

THE  
ACADEMY  
OF  
ALAMEDA  
ELEMENTARY SCHOOL

**Presentation to Alameda Board of Education,  
September 23<sup>rd</sup>, 2014**

# Who We Are: Founding Team

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- **Key AoA Staff:**
  - *Matt Huxley*, AoA Executive Director
  - *Nora Bullock*, current middle school Vice Principal, lead K-5 petitioner
    - Opened elementary charter school in Queens, NY
    - Taught elementary school in Hayward and in Brooklyn, NY
  - *Cherie Spivey*, School Psychologist and Intervention Coordinator for both schools
    - Previous experience in early intervention in Lafayette and in elementary schools in Alameda
- **Board of Directors:**
  - Will oversee both the middle school and the elementary school, extensive financial expertise

# Our Mission, Our Promise

## AoA Mission

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

## AoA Commitment

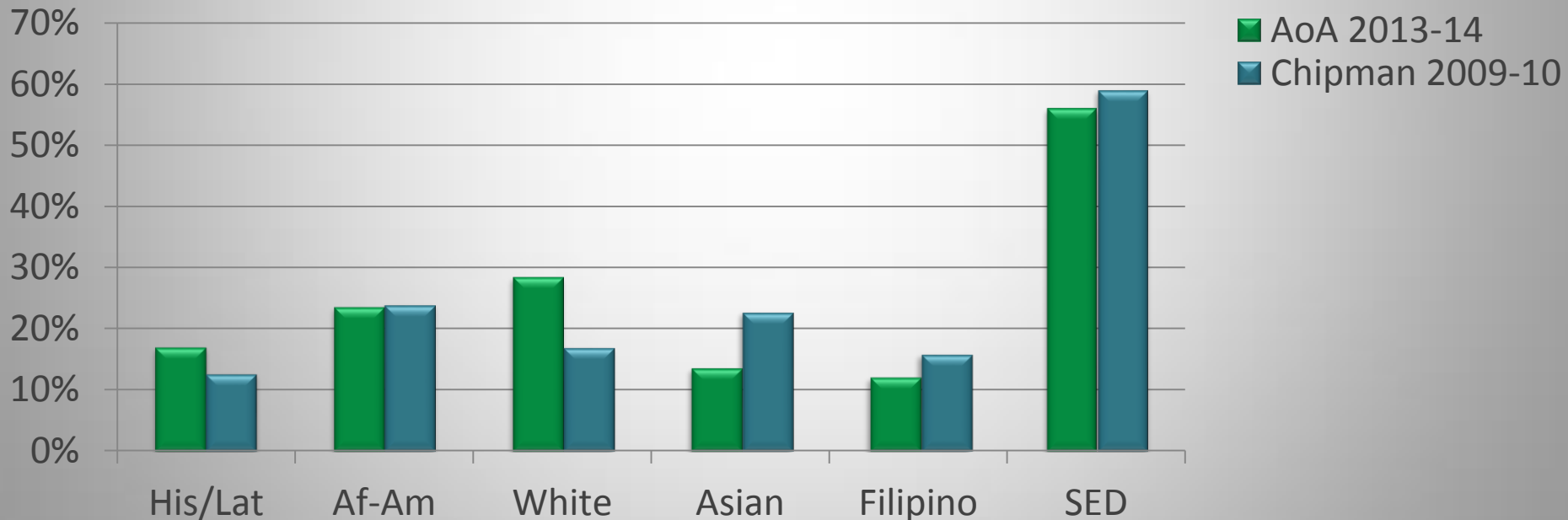
The Academy's educational program eliminates the opportunity gap by combining a meaningful, integrated curriculum, high quality teaching, and both the academic and social-emotional supportive services that allow all children to reach and exceed their potential.



# Continued Diversity at AoA Middle School

*In its first four years, The Academy's middle school has served a student demographic comparable to Chipman's.*

### Demographic Comparison AoA/Chipman



# Highlights of AoA Successes

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1. *API increase of over 70 points in three years*
2. *Overall API of 808*
3. *The number of applicants has grown each year (lottery this year)*
4. *Teacher, parent, and student satisfaction levels are high (measured by surveys)*
5. *School culture is structured, caring, and academic (significant reduction in referrals and suspensions year-to-year)*

# Sound Governance: K-5 and 6-8

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## *Board Members*

The Academy's Governing Board consists of:

- Former school leaders and district level personnel (including a superintendent, assistant superintendent and CFO)
- Financial experts
- Parents
- Active Alameda community members

## *Results*

- The Academy received the highest rating possible on its annual audit for each of the four years it has been in operation.
- Only public middle school in Alameda to be WASC accredited.

