

Board Office Use: Legislative File Info.	
File ID Number	24-1939
Introduction Date	8/14/2024
Enactment Number	N/A
Enactment Date	N/A



Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Jenine Lindsey, General Counsel
Kelly Krag-Arnold, Director, Office of Charter Schools

Meeting Date August 28, 2024

Subject Charter Renewal Initial Public Hearing – Learning Without Limits

Ask of the Board Board members will have the opportunity to ask the lead charter petitioners questions following the presentation.

Background On March 8, 2017, the OUSD Board of Education voted to approve a five-year term for Learning Without Limits. Due to the impacts of the COVID-19 pandemic, Education Code Section 47607.4 extended this term an additional three years, resulting in a charter term which currently expires on June 30, 2025.

On July 1, 2024, Learning Without Limits submitted its renewal petition. Learning Without Limits was placed in the Middle tier by the California Department of Education and is consequently eligible for a 5 year term beginning July 1, 2025.

As outlined in Education Code Section 47605(b), the Initial Public Hearing for Learning Without Limits is taking place within 60 days of the renewal submission. Representatives from the school will present and the OUSD Board will have an opportunity to ask the lead charter petitioners questions following the presentation.

The OUSD Office of Charter Schools is conducting an evaluation of the renewal request and will prepare and post a Staff Report 15 days prior to the Decision Public Hearing, in accordance with California Education Code.

Discussion Board members will have the opportunity to ask the lead charter petitioners questions following the presentation.

Fiscal Impact No direct fiscal impact.

Attachment(s)

- Learning Without Limits Renewal Petition – Redline
- Learning Without Limits Renewal Petition – Clean
- Learning Without Limits Initial Public Hearing Presentation

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Jenine Lindsey, General Counsel
Kelly Krag-Arnold, Director, Office of Charter Schools

Meeting Date August 14, 2024

Subject Submission - Education for Change – Learning Without Limits Charter School - Petition and Charter (Renewal) – Grades K-5 – July 1, 2025 – June 30, 2030

Ask of the Board Submission to the Board of Education of Education for Change – Learning Without Limits Charter School - Petition and Charter (Renewal) – Grades K-5 – Ju1y 1, 2025 – June 30, 2030, with initial Public Hearing set for 6:00 P.M., August 28, 2024, pursuant to Education Code Section 47605.

Background On March 8, 2017, the OUSD Board of Education voted to approve a five-year term for Learning Without Limits. Due to the impacts of the COVID-19 pandemic, Education Code Section 47607.4 extended this term an additional three years, resulting in a charter term which currently expires on June 30, 2025.

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- Learning Without Limits Initial Public Hearing Presentation



Education *for* Change



Education *for* Change

Public Schools

Learning Without Limits
Renewal Charter RENEWAL Petition

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Submitted to:
Oakland Unified School District
ON
~~DECEMBER 14, 2016~~ Board

~~For a term~~ of Education
July 1, 2024

~~For 2017~~ the term July 1, 2025 - June 30, ~~2022~~2030

Submitted by:
Hae-Sin Thomas
Lead Petitioner

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Larissa Adam and Education for Change Public Schools

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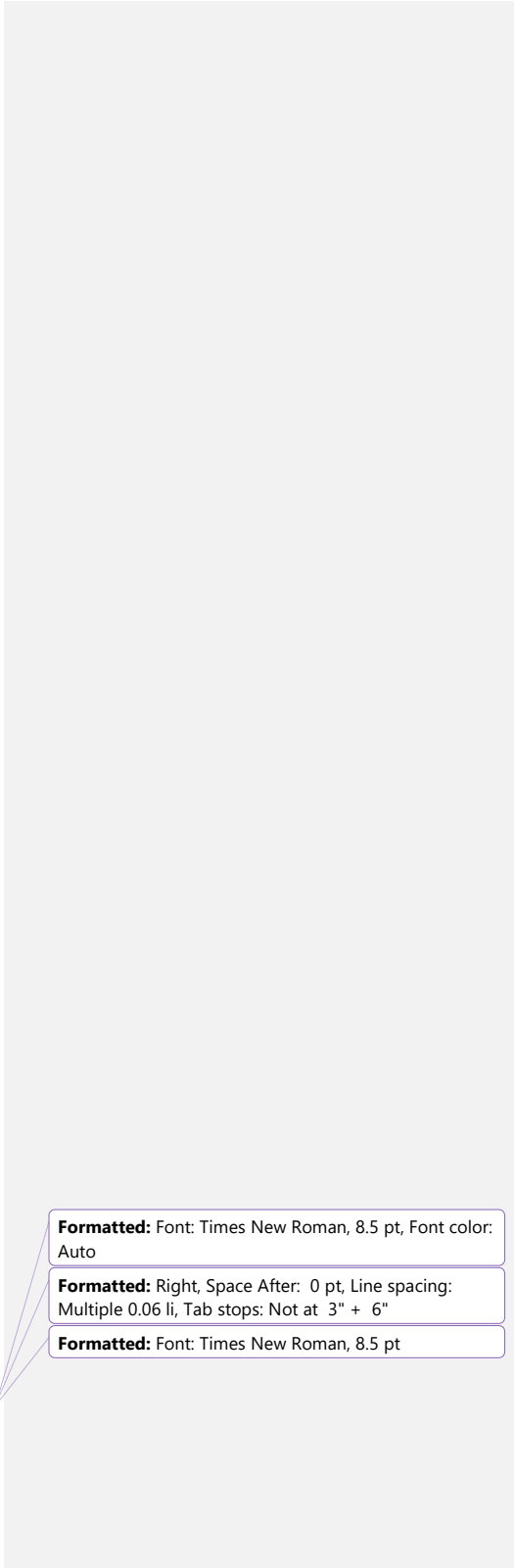
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AFFIRMATIONS AND DECLARATION

As the authorized lead ~~petitioners, we, Education for Change Public Schools (EFC) and Hae-Sin Thomas~~petitioner, I, Larissa Adam, hereby certify ~~under the penalties of perjury that the~~ information submitted in this ~~renewal~~petition for a California public charter school named Learning Without Limits (~~“LWL”~~ or the “Charter School”), ~~located at 2035 40th Avenue, Oakland, CA 94601 within the boundaries of~~operated by Education for Change Public Schools (“Education for Change” or “EFC”), submitted to the Oakland Unified School District (~~“OUSD”~~), and to be located in Oakland, California is true to the best of ~~our~~my knowledge and belief; and further we ~~I~~also certify that ~~if granted this charter, LWL:~~

❖ ~~Shall not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students. [Ref. Education Code Section 47605(d)(1)]~~

❖ ~~Shall admit all students who wish to attend the School who submit a timely application, unless the School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Preference in a public random drawing shall be provided as described in Education Code Section 47605(d)(2)(B). In the event of a drawingpetition does not constitute, the chartering authority shall make reasonable efforts to accommodate the growth of the School in accordance with Education Code Section 47605(d)(2)(C) and Education Code Section 51747.3. [Ref. Education Code Section 47605(d)(2)(A) (B)]conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School shall follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to;~~

Affirmation of Conditions Described in Education Code Section 47605(e)

Learning Without Limits (also referred to herein as “Charter School”):

1. ~~Shall be nonsectarian in its programs, admissionsadmission policies, employment practices, and all other operations. [Ref.(California Education Code (“Ed. Code”) § 47605(e)(1))~~

❖ 2. ~~Shall not charge tuition (including fees or other mandatory payments for attendance at Charter School or for participation in programs that are required for students except as authorized by those, Education Code Section 47605(d)(1))provisions that explicitly apply to charter schools). (Ed. Code § 47605(e)(1))~~

❖ 3. ~~Shall not discriminate on the basis of the characteristics listedincluded in SectionEducation Code section 220 (actual or perceived, including but not limited to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement or any other characteristic that is~~

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contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref: Education Code Section 47605(d)(1)]immigration status. (Ed. Code § 47605(e)(1))

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❖ Shall not determine admission 4. Except for legally permissible admission preferences [as provided in Education Code section 47605(e)(2)], admission to Charter School shall not be determined according to the place of residence of the student pupil, or his or the pupil's parent or her parents legal guardian, within the State this state, except that an existing public school converting partially or entirely to a conversion charter school shall give adopt and maintain a policy giving admission preference to students pupils, who reside within the former attendance area of the public school as provided in Education Code Section 47605(d)(2).

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❖ Shall meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605 and 60851 and any other statewide standards authorized in statute or student assessments applicable to students in non charter that public schools. [Ref: Education school. (Ed. Code Section § 47605(e)(1))]

- ❖ Shall comply with all applicable portions of the No Child Left Behind Act.
- ❖ Shall consult, on a regular basis, with parents, guardians and teachers regarding its educational programs, as required by Education Code section 47605(e)(2).
- ❖ Shall, for each fiscal year, offer, at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A) (D) and comply with Title 5, California Code of Regulations, section 11960(b) with respect to the legally required minimum school days.
- ❖ Shall comply with the conditions of apportionment set forth in Education Code section 47612(b) that average daily attendance not be generated by a pupil who is not a California resident, and that "a pupil over 19 years of age shall be continuously enrolled in public school and make satisfactory progress towards award of a high school diploma," to remain eligible for generating charter school apportionments.
- ❖ Shall provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.
- ❖ Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

Shall notify, within 30 days, the superintendent of the school district of any pupil who 5. Shall admit all pupils who wish to attend Charter School. However, if the number of pupils

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who wish to attend Charter School exceeds its capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Oakland Unified School District (“OUSD” or “District”) except as provided for in Education Code section 47614.5. Priority order for any preference shall be determined in the charter petition in accordance with all of the following: (Ed. Code § 47605(e)(2)(A)-(B))

a. Each type of preference shall be approved by OUSD at a public hearing. (Ed. Code § 47605(e)(2)(B)(i))

b. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200. (Ed. Code § 47605(e)(2)(B)(ii))

c. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. (Ed. Code § 47605(e)(2)(B)(iii))

d. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B)(iv))

❖ 6.

If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district notified shall be determined by of the pupil’s last known address. Shall within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades or report card, and health information. (Ref. California Education (Ed. Code Section § 47605(e)(3-H))

7. Shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(A))

8. Shall not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records to Charter School before enrollment. (Ed. Code § 47605(e)(4)(B))

9. Shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(C))

10. Shall post the California Department of Education’s Charter School Complaint Notice on Charter School’s website and Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years old, a copy of this notice at all of the following times: When a parent, guardian,

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or pupil inquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. (Ed. Code § 47605(e)(4)(D))

Declaration Required by Education Code Sections 47611.5(b) and 47605(c)(6)

Charter School is and shall be deemed the exclusive public employer of the employees of Charter School for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, and shall meet the requirements of Government Code sections 3540-3549.3 related to collective bargaining in public education employment (Ed. Code § 47611.5)

Other Assurances

Charter School:

1. Shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools. (Ed. Code § 47605(d)(1))

2. Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))

3. Shall at all times maintain all necessary and appropriate insurance coverage.

4. Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 *et seq.* and the Political Reform Act. (Ed. Code § 47604.1(b)(3) and (4))

5. Shall require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. (Ed. Code § 47605(1))

6. Shall not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check. (Ed. Code §§ 44830.1, 45122.1, and 45125.1)

7. Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Government Code § 12940; Title 5 CCR § 11967.5.1(f)(5))

8. Shall adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; Section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990, and serve students with

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disabilities in the same manner as such students are served in other public schools. (Ed. Code §§ 47646, 56145)

❖ 9.

Shall adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, §section 5; and MGL c. 89, 71 §sections (f) and (I).

10. Shall follow the provisions of the McKinney–Vento Homeless Assistance Act of 1987 (42 U.S.C. ch. 119 § 11431 *et seq.*) and Education Code sections 48850-48859 to ensure that homeless students and foster youth have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.

11. Shall provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (Ed. Code § 222)

12. Shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code §§ 48907 and 48950)

13. Shall comply with ~~the~~all other applicable federal, state and local laws and regulations that pertain to the applicant or operation of the charter school, including, but not limited to, the following:

a. The California Code of Regulations

❖ b.

The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)-

Shall submit an annual report and annual independent audits to the OUSD Office of Charter Schools by c.

Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 *et seq.*)

❖ d. Displaying all required deadlines.

❖ Shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection, as required by Education Code section 47612.5(a)(2).

❖ Shall submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.

❖ Shall comply with “[a]ll laws establishing minimum age for public school attendance,” as required by Education Code section 47610(c).

❖ Shall operate in compliance with generally accepted government accounting principles.

