



July 20th, 2009

William Redford  
Principal  
Riverbank Language Academy  
2400 Stanislaus Street  
Riverbank, CA 95367

Dear William,

Thank you for the opportunity to visit Riverbank Language Academy. We appreciate your participation in the Cambridge Education Charter Program Quality Review (CPQR). The Quality Review report attached is the final version of this document. We encourage you to share the report with your school community.

We are pleased to inform you that Cambridge Education has recommended Riverbank Language Academy for Certified Charter School status.

The report includes recommendations for refining your program based on the California Charter School Association's *Quality Standards*. The results of the Program Quality Review may be used to develop plans on how you will address those areas for improvement highlighted in the report. Seeking assistance from the Association, peers, and/or other instructional support personnel may be beneficial in developing a plan of action that addresses the needs of the school.

If you have any questions or comments about the Program Quality Review process, feel free to contact me at (626) 533-7802 or by email at [Renee.Middleton@camb-ed-us.com](mailto:Renee.Middleton@camb-ed-us.com)

Best wishes,

A handwritten signature in black ink that reads "Renee Middleton".

Renee Middleton

Senior Education Specialist  
Cambridge Education (LLC)



# California Charter Program Quality Review Report

**Riverbank Language Academy  
2400 Stanislaus Street  
Riverbank  
California 95367**

**Director: William Redford**

**Dates of review: June 9 – 10, 2009**

**Lead Reviewer: Renee Middleton**

**Cambridge Education (LLC)**

<b>Review Team</b>	
<b>Renee Middleton</b>	Reviewer Cambridge Education
<b>Jenai Emmel</b>	Reviewer Consultant

## Part I: The School Context

Riverbank Language Academy (RLA) is in its second year of operation as a Riverbank Unified School District public charter school. It serves approximately 287 students in kindergarten through grade 6, expanding to grade 8 over the next two years. The school provides a Dual Language Immersion (DLI) model of instruction in Spanish and English as 1 of 26 DLI schools state-wide. The student body is comprised of 85 percent Hispanic, 14 percent White, 1 percent American Indian, and 1 percent Asian. Eighty percent of students are English learners (EL) compared to the district's 43 percent. Sixty-two percent of RLA students qualify for free and reduced meals which are equal to the district average. Six percent are special education students, below the district average of 10 percent. The school's 97 percent attendance rate is above the district and state average. Ninety-eight percent of students have been continuously enrolled at the school from entry since 2007.

The school shares a multi-building campus with another elementary school from which the growth and further reconfiguration of RLA will take place for the new school year, 2009-2010, when the school enrollment will comprise of 345 students. The two schools share a cafeteria, a playing field and jointly offer after-school activities.

The school has a 2008 base API of 715 with an expected 5 point growth target for 2009. The school ranks 3 statewide and 3 in comparison to similar schools.

## Part 2: Overview

### What the school does well:

- The director promotes a strategic approach to learning with a clear understanding of the school's strengths and areas for improvement.
- The director, staff, parents and the Board implement the school's mission and vision with fidelity to a dual language instructional (DLI) model.
- The director focuses professional development around three core strategies: Center for Research on Education, Diversity, and Excellence (CREDE), Guided Language Acquisition Design (GLAD), and DLI to organize teacher practice.
- The director uses multiple assessments to assess student academic growth and to inform collaborative decision making with the staff.
- Teachers have good rapport with their students; there is mutual respect among staff and students.
- The school's mentorship program supports teachers' professional growth and grade level alignment to ensure consistency in curriculum delivery.
- Robust support services for student include speech development, special education, social workers, and academic tutoring through Casa del Rio.
- Parents appreciate the school's DLI learning environment and they exhibit high levels of trust in the leadership and staff.
- The school maintains a healthy budget with effective fiscal controls.

### What the school needs to improve:

- Provide evidence of progress and effectiveness of action in meeting school goals through the use of dashboard data relating to specific targets and measurable performance indicators
- Continue to improve opportunities for students' academic discourse, active learning, and higher order discussions/thinking skills.
- Implement students' individual learning plans (ILP) to personalize goals for improving their learning with tools (rubrics/samples) to encourage students' monitoring their own progress.
- Continue to develop a rigorous curriculum that is vertically aligned.
- Enhance instructional monitoring and teacher feedback to improve pedagogy, especially in upper school science.
- Continue to improve home-school communication and information strategies/ systems implemented to empower and ensure that parents are engaged and able to support their children both at home and at school.

