments
- Clear expectations for our committees
- Job descriptions for Board Members and Committee Members
- Board recruitment plan



A social justice school

SUMMARY OF WHAT WE JUST DID

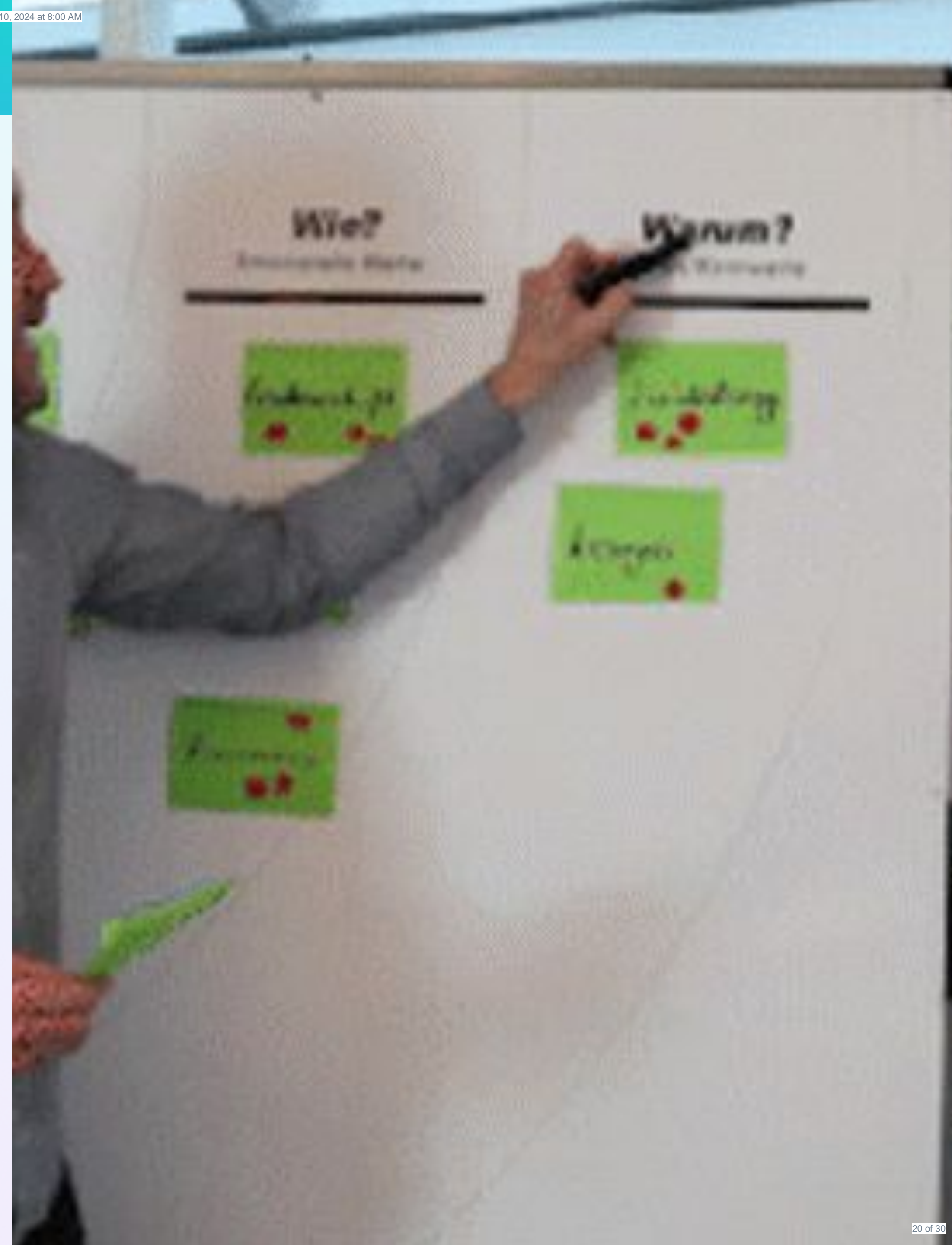
ANY QUESTIONS OR ITEMS THAT NEED MORE CLARITY?

DRAFT YOUR BOARD GOALS

1. Write down your Board goal (could be reiterative of the ex.)
2. 1 goal per post-it
3. No more than 5
4. Put them on the chart paper under the 3 criteria (next slide)

Put your post-it notes on the appropriate chart paper

1. Financially solvent
2. Academically successful
3. Operationally stable





OUR BOARD GOALS

WORKING LUNCH

Review the chart paper

Focus on SMART goals

Examples of long-range and short-range goals



OUR BOARD GOALS

What are your top 3 goals and why?

How do these help the Board be more effective?

[Live notes](#)

WHAT MAKES US DIFFERENT



An equity-centered community

We elevate diverse perspectives and experiences to our students. We set high expectations for all students, and provide the resources they and their families need to reach their full potential.



