

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