Fulton Sunshine Academy
Final Memo

PROPOSED RENEWAL: Fulton Sunshine Academy Elementary School (FSAES)

The FCS Charter Raters Committee recommends denial of the renewal.

- Fulton Sunshine Academy was assessed as being Unlikely to Meet Standards by all raters.

SUMMARY:
The renewal petition requested a five year renewal of the contract for the school which has been in operation for four years. The contract will expire on June 30, 2015. They envisioned serving approximately **57**0 students in grades K through 5. The innovative practices they described were:
1. Use of Everyday Math curriculum
2. Use of Science and Technology for Children (STC) curriculum
3. Optional home visits by staff to foster school culture

Major Benefits Identified:
- The performance of students on standardized tests is comparable in the Meets and Exceeds category is in the same range as students in similar typical school in the community.
- The performance of students on standardized tests in the Exceeds category shows pockets of very strong student performance.

Major Areas of Concern:
- The school has a history of weak and reclusive governance practices which the District highlighted during an audit in 2012. The District hoped that the governing board would seriously reform its practices by the 2015 renewal cycle. Unfortunately, the governing board, while taking some preliminary steps, had not completed any concrete reforms as of the submission date.
- The governing board does not reflect an understanding of local community resources, data driven decision making processes, budgeting and planning processes, collaboration avenues with its authorizer, governing board best practices, or in-depth analytical methods to capitalize and expand upon student achievement. These finding align with the State Charter School Commission which determined that the school's governing team was not sufficiently competent to be authorized by the Commission.
- The school's lack of leadership has resulted in:
  - a 19 million dollar bond default,
  - selection of board members who were leaders at schools which are currently under federal investigation, and
  - a partnership with a now failed governing board that was not competent to earn either district or state renewal.

PROCESS: After submission on the third Friday in September, a committee of five FCS staff from Curriculum, Budget, Strategy and Innovation, Central Learning Community and South Learning Community was assembled to assess the charter proposals. Areas in

the petition which caused the rating committee members some concern were identified and assembled in the Initial Raters' Memo. This memo is organized in the same categories as the FCS Charter School Application and was shared with the petitioners.

Petitioners responded to each concern in writing on October 27, 2014. The FCS Raters met on October 30, 2014. They reviewed the responses, the financial analysis, and the background data. They then discussed the petitions using the standards and areas of review identified in the FCS rubric:

1. The Case for Renewal,
2. Academic Plans,
3. Organizational Plans,
4. Governance,
5. Financial Plans, and
6. Operational Plans.

The entire rubric can be located here:

   http://www.fultonschools.org/en/divisions/strategy/cschools/Pages/default.aspx

A summary of the FCS Raters Committee remaining concerns follows:

1. The Case for Renewal
   - FSAES did not demonstrate a deep and authentic understanding of the community.
     o The petition repeatedly identified operations or practices as innovations requiring a charter contract that, while positive, are commonplace at traditional schools such as afterschool clubs, extended tutoring, a learning management system, etc.,
     o The charter school did not develop a relationship over four years with the middle schools to which their students matriculated.
     o The governing board did not participate in the various enrichment opportunities available through FCS or the wider community.
   - The school did not evidence the development of the broad community support needed to fully utilize local resources and/or supplement and develop those resources.
     o The school demonstrated no broader community connections, professional associations or academic networks that support and enhance student learning. While the school did provide a listing of relationships, they were not additional resources, but merely standard business relationships such as MRESA, etc.
   - FSAES did not demonstrate an understanding of the role of FCS nor a willingness to actively collaborate with FCS.
     o Refusing to follow system guidance, the school released testing data that was compromised and did not inform the public that the results were questionable.

2. Academic Plans
   - The data and communication processes which the school has followed will not ensure that the charter school will be able to anticipate and adjust its operations to meet changing academic expectations and/or capitalize on new academic opportunities over the term of the renewal contract.

- Only after prodding by the raters committee, did FSAES create data designed to draw causation from academic programming to student performance.
- The petition compared FSAES student performance to the Fulton County Schools and the Georgia state averages rather than to similar FCS schools. The Free and Reduced Lunch percentage at FSAES is 7%. To compare the FSAES student body performance to the District average of approximately 45% is a weak measure and not in alignment with the Letter of Assurances signed by the charter. When school performance is compared to similar FCS schools, in this case that being schools with less than 20% Free and Reduced Lunch percentages, FSAES performs in the same range as all the other typical schools in Fulton County Schools in the Meets and Exceeds categories of the CRCT.
- District analysis of student performance indicates pockets of superior performance in the Exceeds category and shared that data with the school in the State of the Charter Sector Report in 2013.
  - The governance board did not explore if such performance is a result of the school programming or simply a result of student demographics.
  - Neither did the governing board explore what it could do differently to expand these pockets of success to all the students in the school.
- The petition offered minimal school level analysis to indicate the curriculum and instructional methods envisioned will result in outstanding student outcomes in the targeted community.
  - The petition did not clearly reflect what academic actions have been taken by the school, what impact those actions have had on student learning and what actions are needed to improvement student performance in the future.
  - The petition did indicate, however, that the Everyday Math and Science and Technology for Children (STC) were the two innovations they had implemented and would continue to implement. As evidence of the success of those two programs, the school reflected an increasing percentage of students in each grade level in the Exceeds category.
    - Cohort analysis reflects that the Math program did indeed result in student improvement.
    - However, the Science scores actually show a sharp decline or flat performance.

3. Organizational Plans – No Concerns Remain

4. Governance
- The governing board did not demonstrate adequate decision making authority in all the areas defined by state law. The petition reflects:
  - no professional development of the board until the 2012 audit by the District,
  - no strategic planning anticipated over the next five years as evidenced by the submission of the exact same budget for each year,
  - no anticipated improvements in curriculum or instructional methods, and
  - no additional resource development.
- The governing board structure did not promote community involvement and will not ensure student performance and transparent operations in the future. This lack of governing board conscientiousness has resulted in:

- o a 19 million dollar bond default,
- o selection of board members who were leaders at schools which are currently under federal investigation,
- o a partnership with a now failed governing board that was not competent to earn either district or state renewal, and
- o the inability of the school to gain support as a Commission charter school.
- Governing board members do not authentically understand the educational concept and does not have a history of business or organizational excellence.
  - o There is a very high turnover rate on the governing board the most recent of which is the announced resignation of the board chair during this renewal process.
  - o The inconsistent team membership does not reflect a history in business and organizational excellence.
  - o Additionally, board members were selected who were previous leaders at schools which are currently under federal investigation.
  - o The Governing board did not begin governing board development plans until audited by the District in 2012. They were informed that their preliminary steps were not sufficient in 2013. The initial submission in September did not envision any improvement over the 2013 structure. The recently proffered governance structure, only agreed to during this renewal process, and does not envision completion of a more transparent structure until 2017.

5. Financial Plans
   - The financial plans reflect no development or improvement initiatives over the next five years.
   - There are no additional resources that have been identified, confirmed, or operationalized in the previous four years. There are no plans for such in the renewal.

6. Operational Plans

   - The charter school's academic and financial plans are not aligned to the anticipated student population because there are no anticipated improvements anticipated over the next five years.

Fulton Sunshine Academy
Petitioner's Response to the Initial Memo

General Comments -

<u>Poorly written</u> - Throughout the document there are "cut and paste" sections from other sources. **Please review the document for any such errors and ensure that the materials presented here are sourced appropriately if they are from another document.**

Accepted. Fulton Sunshine Academy has carefully revised the petition. Many of the instructional program descriptions were taken from vendors' web sites as listed below. Most of these sections have been removed from the revised petition. Detailed descriptions of these programs can still be found in Exhibit 9 of the initial petition.

References:
STC: http://www.carolinacurriculum.com/stc/
Everyday Math: http://everydaymath.uchicago.edu/
Project M3: http://www.gifted.uconn.edu/projectm3/
DASH: http://www.usc.edu/org/seagrant/Education/curriculum.html

<u>Lack of data or analysis</u> - While the petition outlines a long list of items and actions the school hopes to take in a second term, there is no evidence that anything has been accomplished to date and no analysis as to why the actions proposed are well suited to the students of the Fulton Sunshine Academy. There was little to no analysis of student performance, organizational development or innovative learning.

Partially accepted. A majority of necessary data was attached in the Exhibit section in the original renewal petition due to page number limitations. The requested data in this memo has been attached to this document as well.

<u>Lack of demonstrated leadership</u> - The school has been in operation for four years. This was the opportunity to demonstrate areas of successful leadership which resulted in improved student performance. There was no governing board self-reflection or introspection regards the strengths and weaknesses of the organization it has been leading for four years and, without that understanding, no clear justification why the operation is innovative, beneficial to students and should be continued.

Please see response to the following question.

<u>Poor understanding of transparent governing practices</u> – It is well established that the District has been concerned about the transparent operations at this school per the much publicized investigation. The District did not move to terminate the school. However, it was hoped that the governing board would have taken the last two years to create a fresh start with new leadership and new practices and highlight those in this renewal. That does not appear to have happened.

We appreciate the opportunity to supplement our petition and clarify the issues

raised in the Initial Memo. And we appreciate the time the Review Committee has invested in this document and the role it plays in assuring that Fulton County enjoys a robust charter school program.

We are proud of all that we have accomplished at Fulton Sunshine Academy. We strive every day to meet the school's mission: "To instill a love of learning in a nurturing environment through engaging and stimulating learning opportunities". It would be hard to deny that, by any measure, we have excelled at providing our students with an excellent education and learning opportunities.

Most of the data demonstrating improved student performance and governing board self-reflection or introspection in regards the strengths and weaknesses of the organization were provided in the exhibits of the original renewal petition due to the limited number of pages allotted. We are also providing the Governing Board's Operational Assessment document dated May 14, 2014 completed in partnership with GCSA in Appendix A of this memo response. The Operational Assessment includes an in-depth analysis of strengths and weaknesses of the organization. The governing board made significant changes based on the Operational Assessment such as increasing the board member number from 5 to 7 and recruiting board members with a very skill set.

At the same time, we recognize that our academic performance may have been tarnished by our prior association with Fulton Science Academy Middle School. But we have made enormous strides in the past two years to strengthen school governance, increase transparency, improve management and move away from that legacy.

We have seen a complete turnover in our Governing Board, made multiple changes to the Governing Board bylaws and established a track record of cooperation with the staff at FCS. All of these measures are outlined in greater detail in Exhibit 25 to the renewal petition. More detailed information regarding the changes made in governance structure can be found in the responses pertaining to governance section in this memo.

Finally, we believe this is ultimately a question of whether the school system believes that Sunshine Academy can deliver an outstanding education to children living in Fulton County and its community while continuing along a path of improved governance and management. We believe that we can, and we believe our successful prior experience supports that we are capable of accomplishing both things at the same time.

Over the next several pages, you will find our responses to the Initial Memo, in the format as directed, as well as the corrected copy of the petition. We are very much looking forward to talking with you again soon.

THE CASE

- Page 2 - This is where the petition should state why a contract is needed. In order to serve students, what innovations will the school be able to provide only through a contract?

Fulton Sunshine Academy has added following statement on Page 2 of the revised petition:

"A contract is necessary in order for Fulton Sunshine Academy to continue to provide distinctive programs and activities to our students. With a contract, Fulton Sunshine Academy will continue offering unique science and math programs, such as STC and Everyday Mathematics. Fulton Sunshine Academy is committed to serving our families with exciting opportunities beyond the classroom. Students are offered a wide assortment of afterschool options to fit their interests and needs. Students can enroll in clubs, academic teams, or tutoring for extended instructional time, as needed. Students are also provided with distinctive assessment tools including MAP and Study Island to adequately prepare them for the rigors of curriculum and state-wide testing. We find it important to provide parents with unique opportunities to maintain an active role within the school through home visit scheduling. Our employees are also provided with a wealth of tools to maximize efficiency within and beyond the classroom through the online school portal. Through the portal, teachers are able to follow online student achievement through tracking, monitor discipline records, manage lesson plans, communicate with parents, use standards-based assessment system, build instructional material and provide access for students, manage carpool and duties, submit requests for small group testing, and maintain attendance for extracurricular activities."

- Page 3 - None of the listing of school characteristics any different than what is currently offered at a number of schools in the community. What is distinctive about the instruction that has been going on for the past four years and where is the data indicating that whatever those distinctions are have improved student achievement as opposed to simply enrolling a large percentage of high performing students?

Not Accepted. Fulton Sunshine Academy added evidence of performance data and school's distinctive instructional practices on Page 3 of the revised petition. More detailed information in response to comment can be found below.

Fulton Sunshine Academy offers several distinctive instructional programs including STC Science Program, Everyday Math Program, extended instructional activities such as after school and weekend tutoring, extracurricular activities such as clubs and academic teams and assessment tools such as MAP and Study Island that helped improve student achievement and promote excellence in academics for the past four years of operation.
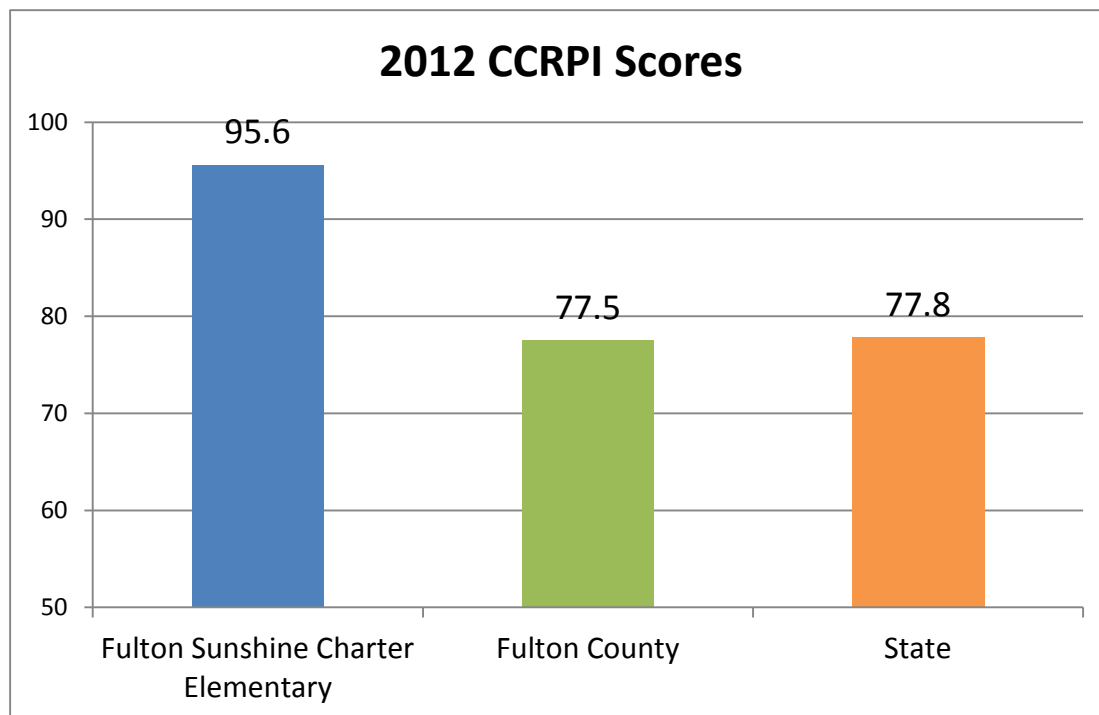
CCRPI scores demonstrate Fulton Sunshine Academy's instructional programs continue to benefit our students. Please see the tables below for CCRPI scores.

SCHOOL NAME	SINGLE SCORE	GRADE CLUSTER	ACHIEVEMENT POINTS	PROGRESS POINTS	ACHIEVEMENT GAP POINTS	ED/EL/SWD PERFORMANCE	ETB POINTS	CHALLENGE POINTS	CCRPI SCORE
Fulton Sunshine	95.6	E	58.6	20.1	15	1.4	0.5	1.9	95.6
Fulton County	77.5	E	49.7	16.7	7	4.4	0	4.4	77.8
State	77.8	E	47.5	16.5	9	4.8	0	4.8	77.8

2013 CCRPI Scores

95.1 — Fulton Sunshine Charter Elementary
73.9 — Fulton County
74.5 — State
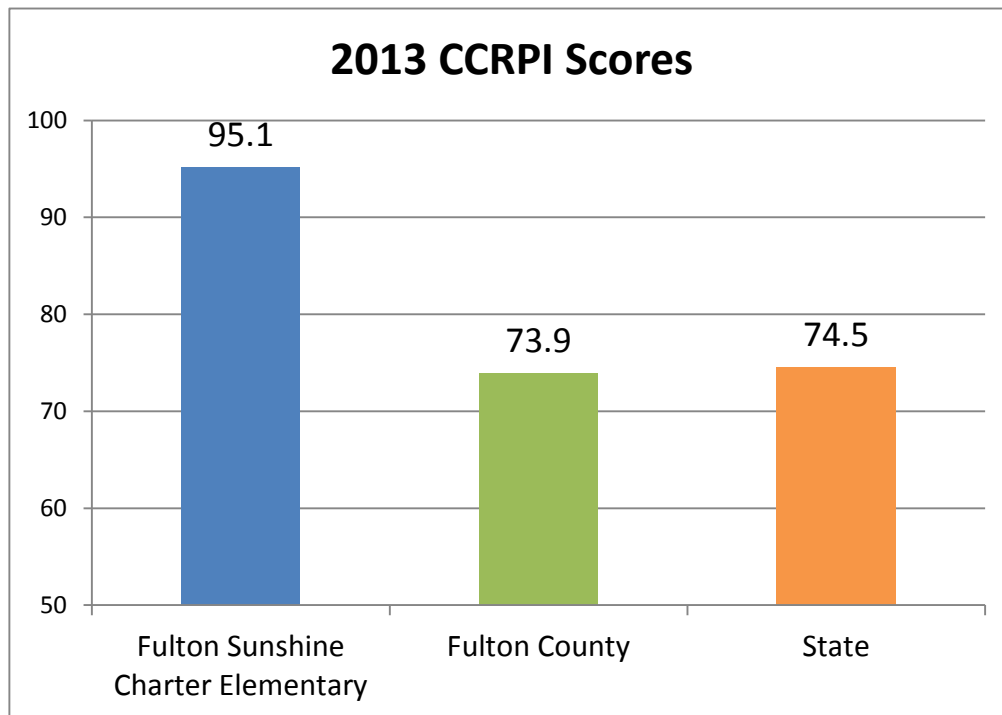
2013 CCRPI Scores Comparison

SCHOOL NAME	SINGLE SCORE	GRADE CLUSTER	ACHIEVEMENT POINTS	PROGRESS POINTS	ACHIEVEMENT GAP POINTS	ED/EL/SWD PERFORMANCE	ETB POINTS	CHALLENGE POINTS	CCRPI SCORE
Fulton Sunshine	95.1	E	58.8	19.2	15	1.6	0.5	2.1	95.1
Fulton County	73.9	E	48.7	16.9	7	4	0	4	76.6
State	74.5	E	45.6	16.3	7	5.6	0	5.6	74.5

2012 CCRPI Scores

95.6 — Fulton Sunshine Charter Elementary
77.5 — Fulton County
77.8 — State

2012 CCRPI Scores Comparison

As a public charter school, Fulton Sunshine Academy accepts all student applications, regardless of individual academic needs or academic history.

Evidence of Fulton Sunshine Academy's effective instructional programs proves that our students continue to improve and excel academically. Fulton Sunshine Academy administers MAP testing to all students three times a year, during Fall, Winter, and Spring. Administrators identify low performing students based on MAP test data and students are provided additional support such as extended hours and supplemental instructional time with tailored lessons plan to address skill deficits. Also, classroom placement is determined based on this data. Please see the charts below that demonstrate the number of students scoring below 50% at the beginning of the school year and the number of students scoring below 50% at the end of the school year in 2013-14. Growth percentiles show how many students performed above the national average (50th percentile during the Spring term) when compared to the beginning of the school year (during the Fall term). Highlighted number of students in yellow is identified areas of concern that we will further analyze and address in order to ensure academic success for all of our students.