# Why an Elementary School?

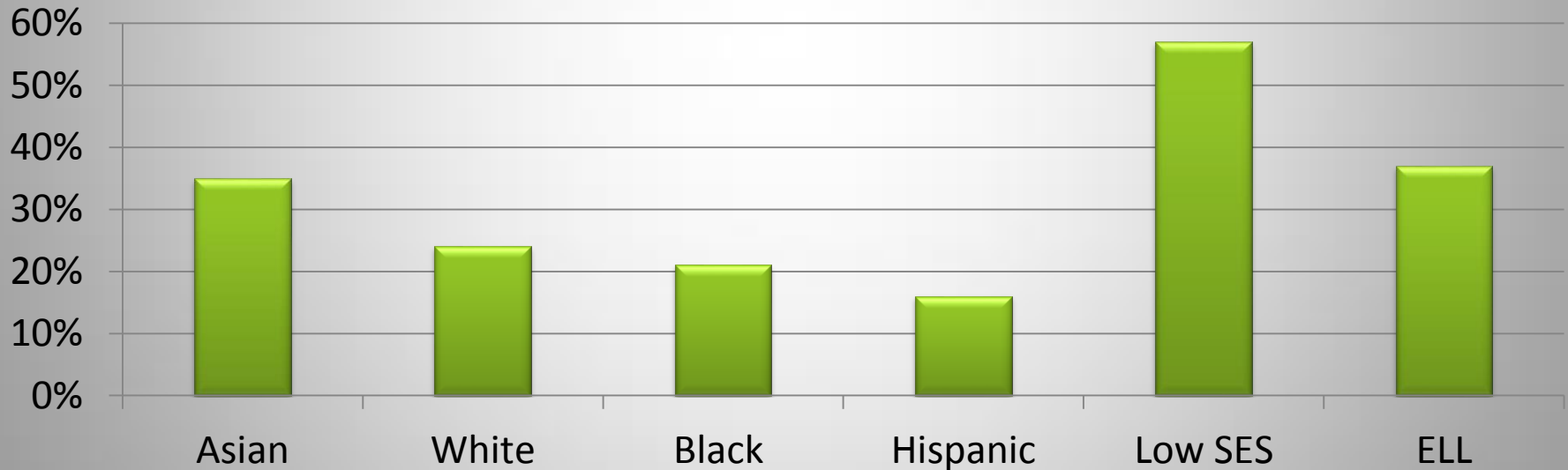
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- *To build an integrated K-8 program for West End families*
- *To impact kids at an earlier age*
- *To begin to develop skills & mindset for college readiness*