❖ Shall maintain separate accountings of all funds received and disbursed by the postings at school-

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- ❖ ~~Shall participate in the California State Teachers' Retirement System and other retirement systems, as applicable.~~
- ❖ ~~Shall obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.~~
- ❖ ~~Shall obtain, keep current, and make available for inspection all necessary teacher certifications, permits or other documents as required under EC Section 47605(1)~~
- ❖ ~~Shall at all times maintain all necessary and appropriate insurance coverage.~~
- ❖ ~~Shall submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.~~
- ❖ ~~Shall, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.~~
- ❖ ~~Shall require the Governing Board to comply with the provisions of the Ralph M. Brown Act (California Government section Code 54950 et seq.).~~
- ❖ ~~Shall comply with the provisions of the California Public Records Act (California Government Code section 6250 et seq.).~~
- ❖ ~~Shall provide financial statements that include a proposed first year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash flow and financial projections for the first three years of operation.~~
- ❖ ~~Shall provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.~~
- ❖ ~~Shall be located within the geographical boundaries of the District in locating its site, or otherwise comply with the requirements in Education Code section 47605 and 47605.1 and online.~~
- ❖ ~~Shall follow any and all other federal, state, and local laws and regulations that apply to the School including but not limited to:

 - ~~Shall comply with the California Code of Regulations.~~
 - ~~Shall ensure that teachers hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(1)]~~~~

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~~o Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]~~

~~o Shall comply with Article 5.5 (sections 51745–51749.3) of Chapter 5 of Part 28 of the Education Code and implementing regulations adopted thereafter for the purpose of implementing short term independent study.~~

~~o Shall comply with all laws establishing~~

~~Following the minimum and maximum age requirements for public school enrollment,~~



Hae Sin Thomas, CEO, Education for Change

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EXECUTIVE SUMMARY

Founded in 2005 by experienced educators and entrepreneurs, Education for Change (EFC) is a nonprofit public benefit corporation. As a Charter School Management Organization, EFC operates public elementary schools designed to offer a high quality education at no cost to parents. EFC serves ethnically and economically diverse student bodies.

The staff and community of Education for Change Public Schools and the Learning Without Limits School community are submitting a petition for renewal of the Learning Without Limits petition for the term July 1, 2017 through June 30, 2022.

Education for Change Mission Statement

Our mission is to provide a superior public education to Oakland's most underserved children by creating a system of public schools that relentlessly focuses on our students' academic achievement. ~~We believe that high quality instruction, and its continuous refinement, will lead to success for our students.~~ When our students succeed, they will be prepared to make thoughtful and informed choices that will set them on a path for a successful life.

Education for Change Public Schools believes it is the right for every child to have access to a high quality, 21st century education. Through our unique model, **we transform** neighborhood schools into high performing organizations for the children that are most dependent upon them and build strong secondary school options to ensure all children in the neighborhood have access to a powerful TK-12 pipeline to success in college and career. **We invest in strong partnerships** with dedicated parents and community organizations, allowing us to provide a full spectrum of education services to our students and their families. **We recruit and develop** the most *talented, passionate* teacher leaders who *collaborate* and *innovate* within their classrooms and across our growing organization. **And we support** autonomy among our campuses, allowing each school to lead its own instructional program while promoting a culture of *consistently high expectations* and *accountability* that is central to our mission.

Education for Change Public Schools is committed to *improving* and *increasing outcomes* for our students, their families and the communities in which they live. Our children will become self-motivated learners, critical thinkers and resilient leaders prepared for the academic and professional challenges that await them in life.

Learning Without Limits

Learning Without Limits is a successful K-5 school in the Fruitvale neighborhood that believes strongly in the balance between constructivist learning and knowledge-based learning using culturally relevant pedagogy. We strive to prepare students for academic and social-emotional success in middle school and beyond.

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History and Accomplishments at Learning Without Limits

In 1998, families with children in the Oakland public schools, including families at Jefferson Elementary, started working with Oakland Community Organizations (OCO) to begin organizing for smaller and better schools for their children. The parents felt that some of their children were getting lost in huge schools with a thousand or more children. A visit to the small schools in New York and Chicago inspired these organizers to push for small and safe schools in Oakland. In response, in March of 2000, the Oakland Unified School District passed the New Small Autonomous Schools policy, granting the schools autonomy of curriculum and instruction, calendar, budget (and thus class size), hiring and staffing. OUSD formed the New School Development Group to incubate new schools over the course of several years. In 2006-07, parents and teachers came together to design two new schools on the Jefferson campus through the New School Development Group's process.

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Learning Without Limits College Preparatory Elementary School first opened its doors in the Fall of 2007 with 240 students in grades K-3 as part of Oakland Unified School District's New Small Autonomous Schools initiative.

Learning Without Limits is a story of continual improvement. Through the steady commitment of the community and staff, LWL has become one of the top Elementary schools in Oakland serving a high poverty community. Based on an analysis of SY16 CAASPP results, Educate78 recently referred to LWL as a "hidden gem". Prior to becoming LWL, in the 2006-07 school year as Jefferson Elementary, only 14% of students scored proficient in ELA and only 25% of students scored proficient in Math on the CST. By contrast, in 2013 (the last year of the CST), 35% of LWL students scored proficient in ELA and 46% of students scored proficient or advanced in Math. This past year, in SY16, after the transition to the Common Core and the CAASPP assessment, LWL students grew 7 percentage points in ELA to 31% proficiency and 1 percentage point to 27% in Math. While we are proud of this growth, LWL is not satisfied and works toward the day when all students will demonstrate proficiency using standardized and non-standardized measures.

LWL's success and steady improvement is a result of a clear theory of action based on the development of strong relationships between and among adults and children, systematic teacher collaboration using the Professional Learning Communities model, data driven inquiry, skills based constructivist pedagogy, a balanced literacy approach and engaging instructional methods.

LWL has two overarching goals: 1) to be a school where all community members feel loved and cared about, 2) to ensure that all students leave our school on the path to college at the end of 5th grade. Each morning, students and teachers gather in our yard to affirm the vision we hold for all our students. Our hope and expectation is that LWL students will leave our doors more fully able to claim our vision statement as a description of who they are and who they will continue to strive to become beyond their time at LWL. Each morning we affirm:

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We stand on the shoulders of those who came before us as we grow into leaders who are passionate and care about making our world better. We are equipped with skills and knowledge, filled with curiosity and we know that even when we face challenges, we will achieve.

In every classroom, four values taken from our vision statement hang on the wall. We call these the CLAP values: Caring, Leadership, Achievement and f

Providing the minimum number of instructional minutes

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● Perseverance

See Appendix A1 for CLAP poster and rubric.

What Children at Learning Without Limits Experience

- ❖ High expectations aligned with the California frameworks that are communicated clearly to stakeholders
- ❖ A balanced literacy model where children receive targeted instruction in their Zone of Proximal Development AND read and respond to grade level text
- ❖ Targeted academic interventions for students not demonstrating proficiency in grade level assessments and making inadequate progress towards grade level mastery
- ❖ Personalized learning targets for children and authentic assessments to assess progress
- ❖ Emphasis on cross-curricular connections to deepen understanding
- ❖ Emphasis on relational elements of learning to facilitate engagement and investment
- ❖ Positive school culture and climate that embraces children's backgrounds and stories
- ❖ Extended learning after school and during the summer
- ❖ Family and community partnerships prioritized
- ❖ The results of an Equity-Centered Professional Learning Community

The goal is for our students to experience a school where they feel nurtured, honored, and supported in reaching high levels of academic achievement and emotional intelligence.

Education for Change—History and Accomplishments

Founded in 2005 by experienced educators and entrepreneurs, Education for Change (EFC) is a nonprofit public benefit corporation that was founded in partnership with Oakland Unified School District to turn around chronically underperforming schools. As a Charter School Management Organization, EFC operates public TK-8 schools in traditionally underserved communities in Oakland, California designed to offer a high quality public education. EFC currently operates six schools in Oakland, California: Achieve Academy, ASCEND, Cox Academy, Lazear Charter Academy, Learning Without Limits, and Epic, and all but Epic were originally OUSD schools that became EFC charter schools.

At Education for Change our core beliefs are the foundation for our organization. We have built strict and deliberate screens into our hiring process to ensure that we hire individuals who share our beliefs about what makes a great school—and what it takes for all children to succeed in school and in life. We believe that organizations can only be successful when people are aligned around a common purpose and a shared set of goals. This applies to our schools, and to Education for Change as a whole. Through that shared set of core beliefs, we are building one community of adults across multiple schools that share responsibility for the EFC mission. Our

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core beliefs have been translated into a set of non-negotiables across all of our sites. They are outlined below.

EFC Non-Negotiables:

The Instructional Model	Teacher development	Supporting the whole child
<ul style="list-style-type: none"> • Coherent, research-based standards-aligned instructional model • EFC standards-aligned benchmarks • Grade-level coherence – instructional goals, content, instructional strategies, pacing • Structures that support high levels of student engagement • Rigor – higher levels of Blooms taxonomy 	<ul style="list-style-type: none"> • Structures that enable coaching, modeling, training, feedback • Data-based inquiry • Grade-level collaboration • Teacher leadership/ decision-making structure • Appropriate levels of teacher planning time built into schedule 	<ul style="list-style-type: none"> • Family leadership council • MTSS - a multi-tiered system of academic, behavioral, and social-emotional supports • Schoolwide school culture policy with clearly communicated values and expectations and an aligned curriculum • Structures and practices to promote physically healthy kids

Academic Success

All of EFC’s schools have experienced academic gains over the past ten years. With respect to serving high poverty students, EFC manages some of the highest performing elementary schools in the Fruitvale, and currently Learning Without Limits is the highest performing Oakland elementary school in Mathematics and the second highest in ELA with respect to serving high poverty Latino students as reported by Innovate Public Schools.

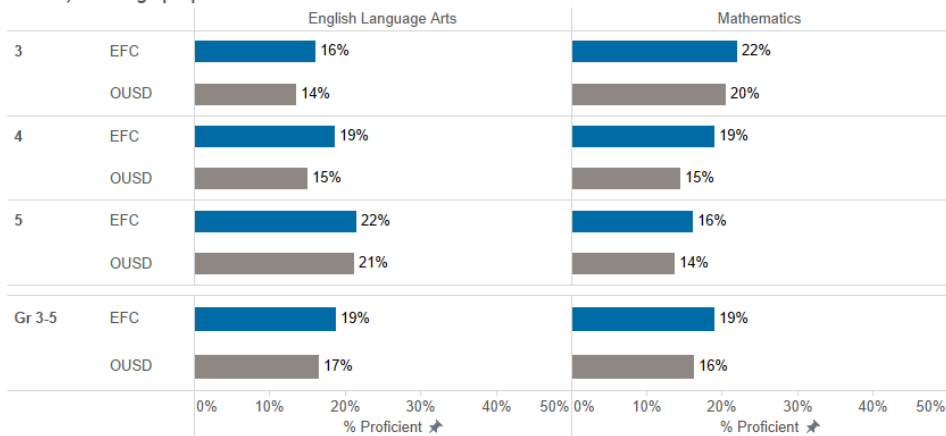
While we are definitely not where we want to be, we are on a growth trajectory that continues to outperform or maintain pace with other Oakland Unified schools serving a similarly high need student population (see table below).

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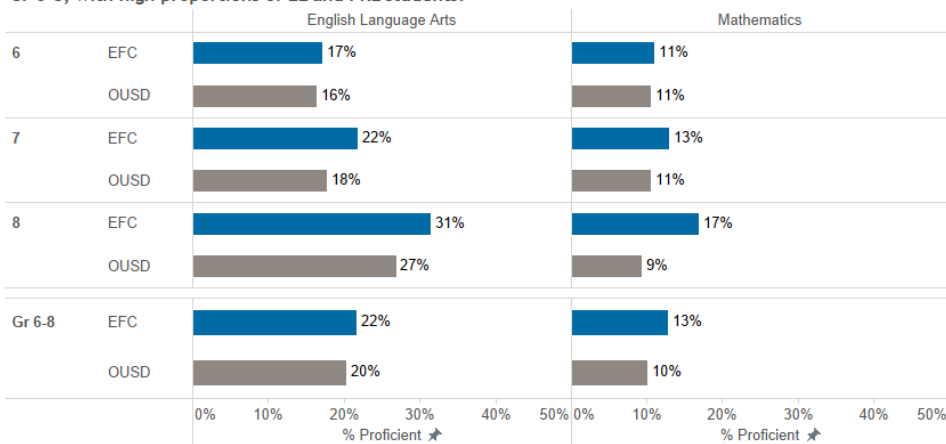
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In the aggregate, how does EFC's proficiency in Gr 3-5 compare to schools in OUSD (district only) also serving Gr 3-5, with high proportions of EL and FRL students?