Growth chart of students performed below 50 Percentile in Reading		
	Number of students in all Subgroups	Annual Growth
	MAP 2013 Fall	MAP 2014 Spring	
Kindergarten	17	3	82%
1st Grade	26	12	54%
2nd Grade	20	10	50%
3rd Grade	12	5	58%
4th Grade	13	12	8%
5th Grade	8	6	25%

Ethnicity / Grades	Asian Subgroup		Black or African American Subgroup		Native Hawaiian or Pacific Islander Subgroup		White Subgroup	
	MAP 2013 Fall	MAP 2014 Spring	MAP 2013 Fall	MAP 2014 Spring	MAP 2013 Fall	MAP 2014 Spring	MAP 2013 Fall	MAP 2014 Spring
Kindergarten	9	0	3	2	0	0	5	1
1st Grade	8	3	8	3	0	0	10	6
2nd Grade	2	1	8	4	0	0	10	5
3rd Grade	4	1	5	3	1	0	2	1
4th Grade	2	4	6	3	0	0	5	5
5th Grade	3	2	3	2	0	0	2	2

Number of students performed below 50 Percentile in Reading

	All Groups		Growth
	MAP 2013 Fall	MAP 2014 Spring	
Kindergarten	26	8	69%
1st Grade	20	7	65%
2nd Grade	17	4	76%
3rd Grade	8	8	0%
4th Grade	18	11	39%
5th Grade	9	8	11%

Growth chart of students performed below 50 Percentile in Math

Number of students performed below 50 Percentile in Math								
Ethnicity / Grades	Asian Subgroup		Black or African American Subgroup		Native Hawaiian or Pacific Islander Subgroup		White Subgroup	
	MAP 2013 Fall	MAP 2014 Spring	MAP 2013 Fall	MAP 2014 Spring	MAP 2013 Fall	MAP 2014 Spring	MAP 2013 Fall	MAP 2014 Spring
Kindergarten	12	1	7	4	0	0	7	3
1st Grade	6	1	9	3	0	0	5	3
2nd Grade	2	0	6	2	0	0	9	2
3rd Grade	1	2	4	3	0	0	3	3
4th Grade	2	1	7	6	0	0	9	4
5th Grade	1	2	5	3	0	1	3	2

Breakdown of the percentage of growth for low scoring students enrolled at
Fulton Sunshine Academy in 2013-14 school year

The reason for the continued overall success of Fulton Sunshine Academy is evident in the strong, innovative academic programs offered to our students. The science and math programs adopted by Fulton Sunshine Academy offer a distinctive instructional experience. Fulton Sunshine Academy uses Science and Technology for Children (STC) as a science program. The STC program is an inquiry-based, hands-on science curriculum for grades K-10 that covers life, Earth, and physical sciences with technology. Carolina Biological Supply Company creates SSEC (Smithsonian Science Education Center)-approved kits for each STC program unit. Instead of using science textbooks, teachers and students are supported with resources, including live materials. The kits used by teachers also address Georgia Performance Standards. By using this distinctive science program, Fulton Sunshine Academy students have demonstrated an increase in achievement levels each year since the school's 2010 inception. Please see the chart below for a breakdown of the percentage of students reaching the exceeding level within the last four years. Please see the second chart below for the 2014 Science CRCT mean scale score averages and comparisons.

The percentage of students who scored at Level 3 in the Science section of the Criterion-Referenced Competency Test (CRCT)					
	2010-11	2011-12	2012-13	2013-14	2014-15
3rd Grade	69	77	81	85	NA
4th Grade	82	87	91	85	NA
5th Grade	82	86	92	94	NA

| 2014 CRCT Mean Scale Score Average in Science Portion of CRCT			
Grades	**3rd Grade**	**4th Grade**	**5th Grade**
State Mean Scale Score	830.31	838.88	837.80
Fulton County Mean Scale Score	838.99	846.24	846.13
Fulton Sunshine Academy Mean Scale Score	875.51	886.54	894.40
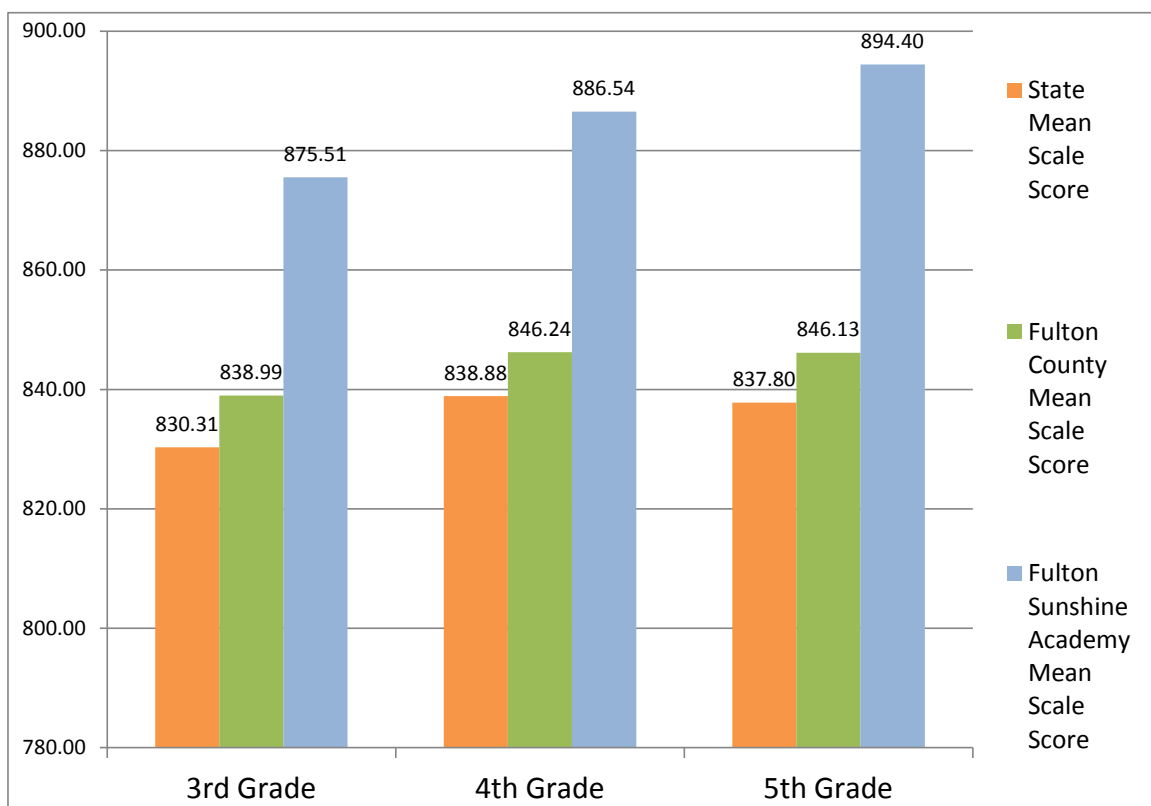
Fulton Sunshine Academy also uses Everyday Math as a mathematics program. Similar to STC, Everyday Math is an inquiry-based for grades Pre-K-6. The ConnectED Teacher Center provides each teacher with a Classroom Resource Package that includes plans for instruction delivery and assessments. The ConnectED Teacher Center also provides a Student Learning Center with necessary student materials, including digital versions of lesson activities, practice exercises and activities, mathematical resources, and immediate feedback on student work. The Everyday Math program is aligned with Common Core State Standards. The Everyday Math program functions through a unique spiral curriculum, in which learning material is spread out and revisited over months across grade levels, rather than learning material concentrated in continuous blocks through

massed curriculum. Unlike the commonly used massing curriculum style, which reduces attention span and supports "easy learning", spiraling enhances long term retention through robust encoding of information. Although the curriculum style of spiraling is more difficult, it is defined as a "desirable difficulty", allowing students to create strong pathways for recalling information, resulting in deeper, more conceptual learning (CEMSE). Spiral curriculum is the most significant reason Fulton Sunshine Academy has chosen the Everyday Math program. Results have shown Fulton Sunshine Academy students have demonstrated an increase in achievement levels each year since the school's 2010 inception. Please see the chart below for a breakdown of the percentage of students reaching the exceeding level within the last four years. Please see the second chart below for the 2014 Math CRCT mean scale scores.

The percentage of students who scored at Level 3 in the Math section of the Criterion-Referenced Competency Test (CRCT)					
	2010-11	2011-12	2012-13	2013-14	2014-15
3rd Grade	74	78	89	81	NA
4th Grade	77	84	83	75	NA
5th Grade	52	57	85	84	NA

2014 CRCT Mean Scale Score in Math Portion of CRCT			
Grades	3rd Grade	4th Grade	5th Grade
State Mean Scale Score	842.74	836.11	844.28
Fulton County Mean Scale Score	854.45	846.24	858.36
Fulton Sunshine Academy Mean Scale Score	892.87	870.93	894.09
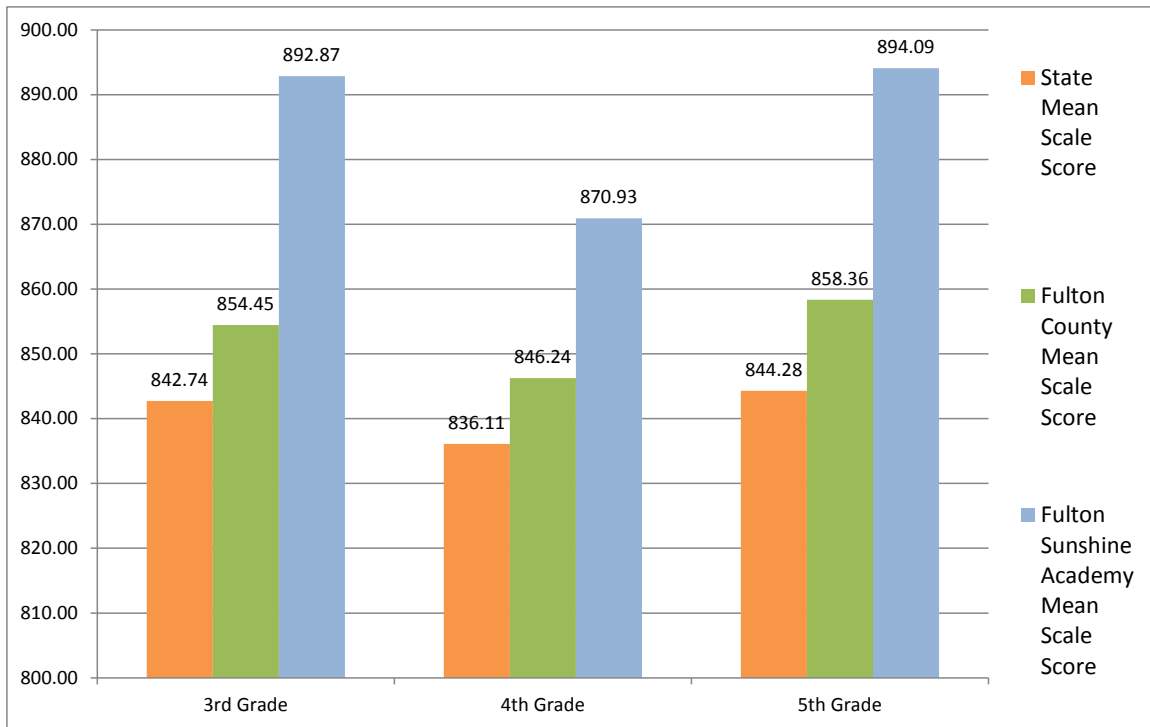
Fulton Sunshine Academy offers a variety of afterschool programs to students dependent of their interests and academic needs. A variety of extended instructional activities such as afterschool and weekend tutoring sessions are provided to low performing students. Also, any students needing help are able to attend tutoring with homeroom teachers. Please see the chart below for the total number of hours spent in tutoring by all students during the 2013-14 school year.

Tutoring Category	Total hours spent by all students in 2013-14 school year
EIP Tutoring (2:30pm - 3:25pm)	814
Weekend Tutoring	191
Homeroom Tutoring (2:30pm - 3:25pm)	1548
Grand Total	**2553**

Extended instructional time

Fulton Sunshine Academy values the importance of whole-student development. We offer clubs and academic teams to build social and emotional skills, in addition to furthering classroom academic skills. Please see the chart below for the total number of hours spent in clubs and academic teams by all students during the 2013-14 school year.

Extracurricular Activity	Total hours spent by all students in 2013-14 school year
Clubs (2:30pm - 3:25pm)	14038
Academic Teams (2:30pm - 3:25pm)	966
Grand Total	**15004**

Extracurricular activities

Mathematics

		Fall 2013		Spring 2014		Actual Growth		
Grade (Spring 2014)	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean Growth	Std Dev	Sampling Error
K	**85**	**152.3**	**13.6**	**175.3**	**13**	**23.0**	**8.3**	**0.9**
Asian	45	154	12.4	176.3	10.4	22.3	8.6	1.3
Black or African American	18	148.3	15.9	172.2	15.7	23.9	9.3	2.3
White	22	152.1	13.8	176	15.3	23.9	7.0	1.5
1	**97**	**177.4**	**14.5**	**194.3**	**14**	**16.9**	**7.5**	**0.8**
Asian	47	183.6	15.6	199.9	14.6	16.3	8.0	1.2
Black or African American	19	169.1	10.1	185.9	8.6	16.8	6.6	1.6
White	31	173	10.4	191	12.4	18	7.2	1.3
2	**92**	**189.4**	**11.3**	**205.7**	**10.6**	**16.3**	**6.8**	**0.7**
Asian	38	194.9	9.7	210.9	8.8	16	4.9	0.8
Black or African American	20	184.1	12.2	200.6	11.1	16.5	8.0	1.8
White	34	186.4	10.1	202.9	9.8	16.6	8.0	1.4
3	**92**	**205.4**	**12.0**	**220.4**	**12.7**	**15.0**	**6.8**	**0.7**
Asian	54	209.4	10.8	224.5	11.5	15.1	5.8	0.8
Black or African American	15	194.7	10.8	209.6	8.7	14.9	10.5	2.8
Native Hawaiian or Other Pacific Islander	1							
White	22	203.4	10.9	218.2	13.2	14.8	6.6	1.4
4	**98**	**213.9**	**13.1**	**225.1**	**16.3**	**11.2**	**7.9**	**0.8**
Asian	49	220.3	11.6	232.5	13.0	12.2	7.4	1.1
Black or African American	18	203.3	10.7	211.3	14.8	7.9	8.2	2.0
White	31	210	11.3	221.5	15.5	11.5	8.4	1.5
5	**78**	**228.7**	**13.1**	**239.1**	**14.6**	**10.4**	**7.4**	**0.8**
Asian	36	233.6	10.0	243.7	13.3	10.1	8.4	1.4
Black or African American	14	220.1	10.9	231.4	13.3	11.2	6.4	1.8
Native Hawaiian or Other Pacific Islander	1							
White	27	227.2	15.2	237.7	15.0	10.5	6.8	1.3

MAP Growth Report by Ethnicity in Math from Fall 2013 to Spring 2014 Term

Reading

Grade (Spring 2014)	Count	Fall 2013		Spring 2014		Actual Growth		
		Mean RIT	Std Dev	Mean RIT	Std Dev	Mean Growth	Std Dev	Sampling Error
K	85	153.3	11.9	175.5	13.4	22.2	7.9	0.9
Asian	45	154.2	11.4	177	11.3	22.8	7.9	1.2
Black or African American	18	152.8	13.6	171.5	16.3	18.7	7.2	1.7
White	22	152	12.0	175.9	14.6	23.9	8.1	1.8
1	97	175.1	14.2	191.8	11.6	16.7	8.5	0.9
Asian	47	179.6	13.6	195.9	10.4	16.3	7.4	1.1
Black or African American	19	170.6	13.8	187.9	11.0	17.3	8.0	1.9
White	31	171	13.5	188	12.0	17	10.3	1.9
2	92	188.0	14.6	203.5	10.1	15.5	9.8	1.0
Asian	38	194.5	12.6	206.3	7.3	11.8	9.3	1.5
Black or African American	20	180	16.2	200.3	14.2	20.3	10.0	2.3
White	34	185.4	12.8	202.4	9.6	16.9	8.9	1.6
3	94	203.2	11.8	214.3	8.9	11.1	6.9	0.7
Asian	55	205.2	9.3	215.5	8.1	10.3	5.2	0.7
Black or African American	15	192.6	11.5	207.7	7.2	15.1	10.8	2.9
Native Hawaiian or Other Pacific Islander	1							
White	23	205.8	13.6	215.9	10.2	10.1	7.0	1.5
4	96	211.0	12.1	217.0	14.3	6.0	8.5	0.9
Asian	50	214.6	8.8	221.3	9.9	6.6	6.3	0.9
Black or African American	18	199.1	14.7	204.5	19.2	5.4	12.5	3.0
White	28	212.2	11.1	217.5	12.9	5.3	9.0	1.7
5	84	219.9	10.9	225.8	10.8	5.9	6.0	0.7
Asian	41	221	9.3	225.7	8.3	4.7	6.1	1.0
Black or African American	15	217.2	11.5	226.1	12.3	8.9	5.3	1.4
Native Hawaiian or Other Pacific Islander	1							
White	27	220.2	13.0	226.2	13.4	6	6.0	1.2

MAP Growth Report by Ethnicity in Reading from Fall 2013 to Spring 2014 Term

- **Page 4 - Given this highly educated and affluent parent community and the asserted partnership and parental support levels, the board should be structured to maximize local control meaning that voting majority of seats should be elected by parents. Subject matter expertise such as attorneys, financial, etc., to round out the skill set can be appointed, ex-officio members, but the voting majority should be in the hands of the parents.**

Accepted. Please see revisions on Page 7 on revised petition. In order to maximize parent involvement in school governance, Fulton Sunshine Academy Board of Directors has adopted the fourth amendment to its bylaws on October 27, 2014. The Fourth Amendment to the Bylaws results in a board fixed at 7 members; 5 to be elected by parents, and 2 to be elected by all sitting directors. Terms will be two years and will be staggered. Directors will be limited to election for no more than 2 terms. The provision regarding subject matter expertise has been clarified to make it clear that the sitting board can suggest that such factors be considered based on their own experience. Parents will ultimately control the nominees for the 5 parent-elected directors, and would be free to accept or ignore such suggestions as they each see fit.

The transition from the old board composition to the new board composition will be finalized on June 30, 2016 as presented in the transition plan below. Please see Article III Section 2 of the Fourth Amended and Restated Bylaws in Appendix B of this memo response.

-Transition of Board of Directors-

1. Immediately prior to the adoption of these Fourth Amended and Restated Bylaws, the board consisted of 7 Directors divided into two classes with staggered terms. Two of those, the Class A Directors, were elected by parents, and five of those, the Class B Directors, were elected by the board.
2. Notwithstanding the change effected by the adoption of these Bylaws, in order to provide for an orderly transition, those directors sitting in office as of the Effective Date shall remain in office until the end of their terms or until their earlier removal, resignation or death.
3. Those Directors previously classified as Class A Directors are hereby designated Parent-Elected Directors.
4. Of those Directors previously classified as Class B Directors, the first three that become vacant for any reason shall, at such time, automatically become vacancies for Parent-Elected Directors to be filled in the manner set forth in the Fourth Amended and Restated Bylaws.

The table below illustrates the implementation of the plan described above.

Current Position	Current Director	End of Current Term	Next Applicable Election	Next Applicable Term
A1	Xandria Chambers	6/30/2016	Parent-Elected	7/1/2016 - 6/30/2018
A2	Jawaid Naeem	6/30/2015	Parent-Elected	7/1/2015 - 6/30/2017
B1*	Metin Oguzmert*	6/30/2017*	Parent-Elected *	7/1/2015 - 6/30/2017
B1	Linda Blechinger	6/30/2017	Board-Elected	7/1/2017 - 6/30/2019
B2	Simona-Daniela Akcin	6/30/2015	Parent-Elected	7/1/2015 - 6/30/2017
B3	Terry Conrad	6/30/2016	Parent-Elected	7/1/2016 - 6/30/2018
B3	Nancy Liu	6/30/2016	Board-Elected	7/1/2016 – 6/30/2018

* Dr. Metin Oguzmert, a current Class B Director with a term ending June 30, 2017, has offered his resignation, effective June 30, 2015. The Board has accepted such resignation and, consistent with the plan above, such vacancy will be filled by election of a Parent-Elected Director for a two-year term ending June 30, 2017 (i.e. the remainder of Dr. Oguzmert's term).

The result is that, in July 2015, 4 of 7 Directors shall have been elected by Parents, and in July 2016 and thereafter, 5 of 7 Directors shall have been elected by Parents.

- Please investigate successful models in other FCS charter schools. Amana Academy, recently renewed by the state and the district, features a six parent

board with three SME elected in open meeting and approved by the parent community. No original founding members will remain on the board.

All original founding members have resigned and are no longer part of Fulton Sunshine Academy's current Governing Board.

- How do you currently determine that members, specifically the two parent members, have experience or valuable skill sets?

The bylaws currently permit the board to require a statement of intent from nominees describing relevant experience and skills. The proposed bylaw amendments would make such statements mandatory for all qualified nominees, and also require the board to distribute such statements to parents with the list of nominees. The newly adopted Fourth Bylaw Amendment also requires that nominees make themselves reasonably available to parents for questions prior to the end of voting. Please see Article III Section 4.v of the Fourth Amended and Restated Bylaws in Appendix B of this memo response.

- **Please include data around these petition statements:**

Data included as requested. Please see Page 8 on the revised petition.

  o **Parents are encouraged to participate in various committees to evaluate and give feedback on new school policies and budgetary issue.**

The number of parents serving on respective committees is represented in the table below.

Number of Parents Participating in Committees	
School Advisory Committee	4
STEM Committee	4
Charter Renewal Committee	3
Grant Seeking Committee	7

  o Many families participate in the Fulton Sunshine Academy home visit program, where several faculty members visit our students at home

Data representing the number of families visited by the staff members of Fulton Sunshine Academy for the Home Visit Program is represented in the table below.

Parents visited during Home Visits over past 4 years	
2010-11	NA
2011-12	45
2012-13	55
2013-14	60
2014-15	54 (ongoing)

- Page 6 - One day notice with no apparent petition input on the part of the parent community is insufficient notice and indicates no transparency or collaboration on the part of the governing board with the parent community in the development of the renewal petition. If input was allowed, what was the feedback mechanism so that parents' feedback could be incorporated?

The secret ballot was not the only input sought from the parents. An online survey between September 12, 2014 and September 15, 2014 called for parent feedback on the subjects of foreign language opportunities, early release days, bus routes, altering the school's name, and STEM curriculum. In addition, the governing board held two open discussion sessions with the parents. These meetings were publicized on the school site and invitations to these meetings were sent to all of the parents via email. The meetings were held on September 11, 2014 and September 12, 2014 in the school cafeteria. Two Governing Board members and the school principal attended to these meetings on behalf of the school leadership. More than 80 parents attended the two meetings. The school leadership representatives updated the parents on the renewal process and the new charter petition.