*Review Team Recommendation of CCSA Certified Charter School Status:* **Yes**

## Part 3: Main Findings

Riverbank Language Academy students make good progress and achieve well within the Dual Language Immersion (DLI) model, as early as in kindergarten, by developing confidence and fluency in both Spanish and English. Overall, the low attrition rate of students has given teachers the opportunity to positively impact student learning as shown in the English language arts (ELA) and mathematics state tests and school assessments. High expectations are the norm among all stakeholders, including the children. The commitment of the administration, staff, and parents give students multiple opportunities to gain the support needed to succeed both academically and socially.

The principles of DLI provide the over-arching educational model which is underpinned with a state-standards aligned core curriculum in accordance with the school's charter petition. There is excellent access to technology to enhance students' reading, research, and cultural understanding both in English and Spanish. Student performance in grade 5 is below state averages and thus, the school continues to develop opportunities for teachers' professional development, resources, and students' first hand scientific exploration and inquiries. Most teachers effectively analyze and use data to monitor student performance which is further shared with students and their parents on a regular basis.

Teaching is good, with a growing number of data-driven lessons modified and conducted within a workshop model through guided groups to meet students' varied needs. Teachers are committed to using the strategies learned through the Center for Research on Education, Diversity, and Excellence (CREDE) to improve their DLI and curricular instructional strategies and the Guided Language Acquisition Design (GLAD) university project which has helped their implementation of effective strategies for developing literacy across the curriculum. The school is focused on continuous improvement as evident in the increasing use of data, teachers' own assessments, and development of intervention strategies to improve student learning. The director and staff routinely monitor students' academic progress, attendance, and behavior. Interventions are personalized to meet individual needs and high ability students are challenged through a rigorous and relevant curriculum. Classrooms are well-resourced for learning. The majority of teachers know clearly how to address the varied learning needs individual students with a growing number of students' personal goals being set.

The director is respected by the entire school community in recognition of his commitments to the school's DLI values and school improvement. He is well-aware of the charter school development as a previous California Charter School Association (CCSA) member and as the school's founder. He is skilful in understanding the value of the DLI model to students and their families. He maintains good communication between home and school. He effectively monitors the educational program to ensure that the immersion process runs smoothly and that it provides equity of access to the dual languages for all students. Parents have a key role in the RLA educational program and through their direct involvement in their children's education. There is good parent representation in the Parent, Teacher, Student Association (PTSA), school events and volunteered support. The school has good links with its community including universities, charities, and chamber of commerce. There is further involvement of stakeholders in the school through their participation in the school's decision making processes such as the School Site Council (SSC).

The RLA administration and district Board have established and implemented policies that are transparent and focused clearly on student achievement with a cogent understanding of and comply with the laws that govern the school in addressing the RLA charter petition. The director and the Board fulfill fiduciary responsibility for public funds and maintain publicly accessible fiscal records. Financial decisions are made based on identified school-wide needs and priorities, referenced to the school's strategic improvement plan. The school has excellent monitoring and long-range financial planning with the assistance of the district. Funds are currently secured for the expansion and sustainability of the school.

## **Quality Statement 1: Student Academic Achievement First**

*A charter school promotes student learning through a clear vision and high expectations. It achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, state and federal performance standards, and closing achievement gaps of students.*

The Riverbank Language Academy (RLA) demonstrates consistently high expectations and improvements to the quality of its dual language immersion model and student achievement. In comparison to similar schools across the nation, the school ranks highly in student performance at or above grade level performance in Spanish while enrolled at the school. For most students, the achievement gaps between measured subgroups are decreasing. With a sound language and numeracy foundation, student performance in mathematics is generally comparable to state and district averages. In grade 4, students' ELA and mathematics performance is above district and similar schools' averages. Most students are successful in transferring their Spanish skills to English language arts (ELA) and across most subject areas. However, grade 5 students' CST results in ELA and science fell below district averages. As a result, the school has invested in staff professional development, resources and instructional support to enhance student learning as the school's priority area for improvement, especially in ELA and science.

Most teachers' assessments are linked closely to the state standards and school's pacing guidance. They create rubrics, benchmarks, portfolios and anecdotal notes aligned to the CREDE, GLAD and standards-based curriculum that informally assesses student learning. Teachers' planning further addresses students' learning needs well as indicated in students' improved test results and progress for the 2008 academic year with results above the district and state averages for mathematics. Staff work diligently to put in place effective strategies and structures to support students in building their academic skills, knowledge and personal well-being. This is shown in the strategies and interventions implemented to improve student achievement in ELA and science. The use of common assessments and sampling of student work, as 'work in progress,' are kept constantly under review to enhance teachers' measurements and understanding of how well their students are performing.