# Serving Our West End Families

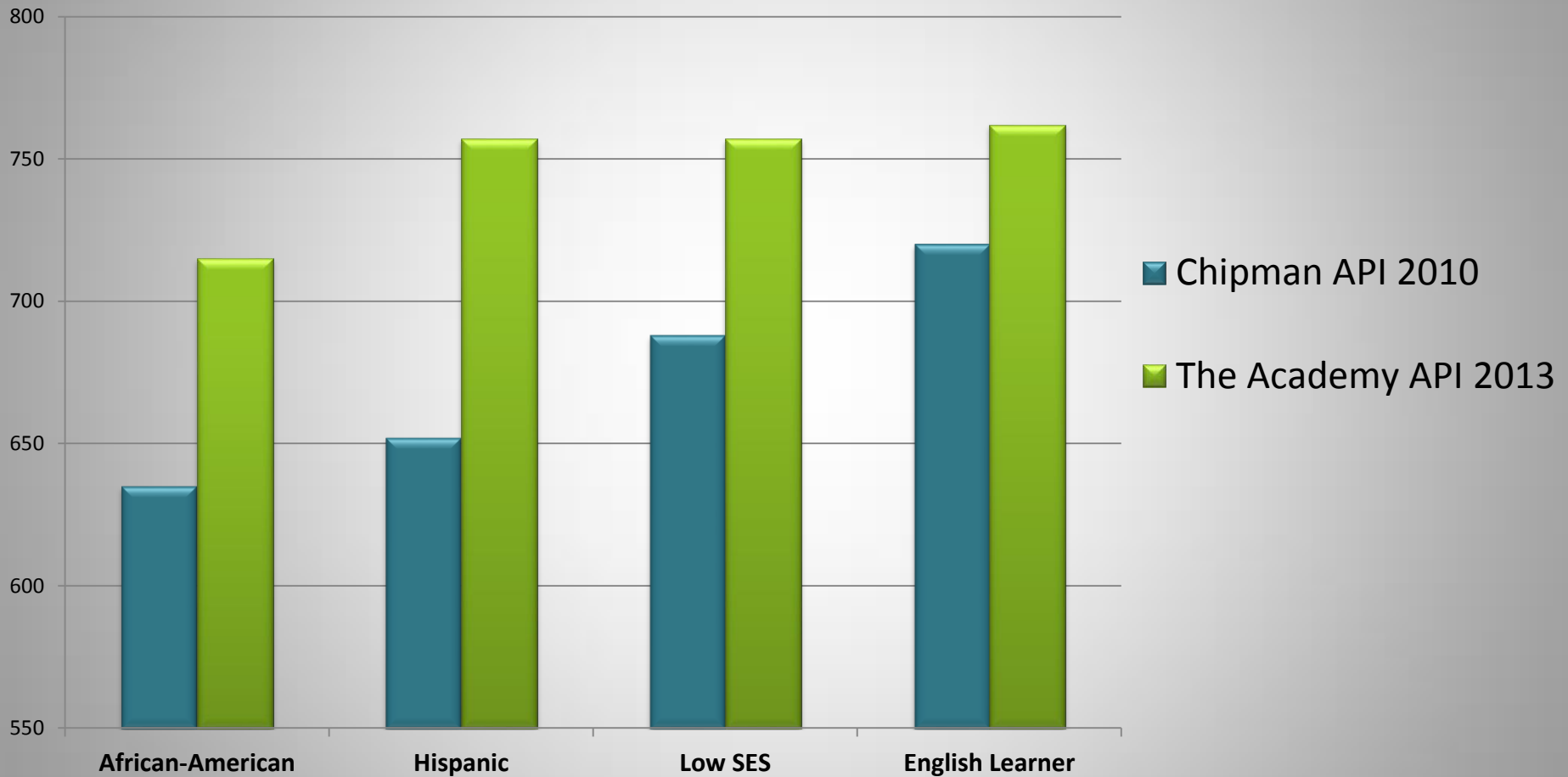
AoA's K-5 will be open to everyone but targeted toward the diverse and *growing* community of the West End.

**Average Percentage of Student Populations at  
West End Elementary Schools, 2013**





# Record of Success with Historically Underserved Populations



Door-to-door  
informationals in West End  
neighborhoods, including  
Alameda Point

Information sessions at The  
Academy campus

***Ongoing Community Outreach***

(over 100 community signatures  
submitted with petition)

Information booths at local  
fairs, festivals, and  
community events

Developing relationships  
and informational  
opportunities with local  
pre-schools and Head Start