Parents had the opportunity to communicate their expectations and provided feedback on the charter renewal petition. As a result of these meetings and the online surveys, the Governing Board decided to increase its size from 5 to 7. Furthermore, additions to the STEM curriculum were further shaped based on the feedback received.

Also, during the development of the district charter renewal petition, the PVO president was made a member of the charter renewal subcommittee that was established by the Governing Board. It is the goal of the Governing Board to adopt a new policy to have a more structured process to involve parents.

- Page 6 – Who submitted the ballots? How many submitted as a percentage of your parent body? How did you conduct the secret ballot?

Ballots were submitted in person by parents, with one vote allowed per child

enrolled in the school. Parents were invited to cast their ballot on September 18, from 7 A.M. to 6 P.M in front of a public notary. A total of 344 votes were cast in favor of Fulton Sunshine Academy's contract renewal with Fulton County. Fulton Sunshine Academy currently enrolls a total of 560 students. The participation rate is 61% of the parent body, with 100% in favor of the petition to Fulton County. Votes were counted and verified by the public notary and two witnesses. Please see Exhibit 20 for evidence of a secret ballot.

- "Fulton Sunshine Academy's past experiences and establishment and amenability of the requirements set forth by FCBOE positions it well as an independent "start-up" charter school authorized by Fulton County Schools under the jurisdiction of the Fulton Board of Education Policy IEB "Charter Schools". This sentence is confusing.

Fulton Sunshine Academy has rephrased the sentence. Fulton Sunshine Academy has consistently worked in collaboration with Fulton County, establishing any requirements set forth by the Fulton County Board of Education. This historically collaborative effort positions Fulton Sunshine Academy as a strong candidate as an independent "start-up" charter school to be authorized by Fulton County Schools, under the jurisdiction of the Fulton County Board of Education's Policy IEB "Charter Schools".

ACADEMIC OBJECTIVES, PLANS AND WAIVERS

- Page 9 - Is the school participating in both the ITBS and the MAP?

Fulton Sunshine Academy administers ITBS for placement of fifth grade students in middle school upon graduation and transition to students' zoned middle schools. Fulton Sunshine Academy will not use ITBS as a measureable outcome of the academic achievement for renewal purposes nor will it publish the school's overall performance in ITBS. MAP is a norm-referenced test that Fulton Sunshine Academy has adopted due to its availability for all grade levels (K-5). MAP test data is used for internal purposes, such as modification for instruction, placement, and teacher performance monitoring. Please refer to Exhibit 21 for MAP reports.

- **Page 11 - The three objectives under Academic Goal 4 are not Specific, Measureable, or Time Bound. Please review student centered SMART writing techniques for school goals, objectives and targets.**

Accepted. Objectives 1-3 under Academic Goal 4 are revised as listed below. Revised petition Page 14 is updated.

Objective 1: With an emphasis on scientific inquiry, students will spend at least 30 minutes of instructional time per week on STEM-based curriculum. Students will be able to translate theoretical science from within the classroom to real world applications. Fulton Sunshine Academy will develop an End Of Year assessment and 90% of students in each grade level will perform at 80% or above.

Objective 2: Students will become acquainted with 21st century literacy skills

through the introduction of CODE.org coding curriculum, SCRATCH block coding environment developed by MIT, and an exploratory understanding of HTML in computer classes. 80% students in grades 3-5 will complete CODE.org lessons by the end of school year. Fulton Sunshine Academy will develop an End Of Year assessment for SCRATCH and beginning level HTML. 50% of our students in grades 4-5 will perform at 70% or above.

Objective 3: Fulton Sunshine Academy will apply the Engineering is Elementary program to engage student thinking, make connections between the engineering design process and mathematic skills to build college readiness for prospective STEM-related careers. Fulton Sunshine Academy will develop a project-based assessment and 90% of students in grades K-5 will perform at 80% or above.

- Page 12 - The school has been in operation for four years. It is disappointing that it has not already developed a plan with metrics that would monitor student performance.

Fulton Sunshine Academy has corrected the mis-statement on Page 15 of the revised petition to read: "Fulton Sunshine Academy has developed and has been using a comprehensive systemic and cohesive approach with quantifiable metrics as part of a plan to move students from an emergent spectrum to mastery level."

Please see the chart below for metrics, goals, and targets.

Focus	Target	Metrics	Measure	Data Source
Student Achievement	Students are meeting the standard level of achievement.	Students performed below 50% in Math and Reading	Milestones Assessment	Milestones Reports
Student Achievement	Students are below standard level of achievement. Students to be provided supportal programs such as tutoring.	Students perform below 50% in Math and Reading	MAP Test	MAP Reports, School Portal
Student Achievement	Students are meeting the standard level of achievement.	Students perform at 50% or above in Math and Reading	MAP Test	MAP Reports, School Portal
Student Achievement	Students are meeting the advanced level of achievement.	Students perform at 70% or above in Math and Reading	MAP Test	MAP Reports, School Portal
Student Achievement	Students are potentially ready for the next level.	Students performed above 90% in Math and Reading	MAP Test	MAP Reports, School Portal
Student Achievement	Students are making adequate progress and growth across formative and summative assessments	All students perform above 70% average in all subjects.	Other Assessments	Eschool
Student Achievement	Graduation and Promotion	Students will be performing at the level to be graduated and promoted according to GADOE criteria	Milestones Assessment	Milestones Reports

- **"What specific actions will the school's management, instructional leadership, faculty and staff take to ensure student performance objectives are met during the proposed charter term?" This question is not answered. The section contains a listing of curriculum resources, generic educational approaches, but it does not address what specific actions the school takes to ensure academic objectives are met. This is the school's opportunity to highlight the data from the previous four years, how the school has adjusted**

to the academic data and monitored an improvement in student achievement. Then it should indicate what, if anything, the leadership learned about the actions of the last four years and how those will be improved over the next term of the charter.

(Similar comment – different rater)

- The answer to Question 4 on page 17 states what the school will do. What has it been doing the last four years? What data has been gathered about the effectiveness of each of these programs to date? Is this all new or is this what has been in operation? If it has been in operation, we would have expected a much richer, school specific narrative of what has been happening, how the school has adjusted and whether it worked. We could look up Everyday Mathematics and cut and paste that section into the petition (which is exactly word for word what happened here). Has there not been any self-monitoring and improvement on the part of the governing board in the last four years? This was a missed opportunity. Please address.

Partially accepted. Detailed descriptions of Math and Science programs have been removed from the revised petition. This information can still be found in Exhibit 9 of the original petition.

Following sections have been added to the revised petition. Please see Page 22.

Fulton Sunshine Academy has continued to see an increase in the academic success of the students who attend evidenced by test scores and increased number of students yearly placed on the waiting lists. Each student's progress is closely monitored using multiple methods of data collection, which include CRCT test scores and MAP testing, which is given three times a year. Data provided by MAP is accessible to teachers and is provided to parents on our school portal after each test to ensure the parents are aware of their child's academic progress. Teachers access the data through the online school portal to monitor student's strengths and weaknesses in order to plan accordingly to meet each child's individual needs. Our CRCT test scores have been monitored throughout the last four years and the data is highlighted below.

Social Studies CRCT scores have improved from the school's inception in 2010 to the most recent administration of CRCT during the 2013-14 school year. Fulton Sunshine Academy has implemented a school-wide standards-based benchmark assessment in collaboration with social studies teachers during the 2012-13 school year. Teachers have used the data collected from Social Studies Benchmarks for instruction modification. Fulton Sunshine has improved at the exceeding level in CRCT for third grade from 58% to 78% between 2010 and 2014. Similarly, fourth grade has seen a growth at the exceeding level in CRCT from 68% to 81% between 2010 and 2014. During the 2012-13 school year, fifth grade achieved the highest growth in Fulton County in the area of social studies. For more details, please see the chart below.

The percentage of students who scored at Level 3 in the Social Studies section of the Criterion-Referenced Competency Test (CRCT)					
	2010-11	2011-12	2012-13	2013-14	2014-15
3rd Grade	58	70	90	78	NA
4th Grade	68	57	71	81	NA
5th Grade	76	75	80	74	NA

Since offering new, unique, and innovative science instructional programs, such as STC, Fulton Sunshine Academy has seen an increase in the exceeding level for the Science CRCT. To further foster a commitment to increasing the number of exceeding level Science CRCT results, Fulton Sunshine Academy maintains continuous teacher support and trainings every school year. These features have helped increase student achievement in learning state-mandated science standards. Between 2010 and 2014, third grade exceeding level Science CRCT results have increased from 69% to 85%. Fourth grade has seen a growth of 82% to 85% in exceeding level Science CRCT results from 2010 to 2014. Fifth grade has seen a growth from 82% to 94% in the exceeding level of the Science CRCT from 2010 to 2014. For more details, please see the chart below.

The percentage of students who scored at Level 3 in the Science section of the Criterion-Referenced Competency Test (CRCT)					
	2010-11	2011-12	2012-13	2013-14	2014-15
3rd Grade	69	77	81	85	NA
4th Grade	82	87	91	85	NA
5th Grade	82	86	92	94	NA

Fifth grade writing scores have continuously increased in the "meets and exceeds" level from the inaugural 2010 school year to the recent 2013-14 school year. To ensure the continuation of this trend, Fulton Sunshine Academy has implemented a Writing Benchmark assessment for fourth and fifth grade students. In addition, during the 2013-14 school year, the Fulton Sunshine Academy Governing Board made the decision to hire a writing coach. Teachers have used the data collected from writing assessments for language arts instruction modification. Since the implementation of the Writing Benchmark and a writing coach, the scores at the "meets and exceeds" level for fifth grade students has risen from 93% to 97%. For more details, please see the chart below.

Percentage of 5th grade students performed in Meet & Exceeds level on the Georgia Writing Assessment					
	2010-11	2011-12	2012-13	2013-14	2014-15
5th Grade	93	95	95	97	NA

Fulton Sunshine Academy has also demonstrated a positive trend in Reading CRCT results, as evident in third, fourth and fifth grade scores from 2010 to 2014. In 2010, the percent of third grade students scoring at the Exceeds level has increased from 77% to 88% in 2014. Similarly, fourth grade students scoring at the Exceeds level has increased from 79% in 2010 to 84% in 2014. Fifth grade students have seen the greatest increasing trend, with 68% at the Exceeds level in 2010 to 87% in 2014. For more details, please see the chart below.

The percentage of students who scored at Level 3 in the Reading section of the Criterion-Referenced Competency Test (CRCT)					
	2010-11	2011-12	2012-13	2013-14	2014-15
3rd Grade	77	81	88	88	NA
4th Grade	79	82	86	84	NA
5th Grade	68	77	76	87	NA

Implementation of new and inventive programs such as Everyday Mathematics has demonstrated benefits for students, as more students continue to score at the exceeding level between the inaugural 2010 school year and recent 2013-14 school year. Between 2010 and 2014, the number of students scoring at the Exceeds level on the Math CRCT has risen from 74% to 81%. Similarly, the number of students at the Exceeds level for fifth grade has increased from 52% to 84% between the 2010 and 2014 school years. For more details, please see the chart below.

The percentage of students who scored at Level 3 in the Math section of the Criterion-Referenced Competency Test (CRCT)					
	2010-11	2011-12	2012-13	2013-14	2014-15
3rd Grade	74	78	89	81	NA
4th Grade	77	84	83	75	NA
5th Grade	52	57	85	84	NA

Please refer to the accountability report for further information on student test score trends.

Other academic and extracurricular achievements are listed below.

2010-11
❖ Governor's Office Bronze Award in the 1st year of the school

2011-12 CRCT Test Results:
State Level
❖ 2nd Highest Exceeding Level Percentile in 4th Grade ELA among Georgia State Elementary Schools
❖ 4th Highest Mean Scale Score in 4th Grade Science among Georgia State

Elementary Schools
- ❖ **5th Highest Mean Scale Score in 5th Grade Science among Georgia State Elementary Schools**
- ❖ **5th Highest Mean Scale Score in 5th Grade Social Studies among Georgia State Elementary Schools**
- ❖ **7th Highest Mean Scale Score in 5th Grade Reading among Georgia State Elementary Schools**
- ❖ **7th Highest Mean Scale Score in 4th Grade ELA among Georgia State Elementary Schools**
- ❖ **10th Highest Mean Scale Score in 4th Grade Math among Georgia State Elementary Schools**
- ❖ **10th Highest Mean Scale Score in 3rd Grade Math among Georgia State Elementary Schools County Level**
- ❖ **The Highest Mean Scale Score in 4th Grade Science among Fulton County Elementary Schools**
- ❖ **The Highest Mean Scale Score in 5th Grade Science among Fulton County Elementary Schools**
- ❖ **The Highest Mean Scale Score in 5th Grade Reading among Fulton County Elementary Schools**
- ❖ **The Highest Mean Scale Score in 5th Grade Social Studies among Fulton County Elementary Schools**
- ❖ **The Highest Exceeding Level Percentile in 5th Grade Social Studies among Fulton County Elementary Schools**
- ❖ **The Highest Exceeding Level Percentile in 4th Grade Math among Fulton County Elementary Schools**
- ❖ **The Highest Exceeding Level Percentile in 4th Grade Science among Fulton County Elementary Schools**
- ❖ **The Highest Exceeding Level Percentile in 4th Grade ELA among Fulton County Elementary Schools**
- ❖ **2nd Highest Exceeding Level Percentile in 5th Grade Reading among Fulton County Elementary Schools**
- ❖ **2nd Highest Exceeding Level Percentile in 5th Grade ELA among Fulton County Elementary Schools**
- ❖ **2nd Highest Mean Scale Score in 4th Grade ELA among Fulton County Elementary Schools**
- ❖ **3rd Highest Mean Scale Score in 4th Grade Math among Fulton County Elementary Schools**
- ❖ **3rd Highest Exceeding Level Percentile in 5th Grade Science among Fulton County Elementary Schools**

2012-13 CRCT Test Results:
- ❖ **The Highest Exceeding Percentile in 8 of 15 grade/subjects among Fulton County Elementary Schools**

Extracurricular Achievements:
- ❖ **3rd Place at National Geography Bee Competition in 2013**
- ❖ **Master Programmer Award at 2013 World Festival Expo International Jr. FLL Robotics Competition**
- ❖ **1 First Place, 1 Second Place, 1 Fourth Place at State Level Science Olympiad**

Competition
- ❖ 1st Place at State Level Destination Imagination Competition in 2013
- ❖ 1st Place at State Level Chess Championship.
- ❖ 2 1st Place at State Level Technology Fair Competition in 2013
- ❖ 2 1st Place at County Level Technology Fair Competition in 2013
- ❖ Superior Award at State Level Media Festival Competition in 2013
- ❖ 2nd and 3rd Place at State Level Annual Water Drop 5K Race in 2013
- ❖ Programming Award at Super Regional FLL Robotics Competition in 2013.
- ❖ 1st Place at Martin Luther King Chess Tournament in 2013
- ❖ 1st Place at the County Level Cheetah Cup Math Competition in 2012.

2013-14:
- ❖ Junior Ambassador for the 25th annual Asian-Pacific Children's Convention (APCC)
- ❖ 2nd Place for 4th grade in the 2013 Georgia K-12 Grade Championship Chess Tournament
- ❖ 1st Place in Digital Photography at the Fulton County Schools Regional Tech Fair
- ❖ 1st Place in Digital Video Production at the Fulton County Schools Regional Tech Fair
- ❖ 1st Place in Mobile Applications at the Fulton County Schools Regional Tech Fair
- ❖ 1st Place in Multimedia Applications at the Fulton County Schools Regional Tech Fair
- ❖ 2nd Place in Digital Game Design at the Fulton County Schools Regional Tech Fair
- ❖ 2nd Place in Mobile Applications at the Fulton County Schools Regional Tech Fair
- ❖ 3rd Place in Animated Graphic Design at the Fulton County Regional Tech Fair
- ❖ 3rd Place in Case Modification at the Fulton County Regional Tech Fair
- ❖ 3rd Place in Project Programming at the Fulton County Regional Tech Fair
- ❖ Championship Award at First Lego League (FLL) State Championship
- ❖ 1st and 2nd Place in 3rd grade science fair division
- ❖ 1st, 2nd, and 3rd place in 2nd grade science fair division
- ❖ 3rd Place in K-5 division of the Georgia Chess Association 2014 Metro Atlanta K-8 State Qualifier
- ❖ 5th Place in K-3 division of the Georgia Chess Association 2014 Metro Atlanta K-8 State Qualifier
- ❖ Recognition from Roswell Mayor and City Council for Robotics team, TechnoPandas
- ❖ 1st Place in Mobile Applications at Georgia Educational Technology Fair
- ❖ 1st Place in Multimedia Applications at Georgia Educational Technology Fair
- ❖ 23 Superior Achievements in Animation, Website, Sequential Skills, Interactive Skills, and Electronic Photograph categories at the Fulton County Student Media Festival
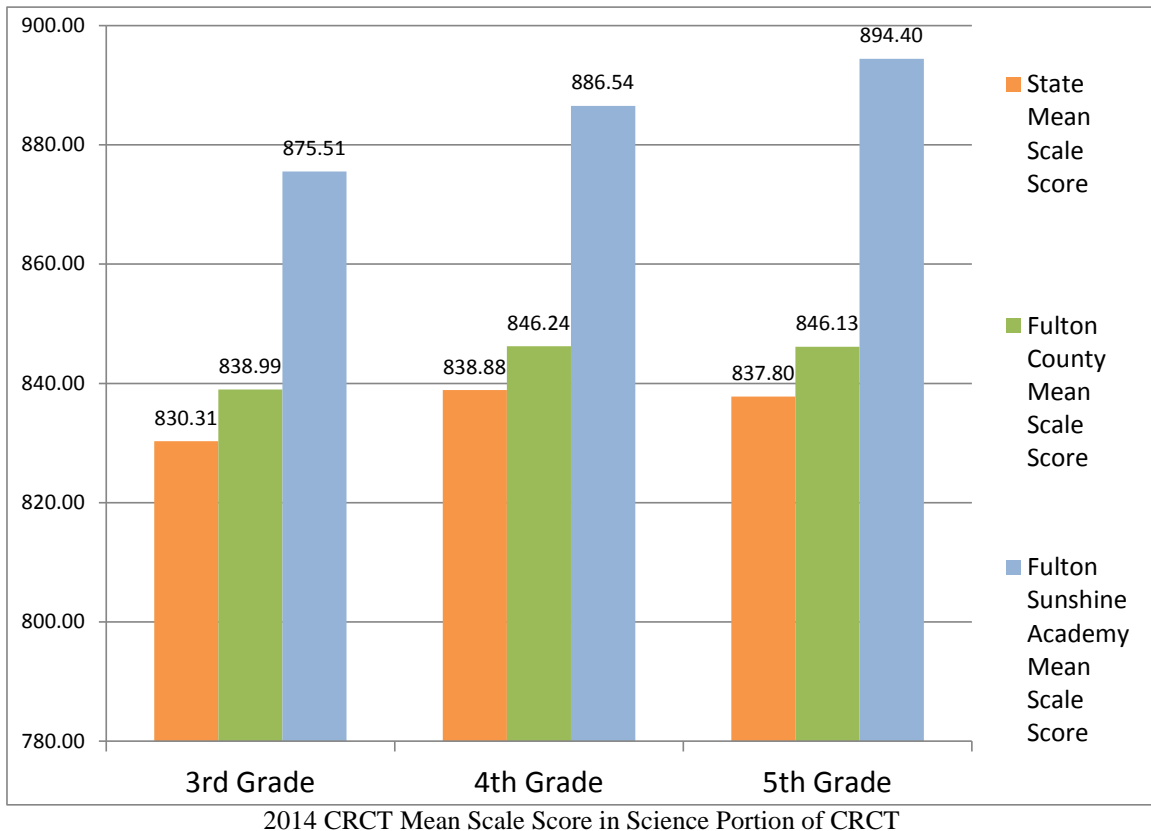- ❖ 1st and 3rd Place for girls 10 and under in the 5K Water Drop Dash Race at the Chattahoochee Nature Center

❖ **3rd Place for boys 10 and under in the 5K Water Drop Dash Race at the Chattahoochee Nature Center**
❖ **1st Place in the State Affiliate Tournament for Destination Imagination**
❖ **3rd Place in the State Affiliate Tournament for Destination Imagination**
❖ **3rd Place in the K-3 division of the Georgia K-8 State Chess Championship**
❖ **2nd Place in the K-5 division of the Georgia K-8 State Chess Championship**
❖ **Drippy Dropperson Calender Art Contest Winner**
❖ **2013-14 4th and 5th grade Duke University Talent Search participant**
❖ **Effort and Learning Award for Rescue Pandas Junior FLL Team at Robotics World Expo**
❖ **Master Programmer Title at Robotics World Expo**
❖ **Seven 1st Place awards at the Georgia Student Media Festival**
❖ **Six 2nd Place awards at the Georgia Student Media Festival**
❖ **One 3rd Place award at the Georgia Student Media Festival**

- **A vast majority of the academic programs mentioned are simply copied (and not sourced) from the websites of the various companies promoting the various programs. There is no mention of whether or not these programs have been successful at this local school and no school data to support the petitioner's assertion that these specific program choice should continue. Please address.**

Data demonstrating success of instructional programs was included on Accountability Report file submitted along with charter renewal petition. Per your request, as an addition to Accountability Report, more supporting data on success of school specific instructional programs provided below.