In the aggregate, how does EFC's proficiency in Gr 6-8 compare to schools in OUSD (district only) also serving Gr 6-8, with high proportions of EL and FRL students?



As illustrated in the graphs above, in the 15-16 school year EFC, as an organization, achieved higher proficiency rates than schools in Oakland Unified serving 40% or more English Learners and 80% or more students eligible for free or reduced priced lunch. This trend holds at both the elementary and secondary grade spans.

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Despite these promising results, EFC recognizes that there is much room for improvement. To this end, we continue to seek out innovative programs to meet the needs of our students. Specifically, EFC has

- Implemented a multi-tiered system of supports to support students' social-emotional, academic, and behavioral needs and create a strong student-centered culture;
- Leveraged technology, rethought scheduling and space, and iterated on student grouping to implement greater personalization strategies K-8, building teacher capacity to use data strategically to target and accelerate instruction one student at a time;
- Invested in enrichment programs to create authentic opportunities for students to apply their science, technology, and mathematical content; and
- Invested in a language and literacy-focused Transitional Kindergarten program and are launching our first pre-K program in fall of 2016.

The above programs are only a few examples of the the innovative programs that EFC encourages its schools to seek out. All of the programs with the exception of Transitional Kindergarten are in operation at LWL (space restricted).

School Culture

Education for Change prides itself on operating an inclusive and thoughtful organization based on our core values:

We collaborate. We are a team. We plan together, observe and analyze each other's work, collaborate with our coaches and site leaders, partner with our families, and together make decisions about our programming

We are a learning organization. We approach our practice with an inquiry stance and a growth mindset; we analyze, innovate, and iterate every day so that we continually improve. We believe in coaching and developing people at every level of experience, at every level of the organization.

We are solution-oriented. We approach every challenge with a problem-solving orientation. We listen to and encourage each other. We are resilient in the face of adversity.

We are accountable. Our mission is to provide a superior public education to Oakland's most underserved children. We assume personal accountability for student growth; we analyze multiple forms of data, and that analysis drives our instruction.

We are student-focused. We form close relationships, utilize personalized learning, differentiate instruction, make learning culturally relevant, engage families, and provide individualized interventions to meet the needs of every child.

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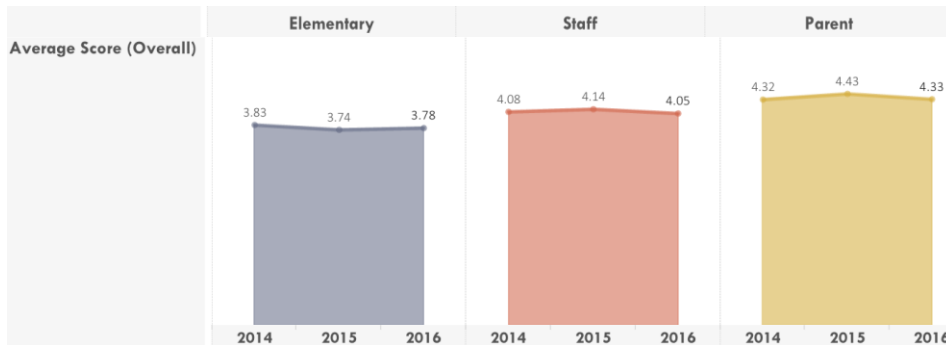
We listen. We are a small, responsive organization that values student, family, and employee voice and input.

We are rooted in community. Ours is a place-based strategy that works deeply with neighborhood leaders and partners to serve our children. We understand that the cultures, values, traditions, and assets that our families bring must be leveraged and honored to reach and teach our children.

We are intentional about creating systems, routines, rituals, and processes that incorporate these values and bring them to life for our children, families, and staff.

As a result of our intentional work, on the annual SCAI (School Climate Assessment Inventory) survey, EFC has maintained consistently high scores that place us at the high-functioning and intentional quadrant for most areas, particularly with respect to parent satisfaction. The SCAI provides our schools with an overall score as well as individual schools in 8 dimensions of school climate—physical appearance; faculty relations; student interactions; leadership and decision-making; discipline and management environment; learning, instruction and assessment; attitude and culture; and community relations.

SCAI School Culture Survey 2015-16



On our annual staff survey, 88% of EFC staff indicated they were committed to remaining an employee at EFC, and 94% of LWL staff agree or strongly agree that they would recommend EFC as an employer. This is an indicator of staff satisfaction with EFC's support systems and their overall investment in our mission and vision.

Serving the Most Underserved Children

Education for Change partnered with Seneca Family of Agencies in 2011 to develop the "Unconditional Education" approach to implementing a multi-tiered system of academic, social-emotional and behavioral supports for children in a school setting. This effort was recognized

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nationally by the Department of Education when Seneca received a federal Invest in Innovation grant (I3) in 2014 in recognition of its promise. Across the organization, students with IEPs at EFC have greater growth on average than children without. We are proud that we are beginning to show promise in an area that is a national challenge.

The Unconditional Education program is in deep alignment with our values as an organization. Because ours is a neighborhood school serving high poverty neighborhood children, unlike many charter operators, our children are often not “choosers”. As such, our school population mirrors the myriad needs of some of the most high poverty OUSD schools. At EFC, we know that our children come to school from some of the most high poverty neighborhoods in Alameda County, and students served by LWL confront significant “toxic stress” due to a confluence of several factors including poverty, crime in their communities and recent immigration among others. To address the needs of our children, we provide intervention early and often, train our staff in trauma-informed practices, and partner with Alameda County Behavioral Health to leverage Medi-Cal resources for our youth and families. At LWL, we provide intensive social emotional, behavioral and academic interventions to 32 **Special Education** students, and we also provide that intensity of service to an additional 93 General Education students, totaling approximately 30% of the LWL student population.

Team Approach

The founding team of Education for Change came together with the goal of blending a diverse background of professional and personal experience. The Education for Change management team blends professional experience across public education, the public sector, for-profit and nonprofit organizations, and business. Our team brings the best practices from these many sectors to accomplish our ambitious goals and our mission.

Hae Sin Thomas, Chief Executive Officer

Hae Sin has been the CEO of EFC for four years and brings 23 years of TK-12 public education experience to this team. Her focus before joining EFCPS was in the turnaround space—working with school districts and charter management organizations to recreate their lowest performing schools as the CEO of urbanED solutions. She is the co-founder of GO Public Schools, an Oakland-based education advocacy group and watchdog. Before urbanED solutions, Hae Sin worked for the Oakland Unified School District as a teacher, principal, school developer, and executive officer. She led a team charged with creating quality school options for families in every neighborhood and ensuring high-performing, more personalized communities of learning for children and facilitated the design and opening of 22 new schools, replacing 18 chronically-failing schools. An external evaluation of the new schools reform work in Oakland found that the new schools significantly outperformed the schools they replaced in academic achievement, suspension rates, attendance rates, and overall student, teacher, and parent satisfaction. Prior to that, she was the founding principal of ASCEND, one of the five original new small and autonomous schools opened in Oakland, California. She holds a B.A in Economics from the University of Pennsylvania, a Masters in Curriculum and Instruction from the University of San

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Francisco, and a Masters in Administration, Planning, and Social Policy from Harvard University.

Sundar Chari, Chief of Staff

Sundar Chari has been with Education for Change Public Schools for three years. Prior to becoming Chief of Staff, Sundar served as the Director of Innovation & Technology. In that role, he project managed the development of Epic Middle School, a new innovative NGLC school and implemented systems and capacity upgrades across the network, including transitioning Education for Change to become a Google Apps for Education network. Prior to joining Education for Change Mr. Chari had been on the front line helping to lead high profile initiatives for the Chicago Public Schools for 6 years. Mr. Chari has numerous experiences leading change management processes and developing the capacity of leaders to adopt new strategies, including leading a blended learning pilot program and developing the processes that guided over 500 schools through the major effort of redesigning their school day around student needs. Mr. Chari brings a strong background in public policy, analytics, and project management to EFC.

Fabiola Harvey, Chief Operating Officer

Fabiola Harvey has served as Chief Operating Officer for over seven years. Prior to joining Education for Change, she served as the Area Financial Manager for the Las Vegas Cluster of Edison Schools. She led start-up and business operations for 7 schools with over 6,000 students and 500 employees in the Clark County School District. This was the first time that the district awarded a cluster of schools to be managed by one Charter Management Organization. Prior to working in Las Vegas, Ms. Harvey was the Business Manager for one of the most troubled schools in the San Francisco Unified School District. At Edison Charter Academy, Ms. Harvey was able to turn around a difficult financial situation and get the school on firm financial footing. Ms. Harvey brings with her a wealth of experience operating charter schools and a long-standing commitment to urban education.

Noah Bradley, Chief Academic Officer

Noah Bradley has been Chief Academic Officer for two years, and was the Director of ELA prior to that. He came to EFC with over 16 years of experience in education. After joining Teach for America in 1997, he taught 2nd and 3rd grades for 13 years in Oakland public schools, receiving OUSD's Teacher of the Year award in 2010. Mr. Bradley went on to serve as a teacher coach, reading interventionist, and Assistant Principal at Think College Now, a high performing public school in Oakland's Fruitvale district and the first OUSD school serving high poverty Latino students to achieve an 800+ API. He has provided strategic consulting for teacher teams, school sites, and districts across the greater bay area. He received his BA from Vanderbilt University.

Larissa Adam, Chief Talent Officer

Larissa Adam has been Chief Talent Officer for two years. Prior to that, she served for ten years as Principal at ASCEND, a K-8 school recognized for its arts-integrated expeditionary learning model and effective community engagement practices. During that period, she facilitated significant increases in student achievement and led her staff and families to successfully petition

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for charter status. Prior to being Principal, she collaborated closely with community leaders to get Oakland's New Small Autonomous school reform policy passed, and went on to co-found ASCEND, one of the first five New Small Autonomous Schools, as a teacher leader. Ms. Adam started teaching in Oakland through Teach for America in 1993, and continued teaching at her original placement site for eight years. She holds a B.A. in Spanish and International Relations from UC Davis, and a Masters in Educational Leadership from UC Berkeley.

Site Leadership Team

Leo Fuchs, Principal

Leo Fuchs is now in his tenth year as principal at Learning Without Limits, and his tenth year on the Jefferson campus. Mr. Fuchs is the founding principal at LWL and has served as principal since LWL opened its doors in the Fall of 2007. During the 2006-07 school year, he worked with a group of parents, teachers and staff to design the school. Prior to LWL's opening, Leo served as a Resource Specialist, Teacher on Special Assignment and Assistant Principal in Oakland public schools. He has been a teacher and administrator in Oakland since the Fall of 2000. Leo holds a Masters of Education from UC Berkeley and a Masters in Management from the Heller School at Brandeis University.

Manuel Herrera, Assistant Principal

Manuel Herrera is currently the Assistant Principal at Learning Without Limits. He started with LWL 10 years ago as a founding teacher in 3rd grade. He later taught in 2nd, 4th and 5th grade while having a consistent focus on building relationships with his students and families. In the 2015-16 school year, he left the classroom to support k-5 as the math coach and literacy interventionist. Before LWL, he received a Masters in Education from the Developmental Teacher Education program at the University of California, Berkeley.

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REQUEST FOR RENEWAL

EC 47607 threshold renewal criteria

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

(1) — Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both schoolwide and for all groups of pupils served by the charter school.

(2) — Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

(3) — Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.

(4) — The entity that granted the charter determines that the academic performance of LWL is at least equal to the academic performance of the public schools that LWL pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which LWL is located, taking into account the composition of the pupil population that is served at LWL.

—OR—

(5) — Qualified for an alternative accountability system pursuant to subdivision (h) of Section 52052.

Because the state of California suspended state testing for the 2013–14 school year and did not publish either an API or a state ranking for the 13–14 school year, and because the state of California transitioned to the CAASSP for the 14–15 and 15–16 school years and is not publishing an API or state ranking, Ed. Code 47607(b)(1) through (3) cannot be applied for purposes of charter renewal, and sections (4) and (5) remain the only thresholds to meet for renewal. LWL's performance on CAASSP as compared to the OUSD schools the children would have otherwise attended will be the primary (but not exclusive) data drivers for the renewal process.

Learning Without Limits meets the performance threshold for renewal criteria, and evidence is presented below:

For the 2014–15 and 2015–16 school years, we have analyzed LWL's performance on the CAASSP, and LWL performs at or above the performance levels of surrounding schools in the Fruitvale.