The quality of instruction is generally good and most teachers have very good subject knowledge to facilitate lessons well. All teachers have enhanced their planning and practice through the CREDE and GLAD training by incorporating listening, speaking, reading and writing components into all content areas and through the cross-curricular planning for science, social studies and literature. In the best lessons observed, teachers make learning objectives explicit and they help students to make connections between the concepts taught and students' own first hand experiences. There are a few ineffective lessons where pacing is slow and some students complete work quickly and state that their class work is sometimes easy. Professional development has placed greater emphasis on helping teachers implement strategies to improve checking for student understanding.

Classroom management and routines are effective and well established in most lessons to positively impact student behavior and whole school culture. Students are motivated from an early age to read for enjoyment with daily, intensive reading instruction, initially in their home language with increased fluency and comprehension both in Spanish and in English. Students are friendly, polite, and well-mannered and students report that they like and trust the adults in the school and their teachers are very supportive in lessons. Special education students are supported through district specialist resourced support. Resources and technology are used well to enhance and extend learning of all students, including English learners who have access to computer programs in Spanish and English. The school is well-staffed to meet the academic and health well-being of all students. Student leadership is nurtured through opportunities to become student council members and to contribute their ideas for school improvement. The school celebrates good behavior and builds positive relationships with explicit respect among adults and students.

There is a sense of community through the director's efforts to broadly engage parents in school activities and events as seen in the significant presence of parent and community volunteers in school to support learning and the stewardship of the school environment. Hispanic parents are well-represented with good participation by all parents in evening meetings, sports event, and special events with excellent efforts by the school and PTSA in establishing good communication between home and school both in Spanish and English. Parents comment that they are welcomed in the school and 'feel like the staff members are family' and that there is 'such good feel about being in the

school that has not been experienced elsewhere.’ Community partnerships are established with the CASA del Rio Family Resource Center which provides services and resources to the school and the Riverbank community. The teachers provide regular school progress reports and there is good use of whole school student achievement data which is shared with parents and the Board.

## **Quality Statement 2: Ethical Leadership**

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

The director has an extensive knowledge base of charter schools and understanding of dual language strategies to impact RLA’s vision for the expansion of its DLI principles and practice. He ensures stakeholders’ accountability in supporting the school’s sustainability by providing strong instructional leadership in a positive, focused, and systematic direction. He is receptive to ideas from all stakeholders with shared decision making among the staff, the Board members, and parents. The director effectively leads the school with transparency of all actions. This perpetuates a strong school culture and commitment to the DLI values and high expectations for school improvement and in raising student achievement. The Director and school leaders make a commitment to be highly visible and accessible to staff, students and parents. The director has developed a distributive leadership that provides support systems for instructional coaching and program coordination. The director complements the coaching and guidance provided by systematically monitoring and evaluating the school’s educational program, the quality of instruction, and student achievement.

The low attrition of the staff and students allows for stable growth and long-lasting impact of professional development, relationships, and knowing the students well. The staff works well together towards the school’s common goals for DLI. There is open and clear communication between the staff and administration and the director ensures that teachers receive written and face-to-face feedback based on direct lesson observations. Systems for effective debriefing and feedback to teachers are developing. There is good support for new staff through the beginning teachers’ focused induction program (BTSA) including mentoring. Staff collaboration takes place informally on a daily basis with more formally weekly staff meetings.

Professional development continues throughout the school year focused on data. Prior to the start of each school year, the director has ensured that RLA teachers undergo extensive training from CREDE to improve their DLI and curricular instructional strategies. As a result, all RLA teachers hold full California teaching credentials to be designated ‘high quality’ teachers under the No Child Left Behind (NCLB) mandates. Their training is complimented with strategies implemented through the GLAD university project which has helped teachers’ implementation of effective strategies and in providing an organizational structure for literacy across the curriculum.

The director makes sound decisions that ensure maximum impact on teaching and learning through the use of data to inform priorities. Goals for improving teaching and learning are addressed through PD which will continue in the Fall 2009 to develop teachers’ strategies for improving their questioning techniques to enhance student engagement, students’ academic discourse and students’ higher order thinking.

