### 2019 Charter School Waiver Request Form

**Charter School Overview**

<table>
<thead>
<tr>
<th>Charter School Name</th>
<th>Alliance Charter Academy</th>
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</thead>
<tbody>
<tr>
<td>Address</td>
<td>16075 Front Ave. Oregon City OR 97045</td>
</tr>
<tr>
<td>Administrator Name</td>
<td>Seanna Bloemer</td>
</tr>
<tr>
<td>Contact Information</td>
<td>(503) 785-8556</td>
</tr>
<tr>
<td>School District</td>
<td>Oregon City School District</td>
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<tr>
<td>Year School Opened</td>
<td>2007</td>
</tr>
<tr>
<td>Current Charter Contract Dates (Start and End Date)</td>
<td>August 14, 2018- August 31, 2023</td>
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**Brief description of your charter school’s educational model (max 500 characters)**

Alliance Charter Academy (ACA) is a K-12 public charter school with 395 students sponsored by the Oregon City School District. Alliance Charter Academy has been in operation since since 2007. ACA serves students through a personalized learning model. Each student is assigned an Education Specialist (ES) (licensed teacher) they meet with face to face each week. The ES oversees the student’s progress in their classes, helps the student advocate for any needs they may have identified, communicates with the student’s teachers and parents frequently and refers the student to the school counselor, Intervention team or special education department, if appropriate. The ES helps the student complete a personalized learning plan/ path towards college or career readiness.

**Waiver Request Summary**

**What statute would you like the State Board to waive?**

Alliance Charter Academy requests a waiver of ORS 338.125 which requires “…the public charter school shall select students through an equitable lottery selection process.”

**Please summarize the waiver request (max 500 characters)**

Alliance Charter Academy is seeking this waiver to give priority admission to the children of current employees. Children of employees will go through the standard lottery process and be placed on the waitlist for entry after all siblings have been enrolled. Enrollment of staff children will be capped at 5%, which would be a maximum of 20 students out of our maximum enrollment of 395.

**Waiver Request Detail**

1. **Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?**

We believe by allowing children of staff members to have priority enrollment (behind siblings), it lends the opportunity for more diversity (racial and ethnic) among our current student population. Many of our teachers live outside the Oregon City School District boundary and have children of diverse racial and ethnic backgrounds. Should their children choose to enroll at ACA, they will bring different and a variety of diverse life experiences with them to our ACA community. Out of the school age children of our staff (not enrolled at ACA), while one parent may be white, 46% of those children are non-white. We also believe this could lend our teachers to have greater flexibility and possibly more teaching availability if they are not confined by their student’s school schedule outside of ACA.
2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?

We believe the waiver could bring more racial and ethnic diversity to our school. These students would be coming in to our school via their parents, but we are also committed to doing more outreach in an effort to ensure all communities and neighborhoods know about our school. In an effort to reach more diverse communities and invite them to attend our informational meetings, we have budgeted to hire a Community Outreach Coordinator next school year.

3. How does the investment or resource allocation advance the 40/40/20 goal?

At Alliance Charter Academy all high school students have access to community college classes and information about careers while enrolled in high school. We support all students in seeking clarifications, finding answers and helping them navigate obstacles that present themselves. We provide bus passes to those students that need transportation to ACA and/or the college, scholarships to those that may need financial assistance, tutors, interpreters (if needed) and ongoing support while enrolled in career or college classes. We have taken students on tours at the local college campus, arranged field trips to the Career Expo (and provided transportation) and hosted a Construction Night Expo, in addition to inviting a variety of guest speakers (this year an Internment Camp survivor, past year Holocaust survivor, local author, college professors, business owners).