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Despite the transition to more rigorous, Common Core aligned assessments, LWL has become an effective elementary school for high-need students as compared to similar schools in the state. In fact, according to an analysis conducted by the California Charter Schools Association (CCSA)¹, based on 15-16 SBAC data, **LWL's similar schools rank was 8 out of 10**. This trend continues as we compare LWL's student performance to schools in Oakland broadly and within the Fruitvale² neighborhood.

On the CAASSP ELA assessment for 2015-16, among Fruitvale schools serving at least 40% English Language Learner and 85% Free and Reduced Lunch in grades 3-5, LWL ranks first out of ten schools in proficiency and outperforms Global Family, the school LWL students would have otherwise attended, by 13 percentage points. On the Innovate Public Schools report on highest performing schools in the Bay Area for high poverty Latino students, LWL was the second highest performing school in English Language Arts following ACORN Woodland Elementary³.

% EL	% FRL	School Name	% M/E	Rank	Operator Name
46%	91%	Learning Without Limits	31%	1	Education for Change
63%	90%	ASCEND	22%	2	Education for Change
57%	94%	Aspire Eres Academy	22%	3	Aspire
59%	92%	Lazear Charter Academy	19%	4	Education for Change
43%	93%	Manzanita Community	18%	5	Oakland Unified School District
81%	96%	Global Family	18%	6	Oakland Unified School District
59%	87%	Think College Now	15%	7	Oakland Unified School District
82%	89%	International Community	15%	8	Oakland Unified School District
70%	96%	Achieve Academy	15%	9	Education for Change
46%	87%	Fruitvale Elementary	12%	10	Oakland Unified School District

On the CAASSP Math assessment, among Fruitvale schools serving at least 40% English Language Learner and 85% Free and Reduced Lunch in grades 3-5, LWL ranks 1st out of 10 schools in proficiency and outperforms Global Family by 13 percentage points, the OUSD schools the LWL students would have otherwise attended. On the Innovate Public Schools

¹ The analysis uses a regression model that controls for demographics such as ethnicity, EL status, FRL status, etc.

² The comparison includes all schools within a 1.5-mile radius of the Fruitvale BART station.

³ <http://reports.innovateschools.org/2016-top-schools/2016-list-of-bay-area-schools-for-underserved-students/>

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report on highest performing schools in the Bay Area for high poverty Latino students, LWL was the highest performing school in mathematics.

% EL	% FRL	School Name	% M/LE	Rank	Operator
46%	91%	Learning Without Limits	27%	1	Education for Change
63%	90%	ASCEND	23%	2	Education for Change
57%	94%	Aspire Eres Academy	25%	3	Aspire Eres Academy
70%	96%	Achieve Academy	19%	4	Education for Change
82%	89%	International Community	17%	6	Oakland Unified School District
59%	87%	Think College Now	16%	7	Oakland Unified School District
43%	93%	Manzanita Community	16%	8	Oakland Unified School District
59%	92%	Lazear Charter Academy	15%	9	Education for Change
81%	96%	Global Family	14%	10	Oakland Unified School District
46%	87%	Fruitvale Elementary	6%	11	Oakland Unified School District

Because the journey to one of top schools in Oakland serving high poverty students is a journey of growth, iteration and evolution, EFC closely monitors growth data for ALL students. Analyzing cohort matched data by demographics provides a meaningful way to track growth as it allows us to see how the same group of students performed over time and it allows us to check whether that growth is broad based. When looking at ELA cohort matched data by ethnicity, Hispanic students (71% of overall population) LWL experienced a 13 percentage point increase in proficiency from 2015 to 2016 and African American students (17% of overall population) experienced a 5 percentage point gain. In Math, Hispanic students remained flat while African American students experienced a 6 percentage point gain.



When we look at ELA cohort matched data by EL status, we see that English Learners (43% of the overall population) experienced a 8 percentage point gain from 2015 to 2016.

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Title				Cohort-Matched Proficiency by EL Status			
				ELA			
LWL	EO	2016	→ 1.1%	53% (24)	29% (13)		
		2015		65% (31)	19% (9)	15% (7)	
	R-FEP	2016	↑ 20.1%	32% (15)	40% (19)	23% (11)	
		2015		15% (7)	42% (20)	25% (12)	19% (9)
	EL	2016	↑ 8.3%	78% (28)	14% (5)		
		2015		95% (36)			

To track literacy development in elementary school, EFC uses the Developmental Reading Assessment (DRA) both as an organization-wide accountability metric and as a formative assessment for teachers. What we are generally seeing at LWL is increasing levels of students achieving growth targets as they progress through the formative years of early elementary. As seen below, 71% of 2nd graders achieved their growth targets as compared to 30% of kindergarten students.

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K	2016	30%	6%	24%
1	2016	62%		59%
2	2016	71%	13%	58%

Part of the reason we are focused on this early growth is because incoming kindergarten students at LWL are enrolling woefully unprepared for kindergarten (only 18% of incoming kinder students tested kinder ready on our K diagnostic). In order to prepare them for the rigor demanded by the Common Core and to implement strategies such as close reading to help students access complex texts, we must develop their early literacy skills and steadily build on that foundation.

It is our assessment that LWL as a K-5 school is building on a strong foundation and offers a schooling experience that is equal to or greater than the academic performance of the district public schools that LWL pupils would otherwise have been required to attend and is therefore eligible and meets the requirements by law for charter renewal. While we acknowledge that absolute performance is not where we want to be and are deeply aware of the work in front us, we do believe that this special school on its current accelerated trajectory will deliver for its community.

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ELEMENT 1: OVERVIEW OF EDUCATIONAL PHILOSOPHY AND PROGRAMS

Governing Law: A description of the “The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.—California.” – Ed. Code § 47605(c)(5)(A)(i).

Education Code Section 47605(b)(5)(A)

Education for Change Mission Statement

~~The Education for Change mission is straightforward. Education for Change Public Schools believes it is the right for every child to have access to a high-quality, 21st-century education. Our mission is to provide a superior public education to Oakland’s most underserved children by creating a system of schools that focuses relentlessly on our students’ academic achievement.~~

Through our unique model, we transform neighborhood schools into high performing organizations for the children that are most dependent upon them and build strong secondary school options to ensure all children in the neighborhood have access to a powerful TK-12 pipeline to success in college and career. We invest in strong partnerships with dedicated parents and community organizations, allowing us to provide a full spectrum of education services to our students and their families. We recruit and develop the most talented, passionate teacher leaders who collaborate and innovate within their classrooms and across our growing organization. And we support autonomy among our campuses, allowing each school to lead its own instructional program while promoting a culture of consistently high expectations and accountability that is central to our mission.

Education for Change Public Schools is committed to improving and increasing outcomes for our students, their families and the communities in which they live. ~~Our children will become self-motivated learners, critical thinkers and resilient leaders prepared for the academic and professional challenges that await them in life.~~

Learning Without Limits Mission Statement

The mission of LWL is to provide rigorous, culturally relevant and empowering education grounded in caring, leadership, achievement, and perseverance.

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The school is founded on the belief that caring relationships allow students to lower their affective filter, facilitating learning. When students feel valued and understood they are able to bring their full selves to the classroom. In this context, students grow into leaders who are problem solvers, who set good examples, and who know how to communicate effectively with different audiences. LWL students are resilient, persevering through challenges because they are self directed, self motivated learners who can drive and advocate for their own learning.

Our school was designed through a partnership between families and teachers who shared a dream of what a school should be. This partnership, as well as our partnership with Education for Change, drive our school's decisions as we relentlessly focus on the continuous refinement of high quality instruction, strive to close the achievement gap and raise empowered leaders who will exit our doors on the path to college.

Learning Without Limits Vision Statement

We affirm every morning our vision for how our students will regard themselves as they leave our doors:

We stand on the shoulders of those who came before us as we grow into leaders who are passionate and care about making our world better. ~~We are equipped with skills and knowledge, filled with curiosity and we know that even when we face challenges, we will achieve.~~

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Students To Be Served

Learning Without Limits presently serves 421 students (as of 10/5/16) in grades K-5 as outlined in the table below. Budgetary constraints notwithstanding, LWL aspires to keep class sizes low.

Located in the Greater Fruitvale, the LWL campus is located at 2035 40th Ave is a neighborhood schools that primarily draws its student population from the surrounding area. ~~This area is distinguished by significant racial, cultural and ethnic diversity. The Greater Fruitvale is a two and a half square mile area bounded by 14th Avenue to the west, the Oakland Estuary to the south, High Street to the east and Interstate 580 to the north. The 2010 US Census places the 94601 population at 50,000, comprised of 14,500 households of which 69% were families. The Fruitvale area has the largest household size of all neighborhoods in Oakland, as reported in the City of Oakland's Demographic Profile. 44% of households have one or more people under the age of 18.~~

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~~The Fruitvale has the most racially, ethnically and culturally diverse population in Oakland, which is one of the most diverse cities in California and the nation. In 2010, 44% of people living in the Fruitvale zip code of 94601 were foreign born. 69% are Spanish speaking and 26.9% speak Asian languages. 52% of residents identified themselves as Hispanic, 18% as Black, 21% Asian, 8% White and 19% as Other. The median household income in the Fruitvale was \$39,601 as compared to \$59,540 statewide. 29% of the population in 94601 lives in poverty.~~

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At LWL, 92% of students are eligible for free/reduced lunch, indicating that 92% of LWL families live in poverty.

High School Crisis

According to the CDE, in 2013, Fremont High School's cohort graduation rate was 54% with the cohort dropout rate at 35%. The cohort graduation rate for Hispanic students was only 45%. On the most recent SBAC assessment, only 18% of Fremont 11th graders performed at grade level in ELA and 4% in math as compared to 59% in ELA and 33% in math statewide. Generally, the educational attainment levels in the Fruitvale are low. In 2010, only 17% had a Bachelor's degree or higher, and 39% have not completed high school.

In the Fruitvale neighborhood, the student population is disproportionately low income and English Learners, compared to the district overall. In addition, historically some of the schools in the area have been academically low performing, indicating that many students have not mastered grade level standards and in some cases, may be far below grade level or have serious skill gaps. As a result, the great majority of both EFC students and LWL students are:

- Students from low income families;
- Students whose primary home language is not English
- Students living in communities with low performing schools and low college going rates
- Students who would be the first in their families to attend college\

The target student population for LWL includes students living in the Fruitvale neighborhood as well as other students who wish to attend the school, subject to capacity. Enrollment typically comes from the Fruitvale District, but students who live in other parts of Oakland also attend. Since the school, as required by law, shall adopt and maintain a policy of giving admission preferences to pupils who reside within the existing district school boundary, we anticipate that the demographic profiles presented in the table below will be generally consistent with the school's future enrollment.

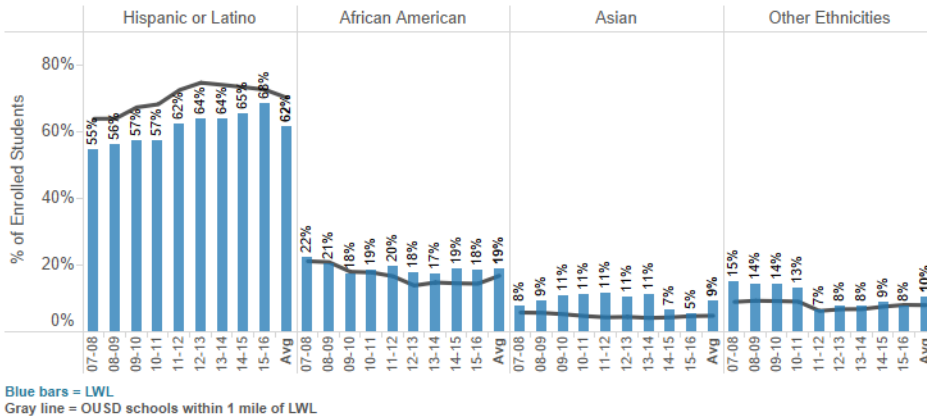
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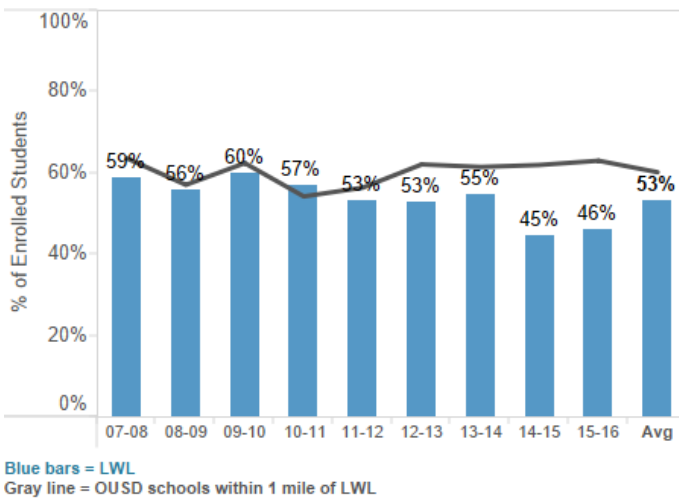
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Historical Enrollment by Ethnicity: LWL



As shown in the graph above, prior to converting to a charter school LWL served a particularly diverse population of students. Since converting to a charter school in the 2012-2013 school year, LWL has continued to serve a diverse population of students.