Parents convey their confidence in the leadership’s judgments and decisions made through consultative process to solicit their viewpoints. As the school is located in a small community and district, the principal ensures that policies are implemented to ensure that board members and employees declare any conflicts of interest or potential conflicts of interest he or she may have in relationship to the school’s charter. All communication between home and school is dealt with sensitivity to the cultural diversity of the student population, their parents, and the wider community. The principal and staff actively engage parent and community partnerships and support in a variety of ways to positively impact the learning environment and to support students in becoming more successful, for example through reading support, participation in events, and in volunteering support in school. The director provides a range of opportunities for parents and the community to keep abreast of school events and achievements. There are regular and public reports on the school’s educational program based on data that is regularly shared to show the school’s progress towards goals for raising student achievement.

### **Quality Statement 3: Continuous Focus on Increasing Quality**

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

At RLA, assessment is a critical tool for observing individual student progress and evaluating the success of the DLI educational program as a whole. The school uses a wide range of assessments to provide comprehensive information on student learning such as: Aprenda (the Stanford 9/10 comparison in Spanish); State standard tests (STS) in Spanish; the North West Evaluative Assessments (NWEA); qualitative observations; and day-to-day assessments. Data is used regularly by the director and teachers to identify areas for school improvement, student support, and to implement teaching and professional development plans that address identified learning needs. The best examples are found in grade 3 where the teacher's own assessments are used to effectively inform planning and adjusted lessons accordingly to maximize achievement. In other grades, interim or unit tests are in place to measure progress although these are not consistently used to set students' personal goals or individual student learning plans. Strategies for vertical alignment of the curriculum and related assessments are developing in ELA and mathematics, yet there is a lack of alignment in science and social studies. The school implements a 'rites of passage' project as an end of grade project to assess students' application of concepts, skills, and understanding in the core subjects. Students produce, for example, studies on world cultures and geography written in English and Spanish according to students' levels of competency in each language.

Formative assessments, such as the Munoz language survey, strengthen teachers' understanding of students' proficiency in both English and Spanish. The school engages in a formal process to set clear, measurable goals for improvement based on data analysis. Goals and plans are actionable, focused on student achievement and are measured by clear targets and timeframes. Short-term and long-term goals are regularly reviewed and appropriate resources to accomplish the plans are allocated accordingly. The school implements strategies outlined within a single-school strategic action plan of accountability based on explicit measures of outcomes informed by regular review of data with interim goals set to address areas of need which includes allocation of funds for professional development. Standards-based textbooks and technology are effectively used to improve the educational program. Resources are carefully aligned to programmatic needs and allocated effectively and appropriately (e.g. materials, equipment, staff, and facilities) to effectively optimize student learning. There is strong evidence that resources are positively impacting student achievement as seen in interim assessments and CST results.

### **Quality Statement 4: Responsible Governance**

*A charter school board and administration establish and implement policies that are transparent and focused on student achievement. Charter school board members and administrators have a cogent understanding of and comply with the laws that govern charter schools.*

RLA is the first RUSD public charter school which has provided an opportunity for the school to work closely with its local district as authorizer. The RLA board has adopted all RUSD operational policies while generating distinct DLI policies that follow national DLI guidelines based on research focused on diversity in learning. Given the level of vetting that support each of the RLA board policies there is evidence that policies are implemented with fidelity for the RLA school community. The board is well-aware that as the school approaches renewal in year three, there may be need of revisions to policies, but overall remaining committed to the DLI principles. There has been no modification to the school's policies or curriculum since the initial petition was chartered in 2007.

The RLA board membership consists of 8 members who have gained significant educational knowledge from one of their board members, the superintendent for RUSD. The board composition also serves to support stakeholder commentary as parents, teachers, administration, and community members participate in governance; an effective check and balance. Board members also are invited to attend PTSA and staff meetings and therefore interact with key stakeholders on a regular basis. To date all feedback has been constructive and positive. For the most part, the board relies on the director and superintendent to inform them of fiscal, political, and educational changes. Given that board members report monthly or more frequently at each meeting, they are apprised of updates on a regular basis. The board attends the state charter school conference which also serves to provide

annual notices of events or legislation that may impact their school community. Their understanding of contracts, services and other relationships with the district is good, helped by an explicit Memorandum of Understanding (MOU). However, the director and board members recognize that the school board requires further training by instituting structures for consistent development. This will ensure that the board members understand their role more fully to take greater responsibility for their effectiveness as well as ensure their ability to function as an independent governing body separate from the school leader.