A social justice school

Through our unique curricular approach, we work in partnership with families' and students to build understanding of social justice, addressing systemic racial, ethnic, economic, and political barriers in our society.



Building confident learners

Our approach to learning focuses on continuous growth, and understanding what each unique student needs to reach their full potential.



Relationships are the roots

We believe that relationships are the roots that anchor and nourish every student's learning. Our closely-connected team works to support the whole child—academically, emotionally, physically, socially, and creatively.

SUMMARY OF WHAT WE JUST DID

ANY QUESTIONS OR ITEMS THAT NEED MORE CLARITY?

CLOSING GRATITUDE AND REMARKS

JEZRA AND BILL

Coversheet

Charter School Governance

Section: II. Board Communication: Exploring Roles, Responsibilities, and Goals
Item: B. Charter School Governance
Purpose: Discuss
Submitted by:
Related Material: Charter Renewal Criteria.docx.pdf
ACADEMY OF ALAMEDA CHARTER PROMISES.pdf

Charter Renewal Criteria

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

Charter petitions must satisfy at least three requirements to be renewed:

1. Education Code Section 47607(a)(3)(A) states: "The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal."

Such increases are documented below.

AND

2. Education Code Section 52052(f) states: "For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 47607, alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used."

The alternative measures that show increases at the Charter School are documented below.

OR

3. Education Code Section 47607(b)(4) states: "The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school."

This determination, which requires a comparison to other public schools, is documented below.

AND

4. Title 5, California Code of Regulations Section 11966.4(b)(1) states: "When considering a petition for renewal, the county board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any."

This requirement is met through the documentation presented in the charter renewal petition and appendices. The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)(4). California Assessment of Student Performance and Progress ("CAASPP") Assessment Analysis

ACADEMY OF ALAMEDA CHARTER PROMISES

ELEMENTARY SCHOOL

Comparison group: Mya Lin, William G. Paden, and Ruby Bridges

The academic performance of AoA elementary school will increase student academic achievement for all groups of students served by the Charter School and will meet the academic performance of the public schools that the Charter School's students would otherwise have been required to attend as well as the students in their comparison group.

All numerically significant pupil subgroups will show increases in pupil academic achievement.

MIDDLE SCHOOL

Comparison group: Will C. WoodWood, EHS Junior Jets, NEA and AUSD as a whole.

The academic performance of The Academy will meet or outperform the academic performance of the public schools that the Charter School's students would otherwise have been required to attend, as well as the academic performance of the schools in AUSD, taking into account the composition of the pupil population that is served at The Academy.

All numerically significant pupil subgroups will show increases in academic achievement.

OVERALL SCHOOLWIDE PROGRAM

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

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

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

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

Teachers recognize and build upon the skill sets and experiences each student brings with them, targeting each student's zone of proximal development. Additionally, the entire school community models and teaches students to love themselves and others and to act as allies in the face of injustice. By fostering a sense of safety and belonging,

in addition to valuing and building upon prior knowledge and backgrounds, teachers create an environment in which students are behaviorally, intellectually, and emotionally engaged in their own learning.

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

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

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

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

The Academy exhibits high expectations for all members of the Charter school community by fostering a culture of growth and a commitment to continually improving both individually and as a community of learners. Staff, students, and families demonstrate alignment with our *Charter School's vision* that all children are held to high academic, behavioral, and social emotional expectations and operate with the unwavering belief that every student can succeed when given access to the appropriate tools and supports. The school community sees learning as a continuous, iterative, and joyful process, and collaborates to support all students in achieving at high levels. To see high expectations to fruition, teachers continuously monitor their students' academic, behavioral, and social emotional progress, set personalized goals, and celebrate individual and collective growth. Extended school days further ensure that students have the learning time necessary to develop the skills, knowledge, and character to be successful in secondary and postsecondary education and in any subsequent professional path they choose.

ORGANIZATION

The Academy of Alameda's financial and operational structures ensure the future success of the school.

- *The Board of Directors* of The Academy of Alameda meets regularly, at least seven times a year, and in accordance with the Brown Act. The agenda for the Board meeting is posted according to the Brown Act, including postings online under the Governance Section of The Academy website. Parents, as well as any interested members of the

public, are welcome to attend Board meetings and voice their concerns and opinions during the Open Session of the meeting.

- *The Board of Directors* is responsible for the operation and fiscal affairs of the Charter School
- *The Board* may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of The Academy any of those duties with the exception of **budget approval or revision, approval of the fiscal audit and performance reports, and the adoption of Board policies**. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.
- *The Board of Directors* intends to participate in ongoing development opportunities.
- New members go through training centered on school finance and on an introduction to board governance and learn about The Academy's strategic initiatives as well as its recent history.
- Board level committees are established to facilitate the operational duties of the Board.
- The Academy admits all grade-level eligible pupils who wish to attend subject to the Charter Schools' capacity.
- An annual independent financial audit of the books and records of The Academy is conducted