Historical EL Population: LWL



Historically, about 53% of students attending LWL have been English Learners (ELs). Over the past two school years, LWL has seen a decline in EL enrollment. We believe that this is largely

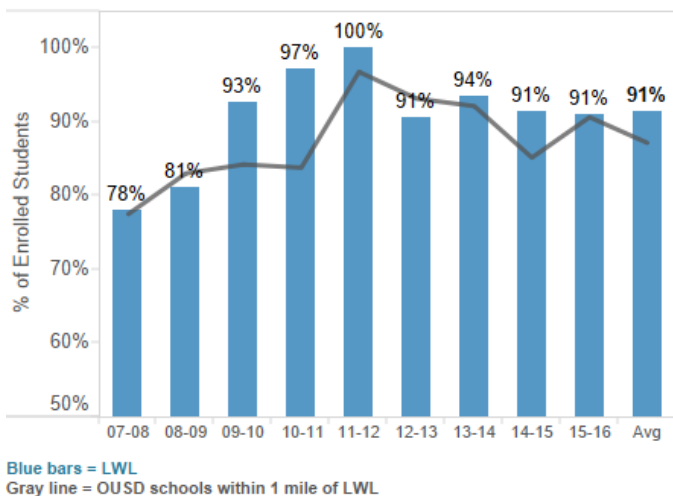
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due to an increase in EL reclassification rates. Specifically, in 2013-14 about 17% of English Learners were reclassified.

Historical FRL Population: LWL



LWL has historically served a high proportion of students that qualify for free or reduced priced lunch. In the five years prior to LWL's conversion to a charter school, about 91% of LWL's students qualified for free or reduced priced lunch. This was on par with other schools serving similar grades in the Fruitvale neighborhood. In the first four years of LWL's current charter term, about 92% of LWL's students qualified for free or reduced priced lunch. This is almost identical to the rate prior to charter conversion and aligns with FRL population in district schools within 1 mile of the LWL campus over the same time period.

For the past three school years, LWL has had approximately 31-37 Special Education students, which is 7.9% of its student population. As indicated in the table below, we provide tier 2 and 3 academic, behavioral, and social-emotional tier 2 and 3 services to many other students as well. The table highlights the number of children who require tier 2 and 3 services above and beyond children who qualify for Special Education services.

Tier 2 and 3 Interventions (All Students—Academic, Behavioral, Social-Emotional)			
	14-15	15-16	16-17*
Tier 3 Only	6	28	28
Tier 3 AND Tier 2	29	22	9
Tier 2 Only	124	107	80

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<i>Total</i>	<i>162</i>	<i>136</i>	<i>125</i>
Tier 2 and 3 Interventions—Students with IEPs Only (All Streams)			
	14-15	15-16	16-17*
Tier 3 Only	19	14	20
Tier 3 AND Tier 2	4	19	8
Tier 2 Only	8	4	4
<i>Total</i>	<i>31</i>	<i>37</i>	<i>32</i>

*16-17 represents year to date counts that only include one intervention cycle

The Academic Needs of Our Students

EFC works with site instructional leadership to evaluate site level performance data on a quarterly basis. The purpose of these sessions is to use the data to determine whether the strategies being implemented are having targeted impact and to identify and monitor ongoing and new academic needs. Current performance data indicates the following:

- ❖ Promising growth in proficiency rates, yet also seeing increases in students scoring scoring ‘Not Met’
- ❖ Math performance is slightly below ELA performance
- ❖ ELA proficiency growth is strong at all grades, while Math proficiency growth varies by grade

Since opening its doors in 2007, LWL has been on a steady path of academic improvement, though students are not achieving academically at levels with which we are satisfied. LWL is a top achieving school in Oakland for high poverty students, but we must and we will continue to work towards the day when all students will demonstrate proficiency using standardized and nonstandardized measures.

Overall the percentage of proficient students (i.e scoring at Met or Exceeded on SBAC assessment) has increased in both English Language Arts and Mathematics. In 2016, 31% percent of students were Proficient in English Language Arts (ELA) and 27% were proficient in Mathematics.

LWL’s pupil outcomes, disaggregated by major subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are as follows:

Metric	Description		13-14 Result	14-15 Result	15-16 Result	15-16 Target	Met 15-16 Target?

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CAASPP Math	Increase students scoring Level 3 or Level 4 by 5 percent annually OR achieve a level of 70%	Overall	N/A	26%	27%	31%	N
		Hispanic	N/A	30%	31%	35%	N
		African-American	N/A	3%	17%	8%	Y
		English Learners	N/A	11%	12%	16%	N
CAASPP ELA	Increase students scoring Level 3 or Level 4 by 5 percent annually OR achieve a level of 70%	Overall	N/A	23%	31%	28%	Y
		Hispanic	N/A	27%	35%	32%	Y
		African-American	N/A	6%	21%	11%	Y
		English Learners	N/A	3%	13%	8%	Y
DRA	Each year, 60 percent of students will increase 1 grade level OR achieve proficiency	Overall	81%	77%	73%	60%	Y
		Hispanic	83%	75%	72%	60%	Y
		African-American	73%	78%	74%	60%	Y
		English Learners	68%	60%	63%	60%	Y
SPED	Average % of goals met	Students with IEP	44%	36%	41%	41%	Y
CELD/ELPAC	Each year, 40% of ELs will improve one proficiency level OR maintain proficiency on CELDT/ELPAC.	Overall	38%	55%	51%	40%	Y
Chronic Absence Rate	Each year, less than 8% percent of students will be absent more than	Overall	N/A	6.5%	10.3%	8%	N
		Hispanic	N/A	5.6%	7.7%	8%	Y

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	10% of enrolled days.	African-American	N/A	13.2%	21.0%	8%	N
		English Learners	N/A	3.7%	4.2%	8%	Y
		Students with IEP	N/A	6.1%	13.2%	8%	N
School Safety	Each year, at least 75% of students and families positively rate school safety. (As measured by School Climate Assessment Instrument)	Families	N/A	94%	95%	75%	Y
		Students (Gr 3-5)	N/A	75%	79%	75%	Y
Academic Instruction	Each year, at least 75% of students and families positively rate academic instruction. (As measured by School Climate Assessment Instrument)	Families	N/A	100%	97%	75%	Y
		Students (Gr 3-5)	N/A	87%	88%	75%	Y
School Decision-Making	Each year, at least 75% of students and families positively rate their void in school decision-making and/or opportunity for feedback. (As measured by School Climate Assessment Instrument)	Families	N/A	100%	96%	75%	Y
		Students (Gr 3-5)	N/A	89%	87%	75%	Y

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English Language Arts

SBAC Proficiency: LWL - ELA

All Grades	2015	53% (102)	23% (44)	24% (45)
	2016	41% (86)	28% (59)	31% (65)
3	2015	51% (35)	26% (18)	23% (16)
	2016	34% (24)	34% (24)	31% (22)
4	2015	57% (39)	21% (14)	22% (15)
	2016	41% (29)	25% (18)	34% (24)
5	2015	52% (28)	22% (12)	26% (14)
	2016	48% (33)	25% (17)	28% (19)

■ Not Met ■ Nearly Met ■ Met/Exceeded

In 2015, about about 24% of LWL's student were proficient in English Language Arts (ELA) on the SBAC assessment. **LWL experienced a 7 percentage point increase in ELA proficiency from 2015 to 2016.** This trend holds for all grade levels with gains of 8 percentage points, 12 percentage points, and 2 percentages points in Grades 3, 4, and 5, respectively. In addition to these gains in proficiency, **LWL also moved students out of the lowest level. Specifically, LWL experienced a 12 percentage point decrease in the percent of students scoring 'Not Met' from 2015 to 2016.**

We believe that these results reflect positively on our theory of accelerated growth. Specifically, we expect students to achieve accelerated growth in early grades in order to prepare them to achieve proficiency by 5th grade and beyond. We also believe that as students have more exposure to Common Core curricula they will be better prepared to achieve proficiency on the SBAC assessments. As a result, so we anticipate increased levels of proficiency year after year.

Mathematics

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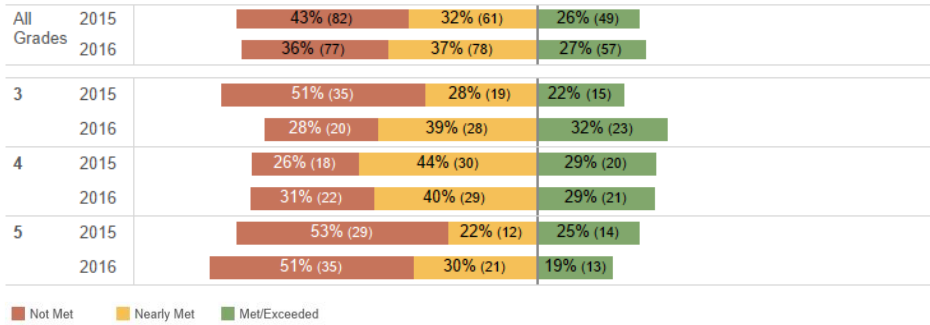
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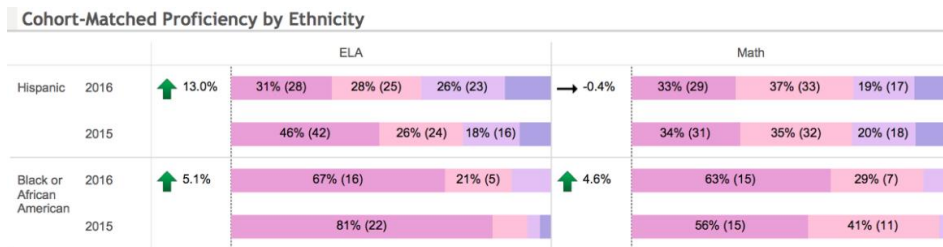
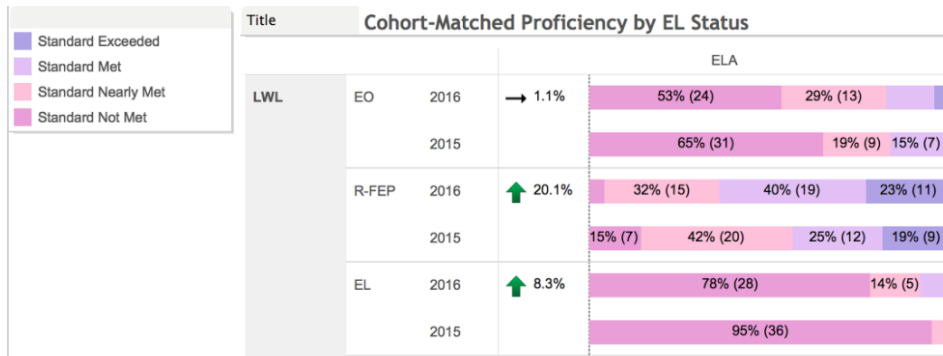
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SBAC Proficiency: LWL - Math



In 2015, 26% of LWL's students scored proficient in Mathematics on the SBAC assessment. In 2016, math proficiency increased incrementally by 1 percentage point while the percent of students scoring in the lowest level of 'Not Met' decreased by 7 percentage points. In contrast to ELA, there is more variance at each grade level. Specifically, Grade 3 proficiency increased by 10 percentage points, while Grade 5 proficiency decreased by 6 percentage points.



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In reviewing cohort matched proficiency data for significant subgroups, in ELA, EL students are dramatically underperforming R-FEP and EO students, making K-2 early language development a priority moving forward. The Common Core standards and the CAASSP have illuminated the significance of early language development in addition to early literacy as a foundation for accessing Common Core content in the upper grades.

We are also seeing a significant discrepancy with respect to the performance of African-American students as compared to Hispanic students in both ELA and Mathematics. This aligns to the attendance discrepancy as well. Our equity-centered PLC inquiry will prioritize regularly analyzing disaggregated data throughout the year to push hard conversations and strategic moves at the classroom level. In addition, LWL will prioritize African-American attendance as a lever for improving African-American performance.