4. What are the barriers to more equitable outcomes? (E.g. mandated, political, emotional, financial, programmatic or managerial)

We believe the waiver could help reduce barriers. By allowing staff children to attend ACA through this waiver, it would reduce the length of time on a waitlist, giving them access to our programs, clubs and community and the opportunity to build new relationships within a caring inclusive environment. It would be an ensured route to greater diversity (since we have no control over who applies to enroll) among our student population. With greater diversity, comes the responsibility to ensure we create an environment that understands and meets the needs of all our students. Next year, we are increasing the number of hours our school counselor works so students have more access/support for emotional/mental health needs. We have staff that attend the Clackamas County Suicide Prevention planning meetings- and report information back to our staff at staff meetings. We recruit a variety of guest speakers to speak in our classrooms and encourage our teachers to include a variety of lessons to include cross cultural information.

5. How have you intentionally involved stakeholders who are also members of the communities affected by the waiver request? How do present your information in questions (1), (2) and (3) to these stakeholders?

The ACA Governing Board is in support to pursue this waiver. Staff members have asked if their children can attend and what the process is. Through conversation, other staff members are in support of allowing staff children to be granted priority admission. We gather data annually through a survey of all stakeholders (within our ACA community) in an effort to gather information that is used to create school wide goals and implement change, if needed.

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6. How will you modify or enhance your strategies to ensure each students’ and communities’ individual and cultural needs are met?

Our school’s personalized learning model allows for all students to have their individual needs met, culturally and academically. We continually aim to build capacity in our staff through monthly professional learning communities and training in: equity, suicide prevention, executive function, mental health, Building Academic Language and SIOP model instruction training. At our school, students are encouraged to propose clubs and activities they are interested in, in addition to those offered by ACA.

7. How are you collecting data on race, ethnicity, and native language?

Each August we collect data on race, ethnicity and native language as part of our annual registration process. The parents complete registration paperwork that includes this information.

8. What is your commitment to P-20 professional learning for equity? What resources are you allocating for training in culturally responsive instruction?

Alliance Charter Academy has a robust Equity Committee that meets (at a minimum) two hours per month. We have allocated resources to fund a professional facilitator that attends each meeting. The committee’s goals are ongoing and include gathering information and input from all stakeholders at Alliance (parents, students, staff, board members) as to the needs of the school community. The Director reports to the Board progress/goals of the committee in addition to sharing information at staff meetings. A large part of our professional development includes supporting the Oregon City School District’s BAL (Building Academic Language). This is another form of professional development that ACA looks to build capacity for cultural responsiveness within our staff. Last year our equity committee included a student representative who was key in the development of our All Means All school wide poster, present in classrooms and common areas of the building. This year the Equity Committee has completed a Strategic Prioritization Outcomes plan in which goals were set within the categories of: Capacity and Skill Building- first priority; support teachers/staff on how to address inequity/difficult moments in the classroom (specifically regarding harmful, prejudicial, non-inclusive and/or racist language) and within Structures, Policies and Procedure Analysis-using the equity lens- first priority; assessing ACA’s Institutional practices, structures, environment to make ACA an inclusive place for marginalized groups. The committee is discussing the creation of a survey/ a way to gather data from all stakeholders to get input regarding the committee’s plan and what needs they would like the committee to address first (they see as greatest priority).. We are in the process of gathering annual survey data from staff, parents and all students, K-12; there are questions on the surveys that will provide us data regarding the cultural of our school, where we need to address specific training for our students (with special needs, in poverty, low achieving, mental health, ELL, racially diverse, childhood trauma) . We distribute surveys each spring to give our ACA community an opportunity to provide us feedback which helps administration make decisions and plan for the following school year.

Data Collection

All charter schools with approved waivers will be required to report the impact of the waiver annually to the State Board. What is the charter school’s plan for collecting data on how the proposed waiver will impact students and the quality of education? The plan must minimally include disaggregated data by student demographics and stakeholder engagement.

2019 Charter School Waiver Request Process
Each year we will document the number of employee children that have enrolled under the waiver. We will pull information from enrollment paperwork in regards to race, ethnicity and native language and report whether they have taken community college classes and if they are academically on track. Together with stakeholders, ACA will review collected data from this student population and evaluate the impact on ACA’s overall program goals and student success.