The board ensures compliance with Brown Act by posting agendas in the RUSD and RLA offices. This serves as a medium to announce meetings to the public and to ensure public awareness of school business. In the event that community members attend, they are welcome to provide input and feedback to the board and to administration. RUSD, as charter authorizer, offers RLA appropriate supervision and support through the finance division. The school leader engages this department as needed and both parties are aware of the current budget and how it will be revised to support the upcoming school year. The school leader makes transparent decisions that the school community as a whole understands. In the event the board is unable to vote through majority, the decision is pushed up to the RUSD board who makes the final decision, though this has not been necessary to date. The school district complies with external audits and school reviews in order to gauge progress and charter implementation. RLA administration and board can further ensure transparency and strategic monitoring by creating dashboards that report on key accountabilities monthly. The school has not established a data 'dashboard' to help the board members better understand all significant liabilities and commitments including student achievement data, attendance, staff retention, student attrition, special education individual education plans (IEPS), EL reclassifications, and suspension/expulsion information. There is no policy surrounding succession planning for both the board and the school leader to ensure sustainability.

#### **Quality Statement 5: Fiscal Accountability**

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

For the 2 years of the school's operations, the RLA budget, external audits and reports have been closely scrutinized by the District and school board. The school's budget is healthy and well-managed with informed decisions based on identified school-wide needs and priorities, referenced to the school's strategic improvement plan. The school has excellent monitoring and long-range financial planning with the assistance of the District Finance Department. Comprehensive financial plans are prepared during the budget process, and the school's board adheres to a timely adoption of its budget. The working budget is monitored against actuals at least monthly, including a review of average daily attendance (ADA) data, and adjusted accordingly.

All accounts and payable obligations are up-to-dated, appropriately described, and disclosed in financial statements. Contracts and capital projects are tracked and monitored on a regular basis within the District's budget and budgeting process. Annual reviews of significant operating costs are shared with stakeholders in making budgetary decisions. The school benefited from its start up grant from the Walton Foundation. This has strengthened the school's base budget, staffing, and resources. The school's external audit indicates that its finances are being managed in accordance with generally accepted accounting principles and practices. The school's budgetary and ADA audits are reported and transparent to the public. The last 2 years' audits conclude that the school's financial statements and findings are highly functional and in good order.

The school adheres to an adopted fiscal policy and procedures manual which include procedures for the authorization of purchases and release of funds, including signatories for checks or purchase orders over a specified threshold, and procedures related to credit cards and revolving cash funds. The school provides sound justification for its employee compensation structure and has established procedures for the approval of employee compensation. Bank reconciliations for all school-affiliated bank accounts are completed and reviewed on a monthly basis. Policies are established to ensure that contracts reflect fair market value and raise no conflict of interest issues. The school has a clear and organized tracking system for costly fixed assets such as textbooks and computer equipment. RLA follows the district policy for cost of living allowance (COLA) which did not receive additional state revenues for 2008-09. RUSD's revenue limit was thus budgeted to remain at \$6,138 for the current

school year. The school was able to compensate staff with a \$500 bonus through a performance incentive agreed with the district and board for 2008-09. The incentives have not impinged on the school's budget due to additional savings the school made through grant funding received this year. The grant will cease to run after August 2009. However, the school's current reserve is healthy yet exceeds the State recommended 5 percent. The director and board have been frugal in using the grant funds to meet student enrollment growth, increased staffing, and the resourcing of prioritizes for 2009-2010 in the light of the State budgetary cuts. The school maintains a functional, clean, and safe learning environment with adequate materials and equipment to support student learning.