Although the school has shown that they are making continued progress and data is trending up for all subgroups, during the self-study we identified several areas for growth. We identified the following needs in order to teach the whole child, bring the school to the next level, implement Common Core, and to truly prepare students for high school and the 21st-century.

- ❖ A focus on rigor and facilitating learning experiences at Depth of Knowledge (DOK) levels 3 and 4
- ❖ Increased targeted interventions and greater personalization of instruction to accelerate learning for all students with a focus on struggling subgroups
- ❖ Development of social-emotional skills and resiliency strategies
- ❖ Continued parent and community involvement to ensure student success
- ❖ Ensuring strong attendance of African-American students
- ❖ Continue to focus on early literacy and language development
- ❖ Continue to build a strong, positive, coherent and collaborative faculty culture in the context of the current Human Capital pipeline challenge

What it Means to be an Educated Person in the 21st Century

An educated person in the 21st-Century is one who has the knowledge, emotional intelligence, agility, and skills to navigate an ever-evolving future. This person is a learner who knows how to ask questions, critique information, find evidence, and present his/her understanding to a variety of audiences using a variety of mediums. (S)he is curious, open to new ideas and able to synthesize and analyze new information. At LWL, we also believe that the challenges of the future require our children to grow to become leaders who are able to lead and make critical decisions thoughtfully and effectively.

As the College, Career and Civic Life (C3) Framework for Social Studies State Standards puts it: "Now more than ever, students need the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and

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act upon what they learn. And most importantly, they must possess the capability and commitment to repeat that process as long as is necessary. Young people need strong tools for, and methods of, clear and disciplined thinking in order to traverse successfully the worlds of college, career, and civic life.”

We are also conscious of the predictable patterns of success or lack of success apparent in today’s society. African American and Latino representation is minimal in leadership positions in almost every sector. In order for our children to achieve success as people of color coming from low SES backgrounds, they must be incredibly self-aware and conscious of their strengths and weaknesses. They must be able to read the political environment and determine how best to navigate a situation. They must know how to respond to racism and classism and remain self-confident even in situations where they have no allies. Our children must have tremendous pride in who they are and where they come from and know how to leverage the strength of their stories and their heritage. They must be able to interact and be in relationship with people from all backgrounds and cultures as they weave through an increasingly multicultural world.

Our goal at LWL is to enable its students to become self-motivated, competent, and lifelong learners who have the self-awareness, confidence, foundational knowledge and critical thinking skills to excel in any context and any setting. They will be able to excel on multiple forms of assessment, be able to play to their strengths and work on their weaknesses, and they will be able to maximize technology as a tool in their learning and their work.

Most importantly, LWL is committed to helping its students recognize the importance of, and their personal responsibilities to, their communities. Ultimately, we intend our school to be a vehicle for community empowerment and development. The LWL children of today will grow to be the educated citizens and leaders of this community tomorrow.

How Learning Best Occurs

The LWL team holds that learning best occurs when students are offered a rigorous educational program that is inclusive of the tenets listed below. These six key practices and four key structures are all built around supporting the students and families we serve, utilizing instructional practices that have a strong theoretical underpinning.

See Appendix A2 for LWL Small Schools Original Design Blueprint

Six Key LWL Practices

1. High expectations align with the CCSS and are communicated clearly to stakeholders.

LWL seeks to provide meaningful, rigorous learning, as displayed by students’ ability to apply and extend a given objective. The Standards Movement came about as a result of the achievement gap prevalent across the American public school system. The Small Schools Movement came about to address the persistent underperformance of flatlands schools in

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Oakland. These small schools were required to develop a programs that operated with the highest expectations for all children, designed to ensure all children achieve mastery.

Therefore, teachers at each grade level collaborate to prioritize and integrate standards to maintain focus on depth of learning over breadth of curriculum. Meaningful learning can only take place if the objectives taught in classes are extended into children's lives outside the classroom. Therefore, LWL emphasizes fieldwork and curriculum that involves families in learning (e.g. student interviews that lead to a written family history).

2. Balanced Literacy

At LWL, our balanced literacy approach includes a blended learning rotational model with adaptive ELA software, guided reading, and literacy centers, in addition to explicit teaching of vocabulary, writing workshop, phonics and word study, and shared and close reading.

Through this program every student becomes an independent, driven reader and writer who is engaged in reading and writing activities for communication. Our literacy model assures that each learner will become a fluent reader, skilled writer, confident speaker and thoughtful listener. Reading, writing, speaking and listening skills are personalized. In order to achieve our goal, we draw from a number of research based pedagogical structures such as Guided Reading and Literature Circles. Each pedagogy provides a different piece of scaffolding to personalize literacy instruction for each learner. Within this model, learners are provided rich literature, both literary and informational, for required and choice reading to create links across content areas (i.e., social studies, math, science, visual and performing arts).

Our ELA curriculum is guided by the CCSS and cycles of inquiry informed by formative assessments of student learning. Ongoing assessment drives instruction. Running records, the Developmental Reading **Assessment** (DRA), anecdotal records and student samples are tools that provide necessary information. Teachers analyze this information independently and in grade level collaboration meetings as well as during data conferences and progress monitoring meetings held each trimester to address each learner's needs.

3. Learning Targets and Authentic **Assessment**

The diversity of our student population demands an assessment system that truly analyzes the growth of children in multiple ways while holding all children to the same high expectations. Teachers utilize the CCSS to inform the sequence of and context within which the standards will be taught. We formally benchmark our students' performance against these standards to monitor progress and determine the need for interventions multiple times during the school year using CCSS aligned benchmarks, the DRA and common formative assessments. Teachers use common formative assessments that measure students' growth throughout the year, to better target interventions and accelerate learning; and, as importantly, so that students can monitor their own progress and take note of what they have mastered and what they need to work on. These formative assessments include selected response questions (short answer, matching, true false); extended response (essay) and performance tasks in order to ensure that students are able to

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demonstrate their thinking in a number of ways. Finally, a variety of diagnostic assessments (e.g., the BPST III, the IWT, etc., depending on the subject matter and grade level) are administered in order to ensure that teachers understand where each student's Zone of Proximal Development is, and where students may be struggling.

As technology improves, we increasingly use adaptive software and other computer-based programs to personalize instruction to individual student's needs, and increase the frequency and quality of feedback students receive from teachers, peers, and software and through self-assessment.

4. Academic, Socio-Emotional and Behavior Interventions

Our educational program maintains high expectations for every child. The standards are the same for every child, the expectations for achievement remaining constant. What is then constantly evaluated and therefore constantly evolving is the instruction that enables mastery. Our Multi-Tiered System of Supports (MTSS) process ensures students are regularly assessed, and that that assessment data is analyzed. Students who need additional support beyond the general education classroom are provided research-based, high-quality interventions, and the effectiveness of all support is evaluated using data. This ensures children do not "fall through the cracks."

Tiered support include social-emotional learning, behavioral supports and academic supports. A comprehensive process that includes data analysis, coordination of services, support teams, and progress monitoring guides our processes to ensure all student needs are met.

All students receive differentiated instruction in class including one-on-one and small-group support from the teacher, facilitated by the use of the workshop model. In addition, LWL partners with Reading Partners to provide reading intervention to 2nd through 5th-graders who are performing far below grade level. This consists of one-on-one tutoring using a leveled reading curriculum supervised by a literacy specialist. Kindergarten and first graders receive one-on-one pull-out intervention using the Reading Tutor program. LWL teachers also provide two hours per week each of before and/or after-school support to students in reading and math.

5. Emphasis on Cross-Curricular Connections

Students learn best when they are able to relate new learning to multiple topic areas and approach learning using different modalities. We therefore take advantage of opportunities to maximize cross-curricular connections in the California Content Standards in English Language Arts, Social Studies, Science and Math. Cross-curricular connections support English language and Academic English learners in building content knowledge and academic vocabulary and in making those critical connections that help them build meaning. Each grade has 5-6 units of study, and guided reading books are often connected to the content of the unit.

6. Emphasis on the Relational Element of Learning

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Brain research is clear that students learn best when they have a low affective filter; that is when they feel a sense of physical and emotional safety, a sense of belonging and of feeling known and significant. We therefore take every opportunity to get to know our students and their families through sharing in classroom morning meetings, arranging opportunities for shared experiences outside of school, home visits and frequent conversations with students and their families focused on the individual student's personal context and needs.

Four Key LWL Structures

1. Supports for a Positive School Culture and Climate

LWL has daily rituals, ongoing traditions, and strong systems in place to affirm and reaffirm a fundamental sense of positivity and connectedness in all students and staff. Starting each morning with a communal recitation of our school vision, students then participate in morning meetings in their classroom. Throughout the day, students experience school structures that make them feel safe physically and emotionally, lowering their affective filter, motivating them to do their absolute best, and thereby maximizing learning.

At LWL, we are proud of our progress toward creating a school where all students feel loved and cared for, and where students see themselves as college bound. One of the reasons that we have been successful is that we have a clear vision that we always come back to and that the whole school affirms each morning. Later in this document is a description of each component of the vision followed by the systems, plans and training we use to support the positive climate necessary for the realization of our vision.

2. The after-school and summer program extend student learning

LWL partners with Reading Partners and Bay Area Community Resources to provide an after-school program to 90 students. These students receive support with homework, literacy enrichment as well as exposure to music, art, technology instruction and drama.

LWL's summer program serves pre-kindergarten students new to school and rising 1st through rising 4th grade students in need of extra academic support to be prepared for the coming grade level. Our pre-kindergarten program facilitates greater readiness for the expectations of full-day kindergarten. Our summer intervention for students entering 1st through 4th grades has provided differentiated support to students who need additional support with reading and math.

3. Family and community partnerships are prioritized

Family involvement and community partnerships are fundamental to meeting the needs of the whole child. ~~We recognize the challenge of developing a culture and program that is authentically inclusive of families and community members.~~ We engage families in regular conversations about student progress, hold parent teacher conferences three times per year, conduct home visits, and regularly hold events that bring families into the school. Our staff has

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formed a Family Engagement Committee to support the work of bringing families more deeply into the community. Our family education program includes English as a Second Language Instruction and direct engagement with classrooms that provides instruction to families around what to look for in classrooms and what kinds of questions to ask of teachers. EFC facilitates a Family Leadership Council that empowers parent voice in school and organization-wide policies and strategies.

4. Equity-Centered Professional Learning Community (ECPLC)

At LWL, we feel urgent about raising our students' level of achievement so that all students will be prepared for the path to college when they go on to middle school. To that end, we are always asking ourselves the four questions put forth by Rick DuFour:

What do you expect students to learn? How will you know when they have learned? What do you do for those who haven't learned it? What will you do for students who have already learned it?

At LWL, our Equity-Centered Professional Learning Community is a tangible structure. All staff members are aware of the value of the ECPLC as the main vehicle for formalizing reflective practice and for codifying agreements key to bringing about positive gains for students within the school.

Through the organizing structure of the ECPLC, we have collaboration time for grade-level teams to address these questions by finding and creating formative assessments, analyzing the results of those assessments and making plans to differentiate instruction to support individual students' growth as well as sharing best instructional practices that effectively lead to student mastery of specific learning targets.

Schoolwide Program Overview & Methods of Instruction

Learning Without Limits provides students with broad knowledge and problem-solving experience. We equip them with the skills they need to leave our school at the end of 5th grade on the path to college, filled with curiosity and ready to persevere through challenges. Our curriculum covers the following nine areas: English Language Arts, English Language Development, Mathematics, Science, History Social Science, Art, Physical Education, Social Emotional Learning and Technology. We utilize instructional methods that have strong theoretical underpinnings to best serve our student population.

KEY PRACTICE 1: High Expectations Aligned with the CCSS and Communicated Clearly to Stakeholders

The instructional program at Learning Without Limits is driven by the high expectations and rigor of the Common Core State Standards. We believe that by setting clear objectives, all students can achieve at high levels. At Learning Without Limits, we organize our instructional model around the standards: studying the standards, developing learning targets needed to achieve those standards, and communicating those expectations to parents and students. We have

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clear structures in place to communicate academic expectations and progress to families. These discussions take place at parent teacher conferences, home visits and at various reading or math nights that the school hosts throughout the year.