Fulton Sunshine Academy is focused on rigorous math and science curriculum. The programs used by Fulton Sunshine Academy are Science and Technology for Children (STC) and Developmental Approaches in Science, Health, and Technology (DASH) for the science curriculum and Everyday Mathematics and Project M3 for the math curriculum. All of our programs concentrate on building a real-world experience with inquiry-based and hands-on learning approaches. The benefits of these innovative academic programs are demonstrated through student performance assessments, as the number of exceeds students has continued to increase.

The STC program is an inquiry-based, hands-on science curriculum for grades K-10 that covers life, Earth, and physical sciences with technology. Carolina Biological Supply Company creates SSEC (Smithsonian Science Education Center)-approved kits for each STC program unit. Since offering STC, Fulton Sunshine Academy has seen an increase in the exceeding level for the Science CRCT. These features have helped increase student achievement in learning state-mandated science standards. Between 2010 and 2014, third grade exceeding level Science CRCT results have increased from 69% to 85%. Fourth grade has seen a growth of 82% to 85% in exceeding level Science CRCT results from 2010 and 2014. Fifth grade has seen a growth from 82% to 94% in the exceeding level of the Science CRCT from 2010 to 2014. For more details, please see the chart and graph below.

The percentage of students who scored at Level 3 in the Science section of the Criterion-Referenced Competency Test (CRCT)					
	2010-11	2011-12	2012-13	2013-14	2014-15
3rd Grade	69	77	81	85	NA
4th Grade	82	87	91	85	NA
5th Grade	82	86	92	94	NA

2014 CRCT Mean Scale Score in Science Portion of CRCT

Fulton Sunshine Academy uses Everyday Math as a mathematics program. Similar to STC, Everyday Math is an inquiry-based program for grades Pre-K-6. Everyday Math is distinct in its "spiraling" method of learning. Unlike the commonly used massing curriculum style, which reduces attention span and supports "easy learning", spiraling enhances long term retention through robust encoding of information. Spiral curriculum is the most significant reason Fulton Sunshine Academy has chosen the Everyday Math program. Results have shown Fulton Sunshine Academy students have demonstrated an increase in achievement levels each year since the school's 2010 inception.

Implementation of Everyday Math has demonstrated to be beneficial for students, as more students continue to score at the Exceeding level between the inaugural 2010 school year and recent 2013-14 school year. Between 2010 and 2014, the number of students scoring at the Exceeds level on the Math CRCT has risen from 74% to 81%. Similarly, the number of students at the Exceeds level for fifth grade has increased from 52% to 84% between the 2010 and 2014 school years. For more

details, please see the chart and graph below.

The percentage of students who scored at Level 3 in the Math section of the Criterion-Referenced Competency Test (CRCT)					
	2010-11	**2011-12**	**2012-13**	**2013-14**	**2014-15**
3rd Grade	74	78	89	81	NA
4th Grade	77	84	83	75	NA
5th Grade	52	57	85	84	NA

2014 CRCT Mean Scale Score in Math Portion of CRCT

- Page 20 Mentoring Mathematical Minds: Why would this particular school choose this program? The section pasted from the program website asserts the intent it so narrow the gap for FRL and LEP students. The school has a very low FRL, ELL, and minority population.

Partially accepted. Vendor description of the program has been removed however we will continue to use this program for our students.

Although Fulton Sunshine Academy currently has low enrollment of students with economically disadvantaged backgrounds and students with limited English proficiency, M3 is a strong choice in curriculum for students, particularly in activating interest in Mathematics for students of racial minority backgrounds. Fulton Sunshine Academy currently has a high number of racial minority students, with an overall student population of 55% Asian, 18% African American, 27% white, and 1% Pacific Islander/Native Hawaiian. Combined, Fulton Sunshine Academy's racial minority population is 82% (Asian and African American). In contrast, the overall North Fulton

county representation of racial minority students is only 23.6% (Asian and African American). Therefore, we have chosen Mentoring Mathematical Minds because the program has shown an increase in achievement and attitudes toward math in talented and diverse students.

Ethnicity	# Students	%
Asian	308	55%
Black or African American	101	18%
Native Hawaiian or Pacific Islander	3	1%
White	152	27%
Grand Total	**564**	

Racial Breakdown of students enrolled at Fulton Sunshine Academy, August 11, 2014

- Page 21 - STEM Focus - Finally something that appears to be related to what the school has actually done. Now, does it result in improved student achievement? How do you know? What is your data? Build in on this kind of narrative.

Accepted. Fulton Sunshine Academy has added the following narrative and data on Page 31 of the revised petition to read: "As a result of our focus on STEM, we have a high percentage of exceeding level CRCT results in the math and science fields. In the field of science, Science CRCT results between 2010 and 2014 have continuously increased. Between 2010 and 2014, third grade exceeding level results have increased from 69% to 85%, fourth grade exceeding level results have increased from 82% to 85%, and fifth grade exceeding level results have increased from 82% to 94%.

The percentage of students who scored at Level 3 in the Science section of the Criterion-Referenced Competency Test (CRCT)					
	2010-11	2011-12	2012-13	2013-14	2014-15
3rd Grade	69	77	81	85	NA
4th Grade	82	87	91	85	NA
5th Grade	82	86	92	94	NA

In the area of mathematics, Fulton Sunshine Academy students have increasingly scored higher on the Math CRCT since the yearly increase in STEM curriculum. Between 2010 and 2014, third grade exceeding level results have increased from 74% to 81% and fifth grade exceeding level results have increased from 52% to 84%.

The percentage of students who scored at Level 3 in the Math section of the Criterion-Referenced Competency Test (CRCT)					
	2010-11	**2011-12**	**2012-13**	**2013-14**	**2014-15**
3rd Grade	74	78	89	81	NA
4th Grade	77	84	83	75	NA
5th Grade	52	57	85	84	NA

As a result of Fulton Sunshine Academy's increase in STEM curriculum, students are more interested in and committed to the various STEM related activities offered as extracurricular academic teams. The Robotics Team won the Georgia State Championship and was ranked 15th place among 80 teams worldwide. During the 2013-14 school year, the fourth grade team qualified for Super Regionals."

Both Science and Math Olympiad teams have also demonstrated an increase in the number of accomplishments since implementation of STEM Curriculum. Last year, Fulton Sunshine Academy Math Olympiad students placed 10th and 17th nationwide and 3rd in Georgia in the Math Kangaroo competition. The Science Olympiad team earned three first place prizes, four second place prizes, and four third place prizes last year at the Mercer University Regionals, three second place prizes at the Cobb County Regionals, and one third place prize at the State competition.

In 2014, the Tech Fair team received four first place prizes, two second places prizes, and three third place prizes at the regional competition.

- Page 21 – you state you have stakeholders in the local community. Who are they and do they have signed letters in the appendix?

Fulton Sunshine has a number of local community stakeholders who have offered their time and support to build mutually beneficial relationships. Our school also utilizes guest speakers to further solidify student understanding in a variety of topics. Vicky Culbreth, the Environmental Educator from the City of Roswell, has been a guest speaker at Fulton Sunshine Academy each year for the last four years, and continues to do so. Vicky excels at helping our students understand the importance of environmental care in the lessons she teaches. Our students are always excited to have her here and to take the learning experience outdoors. Fulton Sunshine Academy has also had the pleasure of working with Mayor Wood of the City of Roswell for the past three years. Our students look forward to Mayor Wood's lessons on civics to build an understanding of leadership in the community.

Fulton Sunshine Academy hosted a STEM breakfast with local business partners on March 27, 2014. Representatives from Total Telecom Management LLC, Dell Secure Works, Harry's Farmer's Market, Whole Foods, Roswell Inc., and PT Solutions.

Our other community partners include, but are not limited to: Atlanta Wind Symphony, Dr. Jacqueline Malone Orthodontics, Erica Loughmiller Zumba

Instruction, Bryce McGowan Zumba Instruction, Ellis Family Chiropractic and Wellness Center, the Center for Disease Control Atlanta, Bike Roswell, Roswell Health and Injury Center, North Fulton Hospital Trauma Center, Atlanta Fitness, the Roswell Police Department, Dunwoody Fencing Club, Kids Sports, Crabapple DoJo, Roswell Pediatrics Dentistry, Roswell Health and Injury Center, Crabapple Doctor Express, Roswell Fire Department, Core Matters Yoga and Nutritionist, Cabot Cheese of Vermont, Kroger, Publix of Kind Road, Strong4Life of Children's Healthcare of Atlanta, Academy Apparel, CiCi's Pizza, Dominos Pizza, Verizon Wireless Amphitheatre, and DJ Kevin Greene.

More than 150 parents signed letters of support for our charter petition. For support letters, please see Exhibit 19.

- Page 22 – Regards DIBELS – What about DAR or BAS? Do you use anything regards guided reading?

Following paragraph has been added to revised petition Page 32: "Teachers in K-5 regularly assess their students using the DRA2 to identify performance in the following areas of reading proficiency: reading engagement, oral reading fluency, and comprehension. Data collected using this tool will allow teachers to match all students to appropriately leveled text and support their individual learning needs."

- Data Driven Decision Making - Again, what exactly have you done, how did you monitor it and did it work? What was the data from your student performance? (Similar comment – different rater)
- Data Driven Decision Making - Details? What have you done? What was the result? How will you change it during a renewal?
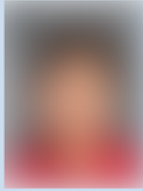
Fulton Sunshine Academy has added the following narrative on Page 44 of the revised petition to read: "Fulton Sunshine Academy utilizes a wide assortment of data in order to make decisions and improvements to the school, in order to improve student achievement. The Sunshine Success Monitor, an internal application on the school's portal that allows teachers and parents to monitor historical assessment data, is an essential tool for teachers to tailor their daily instructions to meet student needs. Most importantly, the school uses this data for RTI purposes in order to determine what course of action to close student achievement gaps. Teachers carefully follow their students' strengths and weaknesses through Sunshine Success Monitor. Dependent on the student's performance during testing, the data collected assists teachers to modify their instruction and for administrators to make placement decisions based on the school's placement criteria. Fulton Sunshine Academy has used results on such assessments in order to determine what supplemental services the student needs to maximize potential, such as a writing coach. Student performance data has also helped teachers and administrators identify which students qualify for additional support through afterschool and weekend tutoring sessions.

Fulton Sunshine Academy also makes data driven decisions to determine the needs of the school and staff members. Based on feedback of parents and apparent needs, the school will use data to influence hiring practices for instructional and support
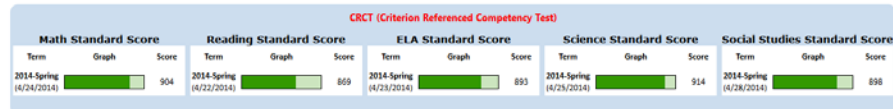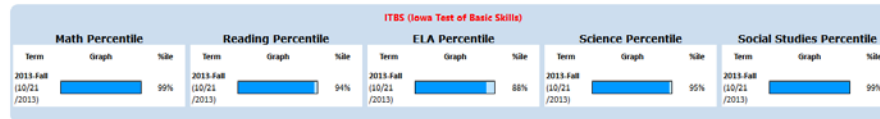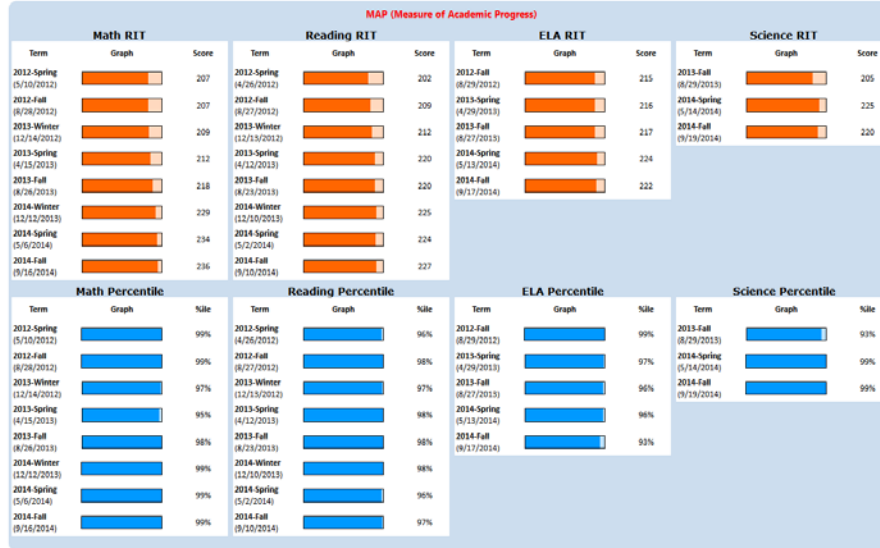
staff. Data is also used to build job satisfaction and enthusiasm for all staff members, through options for professional development trainings, workshops, and monitoring of teacher performance by monitoring lesson plans, teacher attendance, and academic performance."

Screenshots from Sunshine Success Monitor / Student-Teacher Dashboard are below.

Student Dashboard

	Student ID	
	Student Name	
	Homeroom Teacher	
	Grade	
	Parent Name	
	Parent Email	
	Parent Phone	

Test History

MAP (Measure of Academic Progress)

Math RIT

Term	Graph	Score
2012-Spring (5/10/2012)		207
2012-Fall (8/28/2012)		207
2013-Winter (12/14/2012)		209
2013-Spring (4/15/2013)		212
2013-Fall (8/26/2013)		218
2014-Winter (12/12/2013)		229
2014-Spring (5/6/2014)		234
2014-Fall (9/16/2014)		236

Reading RIT

Term	Graph	Score
2012-Spring (4/26/2012)		202
2012-Fall (8/27/2012)		209
2013-Winter (12/13/2012)		212
2013-Spring (4/12/2013)		220
2013-Fall (8/23/2013)		220
2014-Winter (12/10/2013)		225
2014-Spring (5/2/2014)		224
2014-Fall (9/10/2014)		227

ELA RIT

Term	Graph	Score
2012-Fall (8/29/2012)		215
2013-Spring (4/29/2013)		216
2013-Fall (8/27/2013)		217
2014-Spring (5/13/2014)		224
2014-Fall (9/17/2014)		222

Science RIT

Term	Graph	Score
2013-Fall (8/29/2015)		205
2014-Spring (5/14/2014)		225
2014-Fall (9/19/2014)		220

Math Percentile

Term	Graph	%ile
2012-Spring (5/10/2012)		99%
2012-Fall (8/28/2012)		99%
2013-Winter (12/14/2012)		97%
2013-Spring (4/15/2013)		95%
2013-Fall (8/26/2013)		98%
2014-Winter (12/12/2013)		99%
2014-Spring (5/6/2014)		99%
2014-Fall (9/16/2014)		99%

Reading Percentile

Term	Graph	%ile
2012-Spring (4/26/2012)		96%
2012-Fall (8/27/2012)		98%
2013-Winter (12/13/2012)		97%
2013-Spring (4/12/2013)		98%
2013-Fall (8/23/2013)		98%
2014-Winter (12/10/2013)		98%
2014-Spring (5/2/2014)		96%
2014-Fall (9/10/2014)		97%

ELA Percentile

Term	Graph	%ile
2012-Fall (8/29/2012)		99%
2013-Spring (4/29/2013)		97%
2013-Fall (8/27/2013)		96%
2014-Spring (5/13/2014)		96%
2014-Fall (9/17/2014)		93%

Science Percentile

Term	Graph	%ile
2013-Fall (8/29/2015)		93%
2014-Spring (5/14/2014)		99%
2014-Fall (9/19/2014)		99%

ITBS (Iowa Test of Basic Skills)

	Math Percentile			Reading Percentile			ELA Percentile			Science Percentile			Social Studies Percentile	
Term	Graph	%ile	Term	Graph	%ile	Term	Graph	%ile	Term	Graph	%ile	Term	Graph	%ile
2013-Fall (10/21/2013)		99%	2013-Fall (10/21/2013)		94%	2013-Fall (10/21/2013)		88%	2013-Fall (10/21/2013)		95%	2013-Fall (10/21/2013)		99%

CRCT (Criterion Referenced Competency Test)

	Math Standard Score			Reading Standard Score			ELA Standard Score			Science Standard Score			Social Studies Standard Score	
Term	Graph	Score	Term	Graph	Score	Term	Graph	Score	Term	Graph	Score	Term	Graph	Score
2014-Spring (4/24/2014)		904	2014-Spring (4/22/2014)		869	2014-Spring (4/23/2014)		893	2014-Spring (4/25/2014)		914	2014-Spring (4/28/2014)		898

Attendance: Late Check in

There is no late sign in!

Attendance: Early Check out

There is no early check out!

Attendance: Club Attendance

Please see 's Club Attendance Report below:

Club Name	Club Sponsor	Attendance Date	Attendance Status
Road Runners	Rockstroh	8/19/2014	Present
Road Runners	Rockstroh	8/26/2014	Absent
Road Runners	Rockstroh	9/2/2014	Absent
Road Runners	Rockstroh	9/9/2014	Absent
Road Runners	Rockstroh	9/23/2014	Absent
Road Runners	Rockstroh	9/30/2014	Absent
Road Runners	Rockstroh	10/7/2014	Absent

Attendance: Tutoring Attendance Performance

There is no tutoring enrolled.

Student Dashboard is accessible by teachers and by the parents of each student on the school portal.

Test Results

Reading - Percentile

#	Student Name	ITBS 2010 Fall	ITBS 2011 Fall	ITBS 2012 Fall	ITBS 2013 Fall	MAP 2012 Spring	MAP 2012 Fall	MAP 2013 Winter	MAP 2013 Spring	MAP 2013 Fall	MAP 2014 Winter	MAP 2014 Spring	MAP 2014 Fall	MAP 2015 Winter	MAP 2015 Spring
1.						18				9	59	54	23		
2.													30		
3.							80	78	71	65	59	64	50		
4.										38	56	46	8		
5.							28	39	39	18	46	76	25		
6.										28	54	54	48		
7.							2	76	69	48	40	48	8		
8.										6	3	2	19		
9.						83							84		
10.						76	70	54	56	53	59	54	42		
11.						26	23	36	42	2	24	48	14		
12.													42		
13.							46	48	61	35	51	67	61		
14.						76	61	68	61	12	30	48	37		
15.													30		
16.													93		
17.													58		
	Avg:					55.8	44.29	57	57.00	28.55	43.73	51.00	39.53		

Teachers can monitor students' norm-referenced assessment data in matrix view

- Page 22 – The vision for technology reflects an important pedagogical shift in all of education.

Agree.

- Page 27 - Project based learning will lead to trans-disciplinary learning the highest form of subject integration because it is based on answering/solving a problem. Has the school already implemented this approach or will it be new? If you have already done this, where is your evidence of success or indicators for change?

Fulton Sunshine Academy has and will continue to encourage students to challenge themselves through project-based learning. With the greatest utilization in the field of science, students are encouraged to apply classroom experiences with hands-on learning to science projects. Teachers ensure students are prepared for science projects by reinforcing project-based learning through the unique instructional materials and kits provided by the STC curriculum. Students are challenged daily with science experiments to generate high interest. Evidence of Fulton Sunshine Academy's success at implementing science related project-based learning can be seen in the continuous increase in the number of CRCT exceeding level percentages and CRCT 2014 mean scale scores in the area of Science.

The percentage of students who scored at Level 3 in the Science section of the Criterion-Referenced Competency Test (CRCT)					
	2010-11	**2011-12**	**2012-13**	**2013-14**	**2014-15**
3rd Grade	**69**	**77**	**81**	**85**	**NA**
4th Grade	**82**	**87**	**91**	**85**	**NA**
5th Grade	**82**	**86**	**92**	**94**	**NA**

2014 CRCT Mean Scale Score in Science Portion of CRCT

Page 32 – Don't you list seven multiple intelligences?

We revised the following section under Multiple Intelligences on Page 42 of the revised petition to read: "These intelligences are: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalist."

- **Page 33 Regarding surveys - The parent survey results showed what changes needed to be made to the school?   What changes did the governing board actually make based on parental feedback?**

Through surveys, parents have the opportunity to express their opinions on prospective changes to the school. A September 2014 issued survey called for parent feedback on the subjects of foreign language opportunities, early release days, bus routes, altering the school's name, and STEM curriculum.

When asked if Fulton Sunshine Academy should offer a foreign language option for students during instructional time, 76.11% of parents voted yes, 11.06% voted no, and 12.83% of parents were not sure. In regards to whether or not Fulton Sunshine Academy should establish monthly early release days for students to create more time for Professional Development, 70.35% of parents voted yes, 15.49% of parents voted no, and 14.16% of parents were not sure.

Fulton Sunshine Academy currently offers a limited bus service with a lottery for students at two stops. When offered the possibility of an expanded bus service through a private company in limited geographic areas with limited stops, 61.06% of parents were in favor, 17.70% were not in favor, and 21.24% were not sure. Parents were also offered the opportunity to give their input on whether or not the school should change its name. If parents voted yes, they were given the chance to propose a new name. When polled, 17.70% of parents voted yes, 48.67% of parents voted no, and 33.63% of parents were not sure.

Parents provided the greatest amount of feedback when asked whether or not Fulton Sunshine Academy should increase STEM curriculum, as the school continues to work towards certification. When asked if parents would be in favor of 30 minutes of STEM curriculum per week, 92.49% of parents were in favor, 2.35% were not in favor, and 5.16% were not sure. The Governing Board has responded to this overwhelming level of positivity by moving forward with the integration of STEM curriculum to classrooms. The Governing Board is currently reviewing the other recommendations of parents from the survey for consideration.

Fulton Sunshine Academy issues parent surveys twice a year through AdvanceED. Results are presented as follows.