## Part 4: Evaluation Criteria Grade Summary

Quality Statement 1:	5	4	3	2	1
<b>Student Academic Achievement First:</b> <i>A charter school promotes student learning through a clear vision and high expectations. It achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, state and federal performance standards, and closing achievement gaps of students.</i>					
<b>1.1 Achieves clear and measurable program goals and student learning objectives, including meeting its stated performance standards</b>		X			
1.1A: Program goals are clear and measurable					
1.1B: The school is meeting its stated performance standards					
1.1C: The school clearly articulates its curricular content standards and performance standards, including the minimum student performance required for advancement or graduation					
1.1D: The school is making adequate yearly progress in meeting academic goals as defined by NCLB					
<b>1.2 Demonstrates high expectations for student achievement</b>		X			
1.2A: Learning materials have rich content and strong vocabulary					
1.2B: The curriculum clearly identifies essential and enduring knowledge, and assessments effectively support students' long-term mastery of essential knowledge					
1.2C: The curriculum is structured in a coherent grade-by-grade sequence					
1.2D: The curriculum prepares students for life-long learning, careers, and active citizenship					
<b>1.3 Provides a challenging and coherent curriculum for each individual student</b>		X			
1.3A: The school has strategies in place to meet the needs of students who are not reading at grade level					
1.3B: The school has strategies in place to meet the needs of English Language Learners					
1.3C: The school has effective strategies in place to meet the needs of students with Special Education plans (504s)					
1.3D: The school is closing achievement gaps among student sub-groups.					
1.3E: Strategies designed to ensure that all students are making progress towards meeting academic goals are evaluated regularly and modified to improve student achievement					
<b>1.4 Implements and directs learning experiences (consistent with the school's purpose and charter) that actively engage students</b>		X			
1.4A: Students report a high level of enthusiasm for learning across the curriculum based on valid and reliable survey data					
1.4B: Students and teachers use resources for learning experiences beyond the limits of the textbook and classroom—such as effective use of technology and community.					
<b>1.5 Allocates appropriate resources for instructional materials, staffing, and facilities to promote high levels of student achievement</b>		X			
1.5A: Available resources are allocated appropriately (among materials, equipment, staff, and facilities) to optimize student learning					
<b>1.6 Supports students in a safe, healthy and nurturing environment characterized by trust, caring and professionalism</b>	X				
1.6A: The school environment is free of violence, the threat of violence, and bullying					
1.6B: Adequate safety procedures and crisis plans are in place					
1.6C: The school environment is healthy, and processes are in place to promote student health and wellness					
1.6D: The learning environment is clean, attractive, functional, and comfortable					
1.6E: Students feel supported and respected by teachers and staff					
1.6F: The school has a comprehensive student discipline policy (including due process procedures for suspension and expulsion) that is distributed to parents and students annually					
<b>1.7 Productively engages parental and community involvement as a part of the school's support system</b>	X				
1.7A: Students, parents, and community members are involved as part of the school's support system					
<b>1.8 Shares its vision among the school community and demonstrates its mission in daily action and practice</b>	X				
1.8A: The mission and vision of the school is clearly articulated, well-known by school stakeholders, and implemented in daily practice					

<b>Quality Statement 2:</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Ethical Leadership:</b> <i>The leaders of a charter school are stewards of the charter's mission and vision and carry out their duties in a professional, responsible and ethical manner. Charter school leaders use their influence and authority for the primary purpose of achieving student success.</i>					
<b>2.1: Effectively communicates and engages stakeholders in the vision and mission of the school</b>	X				
2.1A: The board and school leadership clearly and effectively communicate the mission and goals of the school with all relevant stakeholder groups					
<b>2.2: Consistently puts into practice the educational program outlined in its charter</b>	X				
2.2A: The school leadership implements its academic program in alignment with its charter					
<b>2.3 Generates and sustains a school culture conducive to student learning and staff professional growth</b>	X				
2.3A: School leadership provides professional development opportunities that advance the effectiveness of teaching and learning					
2.3B: There is open and clear communication between students, staff, and administration					
<b>2.4: Regularly monitors and evaluates the success of the school's program</b>		X			
2.4A: The school leadership collects student achievement data to inform a continuous cycle of school improvement					
2.4B: The school seeks input from stakeholders in the monitoring and evaluation of the school's program					
<b>2.5: Provides regular, public reports on the school's progress towards achieving its goals to the school community and to the school's authorizer</b>	X				
2.5A: School leadership participates in the development of a school accountability report card as required by law					
2.5B: Leadership provides regular school progress reports and student achievement data to all stakeholders					
<b>2.6 Makes management decisions with the goal of optimizing successful teaching and learning experiences</b>		X			
2.6A: Students and staff report that leadership is working effectively to create an optimal teaching and learning environment					
<b>2.7: Treats all individuals with fairness, dignity, and respect</b>	X				
2.7A: School leaders ensure that school policies regarding equal opportunity and unlawful harassment are effectively implemented					
2.7B: School stakeholders report that they are treated with fairness, dignity, and respect					
<b>2.8 Has a cogent understanding of the laws that govern charter schools and monitors the trends, issues and potential changes in the environment in which charter schools operate.</b>	X				
2.8A: School leadership has developed policies and training practices that clarify the responsibilities and relationships among key leaders, governing board members, staff, students, and parents					
2.8B School leadership participates regularly in professional development opportunities which provide insight into the trends, issues and potential changes in the environment in which charter schools operate					
<b>2.9: Uses his/her influence and authority for the primary purpose of achieving student success.</b>	X				
2.9A School leaders make decisions that reflect high standards and ethics					
2.9B Leaders allocate resources based primarily on their impact on student achievement and well-being					
2.9C: Leaders implement business policies and procedures that promote school sustainability, operational integrity and a focus on student learning results					
<b>2.10: Abstains from any decision involving a potential or actual conflict of interest</b>	X				
2.10A: Leadership does not engage in actions that present a conflict of interest with the purposes articulated in the charter					
2.10B: Board members and employees formally declare any conflicts of interest or potential conflicts of interest he or she may have in relationship to the fiscal policies and operation of the charter school					
<b>2.11: Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter</b>	X				
2.11A The leadership implements programs and policies that enable all students to be effectively served, including special education and second language learners					
<b>2.12 Engages community involvement in the School</b>		X			
2.12A: The board and school leadership develop and implement an effective communications plan that engages community support					
2.12B: The school actively engages board members, parents, students and staff in the communications plan					