The team is implementing the following strategies in the areas of ELA, ELD, science and social science:

- Backwards mapping from the Common Core standards and skills across the year using Understanding by Design as a guiding framework
- Identifying, aligning to and assessing measurable objectives
- Implementation of a targeted intervention program for struggling students
- Standards based, focused and targeted reading comprehension instruction
- Differentiating reading instruction through flexible groupings and increased guided reading opportunities to meet all students' needs, especially ELs, including data driven instruction
- Build a Balanced Literacy program, which includes shared and close reading, explicit teaching of phonics and word study, and small group instruction through guided reading and literature circles
- Expand ELD instruction and ensure consistency across the school
- Integrate social science and science content in guided and shared reading and through thematic units
- Implement a personalized learning rotational model to differentiate and personalize instruction, which includes literacy centers and guided reading
- Provide additional explicit vocabulary instruction
- Designate time in the day for writing workshop
- Integrate technology into instruction

We describe all aspects of this program in detail below.

ENGLISH LANGUAGE ARTS

Goals

Learning Without Limits' elementary English Language Arts (ELA) program uses standards-based instruction to support student mastery of grade level English Language Arts standards. Our focal goals include:

- In English Language Arts, LWL students will meet our targeted annual growth in proficiency on measures that include DRA, California Smarter Balanced annual assessment, and Common Core benchmarks
- Students will make accelerated growth towards mastery of the grade level Common Core standards
- Students will be able to read, write, and speak for a variety of purposes to a variety of audiences
- Students will be able to interpret and analyze a variety of texts for different purposes

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- Students will succeed in middle school, high school, college and beyond as highly literate and civic minded citizens
- Students will develop a better understanding of themselves from the literature they read and the history they study
- Students will be able to demonstrate mastery of 5th grade level state/national standards in ELA

Curriculum

LWL provides students with a high quality, cross-curricular, balanced literacy curriculum that differentiates support of a range of academic needs while promoting the rigorous cognitive and language competencies required to succeed in college and career.

Learning Without Limits' English Language Arts curriculum is rooted to a reading and writing workshop approach, using curriculum from Pam Allyn's Core Ready to support instruction. The ELA program focuses on areas that research shows are critical to the development of proficient readers and writers, namely phonemic awareness and phonics (National Reading Panel 2000; Lyon 2004), fluency (National Reading Panel 2000, Allington 1983, Kuhn 2003), vocabulary instruction (National Reading Panel 2000, Biemiller 2000, Beck, McKeown, Kucan 2002) and text comprehension instruction (National Reading Panel 2000, Pressley et al 1992, Goodman 1994, Rosenblatt 1994).

These elements are supported through LWL's balanced literacy framework. This includes a systematic approach that includes assessment-based instruction, phonological and phonemic awareness, phonics and word study instruction, leveled reading instruction, and writing process instruction. For specifics, please refer to Key Practice 2: Balanced Literacy later in this petition.

See Appendix A3 for ELA Literacy Framework

Instructional Strategies and Materials

The pedagogical structures of this framework include explicit phonics instruction, guided reading, explicit vocabulary instruction, shared reading, close reading of complex text and writing workshop. Additionally, we are incorporating the teaching of social science and science into our ELA program, through shared reading and writing workshops, and through thematic readings supported by materials such as the Core Ready Units and class sets of leveled informational texts. We are implementing a phonemic awareness and phonics curriculum.

The elementary reading program is standards-based and primarily consists of teacher-developed standards-based lessons, units, and a developed system for providing students opportunities to learn and practice comprehension strategies using texts at their respective independent and instructional reading levels as well as engaging in work-around complex texts. Core tools and resources include:

- *Scholastic Leveled Libraries* in every classroom
- *Open Court Reading Phonics*

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- *The Next Steps in Guided Reading*, Richardson
- *Rigorous Reading*, Frey & Fisher
- *Falling in Love with Close Reading*, Roberts
- *The Next Steps in Guided Reading*, Richardson
- *Rigorous Reading*, Frey & Fisher
- *Falling in Love with Close Reading*, Lehman & Roberts
- *Strategies that Work*, Harvey & Goudvis
- *Reading with Meaning*, Miller
- *The Art of Teaching Reading*, Calkins
- *Guiding Readers and Writers Grades 3-6*, Fountas & Pinnell
- *Literacy Work Stations, Making Literacy Centers Work*, Diller
- *Practice With Purpose, Literacy Work Station Grades 3-6*, Diller
- GLAD tools created and accumulated by Teachers

See Appendix A4 for LWL Developed Sample ELA Lesson

Assessment

LWL uses the EFC Common Core Aligned English Language Arts benchmark assessments. Teachers use a variety of formative and diagnostic assessment including Accelerated Reader online quizzes, LWL Phonics screener, DRA reading diagnostic, CCSS aligned quick checks and other assessments used by individual teachers.

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ENGLISH LANGUAGE DEVELOPMENT

Goals

- English language learners make adequate annual progress in English proficiency
- The proportion of English language learners redesignating as English proficient meets or exceeds annual targets

Instructional Strategies and Materials

LWL's elementary English Language Development program uses standards-based instruction to support student mastery of grade-level English Language Development standards.

English Language Learners (ELLs) at Learning Without Limits receive daily supplemental ELD instruction. Research demonstrates that ELD instruction should include high levels of oral engagement with multiple opportunities to practice. Grouping students by level of proficiency enhances the effectiveness of the program, maximizing students' development of critical language skills and linking language structures and skills to all core subjects.

In accordance with the California Framework for ELA/ELD, LWL will be supporting its English learners through a combination of integrated and supplemental designated English language

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development approaches and strategies. The supplemental ELD program will focus on curriculum and framework that supports the Next Generation ELD Standards, such as Susana Dutro's *Systematic ELD* curriculum and framework. The staff will also draw from the ELD framework as they continue to refine their practice. Each teacher will designate time during the day for supplemental ELD instruction, in which students are grouped by English language proficiency level and curricular materials target specific language functions.

Integrated support of ELs weaves throughout the day, most notably during our balanced literacy program above, particularly the adaptive personalized learning, guided reading, explicit vocabulary instruction, strategic shared and close reading instructional strategies, opportunities for academic discourse, and the *Core Ready* curriculum. Our newcomers are supported by the supplemental ELD time (during which they will be in the smallest class sizes possible), balanced literacy approach and by immersion in the English language. In addition we will be using the *SIPPS Phonics* curriculum, whose research indicates effectiveness in improving reading and language levels for ELs.

Dutro and Moran describe a well-designed approach to English language development (ELD) instruction throughout the day that includes: Systematic ELD, front-loading language for content instruction, and maximizing the "teachable moment."⁴

Decades of research demonstrates that effective instructional experiences for English learners are:

- Interactive and engaging, meaningful and relevant, and intellectually rich and challenging
- Value and build on home language and culture and other forms of prior knowledge
- Are appropriately scaffolded with support such as visuals, processes, and specific instructional moves
- Build both language and content knowledge⁵

Research conducted over the past decade, in particular, has demonstrated the positive effects of focusing on domain-specific and general academic vocabulary with TK-12 EL students, which supports our explicit teaching of vocabulary.⁶ Studies on genre and meaning-based approaches to literacy education with EL students in the US and internationally have demonstrated the effectiveness of teaching EL students about how language works to achieve different purposes in a variety of contexts and disciplines.⁷ These frontloading strategies are embedded at LWL in

⁴ Dutro and Moran, 2003

⁵ Francis, Rivera, Lesaux, Kieffer, and Rivera, 2006; Genesee, Lindholm-Leary, Saunders and Christian, 2006; Short and Fitzsimmons, 2007

⁶ August, Carlo, Dressler, and Snow, 2005; Calderon, August, Slavin, Duran, Madden, and Cheung, 2005; Carlo, August, McLaughlin, Snow, Dressler, Lippman, Lively, and White, 2004; Collins, 2005; Kieffer and Lesaux, 2008, 2010; Silverman, 2007; Snow, Lawrence and White, 2009; Spycher, 2009; Townsend & Collins, 2009

⁷ Achugar, Schleppegrell, and Oteiza, 2007; Aguirre and Muñoz, Park, Amabiscia and Boscardin 2008; Gebhard and Martin 2010; Schleppegrell, Achugar, and Oteiza, 2004; Spycher, 2007

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each content-integrated thematic unit, particularly through the explicit teaching of language functions and setting expressive and receptive tasks before shared and close reading activities.

LWL recognizes the importance of teaching academic English and discourse, as well as mainstreaming ELs as soon as possible and setting high expectations. This research has stressed the importance of positioning English learners as competent and capable of achieving academic literacies, providing them with an intellectually challenging curriculum with appropriate levels of support, apprenticing them into successfully using disciplinary language, and making the features of academic language transparent in order to build proficiency with and critical awareness of the features of academic language.⁸

Teaching the grammatical patterns found in specific disciplines has been shown to help English learners' reading comprehension and writing proficiency. The main pedagogical aims of this research are to help students become more conscious of how language is used to construct meaning in different contexts and to provide them with a wider range of linguistic resources, enabling them to make appropriate language choices that they can comprehend and construct meaning within oral and written texts.

Accordingly, the instructional interventions studied in the applied research in this area have focused on identifying the language features of the academic texts students read and are expected to write in school (e.g., narratives, explanations, arguments) and on developing their awareness of and proficiency in using the language features of these academic registers (e.g., how ideas are condensed in science texts through nominalization, how arguments are constructed by connecting clauses in particular ways, or how agency is hidden in history texts by using the passive voice) so that they can better comprehend and create academic texts.⁹ Our integration of social science and science texts through thematic units aid in the goal of ensuring that students are proficient readers in all disciplines. In 2016-2017, we will work to align our Designated ELD units to the other content areas in order to deepen students' language skills along with their content knowledge.

Curriculum

~~English language proficiency is critical for our children. English proficiency in our society serves as a powerful gatekeeper, opening doors to opportunity for those who reach proficiency and limiting or closing doors to opportunity for those who do not. Access to high quality English instruction for English Learners is an issue of equity. Learning Without Limits is committed to effectively serving children who are English Language Learners through a comprehensive approach to language instruction. In particular, our ELD program will be guided by Susana Dutro's *Systematic English Language Development*.~~

See Appendix A5 for "Rethinking English Language Instruction" by Dutro and Moran

⁸ Christie, 2012; Derewianka, 2011; Gibbons, 2009; Halliday, 1993; Hyland, 2004; Schleppegrell, 2004

⁹ Gebhard, Willett, Jimenez and Piedra, 2011; Fang & Schleppegrell, 2010; Gibbons, 2008; Hammond, 2006; Rose and Acevedo, 2006; Schleppegrell and de Oliveira 2006.

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Systematic ELD refers to English instruction as its own discipline that follows a developmental scope and sequence of language skills that builds from simple to complex structures within the context of a range of everyday and academic language functions. Instruction is organized by academic English proficiency level.

See Appendix A6 for Dutro’s Systematic ELD Rationale (Explicit Language for Content Instruction)

In “Rethinking English Language Instruction: An Architectural Approach,” Susana Dutro and Carrol Moran present a framework for English Learner instruction that is a student-centered, language-focused approach to planning and teaching. Designed to address one of the most significant tensions in second language literature, the debate regarding language acquisition versus language learning, the approach prioritizes saying, “yes” to both informal and formal language learning opportunities.¹⁰ Further, the approach takes into consideration another tension existing in the research, whether students should analyze language processes by looking at language as an object of study and seeking the patterns and rules of language, or by intuiting patterns and rules of language by engaging in purposeful language activity. Their comprehensive framework for English Learner instruction is based on three elements:

- A Blueprint for English Language instruction
- Features of Explicit Language Instruction that backwards maps language instruction from task analysis to instruction, explicitly building receptive and expressive language by connecting reading, writing, listening and speaking
- Effective program planning and teacher training

To supplement Dutro’s framework and integrate ELD across content areas, we also plan to incorporate aspects of:

- Guided Language Acquisition Design (GLAD)
- Results: Academic Language and Literacy Instruction (RALLI)
- Marzano’s approach to explicit vocabulary instruction
- Discussions 4 Learning: an oral vocabulary and language program
- Personalized learning curriculum designed to support English Language learners

We have implemented Systematic ELD across the grades and eventually plan to train teachers on GLAD or RALLI to provide even more language supports for students.

These strategies work to make language function explicit during content instruction, make vocabulary visible, comprehensible and relevant, and work to provide ELs access to the rigor demanded by the Common Core. They provide strategies on reading complex literary and

¹⁰ Beebe, Selinger, Genessee, Long, Cummins and Scover, 1988; Bourhis, 1990.

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informational texts, providing access to and comprehension of rigorous academic content for our ELs. These strategies explicitly tie to Learning Without Limits' balanced literacy framework.