Name	Description	Activated on	Status	# Completed	Score
Parent Survey	Fulton Sunshine Academy ES Parent Survey 2012-2013	10/11/2012	Closed	208	4.2
Parent Survey	Fulton Sunshine Academy Parent Survey 2012-2013	4/23/2013	Closed	110	4.15
Parent Survey	Fulton Sunshine Academy Parent Survey Feb 2014	2/21/2014	Closed	120	4.09

AdvancED   Parent Survey for schools

Average Score Data

Institution Name	Parent Level	Level	Average Score
Fulton Sunshine Academy Elementary School		STANDARD 1	4.29
Fulton Sunshine Academy Elementary School		STANDARD 2	4.16
Fulton Sunshine Academy Elementary School		STANDARD 3	4.14
Fulton Sunshine Academy Elementary School		STANDARD 4	4.17
Fulton Sunshine Academy Elementary School		STANDARD 5	4.16

Fulton Sunshine Academy Parent Survey 2012-2013 activated on 10/11/2012

Average Score Data

Institution Name	Parent Level	Level	Average Score
Fulton Sunshine Academy Elementary School		STANDARD 1	4.19
Fulton Sunshine Academy Elementary School		STANDARD 2	4.08
Fulton Sunshine Academy Elementary School		STANDARD 3	4.05
Fulton Sunshine Academy Elementary School		STANDARD 4	4.05
Fulton Sunshine Academy Elementary School		STANDARD 5	4.15

Fulton Sunshine Academy Parent Survey 2012-2013 activated on 4/23/2013

Average Score Data

Institution Name	Parent Level	Level	Average Score
Fulton Sunshine Academy Elementary School		STANDARD 1	4.25
Fulton Sunshine Academy Elementary School		STANDARD 2	4.09
Fulton Sunshine Academy Elementary School		STANDARD 3	3.97
Fulton Sunshine Academy Elementary School		STANDARD 4	4.09
Fulton Sunshine Academy Elementary School		STANDARD 5	4.08

Fulton Sunshine Academy Parent Survey Feb 2014 activated on 2/21/2014

Some of the actions the School Leadership took based on the parental feedback received, are as follows;

- ❖ **Re-stated the school's vision statement.**
- ❖ **Allocated funds to buy new cafeteria tables.**
- ❖ **Created new instructional positions to improve student achievement.**
- ❖ **Hired non-teaching support staff for facility maintenance.**
- ❖ **Changed the lunch catering vendor.**

- Page 33 – What are the facts around the professional opportunities offered to your teachers? Was it effective? How do you know? What will you change? What facts indicate that you "maximize staff potential to research, invest and implement innovative practices through in-service learning, certificate programs and endorsements"

(Similar comment – different rater)

- Where are your data on your personnel? How do you assess the faculty disposition to take responsibility for the learning program at the school?

Fulton Sunshine Academy offers staff members a variety of workshop training opportunities, dependent on the needs of the school. In addition to face-to-face trainings, teachers have the option of attending trainings virtually through PD360. Please see school-level usage reports for PD360 below. The second data table below contains more information regarding face-to-face trainings and the hours.

School/Site PD360 Usage Summary Report				
Registered Users	Users Who Have Used	Minutes Users Have Viewed	Programs Users Have Viewed	Learning Segments Users Have Viewed
40	37	12,898.70	721	1,601

This data reflects from Aug 11, 2013 to May 29, 2014

Training Name	Hours
AdvancED Accreditation conference	8
Behavior Academy	8
Clinic training	4
Common Core Seminar	16
Common Core Workshop	8
Co-Teaching Training	8
Data Collection, Conducting FBAs and Developing BIPs Training	8
Fitness Gram training.	6
GAHPERD Convention in Savannah, GA	32
Integrating Data Collection on IEP Objectives	8
Kindergarten Teachers Conference	48
Mental Health First Aid certification training for elementary counselors	8
NDO training	16
New Lunch Program Directors Training	8
Reading Strategies workshop	8
Road to Common Core training	16
RTI Workshop	8
RTI/Star Training	3
School Safety Training.	8
ServSafe Examination in Macon, GA.	12
SMART Board Workshop	2
SOLO writing training.	9
SSTAGE Promising Practices in RTI conference - Athens, GA	57
STAR	16
Star Training	8
Teacher Keys Effectiveness System Training by GADOE	96
Think First, Stay Safe Counselor Training	3
Think Social training	4.5
Training for SLO	8
Visual Arts Student Learning Objectives (SLO) Item Development Workshop	16
Visual Arts training	12
Writing Workshop in Athens.	32
Total Training Hours	**504.5**

This data reflects from Aug 11, 2013 to May 29, 2014

- Page 35 - Regarding supplemental activities and extended hours - How long have you been doing this? What evidence is there of your student improvement? What are the details (hours, curriculum, teacher training, etc.)? Where is the data?

Fulton Sunshine Academy has been providing supplemental instructional time and

extended instructional hours to students who require academic support since 2010. Fulton Sunshine Academy will continue to provide these services to its students during the next term. Supplemental activities and extended hours have greatly benefited our students, evident in CCRPI scores, CRCT scores, and MAP growth reports detailed below. Data regarding supplemental activities and extended hours, including a schedule and the number of hours attended by students is also detailed below.

2013 CCRPI Scores

Category	Score
Fulton Sunshine Charter Elementary	95.1
Fulton County	73.9
State	74.5

2012 CCRPI Scores

Category	Score
Fulton Sunshine Charter Elementary	95.6
Fulton County	77.5
State	77.8

Growth chart of students performed below 50 Percentile in Reading			
	Number of students in all Subgroups		**Annual Growth**
	MAP 2013 Fall	**MAP 2014 Spring**	
Kindergarten	17	3	82%
1st Grade	26	12	54%
2nd Grade	20	10	50%
3rd Grade	12	5	58%
4th Grade	13	12	8%
5th Grade	8	6	25%

Growth chart of students performed below 50 Percentile in Math			
	All Groups		**Growth**
	MAP 2013 Fall	**MAP 2014 Spring**	
Kindergarten	26	8	69%
1st Grade	20	7	65%
2nd Grade	17	4	76%
3rd Grade	8	8	0%
4th Grade	18	11	39%
5th Grade	9	8	11%

Tutoring Category	Total hours spent by all students in 2013-14 school year
EIP Tutoring (2:30pm - 3:25pm)	814
Weekend Tutoring	191
Homeroom Tutoring (2:30pm - 3:25pm)	1548
Grand Total	**2553**

Extended instructional time

Extracurricular Activity	Total hours spent by all students in 2013-14 school year
Clubs (2:30pm - 3:25pm)	14038
Academic Teams (2:30pm - 3:25pm)	966
Grand Total	**15004**

Extracurricular activities

- Page 36 Student to Teacher Ratio - Did you meet your targets? Was it successful? What is the basis for that assessment?

Fulton Sunshine Academy has maintained a ratio below the target student-to-teacher ratio of 17:1 and it is currently 15:1. Current ratio is now provided in the revised petition, Page 47. Our target was successful, as it has positively impacted our students' academic success. This hypothesis has been made based on the continued academic achievements of our students in the classroom and in elective programs, the test scores in comparison to other local and statewide elementary school test scores, and our financial ability to meet our students' needs. Our students continue to achieve at higher than average levels. The low student-to-teacher ratio contributes to our ability to meet the individualized needs of all our students.

- Regards Special Populations - If the school's plan is to provide the exact same level of service and programming as in place at traditional public schools in FCS, a few sentences could accomplish that. Since the school will not be offering anything different or distinctive that what is already required at a traditional school, just state that.

Accepted. On Page 47 of the revised petition, this section has been revised to read: "Fulton Sunshine Academy will fully follow all FCS policies, procedures, and practices, and rules with respect to Talented and Gifted Students. Fulton Sunshine Academy will be fully integrated into FCS Special Education and will use the same processes procedures, and practices, and rules as any FCS."

- Page 39 - What does duly-certified mean?

Duly-certified means the individual holds the appropriate certification.

- **Page 40 - Did you meet the goal stated for the ESOL program? Where are the data? If this has been accomplished, what PD did your teachers have that was distinct from the PD offered at FCS?**

Fulton Sunshine Academy met the goal stated for the ESOL program because instruction in the ESOL program is provided in English, thereby maximizing students' opportunity to master social and academic English language skills. Students in ESOL develop proficiency in English skills of listening, speaking, writing, and comprehension while acquiring academic content. EL students are served using the approved and appropriate delivery models. The general guidance

when scheduling ESOL services is followed so that students are served appropriately. Chapter 7.2 Scheduling Elementary School is used as guidance for scheduling.

Our ESOL schedule below documents grade level, delivery model, segment, and language proficiency level for each student in the ESOL program at our school. Data is attached that shows the number of students who were screened and did not qualify, the number of students who qualified, ELs exiting 13-14, EL M students, and EL Y students.

Start Time	End Time	Name of Class ESOL Reading or ESOL Language Arts	Grade Level	Room Number	Number of Students	ESOL Model (Pull-out or Push-in)	Segment for Funding? Y or N	Proficiency Levels				
								Entering	Emerging	Developing	Expanding	Bridging
7:50am	8:35am	ESOL Language Arts	3	155	3	Push-in	Y			1	2	
9:15am	10:00am	ESOL Language Arts	2	129	5	Push-in	Y		1	3	1	
10:00am	10:45am	ESOL Language Arts	1	131	6	Pull-out	Y		2		3	1
10:45am	11:35am	ESOL Language Arts	5	131	1	Pull-out	Y			1		
12:30pm	1:15pm	ESOL Language Arts	K	131	10	Pull-out	Y	3	4	3		
1:15pm	2:10pm	ESOL Reading	5	131	1	Pull-out	Y			1		

The Fulton Sunshine Academy ESOL program offers our EL teacher distinct Professional Development opportunities, including a 5 month long book study online through PD360 called "Collaboration and Co-teaching" for 3 PLUS. The EL teacher also attends monthly "Elementary Lead Teacher Trainings" with Fulton ESOL (September 10, October 8, November 12, January 14, March 11, and April 22) and the 2 day Fulton ESOL curriculum training every August. Other trainings include ELL Data Collection Training, W-APT Training, and ACCESS Training. Some trainings of interest include: ESOL Push-in Training (October 28, 30) and Differentiating Instruction and Assessment (Edivation online/date TBA).

Student Name	Year: 2012			Year: 2013			SLO Band Change	E, H, or N (Expected, High, or No Growth)
	Grade	Overall Scale Score	SLO Band	Grade	Overall Scale Score	SLO Band		
Student 1	K	300	11	1	326	14	3	H
Student 2	K	309	13	1	329	15	2	H
Student 3	K	291	7	1	321	13	6	H
Student 4	K	313	15	1	324	14	-1	N
Student 5	K	305	12	1	320	12	0	N
Student 6	K	283	5	1	309	9	4	H
Student 7	1	309	9	2	328	11	2	H
Student 8	1	320	12	2	340	14	2	H
Student 9	4	339	6	5	370	13	7	H

ACCESS SLO Band Change Table for 2012-13 School Year
During the 2012-13 school year, 78% of our students show positive high growth.

Student Name	Year: 2013			Year: 2014			SLO Band Change	E, H, or N (Expected, High, or No Growth)
	Grade	Overall Scale Score	SLO Band	Grade	Overall Scale Score	SLO Band		
Student 10	K	215	1	1	294	5	4	H
Student 11	K	223	1	1	287	5	4	H
Student 12	K	292	8	1	321	13	5	H
Student 13	K	218	1	1	272	4	3	H
Student 14	K	285	6	1	302	6	0	N
Student 15	K	295	9	1	331	16	7	H
Student 16	K	193	1	1	286	5	4	H
Student 17	1	309	9	2	323	9	0	N
Student 18	2	328	11	3	366	17	6	H
Student 19	4	331	5	5	343	5	0	N

ACCESS SLO Band Change Table for 2013-14 School Year
During the 2013-14 school year, 70% of our students show positive high growth.

- Page 41 – Why does it take six weeks of school to community ELL information to your teachers?

Information about EL students is communicated to teachers of returning EL Y and EL M students immediately in August by providing ACCESS scores and Language profile sheets to help them guide instruction. WIDA standards and differentiated language functions are also provided to help teachers with instruction. The Fulton County timeline is followed for the W-APT screening process (identify and screen the first 30 days) and all ESOL Program deadlines. Our goal is to have all students identified and screened by the end of the second week in September and to let teachers know if we have new students registered who need to be screened.

- Page 44 – The details of the conferences, trainings, seminars, etc., for your teachers are not detailed. Do you have a contract in place with some organization? What consultants will you use? What are their qualifications?

With so little details, how do you assert that this will result in improved performance?

Depending on the needs of our students, we are using multiple providers and consultants including, but not limited to: universities, publishers, state, private organizations, charter school associations, and Fulton County. Fulton Sunshine Academy does not have a contract and uses these resources on an "as needed" basis. Endorsements: ESOL (Fulton County, Georgia Charter School Association), science (Metro RESA), Gifted (Fulton County and Georgia Charter School Association), GATAPP certifications (Georgia Charter School Association). Please see the table below for information on staff conferences, trainings, and seminars.

Training Name	Hours
AdvancED Accreditation conference	8
Behavior Academy	8
Clinic training	4
Common Core Seminar	16
Common Core Workshop	8
Co-Teaching Training	8
Data Collection, Conducting FBAs and Developing BIPs Training	8
Fitness Gram training.	6
GAHPERD Convention in Savannah, GA	32
Integrating Data Collection on IEP Objectives	8
Kindergarten Teachers Conference	48
Mental Health First Aid certification training for elementary counselors	8
NDO training	16
New Lunch Program Directors Training	8
Reading Strategies workshop	8
Road to Common Core training	16
RTI Workshop	8
RTI/Star Training	3
School Safety Training.	8
ServSafe Examination in Macon, GA.	12
SMART Board Workshop	2
SOLO writing training.	9
SSTAGE Promising Practices in RTI conference - Athens, GA	57
STAR	16
Star Training	8
Teacher Keys Effectiveness System Training by GADOE	96
Think First, Stay Safe Counselor Training	3
Think Social training	4.5
Training for SLO	8
Visual Arts Student Learning Objectives (SLO) Item Development Workshop	16
Visual Arts training	12
Writing Workshop in Athens.	32
Total Training Hours	**504.5**

- Page 48 – if you won't be using certified administrators, how do you identify instructional leadership?

Instructional Leadership is identified and measured as specified in the GA LAPS Performance Standards: "The leader fosters the success of all students by facilitating the

development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement."

Our Principal, the Administration and the Governing Board have continuously and consistently fostered the success of all our students by working collaboratively with all stakeholders to create a shared vision for the school that emphasizes academic success for all our students, excellence in teaching, and continuous school improvement. This is achieved by the development and execution of the school improvement plan, strategic allocation of resources to improve student achievement and building and retaining a talented, aligned team that fosters collaboration, optimal instruction, and instructional excellence.

Specifically:
❖ Our school's Vision and Mission Statement were re-defined in February 2013. The process involved all stakeholders and was developed in partnership with AdvanceEd credentialing process.
❖ Current academic data and instructional strategies are analyzed to make appropriate educational decisions such as: student placement in on-level, advanced, and accelerated level instruction, instruction tailored to address academic material that is not mastered, inviting at-risk students to additional tutoring, creating challenging adapted lesson plans by using Study Island lessons based on students' unique MAP scores.
❖ Student achievement data is used to determine school effectiveness and teachers are encouraged and trained on how to use MAP scores. Our Academic Achievement subcommittee consistently reviews student achievement data and was able to identify strengths and weaknesses in terms of how teachers and parents are using the available instructional programs to improve academic performance.
❖ The effectiveness of instructional programs is monitored and evaluated and this has resulted in taking actions such as increasing accessibility and availability of computers for students to participate in AR testing, additional MAP training for parents on how to interpret, and the use of MAP and Study Island.
❖ We use research-based instructional programs and actively stay informed on using best practices in the classroom by continuously providing Professional Development opportunities.
❖ The leader collaboratively works with staff to tailor instruction to ensure effective delivery of the curriculum through weekly lead teacher meetings, bi-weekly staff meetings, and bi-weekly RTI meetings.
❖ The school's commitment to continued learning is shared and fostered across the entire school community through home visits, open houses, open discussion meetings, and business partnerships.

As of today, our Principal and the Governing Board Vice-President have successfully completed the LKES Training and obtained LKES Credentials. In addition, 21% of our teachers have LKES Credentials to conduct teacher observations. The members of our Administrative team have continuously fostered effectiveness, efficiency, and performance results that along with their qualifications, skill set, and past work experience makes them a valuable asset to our school community. Even though we are not using certified administrators, our Administrative team is completely dedicated to the school's mission and academic success as it has been proven by their willingness to learn, and ability to listen, and connect with all school stakeholders and investment of hundreds of extra volunteers hours to position our school for success.

ORGANIZATIONAL OBJECTIVES, PLANS, AND WAIVERS

- **Organizational Objectives - Objective 1 and 2 - These are really weak measures. They will sit through training? How about some outcome? Objective 3 is better.**

(Similar comment – different rater)

- Objectives were very passive and not at all related to improving student achievement.

Accepted. On Page 51, Objective 1 has been changed. The new Objective 1 goal will be to increase FRL student enrollment. The measure of FRL enrollment will be a 2% increase per year. The measure for Objective 2 has been changed. The number of gifted endorsed teachers will be increased. The petition has been revised for both objectives accordingly.

- Objective 4 - Is this worded properly? You write that it will increase each year, but the target is the same all four years. Again, this is not a good measure.

Accepted. AdvanceED parent surveys provide overall scores for each survey. Last year, Fulton Sunshine Academy's overall score was 4.06 and it will increase 0.02 every year. Targets are revised accordingly on the petition, Page 51.

- **Question 8 - Again, what specific actions will the school take? What actions has it taken in the past? Did they produce results? What actions will it take in the future?**

(Similar comment – different rater)

- **Question 8 - What are the organizational innovations? These are standard operating activities and are not innovative at all.**

Accepted. Please see Page 53 of the revised petition. Fulton Sunshine Academy's first objective is to target school populations with high FRL student ratios and send out flyers to families in schools with high FRL populations. Fulton Sunshine Academy will obtain the addresses of those students through requests to the Fulton School System. After receiving flyers and postcards from Fulton Sunshine Academy at the addresses of the FRL students, our school will hold open houses at those local identified locations. In order to attract and accommodate new FRL students, Fulton Sunshine Academy will also consider adding additional bus transportation services to meet family needs.
Fulton Sunshine Academy's second objective is to increase the number of gifted endorsed teachers. Currently, fourth and fifth grade have the highest gifted populations.
Fourth and fifth grade classrooms are organized by subject-specialized teachers, who teach all students. Fulton Sunshine Academy aims to first enroll fourth and fifth grade teachers in gifted endorsement programs, gradually enrolling third, second, first, and Kindergarten teachers later.

- Page 47 - The petition asserts that the school will use feedback from parents to improve student learning and operations. There is no evidence it has done so in

the past. The parents didn't even have a chance to give feedback on the petition.

Partially accepted. A September 2014 issued survey called for parent feedback on the subjects of foreign language opportunities, early release days, bus routes, altering the school's name, and STEM curriculum.

When asked if Fulton Sunshine Academy should offer a foreign language option for students during instructional time, 76.11% of parents voted yes, 11.06% voted no, and 12.83% of parents were not sure. In regards to whether or not Fulton Sunshine Academy should establish monthly early release days for students to create more time for Professional Development, 70.35% of parents voted yes, 15.49% of parents voted no, and 14.16% of parents were not sure.

Fulton Sunshine Academy currently offers a limited bus service with a lottery for students at two stops. When offered the possibility of an expanded bus service through a private company in limited geographic areas with limited stops, 61.06% of parents were in favor, 17.70% were not in favor, and 21.24% were not sure. Parents were also offered the opportunity to give their input on whether or not the school should change its name. If parents voted yes, they were given the chance to propose a new name. When polled, 17.70% of parents voted yes, 48.67% of parents voted no, and 33.63% of parents were not sure.

Parents provided the greatest amount of feedback when asked whether or not Fulton Sunshine Academy should increase STEM curriculum, as the school continues to work towards certification. When asked if parents would be in favor of 30 minutes of STEM curriculum per week, 92.49% of parents were in favor, 2.35% were not in favor, and 5.16% were not sure. The Governing Board has responded to this overwhelming level of positivity by moving forward with the integration of STEM curriculum to classrooms. The Governing Board is currently reviewing the other recommendations of parents from the survey for consideration.

The survey was not the only input we received from the parents. The Governing Board held two open discussion sessions with the parents. These meetings were publicized on the school site and invitations to these meetings were sent to all of the parents via email. The meetings were held on September 11th and September 12th in the school cafeteria. Two Governing Board members and the school principal attended to these meetings on behalf of the school leadership. More than 80 parents attended the two meetings. The school leadership representatives updated the parents on the renewal process and the new charter petition.

Parents had the opportunity to communicate their expectations and provided feedback on the charter renewal petition. As a result of these meetings, the Governing Board decided to increase its size from 5 to 7. Furthermore, additions to the STEM curriculum were further shaped based on the feedback received.

During the development of the district charter renewal petition, a parent representative from PVO was made a member of the charter renewal subcommittee that was established by the Governing Board. The Governing Board and PVO maintain a strong partnership. The PVO regularly attends Governing Board meetings and provides updates and

feedback continuously. It is the goal of the Governing Board to adopt a new policy to have a more structured process to involve parents during the next renewal process.

Fulton Sunshine Academy issues parent surveys twice a year through AdvanceED. Results are presented as follows.