<b>Quality Statement 3:</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Continuous Focus on Increasing Quality:</b> <i>A charter school engages in a process of continuous self-improvement in order to increase the effectiveness of its educational program. The school regularly assesses and evaluates student learning based on stated goals.</i>					
<b>3.1: Uses information sources, data collection, and data analysis strategies for self-examination and improvement</b>		X			
3.1A: The school implements a quality assurance process that systematically analyzes and advances the effectiveness of teaching and learning strategies in relationship to student performance results					
3.1B: The school's continuous improvement process focuses on closing learning gaps for individual students and student subgroups					
3.1C: The school has processes for the management of student information and student assessment data used in a self-improvement process targeting student achievement					
<b>3.2 Establishes benchmarks and a variety of accountability tools for monitoring student progress</b>		X			
<b>3.2A: The school has well-defined benchmarks for student achievement that are clearly communicated to students and parents</b>					
<b>3.2B: A variety of tools are in place for monitoring student progress</b>					
<b>3.3: Establishes both long and short term goals and plans for accomplishing the school's mission, as stated in its charter</b>		X			
3.3A: The school has well-defined long and short-term goals that are clearly linked to its mission and vision					
<b>3.4: Uses student assessment results to improve curriculum and instruction</b>		X			
3.4A: The school administers mandated assessments					
3.4B: Student achievement is measured utilizing meaningful, reliable and valid performance benchmarks					
<b>3.5 Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement</b>		X			
3.5A: The school deploys resources for programmatic improvement using the results of program evaluation and student assessment data.					
<b>3.6 Involves staff, students, parents and other stakeholders in its accountability for student learning and in the school's program evaluation process</b>		X			
3.4A: The school provides evidence of parent/guardian satisfaction					
3.4B: The school provides evidence of student satisfaction					

<b>Quality Statement 4:</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Responsible Governance:</b> <i>A charter school board and administration establish and implement policies that are transparent and focused on student achievement. Charter school board members and administrators have a cogent understanding of and comply with the laws that govern charter schools.</i>					
<b>4.1 Ensure that policies are implemented in a fair and consistent manner</b>	X				
4.1A: The charter school governance follows a fully adopted set of bylaws which include policies which include: conflicts of interest policies, meeting protocols and procedures and formal delineations of roles and authorities within the charter school					
4.1B: Conflicts of interest policies are comprehensive and address the disqualification of a board member or employees to act upon matters which may materially affect his/her assets and income					
4.1C: The school's governance policies are organized and/or may be made easily accessible to the public and may be made readily available to the public					
4.1D: The charter school has clearly defined complaint and conflict resolution procedures which are communicated to the stakeholders					
<b>4.2: Monitor the trends, issues, and potential changes in the environment in which charter schools operate</b>		X			
4.2A: The school administration and governing board includes individuals who are experienced in managing organizations and well-versed in charter law					
4.2B: New board members are given a formal orientation on the purpose and educational vision of the school and on their roles and legal responsibilities					
4.2C: School administrators and board members actively seek information and professional development related to charter operations and laws					
4.2D: Schools with multiple sites have comprehensive monitoring systems established for ensuring that those sites meet the charter's mission and goals					
<b>4.3: Seek input from impacted stakeholders</b>		X			
4.3A: The school establishes regular opportunities for stakeholders to address the administration and board (i.e. parent meetings, surveys, staff meetings, student forums, etc.)					
4.3B: The board conducts its meetings regularly (at least quarterly) and in an organized and effective manner, to encourage public comment and participation					
4.3C: Board meeting agendas and meeting minutes are posted in a timely manner for broad public review					
<b>4.4: Enact policies that respect diversity and implements practices that are inclusive of all types of learners consistent with the school charter</b>	X				
4.4A: The schools' recruitment strategies focus on the targeted population stated in its charter and are inclusive of a diverse and range of learners					
4.4B: The school has clear open enrolment procedures and (if over-prescribed) an adopted public lottery policy for enrolment					
<b>4.5: Actively engage the school's authorizer in monitoring the school's educational program and its fiscal status</b>	X				
4.5A: The school provides regular reports of student performance, academic progress and the school's fiscal health to the authorizer					
4.5B: The school's legal and financial structures are clearly delineated with the authorizing agency					