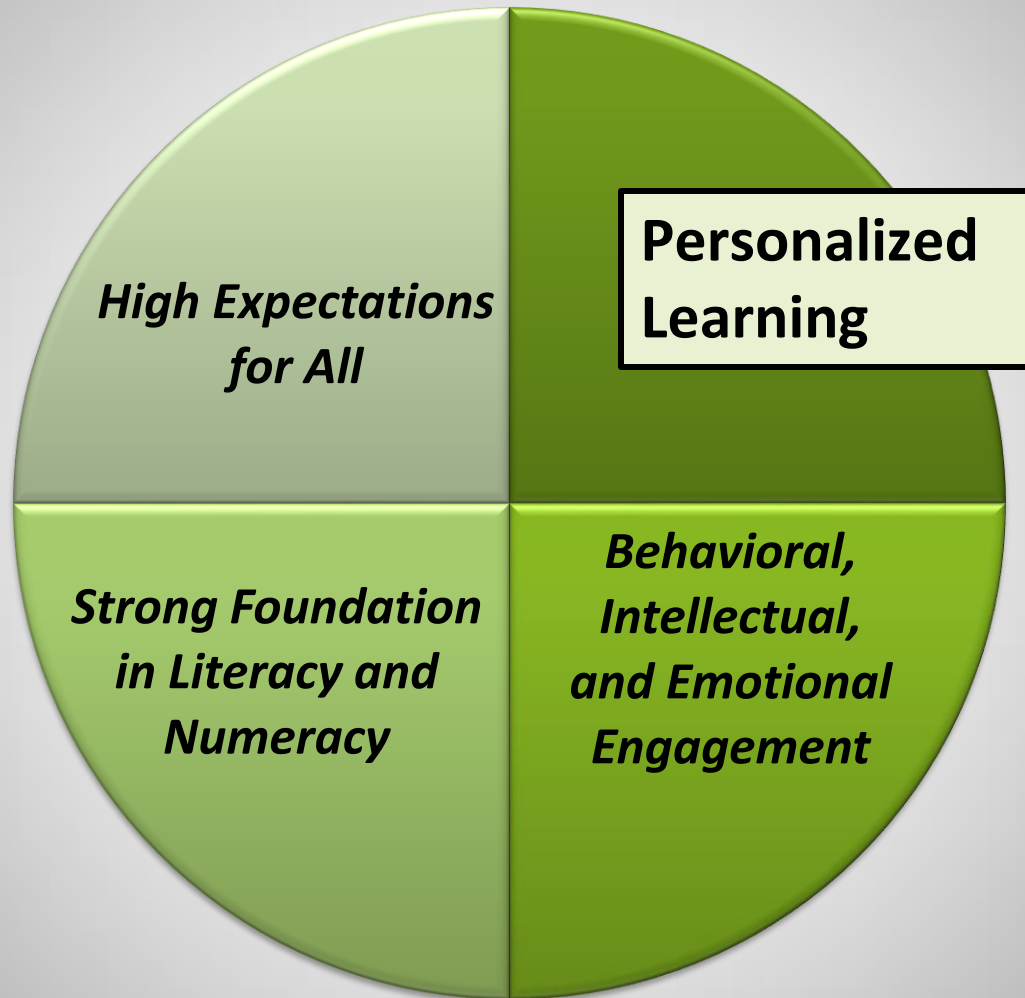
# AoA Core Values

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1. A solid foundation in literacy and numeracy is *absolutely critical* to a student's future success.
2. In order for deep understanding to occur, students must be behaviorally, intellectually, and emotionally engaged in their own learning.
3. Each student is a unique individual requiring a personalized pathway to success.
4. Students learn best when all members of their school community—staff, students, and families—are held to high expectations.

# Instructional Approach

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# Personalized Learning

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*Not all students learn in the same way and at the same rate. They therefore, cannot be provided the same instruction at all times.*

**Targeted Instruction + Time = Learning**

Learning should never be the variable. It is the constant.

# A Day in the Lives

## Arasely

- Reading above grade level
- Working at grade level in math
- Can be very anxious and worried about doing well in school and pleasing adults
- Gets picked up afterschool by her babysitter

## Lydia

- Reading just below grade level, struggles with one-to-one correspondence
- Working at grade level in math
- Speaks Spanish with some members of her family and is a CELDT level three
- Stays in aftercare program until 5:00—when she is picked up by her mom

# Sample Kindergarten Schedule

Time	Subject
8:20-8:40	Once a week, Arasely meets with the school psychologist and with three other students who are experiencing school anxiety.
8:40-9:40	
9:40-9:55	Twice a week, Lydia meets with the ELD specialist and with three other students who are CELDT level threes.
9:55-10:35	
10:35-11:20	On the other days, both students remain in classroom for exploratory centers based on current Social Studies/Science unit.
11:20-12:05	
12:05-1:10	Science/Social Studies, whole group instruction
1:10-1:20	
1:20-1:50	Enrichment/Intervention, exploratory centers & <u>individualized support</u>
1:50-2:20	
2:20-2:30	Closing Meeting, <u>closing routines</u>