Name	Description	Activated on	Status	# Completed	Score
Parent Survey	Fulton Sunshine Academy ES Parent Survey 2012-2013	10/11/2012	Closed	208	4.2
Parent Survey	Fulton Sunshine Academy Parent Survey 2012-2013	4/23/2013	Closed	110	4.15
Parent Survey	Fulton Sunshine Academy Parent Survey Feb 2014	2/21/2014	Closed	120	4.09

Our school's Vision and Mission Statement were re-defined in February 2013. The process involved all stakeholders and was developed in partnership with AdvanceEd credentialing process.

- Waiver for teacher contracts - What new school is being started? This is a renewal; therefore the reason for the waiver does not exist.

Partially accepted. The term "new school" has been removed in the revised petition on Page 55. A waiver will still be needed for new contracts. FSA Elementary School seeks to waive the requirement of having a written contract for its teachers to alleviate financial pressures. The granting of this waiver will afford the school's Governing Board and the Principal flexibility to make timely decisions that best align human resources to meet the needs of students and that ensure sound and smooth operational/financial management, thereby improving student performance/achievement in all subject areas.

GOVERNANCE

- **Is the charter holder corporation the school's actual governing board?**

Yes, the two boards' structure is reconciled. The board of directors of the corporation, established pursuant to the Georgia Nonprofit Corporation Code and governed by the Company's Second Amended and Restated Bylaws, now also serves as the "Governing Board" of the School as that term is used in the School's Charter.

- **Question 10 - This structure does not maximize local governance. The self-perpetuating nature of the make up as well as the shortened term for two parents and the longer term for the five appointed members results in a structure that is not responsive to local control but, rather, to a self-perpetuating, closed power structure in which parents do not influence decision making. Rather, a majority positions should be elected by parents with ex-officio members selected to provide subject matter expertise. This lack of maximized local governance and non-transparent processes have**

resulted in numerous difficulties for the school which have distracted the school community from the mission of educating students. These include:
   - o **selecting governing board members who were previous leaders at schools which are currently under federal investigation,**
   - o **a partnership with a now failed governing board that was not competent to earn either district or state renewal,**
   - o **a 19 million dollar bond default,**
   - o **a failed initial lottery requiring a reset of the admission process,**
   - o **the publication of suspect testing data without informing prospective parents of the serious concerns about the validity of the results and despite district and state instructions to not use the results, and**
   - o **the inability of the governing board to gain support as a Commission charter school.**

Fulton Sunshine Academy is committed to addressing the reviewers' comments about the structure of its Governing Board. In order to maximize parent involvement in school governance, Fulton Sunshine Academy Board of Directors has adopted the fourth amendment to its bylaws on October 27, 2014 to establish a seven-member board with five parent-elected members and only two board-elected members. Members elected by either process would be eligible to serve as a board member for no more than two 2-year terms. The resulting Governing Board, a majority of which would have been elected by parents, would then rely on ex-officio board members to supplement its expertise as appropriate. Please see Fourth Amended and Restated Bylaws in Appendix B of this document. The Amended Bylaws also include a transition plan from old board composition to new one. The response to Question 10 is revised to reflect most recent amendments in bylaws. Please see Page 55.

Fulton Sunshine Academy has also responded specifically to many of the reviewer's concerns in the past, and we take the opportunity to do so again below:

- ❖ None of the members of our current Governing Board are affiliated with any schools under federal investigation. Although one of our former parent members, Dr. Vedat Akgun, had previously served as a board member for a Chicago-based charter operator, Concept Schools, until May 2012, he did not have any executive responsibilities there and was not involved in its day-to-day operations. To our knowledge, he has not been named or otherwise implicated in the recent Concept Schools investigation. Dr. Akgun also resigned as a member of our Governing Board soon after learning of the recent federal investigation, to avoid even the appearance of impropriety.
- ❖ Fulton Sunshine Academy has addressed on numerous occasions its previous relationship with the Fulton Science Academy Middle School and the unanticipated bond default caused by the authorizers' decisions not to renew that school's charter. The risks of the bond offering were publicly disclosed, and the associated default in 2011 was subsequently resolved without any discernible impact on Fulton Sunshine Academy's finances. We also note that there are no issues identified by any of the reviewers with respect to Fulton Sunshine Academy's facilities in the renewal petition.
- ❖ With respect to the lottery, Fulton Sunshine Academy does not believe that it is appropriate to evaluate the school's renewal petition on the basis of an isolated event that took place during the school's first year of operation. Our Governing Board and school administration have since overseen four successful admissions lotteries in accordance with Georgia law.

❖ Fulton Sunshine Academy has also investigated and fully addressed any concerns about its students' Fall 2012 ITBS scores. In this regard, it should be noted that (1) the Fulton County Schools' staff concluded that neither the school nor its employees had participated in or even known of any inappropriate activities in connection with the administration of this test, (2) the Fulton County Schools' Open Records Officer confirmed that there was no information about the identities of any parents alleged to have engaged in inappropriate test-preparation activities, and (3) representatives of the company that publishes the ITBS materials confirmed that the allegedly improper activities were not even possible. Importantly, Fulton Sunshine Academy never received instructions from the State Department of Education to disregard these ITBS scores, and our Governing Board communicated directly with Fulton County Schools in a dedicated effort to address any lingering concerns about the validity of the scores.

❖ In response to Fulton Sunshine Academy's application for a charter from the State Charter Schools Commission, the Commission's executive director expressly "encourage[d] [us] to work with [our] local board of education to explore continuing to serve [our] community as a local charter school" instead of as an independent local education agency under O.C.G.A. § 20-2-2090. Fulton Sunshine Academy has taken this encouragement to heart and is eager to continue working with the Fulton County Schools to support our school community.

❖ The current bylaws were the product of consultation with the Georgia Charter Schools Association, and the board structure was intended to ensure stability rather than a "closed power structure." Also the governing board informed FCS staff regarding the bylaw changes and asked for their input. FCS staff's feedback, received on October 23, 2013, is now incorporated into the current Bylaws.

❖ As evident in the resumes of the board members, our board members present diverse personal and professional backgrounds and are not part of any closed power structures.

❖ Finally, we would like to highlight that our Governing Board comprised a majority of parents from August 2010 through May 2014, and only one of the current board members served on the Governing Board at any time before May 2012.

- "One vote per student" - Does this mean that families with four children get four votes?

Yes, the reviewer's interpretation is correct. However, if the Authorizer has any concerns with this practice Fulton Sunshine Academy will revise this rule such that only one vote could be cast from each household.

- **Page 50 - If the threshold for governing board removal is a two third vote, the structure means that the two parent representatives can always be removed, with or without cause. As noted earlier, this structure does not maximize local governance nor encourage an organization that is responsive to either parents or authorizers. Rather it supports the maintenance of the existing power structure.**

Accepted. The Fourth Amended and Restated Bylaws only permit a director to be removed for cause, and the new board composition ensures that parents were always represented. A specific definition of "cause" is also included in Article III Section 11 of the Fourth Amended and Restated bylaws, provided in Appendix B. Page 57 of the revised petition reflects this change.

- Page 50 - What is the track record of efficiency, planning and stability? What is the data that supports this statement?

The Fulton Sunshine Academy Governing Board has continued to approve annual budgets and allocate funding. The school has kept a cash reserve in an excess of $500,000 for the last two years. Our ability to improve the quality and effectiveness of our curriculum and academic achievements is apparent in our CCRPI scores. Fulton Sunshine Academy's CCRPI scores for 2013 were the highest recorded by any start-up charter school in Georgia. In accordance with its commitment to effective board governance, the Governing Board established subcommittees on Governance, Finance, and Academic Achievement in January 2014. The subcommittees have been functioning successfully since then and have brought forth several motions related to their focus areas. We have obtained and maintained an educational facility that is sensitive to our students' needs and conducive to their academic success. We take safety and security seriously and meet all requirements, to ensure the safety of our students and staff. We meet the requirements for all federally mandated programs such as Special Education, ESOL, TAG, and Section 504. We have developed and adopted policies to operate in the most effective way possible as an educational establishment. Below is a list of the most recent policy and Bylaw updates.

- ❖ Two board structure is reconciled
- ❖ Changes on board composition
- ❖ Added skill set requirements in the Bylaws
- ❖ Added citizenship and permanent residency requirements in the Bylaws
- ❖ Updated election policy and clarified election process
- ❖ Communication with the authorizer policy
- ❖ Conflict of interest policy update
- ❖ Human resources policy update
- ❖ Student and employee handbook update

The school board has outlined a plan with the Georgia Charter School Association to develop its strategic plan during the 2014-15 academic year. Please see Appendix C of this document for further details regarding strategic plan development.

Also, the Governing Board adopts a school improvement plan at the beginning of each academic year and continuously monitors the annual targets through its board and subcommittee meetings.

We are also providing the Governing Board's Operational Assessment document dated May 14, 2014 completed in partnership with GCSA in Appendix A of this memo response. The Operational Assessment includes an in-depth analysis of strengths and weaknesses of the organization. The governing board made significant changes based on the Operational Assessment such as increasing the board member number from 5 to 7 and recruiting board members with a very skill set.

- **Page 50 – Unlimited number of terms? This does little to develop potential leaders in the community. It should be capped at two years. Can appointed directors serve consecutive terms? If so, this again creates a very closed, insular network. Should not a person have some due process in an open forum? To be removed without cause and with being allowed to defend or justify their actions is not a transparent operation.**

Accepted. Terms will be two years and will be staggered. Directors will be limited to election for no more than 2 terms. Please see Article III Section 2.b of the Fourth Amended and Restated Bylaws in Appendix B. Page 7 of the revised petition reflects this change.

- Page 53 - Is the reader to assume the Class A is parents and the Class B is appointed? Should that not be spelled out in the text?

Accepted. Prior to the adoption of the Fourth Amended and Restated Bylaws, the board consisted of 7 Directors divided into two classes with staggered terms. Two of those, the Class A Directors, were elected by parents, and five of those, the Class B Directors, were elected by the board. For further clarification, in the Fourth Amended and Restated Bylaws, Class A and Class B terms are removed. Instead following definitions are added:

"Board-Elected Director(s)" means those Directors designated as such on the Effective Date and thereafter elected by the then-current Board in the manner set forth in Article III.

"Parent-Elected Director(s)" means those Directors designated as such on the Effective Date and thereafter elected by Parents in the manner set forth in Article III.

Please see Articles II and III of the Fourth Amended and Restated Bylaws in Exhibit xx for further information.

- **Page 56 - Is there any evidence of the heightened levels of participation claimed earlier in the petition? What evidence is there that the governing board has made any changes based on community feedback or even sought such feedback. The lack of parental input into the charter petition was very disturbing. Even traditional schools considering requests for flexibility allow more feedback than what was allowed by this school.**

A September 2014 issued survey called for parent feedback on the subjects of foreign language opportunities, early release days, bus routes, altering the school's name, and STEM curriculum.

When asked if Fulton Sunshine Academy should offer a foreign language option for students during instructional time, 76.11% of parents voted yes, 11.06% voted no, and 12.83% of parents were not sure. In regards to whether or not Fulton Sunshine Academy should establish monthly early release days for students to create more time for Professional Development, 70.35% of parents voted yes, 15.49% of parents voted no, and 14.16% of parents were not sure.

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17.70% of parents voted yes, 48.67% of parents voted no, and 33.63% of parents were not sure.

Parents provided the greatest amount of feedback when asked whether or not Fulton Sunshine Academy should increase STEM curriculum, as the school continues to work towards certification. When asked if parents would be in favor of 30 minutes of STEM curriculum per week, 92.49% of parents were in favor, 2.35% were not in favor, and 5.16% were not sure. The Governing Board has responded to this overwhelming level of positivity by moving forward with the integration of STEM curriculum to classrooms. The Governing Board is currently reviewing the other recommendations of parents from the survey for consideration.

The survey was not the only input received from the parents. The governing board held two open discussion sessions with the parents. These meetings were publicized on the school site and invitations to these meetings were sent to all of the parents via email. The meetings were held on September 11th and September 12th in the school cafeteria. Two Governing Board members and the school principal attended to these meetings on behalf of the school leadership. More than 80 parents attended the two meetings. The school leadership representatives updated the parents on the renewal process and the new charter petition.

Parents had the opportunity to communicate their expectations and provided feedback on the charter renewal petition. As a result of these meetings, the Governing Board decided to increase its size from 5 to 7. Furthermore, additions to the STEM curriculum were further shaped based on the feedback received.

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Name	Description	Activated on	Status	# Completed	Score
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Parent Survey	Fulton Sunshine Academy Parent Survey 2012-2013	4/23/2013	Closed	110	4.15
Parent Survey	Fulton Sunshine Academy Parent Survey Feb 2014	2/21/2014	Closed	120	4.09

Our school's Vision and Mission Statement were re-defined in February 2013. The process involved all stakeholders and was developed in partnership with AdvanceEd credentialing process.

FINANCIAL OBJECTIVES, PLANS, AND WAIVERS

- Page 58 – I don't see any plans on securing outside sources of funding. Are there no innovations planned that are above that which are funded by FCS?

Accepted. Finance committee and the principal will identify and organize any supplemental fundraising opportunities, which may be available to support STEM curriculum for students and teachers.

- **Could there be some better measures for the objectives? This one will not be evident until October for the previous school year which means it isn't very useful.**

Accepted. On revised petition, Page 65, the performance measure for Objective 1 has been revised, such that monthly actual total expenses will be 1% less than monthly income.

- "Crafting and executing comprehensive fund strategies which will increase the school profits base". This is not a measure.

Accepted. On revised petition, Page 65, the performance measure for objective 2 has been revised, such that outside sources of funding to FCS funding ratio will be 1% annually.

- Page 59 – Regards the PVO, again, any data on what has been done and how you will improve?

Accepted. The Fulton Sunshine Academy PVO contributed $16,219 to the school for 2012-13 school year and $15,926 for 2013-14 school year. The PVO and the school work closely to organize school-wide events and plan to increase the annual contribution to the school.

- "Fulton Sunshine Academy also aims   to partner with local businesses and organizations to build mutually beneficial relationships." After four years, do you not have any success stories or developed partnerships to detail?

Fulton Sunshine Academy partnered with a number of local businesses for a variety of events for both our students and our community.

During our annual Health Fairs, beginning in 2011, many health and wellness conscious businesses speak to our students about the imperativeness of health. These local partners include: Strong4Life of Children's Healthcare of Atlanta, Dr. Jaqueline Malone Orthodontics, Erica Loughmiller Zumba Instruction, Bryce McGowan Zumba Instruction, Whole Foods, Ellis Family Chiropractic and Wellness Center, Roswell Bikes, Atlanta Wind Symphony, Harry's Farmer's Market, the Center for Disease Control Atlanta, Roswell Health and Injury Center, North Fulton Trauma Center, Atlanta Fitness, the Roswell Police Department, Dunwoody Fencing Club, Up with Kids Sports, Crabapple DoJo, Roswell Pediatrics, Roswell Health and Injury Center, Crabapple

Doctor's Express, the Roswell Fire Department, Core Matters Yoga and Nutritionist, Cabot Cheese of Vermont, Kroger, and Publix of King Road.

Fulton Sunshine Academy also hosts STEM-related activities, including our STEM Partner's Breakfast. We have a number of local community partners and donators including: Academy Apparel, CiCi's Pizza, Dominos, Total Telecom Management LLC, Dell Secure Works, Harry's Farmer's Market, Whole Foods, Roswell Inc, PT Solutions and Mr. Brient.

STUDENT ADMISSIONS

- Are any of the dismissal procedures different than what is already required by law and FCS? If not, why not just state that you will follow the FCS practices and save all this space? What about Multi-Tier Student Support or PBIS?

Accepted. On Page 72, the petition is revised to read: "Fulton Sunshine Academy will follow Fulton County School's practices and procedures when considering dismissal of any students for behavior issues. However, our objective is to prevent behavior issues from escalating by providing a positive learning environment for all students. We have developed a school-wide positive behavior intervention plan and will continue using it should we be granted a new term. The students are given the opportunity to earn monthly prizes for good behavior. The prizes vary each month. The students have shown great interest and excitement for this program and behavior issues have decreased and are often redirected before any disciplinary action is needed. Additionally, each teacher also recognizes one student from their class monthly for demonstrating exceptional behavior. These students are highlighted as our "Students of the Month" and are given a certificate and medal to celebrate their achievements. For students who need further behavioral support, we follow the RTI process to create and provide a support system the teacher, parents, and the student needs to be successful."

FACILITIES

No concerns identified

References:

(CEMSE) . Center for Elementary Mathematics and Science Education - **http://everydaymath.uchicago.edu/about/research-results/EM_Spiral_20121125.pdf**

Background Material
Financial Analysis

Summary:

1. Four of six charter schools are reflecting positive trends per the financial indicators.

Background:

Nationally, the primary reason charters fail is financial governance. Consequently, the FCBOE has requested meaningful financial analysis of charter schools. We have been conducting such analyses for four years and can present trending information in this area.

Our practices have been recognized by the Georgia Department of Education (GADOE) and we are being asked to share our processes with other systems, the Georgia Commission and the state house.

Note, we do not include conversion schools in this analysis given the lower levels of personnel oversight which results in a much smaller area of financial autonomy.

The May 2009 report from the National Consensus Panel on Charter School Operational Quality sponsored in part by the National Association of Charter School Authorizers indicated the Liquidity, Sustainability, and Occupancy Expenses were useful measures of a charter schools' financial performance. Based on feedback from board members as well as the as the October 2010 charter case study from the Andrew Young School of Policy Studies at Georgia State University, a Debt – Asset measure has also been included.

FCS start up charter schools are required to submit financial statements every month and their state Annual Audit each October 1. That information is the basis of this data.

Financial Support Data
1. Liquidity Ratio compares a charter school's assets (what they "own") to liabilities (what they "owe"). The charter's liquidity ratio is calculated as its total assets less its total liability as a percentage of their total expenses. A school with a high liquidity ratio is better able to raise additional capital, either through selling off or borrowing, against its assets.

Year	Amana	FSA HS	Hapeville	KIPP SFA	Main Street	Sunshine
2009	0.15	0.02	0.19	0.08		
2010	0.09	0.17	0.52	0.12		
2011	0.09	0.16	0.49	0.18	0.005	0.05
2012	0.06	0.13	0.40	0.21	-0.03	0.04
2013	0.08	0.07	0.46	0.12	-0.02	0.13

Observations:

- Sunshine has completed their building renovations and also has more assets available.
- Amana and Hapeville are consistent with previous years and KIPP SFA has returned to their previous pattern after the purchase of their facility.
- FSAHS is not trending positively for a number of reasons, most notably a very small student body.
- Main Street continues to struggle with a lack of liquidity.

2. Sustainability Ratio compares the amount of resources that are not already assigned such as to a loan payment (unrestricted assets) to the average monthly expenses. It indicates how many months a charter could financially function without revenue in a crisis. At least two month's revenues are recommended by most analysts.

Year	Amana	FSA HS	Hapeville	KIPP SFA	Main Street	Sunshine
2009	2.18	-0.22	20.88	2.02		
2010	1.41	3.39	15.26	4.11		
2011	1.84	2.67	13.82	8.78	-0.75	1.10
2012	1.58	2.23	10.93	10.09	-0.27	1.38
2013	1.81	1.29	11.60	12.23	-0.69	2.47

Observations:

- Main Street, although they have strong attendance numbers, continues to see their operational costs put a strain on the school.
- FSAHS has seen a significant decline in this measure.
- All other schools demonstrate improved positions in the area of sustainability.

3. Occupancy Expenses indicate the percentage of the charter schools' total revenue that goes toward facility costs. The national average is between 15% and 20%.

Year	Amana	FSA HS	Hapeville	KIPP SFA	Main Street	Sunshine
2009	17%	18%	4%	3%		
2010	18%	17%	5%	5%		
2011	17%	13%	6%	4%	7%	14%
2012	18%	23%	6%	5%	6%	21%
2013	14%	21%	6%	5%	7%	20%

Observations:

- Of interest is the difference in occupancy costs for schools located in the Northwest Learning Community as opposed to those located in the South and Central Learning Communities.
- There has been an expected decrease in occupancy costs for Amana Academy which will continue as the school completes its building processes.
- The occupancy costs for Main Street are in line with the other schools in the Learning Community. The challenges presented in the previous two tables for Main Street are not directly due to occupancy costs.

4. Debt to Assets Ratio measures relationship of total debt (liabilities) to total assets. The higher the ratio, the higher the charter school's degree of financial risk. Debt ratios greater than one indicate a start-up charter that has more debt than assets. Conversely, a debt ratio less than 1 indicates a start-up charter that has more assets than debt.

Please note, the school system and taxpayer are not responsible for a charter school's debt.

Year	Amana	FSA HS	Hapeville	KIPP SFA	Main Street	Sunshine
2009	0.12	1.07	0.11	0.75		
2010	0.09	0.01	0.63	0.59		
2011	0.09	0.09	0.61	0.36	1.16	0.24
2012	0.19	0.20	0.62	0.32	1.07	0.21
2013	0.92	0.27	0.59	0.04	1.38	0.07

Observations:

- Main Street Academy's ratio is a serious concern.
- There is a sharp drop in this measure for KIPP SFA as they purchased their facility and for Sunshine Academy as they completed their campus renovation activities.
- There has been an expected increase in Amana's ratio as they entered into their bond and building program.
- FSAHS continues to struggle with low attendance which is negatively impacting revenues.