4.5C: Operational agreements, contracts and/or MOU's have been established with the authorizing agency in key areas such as liability, special education, and facilities	
4.5D: The charter authorizing agency regularly reviews the adopted budget and interim reports	

<b>Quality Statement 5:</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Fiscal Accountability:</b> <i>A charter school fulfils its fiduciary responsibility for public funds and maintains publicly accessible fiscal records. The school conducts an annual financial audit which is made public.</i>					
<b>5.1 Creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability</b>	<b>X</b>				
5.1A: Comprehensive budget assumptions are prepared during the budget process					
5.1B: The working budget is monitored against actuals at least monthly, including a review of ADA assumptions, and adjusted accordingly					
5.1C: Accounts payable obligations are up-to-date, appropriately described, and disclosed in financial statements					
5.1D: The budget considers any long-term debt schedules, multi-year contracts, and capital projects are tracked and monitored on a regular basis					
5.1E: There is an annual review of the status of all significant operating costs, including employee salary and benefit discussions, negotiations, any changes in health benefit costs, and any other significant costs					
<b>5.2: Conducts an annual financial audit which is made public</b>	<b>X</b>				
5.2A: The charter school is audited by a certified public accountant (CPA) or public accountant (PA) licensed by the California State Board of Accountancy (and not declared ineligible to conduct audits by the State Controller's Office)					
5.2B: The charter school's audit is performed in accordance with generally accepted auditing standards to ensure that the school's finances are being managed in accordance generally accepted accounting principles and practices					
5.2C: The audit tests the validity of the charter school's ADA and reports these findings in the audit report					
5.2D: The charter school receives a school-specific audit report that includes financial statements and audit findings/conclusions specific to the charter school (unless completely dependent on the district)					
5.2E: The audit report includes a management letter commenting on areas of possible improvements (if any) in structures, procedures, and management practices of the school, as well as any factors that would prevent them from issuing an unqualified opinion on the financial statements					
5.2F: The charter school board reviews the audit report, responds to any audit findings and designs a corrective action plan to address these findings					
5.2G: A copy of the audit is sent by the charter school to the authorizing agency, the COE and CDE by legally mandated deadlines and the authorizing agency reviews the charter school's corrective action in response to any audit exceptions					
<b>5.3: Establishes clear fiscal policies to ensure that public funds are used appropriately and wisely</b>	<b>X</b>				
5.3A: The school adheres to an adopted fiscal policy and procedures manual					
5.3B: Fiscal policies include procedures for the authorization of purchases and release of funds, including signatories for checks or purchase orders over a specified threshold, and procedures related to credit cards and revolving cash funds					
5.3C: Bank reconciliations for all school-affiliated bank accounts are completed and reviewed on a monthly basis (person empowered to signs the check is not the same person who reconciles the account)					
5.3D: The charter governing board adopts a budget at least 30 days prior to the new fiscal year					
<b>5.4: Ensures financial resources are directly related to the school's purpose: student achievement of learning goals</b>	<b>X</b>				
5.4A: The school's physical space, materials and supplies are conducive to accomplishing the charter's school wide learning goals					
5.4B: Policies are established to ensure that contracts reflect fair market value					
5.4C: Compensation levels for employees are appropriate for the positions and responsibilities and are consistent with industry norms					
5.4D: There is an inventory of fixed assets, and other resources over an established amount					