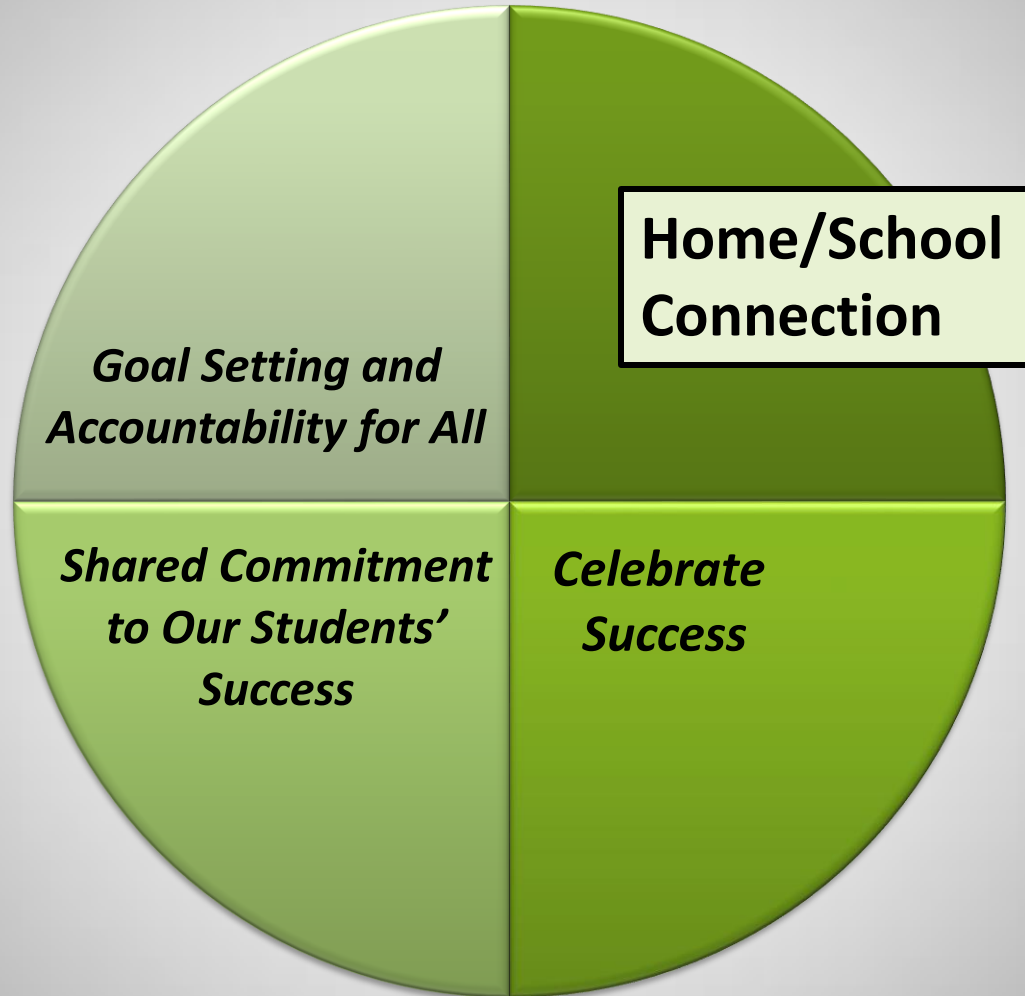
After whole class instruction and independent practice time, Arasely and Lydia work in the same math group with three other students that

Arasely goes to aftercare until 5:00pm where she's picked up by her mom.

Lydia's uncle picks her up after school.

# School Culture That Supports Student Success

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# Home Visits

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## *How They Are Done*

- Will take place every year before school starts and in the middle of the year for select students.
- Each classroom teacher will visit each of his/her students and their families.
- Will last approximately 20-30 minutes.

## *Results*

- Bridge cultural gaps that may exist between teacher and student(s).
- Teachers get insight into how to help their students succeed.
- Families learn how they can be powerful advocates for their child's education.
- Family shares preferred means of communication and ways in which they can be involved.

# Personalized Family Involvement

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- Family involvement is an important predictor of student success.
- We define involvement as the active, ongoing participation of a parent or primary care giver in the education of his or her child.
- We will actively engage families to participate in whatever way they can. Involvement may include:
  - Reading to their child at night
  - Helping with homework
  - Asking about the school day and discussing school events
  - Volunteering in the classroom, on field trips, or at school wide events

# Goals

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- 100% or more of students who have been continuously enrolled at The Academy for three or more years:
  - Will score proficient or higher on the CAASPP in the areas of ELA and Math (3<sup>rd</sup>-5<sup>th</sup> grade)
  - Will be eligible for reclassification within five years of EL designation (EL students)
  - Will be prepared for academic and social-emotional success in middle school (5<sup>th</sup> graders)
- 100% of families will be active stakeholders in the school
- 90%+ positive rate for all elements of school program as determined by parent, student, and staff satisfaction surveys

**Thank you.**