Personnel Analysis

Summary:
- Charter schools are being included in the system-wide federal audit of FCS personnel processes which is taking place at this time. Data from that federal audit was not available before the deadline of this report. Charter school information will be made available later in this school year as part of the larger system report.
- The percentage of charter teachers meeting Highly Qualified standards is generally lower than the system average.
- Charter school teachers have four years' experience, compared to 11 years' experience for system teachers.
- Charter school teachers earn approximately $42,000 in annual salary while system teachers earn approximately $69,000 in annual salary.

Background:

Start up charter school employees are not employed by Fulton County Schools and are under the control and management of the governing body of the charter. To meet our obligations to students and taxpayers, FCS does monitor the performance of these charter employees while still following the intent of the law that governing bodies have decision making authority in this area.

Charter schools may hire un-certified teachers and administrators unless otherwise prohibited by the requirements of a specific federal program. However, teachers must be Highly Qualified (HQ) under the NCLB.

To be considered Highly Qualified to teach in a public charter school in the State of Georgia, teachers of core academic subjects must meet all requirements except those pertaining to licensure or certification provided that the terms of the state-approved charter allow the school to exempt licensure or certification.

New Georgia Professional Standards Commission (GaPSC) standards also require that non-certified charter school teachers obtain a Clearance Certificate at the time of employment. After receiving the results of the fingerprinting and background checks, the school must submit the information electronically to the GaPSC via the appropriate online procedures available on gapsc.org. Upon successful review, the Clearance Certificate is issued to the charter school teacher for a five year term.

FCS personnel must confirm the status of each teacher listed by the charter with the GaPSC database as well as perform a visual check of each schools fingerprint and background check personnel files annually. Charter school employee information is maintained by the charter school in the FCS supplied AppliTrack system. It allows FCS real time information on charter school staff.

Due to the confidential nature of personnel records collected, the worksheets used to compile the data in this report will not be made public.

Personnel Support Data

School	HQ Percentage	Teacher Salary	Years Experience
Amana	77%	$38,644	4
FSAHS	94%	$35,392	2
Hapeville	63%-HS 78%-MS	$39,928	3
KIPP SFA	76%	$54,211	7
Main Street	95%-ES 87%-MS	$44,652	7
Sunshine	85%-ES	$40, 032	3
FCS Average	**95%**	**$69,065**	**11**

Academic Analysis

Standardized Test School for high stakes grade levels for SY 13/14
(Note that the scale may change depending on the range of scores)

The charts detail academic performance in each Criterion Referenced Competency Test (CRCT) subject areas as well as the high school End of Course Tests (EOCT).

Data is presented for both Meets and Exceeds categories.

This analysis allows us to compare charter school performance to typical FCS schools with similar poverty levels. Poverty level is one of the strongest indicators of school-wide performance on standardized tests.

- The reader can see the Free and Reduced Lunch percentage along the bottom of each chart and the percentage of students passing the test along the side.

- The Black markers show typical Fulton County schools.

- The color coded markers show the charter schools.

Biology Meets/Exceeds
FSAHS, North Springs, FCS
Hapeville only had 4 students test.

Biology Exceeds
FSAHS, North Springs, FCS
Hapeville only had 4 students test.

Physical Scie. Meets/Exceeds
FSAHS, Hapeville, North Springs, FCS

Physical Scie. Exceeds
FSAHS, Hapeville, North Springs, FCS
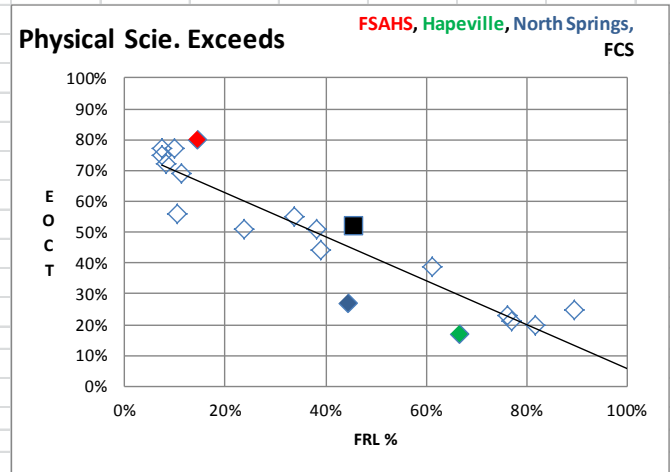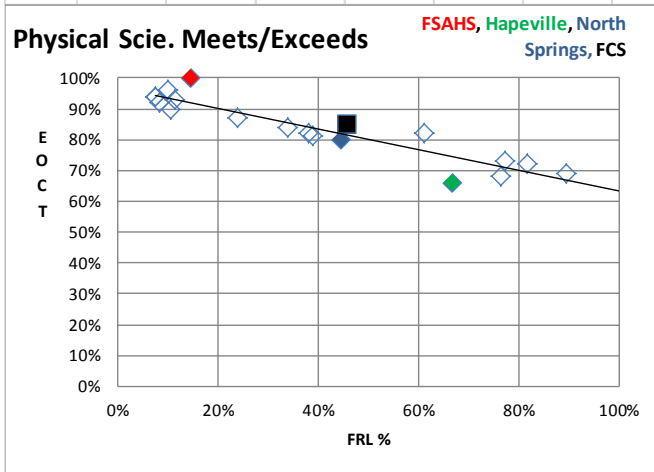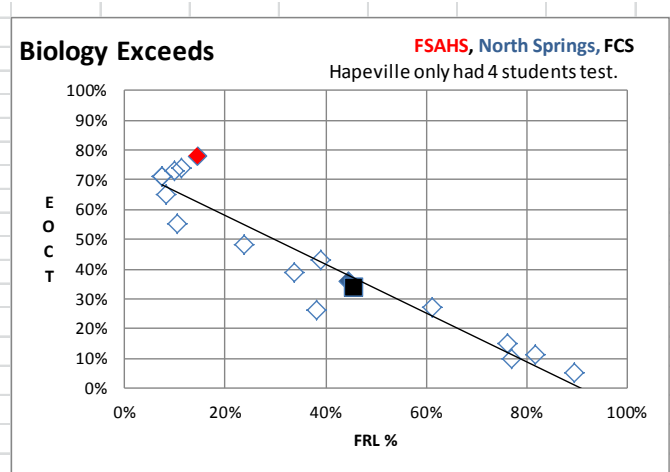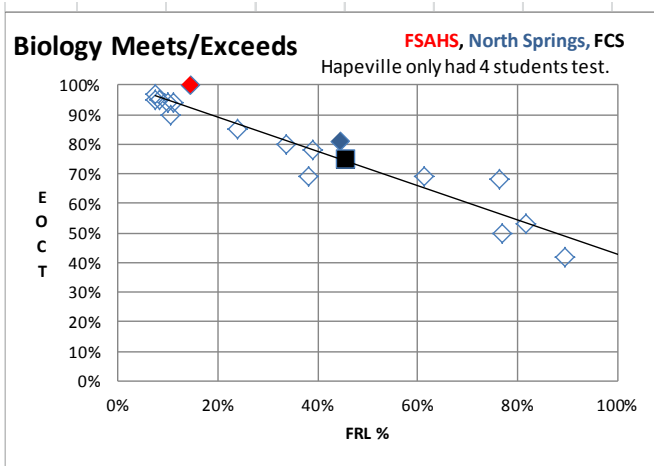
Grade 9 Lit/Comp. Meets/Exceeds FSAHS, Hapeville Career, North Springs, FCS
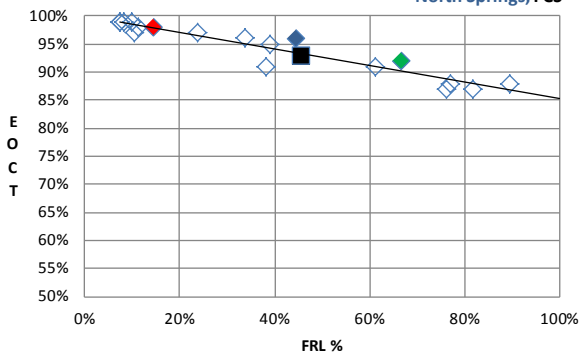
Grade 9 Lit/Comp. Exceeds FSAHS, Hapeville Career, North Springs, FCS
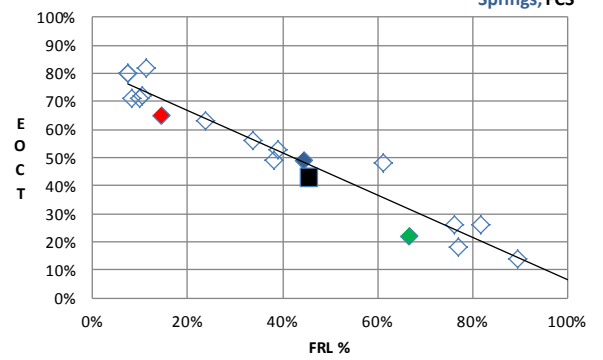
Amer. Lit/Comp. Meets/Exceeds FSAHS, Hapeville Career, North Springs, FCS

Amer. Lit/Comp. Exceeds FSAHS, Hapeville Career, North Springs, FCS

US History Meets/Exceeds

E O C T

FRL %

US History Exceeds

E O C T

FRL %

Economics Meets/Exceeds

Hapeville had 8 students test.

E O C T

FRL %

Economics Exceeds

Hapeville had 8 students test.

E O C T

FRL %

Coor. Alg. Meets/Exceeds

E O C T

FRL %

Coor. Alg. Exceeds

E O C T

FRL %

Ana. Geo. Meets/Exceeds

E O C T

FRL %

Ana. Geo. Exceeds

E O C T

FRL %
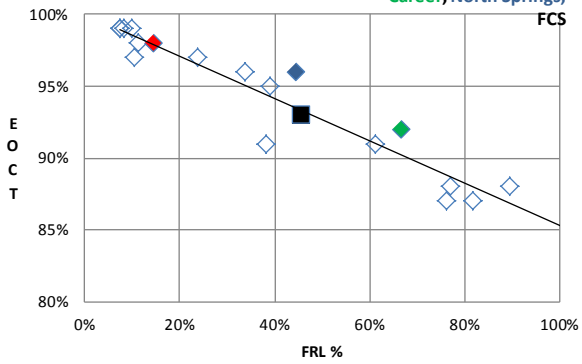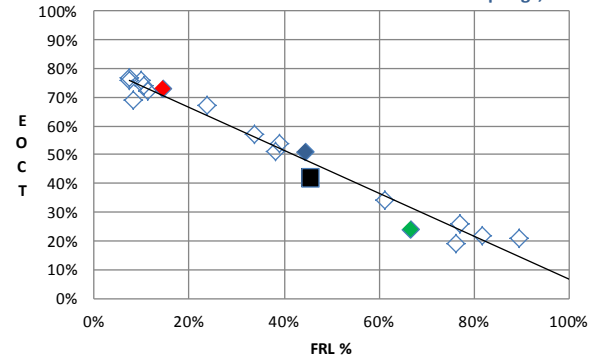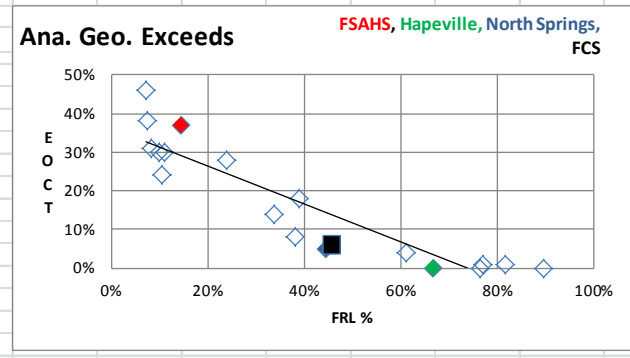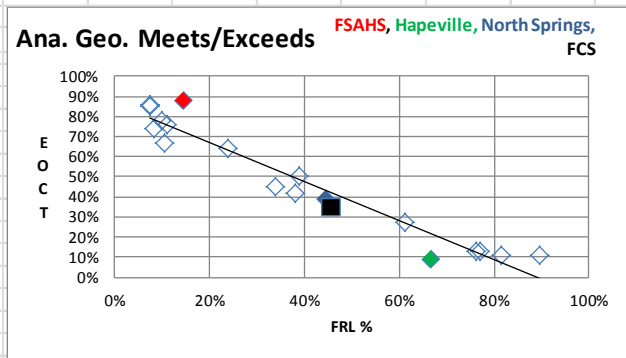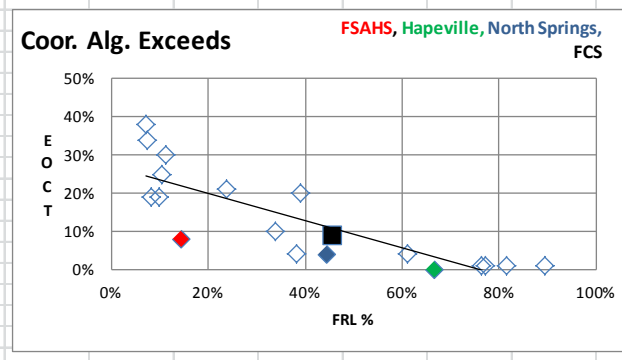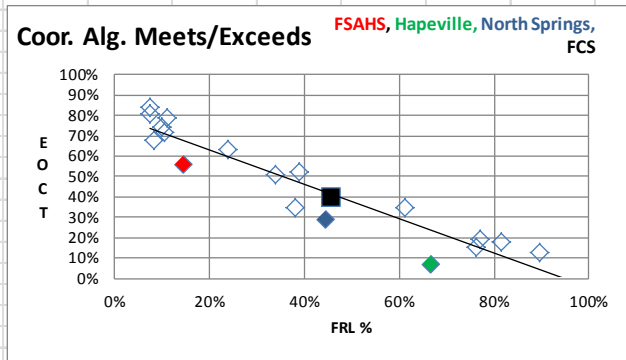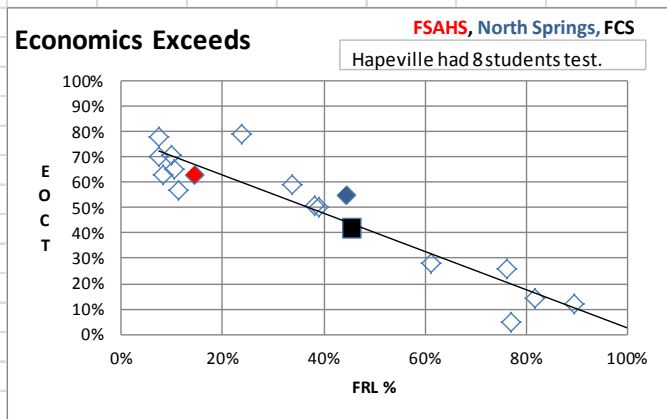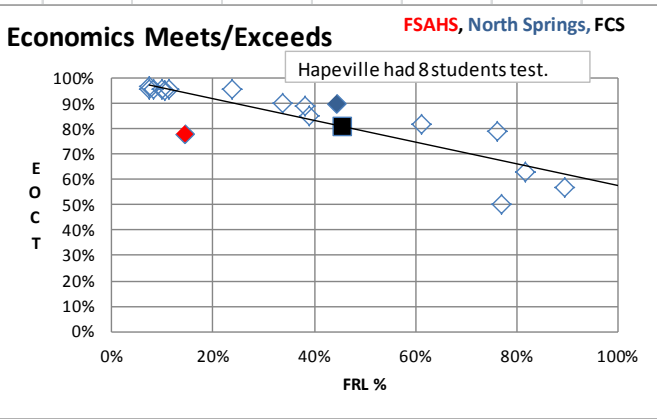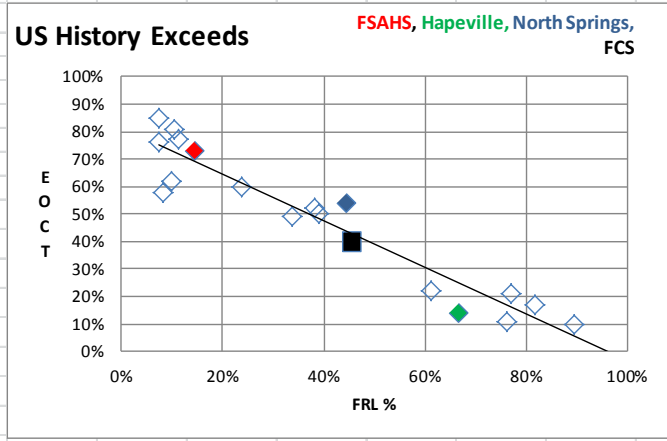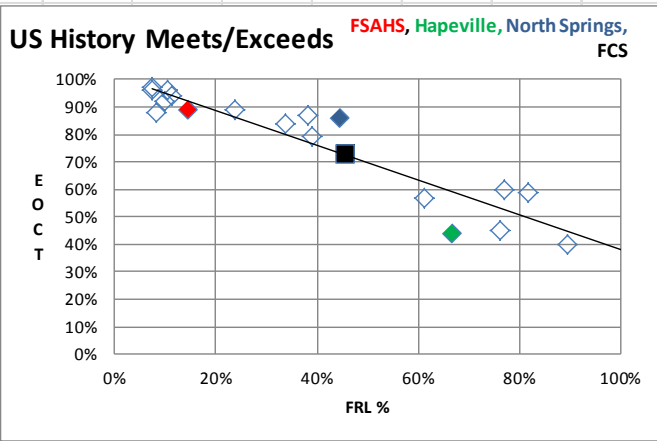
Grade 8 Reading Meets/Exceeds

Amana Main Street KSFA
Hapeville FCS Avg.

Grade 8 Reading Exceeds

Amana Main Street KSFA
Hapeville FCS Avg.
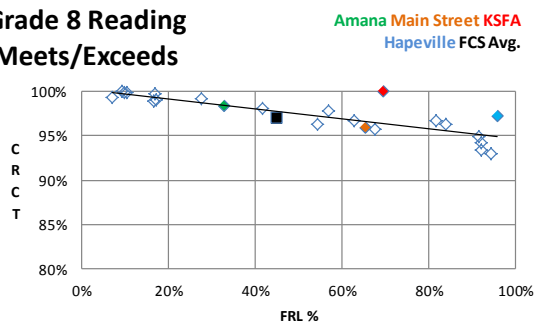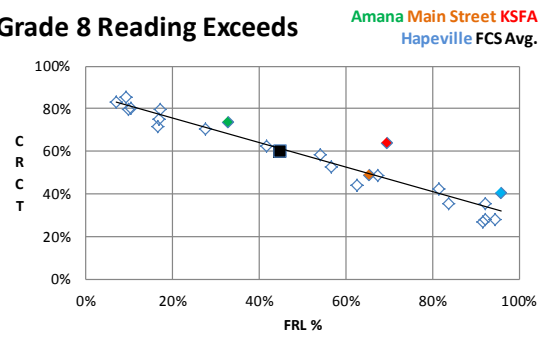
Grade 8 ELA Meets/Exceeds

Amana Main Street KSFA
Hapeville FCS Avg.

Grade 8 ELA Exceeds

Amana Main Street KSFA
Hapeville FCS Avg.
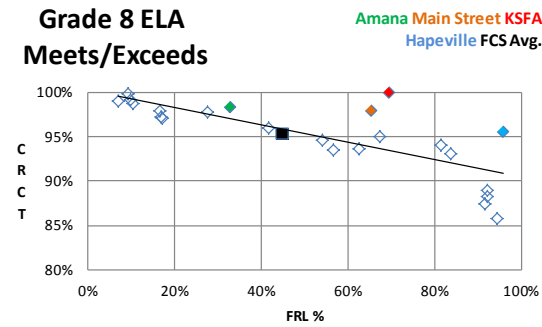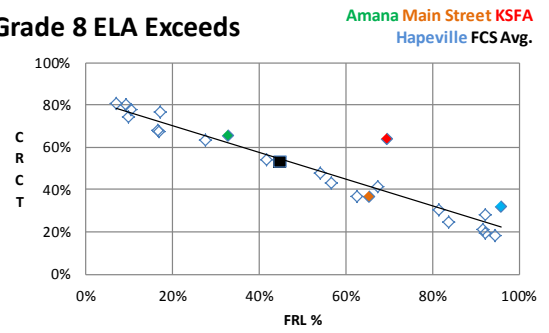
Grade 8 Math Meets/Exceeds

Amana Main Street KSFA
Hapeville FCS Avg.

Grade 8 Math Exceeds

Amana Main Street KSFA
Hapeville FCS Avg.
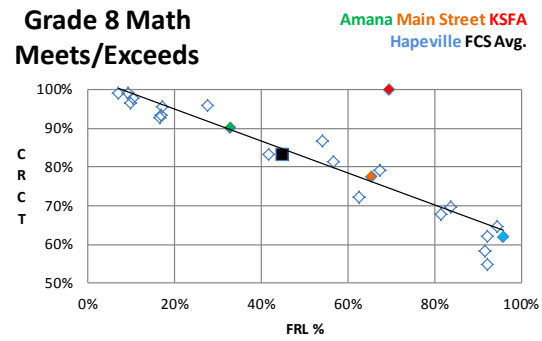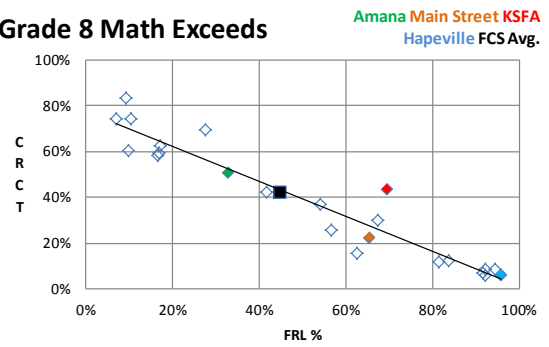
Grade 8 Science Meets/Exceeds

Amana Main Street KSFA
Hapeville FCS Avg.

Grade 8 Science Exceeds

Amana Main Street KSFA
Hapeville FCS Avg.
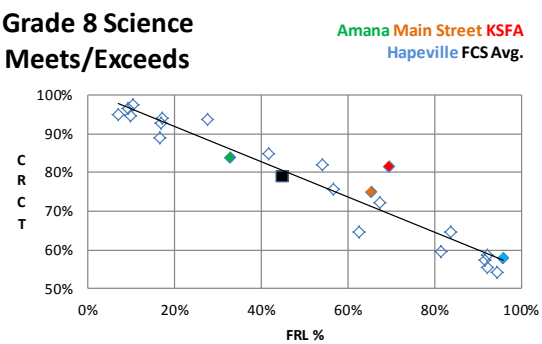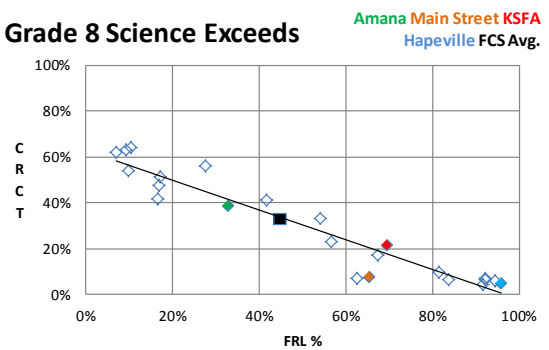
Grade 8 Soc. Studies Meets/Exceeds

Amana Main Street KSFA
Hapeville FCS Avg.

Grade 8 Science Exceeds

Amana Main Street KSFA
Hapeville FCS Avg.
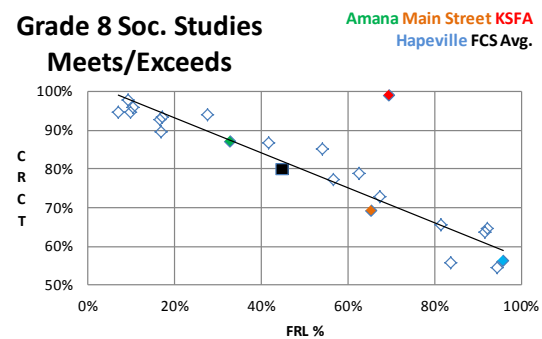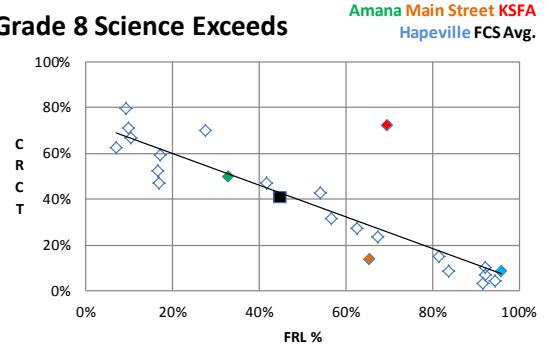
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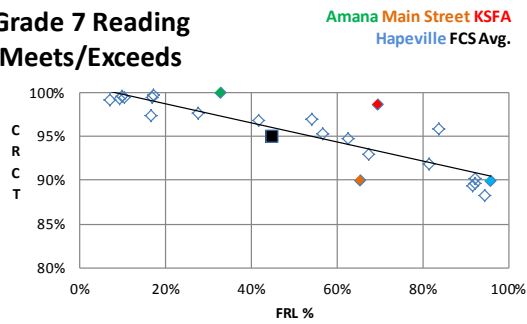
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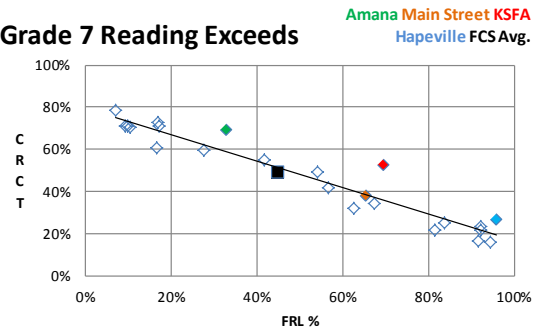
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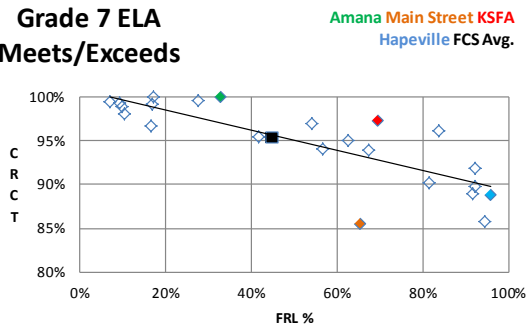
Grade 7 ELA Exceeds
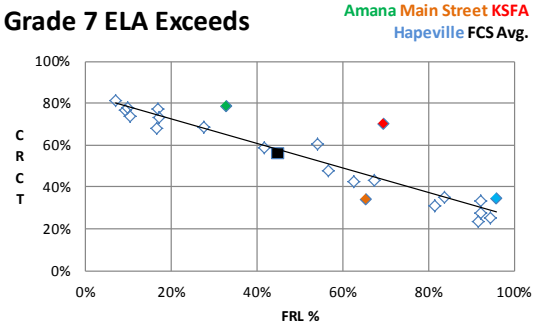
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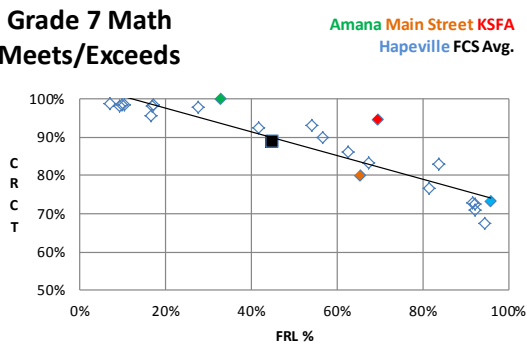
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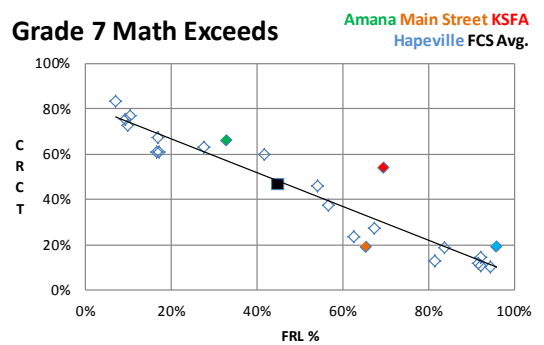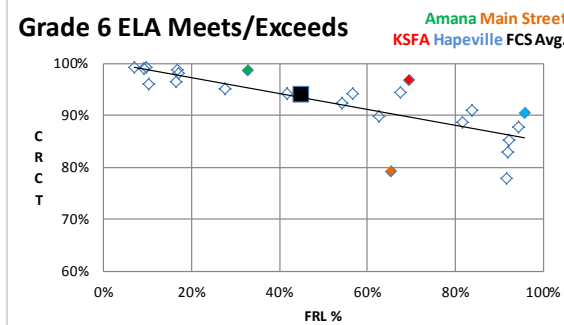
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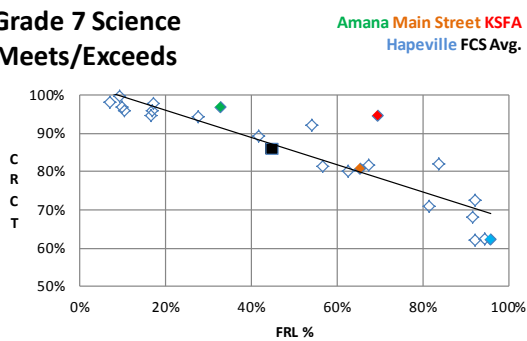
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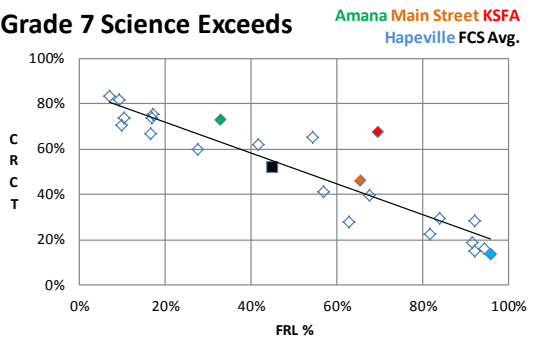
Grade 7 Soc. Studies Meets/Exceeds

Grade 7 Soc. Studies Exceeds

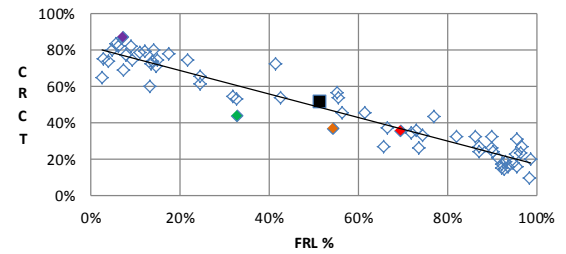## Grade 6 Reading Meets/Exceeds

CRCT

FRL %

Grade 6 Reading Exceeds

CRCT

FRL %

Grade 6 ELA Meets/Exceeds

CRCT

FRL %

Grade 6 ELA Exceeds

CRCT

FRL %

Grade 6 Math Meets/Exceeds

CRCT

FRL %

Grade 6 Math Exceeds

CRCT

FRL %

Grade 6 Science Meets/Exceeds

CRCT

FRL %

Grade 6 Science Exceeds

CRCT

FRL %

Grade 6 Soc. Studies Meets/Exceeds

CRCT

FRL %

Grade 6 Soc. Studies Exceeds

CRCT

FRL %
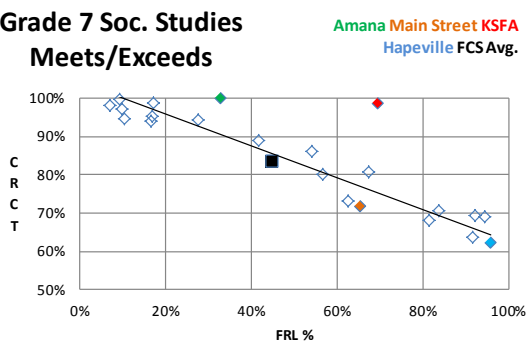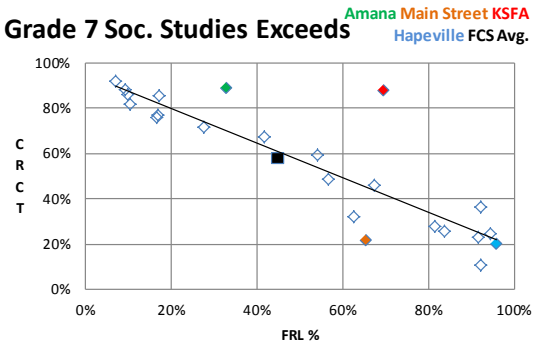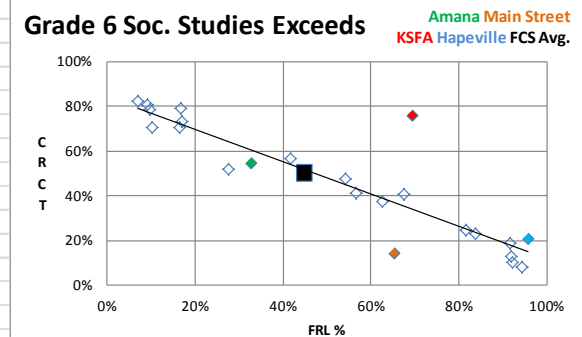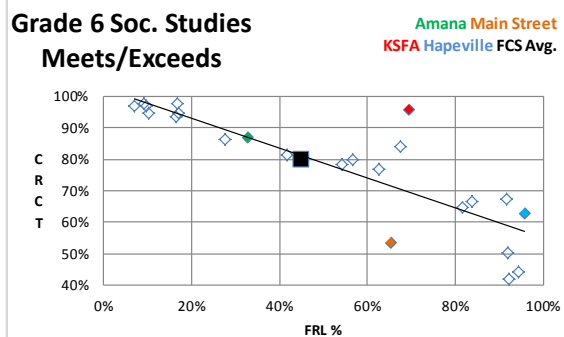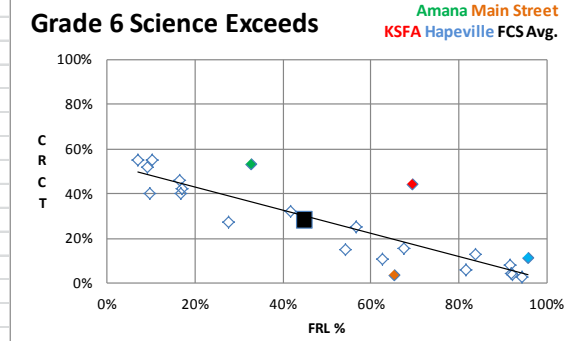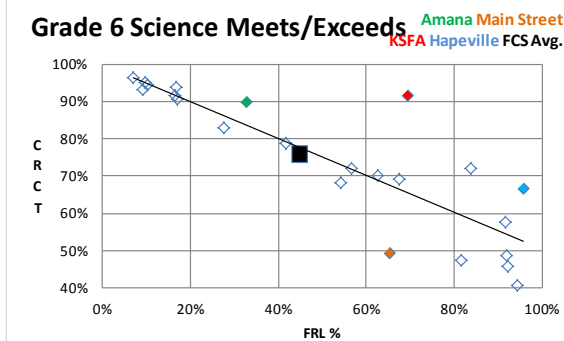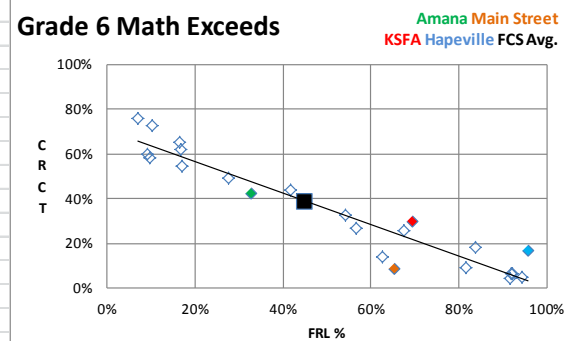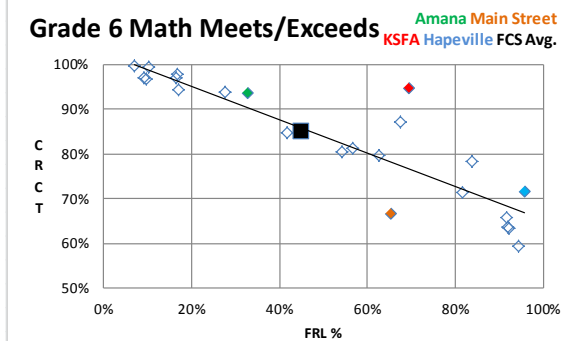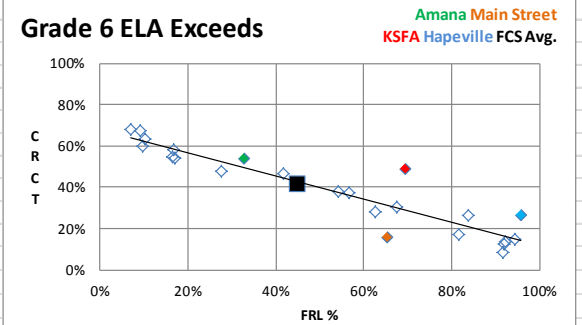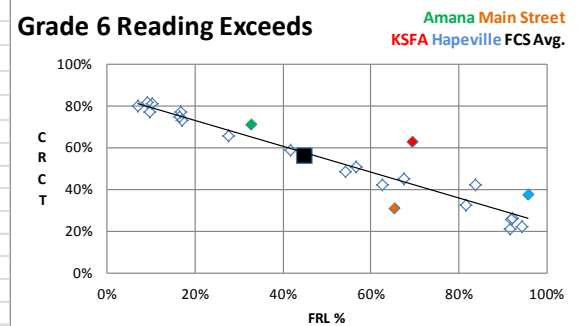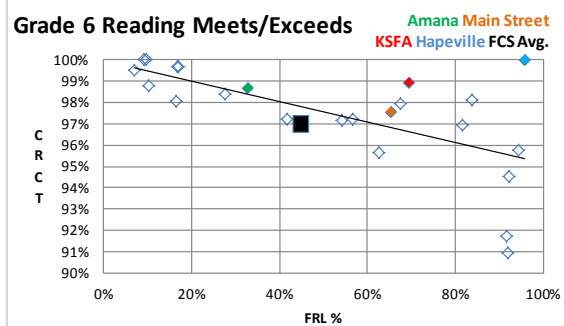
Grade 5 Reading Meets/Exceeds
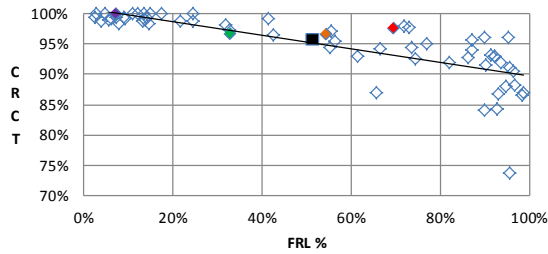
Grade 5 Reading Exceeds

Grade 5 ELA Meets/Exceeds
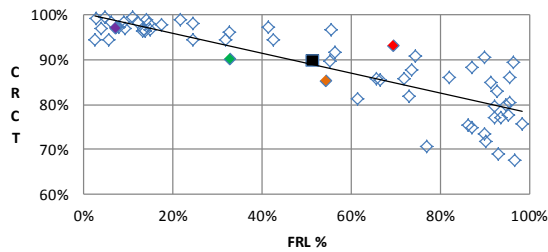
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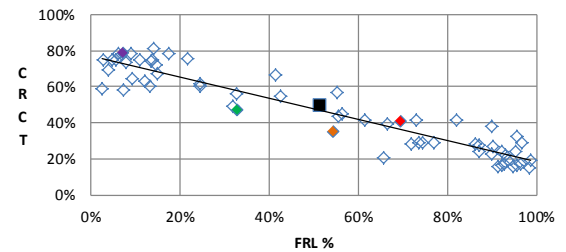
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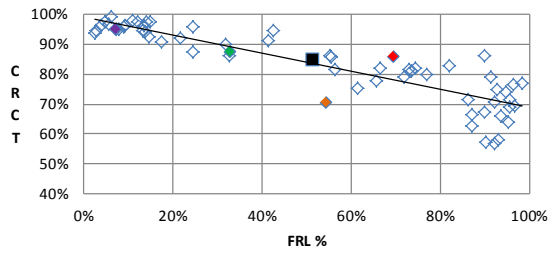
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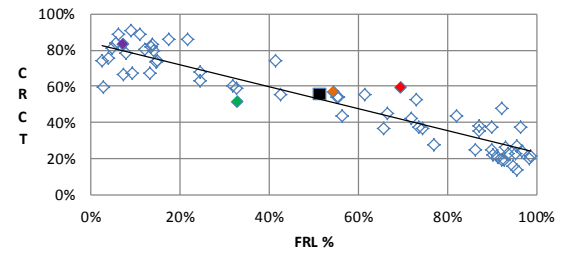
Grade 5 Science Meets/Exceeds

Grade 5 Science Exceeds

Grade 5 Soc. Studies Meets/Exceeds

Grade 5 Soc. Studies Exceeds

Grade 4 Reading Meets/Exceeds CRCT SY13/14 — Sunshine, Amana, FCS Avg., Main Street

Grade 4 Reading Exceeds CRCT SY13/14 — Sunshine, Amana, FCS Avg., Main Street

Grade 4 ELA Meets/Exceeds CRCT SY13/14 — Sunshine, Amana, FCS Avg., Main Street

Grade 4 ELA Exceeds CRCT SY13/14 — Sunshine, Amana, FCS Avg., Main Street

Grade 4 Math Meets/Exceeds CRCT SY13/14 — Sunshine, Amana, FCS Avg., Main Street

Grade 4 Math Exceeds CRCT SY13/14 — Sunshine, Amana, FCS Avg., Main Street

Grade 4 Science Meets/Exceeds CRCT SY13/14 — Sunshine, Amana, FCS Avg., Main Street

Grade 4 Science Exceeds CRCT SY13/14 — Sunshine, Amana, FCS Avg., Main Street

Grade 4 Soc. Studies Meets/Exceeds CRCT SY13/14 — Sunshine, Amana, FCS Avg., Main Street

Grade 4 Soc. Studies Exceeds CRCT SY13/14 — Sunshine, Amana, FCS Avg., Main Street

Grade 3 Reading Meets/Exceeds CRCT SY13/14

Grade 3 Reading Exceeds CRCT SY13/14

Grade 3 ELA Meets/Exceeds CRCT SY13/14

Grade 3 ELA Exceeds CRCT SY13/14

Grade 3 Math Meets/Exceeds CRCT SY13/14

Grade 3 Math Exceeds CRCT SY13/14

Grade 3 Science Meets/Exceeds CRCT SY13/14

Grade 3 Science Exceeds CRCT SY13/14

Grade 3 Soc. Studies Meets/Exceeds CRCT SY13/14

Grade 3 Soc. Studies Exceeds CRCT SY13/14