Instructional Strategies and Materials

LWL implements the comprehensive framework developed by Dutro using the following practices and the Blueprint for English Language Instruction. The blueprint includes three components of ELD to be taught throughout the day:

- The first is a vertical slice of the curriculum. This is systematic ELD referring to English instruction as its own discipline that follows a developmental scope and sequence of language skills that builds from simple to complex structures within the context of a range of everyday and academic language functions. Instruction is organized by academic English proficiency levels. This is the explicit ELD instruction.
- The second component of ELD is "front loading language," which is instruction that occurs throughout the day as a horizontal slice of the curriculum, across all content areas. Front loading of ELD describes a focus on language preceding a content lesson. The linguistic demands of a content task are analyzed and taught in an up-front investment of time to render the content understandable to the student. This front loading refers not only to the vocabulary, but also to the forms or structures of language needed to access and discuss the content. This practice will be utilized in ELD instruction and integrated into content instruction as well.
- The third component of English language instruction maximizes the "teachable moment." That is, the utilization of opportunities as they present themselves to use precise language to fill a specific, unanticipated need for a word or a way to express a thought or idea. Fully utilizing the teachable moment means providing the next language skill needed to carry out a task or respond to an impromptu stimulus, like using a thunderstorm to stimulate a discussion about weather, to expand and deepen language skills.

See Appendix A7 for list of ELL Program materials

Assessment

LWL students are assessed at the fall of each school year on the California English Language Development Test (CELDT). The scores from the most recent CELDT administration determine initial groupings for each grade cluster. Students are assessed using the Systematic ELD Unit assessments to monitor student progress and inform teachers about changes needed to the composition of the groups and/or the pacing of instruction within the program being used. Teacher judgment about whether the program continues to be a good match for the student can also prompt a re-evaluation of placement.

Additionally, EFC's current schools are considering the use of the ADEPT, a valid and reliable oral language assessment instrument (aligned with the CELDT), to assess key forms, or grammatical structures, through carefully worded prompts that elicit student responses. It assesses both receptive and expressive English language proficiency at the first three levels

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(Beginning, Early Intermediate, Intermediate) and expressive proficiency at the fourth level (Early Advanced). We are researching additional ELD assessments to provide ongoing data on student growth against the ELD standards.

We seek assessments that offer online assessment, strong reporting features for both administrative and classroom use, and are nationally normed. Since California is in the process of revising its ELD assessment, we are not as of yet formally committing to any given assessment but are conducting thorough analyses of these products and others so we can decide quickly once California's ELD assessment direction becomes clearer.

MATHEMATICS

The primary focus of the EFC mathematics program is the development of a conceptual understanding of mathematics coupled with procedural fluency. This approach emphasizes several very specific strategies: multiple representations of both concepts and procedures, enhancement of number sense through decomposition, side-by-side comparisons of algorithms and the systematic progression from the concrete to the semi-concrete to the abstract. Teachers model the meta-cognitive strategies for problem solving so that students can learn those strategies and then utilize them in mathematical applications.

Goals

LWL's elementary mathematics program uses standards-based instruction to support student mastery of grade-level mathematics standards. Our goals include:

- All students will make accelerated progress towards meeting the grade level requirements expressed in the Common Core Content Standards for Mathematics, preparing them for higher mathematics in middle school, high school, college, and the workplace.
- All students will utilize a conceptual understanding of mathematics to solve problems using multiple strategies.
- Students will be able to communicate an understanding of mathematical logic in the problem-solving process.
- Students will be able to exchange mathematical ideas and collaboratively solve problems.
- Students will be able to explain their reasoning in math, justify their thinking, argue for and against a stance, defend answers, and construct new ways of thinking about a topic.
- Students will be able to apply mathematical concepts to real world scenarios.

Curriculum

The mathematics program at Learning Without Limits focuses on areas that research shows are critical to the development of both conceptual and procedural understanding, specifically

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multiple representations¹¹, side-by-side comparisons¹², decomposition¹³ and a systematic progression from concrete representations to the semi-concrete to the abstract algorithm.¹⁴ Key strategic investments to accelerate mathematical learning include content development, lesson design, instructional coaching and assessment. EFC utilizes a K-5 Common Core aligned mathematics assessment system in alignment with its curriculum guides. These curriculum guides are designed to ensure teachers are teaching Common Core standards to mastery with time for assessment and re-teaching embedded into unit pacing. In addition to content, mathematics instruction focuses on proper mathematical syntax, academic vocabulary, independent student note-taking, and student talk.

Learning Without Limits will implement standards-based curriculum *EngageNY* for K-5. We will supplement the curriculum with other resources including lessons from the Math Coaching Consortium out of West Contra Costa Unified School District and from Great Minds' *Eureka Math* to be sure to include relational thinking and technology-based tools. LWL currently uses MIND Research Institute's ST Math computer adaptive program to support students at their developmental level, though LWL is constantly evaluating and seeking strong adaptive online math programs that build conceptual understanding and are appropriate and effective for English Language Learners.

Instructional Strategies and Materials

Learning Without Limits' mathematics program supports the development of a conceptual understanding of mathematics coupled with procedural fluency. This is approached using several very specific strategies:

- ❖ Extended time for math, taught five days a week
- ❖ Warm-ups or Math Meeting at start of lessons
- ❖ Small group instruction on most days (15-30 minutes)
- ❖ Focus on relational thinking including the use of:
 - Decomposition
 - Bar models
 - Ten frames
 - Number lines
 - Build It, Draw It, Write It
- ❖ Multiple representations and algorithms
- ❖ Side-by-side comparisons
- ❖ Justifying their thinking using academic language
- ❖ Engaging in classroom discussions about math
- ❖ Making mathematical connections across the grades

¹¹ Dubinsky & Harel, 1992

¹² Kilpatrick, Swafford, and Findell, 2001

¹³ Ma, 1999

¹⁴ Van de Walle, Karp, Bay-Williams, 2009

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- ❖ Using appropriate syntax
- ❖ Students note taking in 3rd-5th grades (students in 2nd grade begin with capturing math work in a notebook)
- ❖ Implementing data-based mitigations

Learning Without Limits supports a variety of pedagogies including direct instruction that teaches and reinforces key mathematical concepts using multiple strategies, guided discovery, collaborative group work, and differentiated small group work in order to best meet the needs of all students.

LWL's mathematics program is designed to combine algorithmic proficiency with strong conceptual understanding. Students construct their understanding of mathematical concepts by moving through the stages from concrete to representational to abstract. Teachers support students' movement through these stages by using manipulatives and tangible representations of concepts whenever appropriate. Teachers also flow systematically and thoughtfully through strategies to deepen student mathematical understanding. Strategies include multiple representations of concepts and procedures; supporting number sense through decomposition, number lines, and ten frames; side-by-side comparisons of algorithms with explicit connections made; and modeling mathematical thinking through bar models and drawings. Strategies are infused with a focus on precision and syntax.

In 1st through 5th grades, there is dedicated math facts practice time to build automaticity at least three days a week. Within all parts of math instruction, consensus building, oral math development, and math reasoning are prioritized. Teachers are building their capacity to be strong discussion facilitators where students hold the cognitive load and defend approaches to problem solving. Within math discussions teachers are providing oral supports for ELs, creating safe risk taking environments, promoting the use of academic language, and pose purposeful questions.

Explicit Direct Instruction

Our direct instruction model allows students multiple entry points and immediate corrective feedback. Teachers introduce content and model strategies for students. Through a gradual release of responsibility, students complete guided practice and independent practice using manipulatives when needed to support their conceptual understanding. Students, who need more support, work in a small group with the teacher while other students complete their independent work. These groups may continue to use concrete representations or are explicitly supported in moving towards more abstract understanding while other students have mastered this on their own.

Teaching for Mastery

LWL teachers understand that high level math concepts build upon one another; therefore, they pay close attention to the sequence of lessons so students develop the strongest foundation possible. Through carefully sequenced standards based lessons, thoughtful lesson design, clear objectives, and constant spiral review, teachers work toward developing a high level of

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proficiency for all students. LWL uses formative assessments throughout math lessons to inform the flow and progression of teaching. Additionally, teachers dedicate time to helping students memorize math facts so that students can later apply their energy to solving multi-step, complex problems rather than struggling with basic computation.

Small Group Instruction

Students have the opportunity to practice mathematical concepts within a structured small group. The math groups are created from exit tickets, formative assessments and benchmark data. Teachers work with homogeneous groups to target standards they have not yet mastered from the current or previous grade levels or to meet the needs of advanced learners. This structure allows teachers to differentiate for both skill level and learning style. When the teacher meets with homogeneous groups, other students are formed into heterogeneous groupings so that students can build their mathematical knowledge and reasoning from each other while practicing and reinforcing previously taught content. Students also have access to structured blended learning spaces in classrooms that allow for productive small group work with the teacher. When students have completed independent work with feedback, they move on to adaptive software such as ST Math to support their current math fluency, skill or specific mathematical idea.

See Appendix A8 for a Sample Math Curriculum Guide

See Appendix A9 for a EFC Math Framework

See Appendix A10 for EnageNY K-5 Standards Map

Assessment

Assessment is an integral component of the mathematics program as it informs teachers' instructional decisions. LWL uses the EFC standards-based unit tests in grade K-5 using Common Core-aligned questions. Students are exposed to multiple choice, selected response, and open response questions. Teachers also create common formative assessments to monitor student learning throughout each unit to inform their instruction and provide feedback to students.

In order to increase the use of critical thinking in math, LWL teachers will add more opportunities for students to engage in meaningful math tasks, both as a form of guided discovery for new content as well as another form of authentic assessment. These include problem-based performance tasks and investigations based on inquiry questions. They also include "math openers," which are investigations to be used as a "hook" to open the unit and engage students, and "math closers" as performance tasks at the end of the unit.

See Appendix A11 for a Sample Math Unit Assessment

Future Goals

To address gaps in student learning, LWL uses frequent data analysis to identify students who are not mastering key content standards and then providing them with daily small group re-teach lessons to support them in developing their skills and understanding.

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LWL is working to develop students' ability to diagram word problems and go beyond just using keywords to determine what to do to solve a problem. This is the result of our observation that many students were becoming confused by keywords, rather than helped, since the words were sometimes hidden in a tricky sentence or context that required background knowledge and grade level vocabulary skills in English. Furthermore, LWL is working to help students develop the skills they need to solve problems in multiple ways and be adept at justifying their thinking with multiple types of evidence.

SCIENCE

Goals

Learning Without Limits' science program uses standards-based instruction to support student mastery of grade-level science standards. **Goals** include:

- ❖ All students will be able to demonstrate the process of scientific inquiry through experimentation, data collection and analysis, and problem solving
- ❖ Students will be instilled with a curiosity about the world around them that will foster a lifelong interest in Science
- ❖ Students will be able to recognize the role of Science in the world and use that knowledge to solve real-world problems
- ❖ Students will be able to use technology as a tool to strengthen Science learning

Curriculum

Learning Without Limits' science program utilizes teacher-developed curriculum, leveraging the *Full Options Science System (FOSS)* from Lawrence Hall of Science. Arts and music instruction is integrated wherever possible. Supplemental resources include expository Science texts. When the recommendations from the state suggest curriculum that aligns with the NGSS, we will reevaluate whether another curriculum or supplemental materials are needed to support students in science.

See Appendix A12 for FOSS Modules Conceptual Map

Instructional Strategies and Materials

Providing all students with hands-on science experiences that are appropriate to their cognitive stage of development and serve as a foundation for more advanced ideas is a central tenet in LWL's science instruction at the elementary levels. Teachers use cooperative learning groups and inquiry-based learning to create a learning environment for all skill levels and learning styles.

Teachers develop science units grounded in core information texts and informational writing about the topics students are exploring. Students develop and leverage their knowledge of informational text structure to learn about the world around them. Students are taught explicitly

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to access information through literacy and research and find answers to questions about the world.

LWL's science program is designed to inspire students' curiosity about the world around them while developing mastery of key grade level content standards. Students will construct their understanding of scientific concepts by engaging in hands-on scientific inquiry and fieldwork, applying the scientific method to questions about the world around them, researching related science topics in nonfiction texts and on the Internet, and writing research reports based on their findings. Students will leverage their knowledge in science to develop design engineering projects to solve a problem in the world around them. Teachers will build students' scientific understanding by using FOSS kits as well as supplementary Science lessons and materials. As more curricular materials are developed that align to the NGSS, we will research and consider acquiring such a curriculum.

Assessment

Students' mastery of key science standards will be assessed through a combination of formative and summative assessments that are standards-aligned and taken from the FOSS curriculum, as well as science projects and research reports that are embedded in inquiry projects from Science-related literacy themes. Semester performance assessments will monitor student mastery of content standards and expose students to SBAC-like assessments.

Future Goals

Learning Without Limits seeks to further develop its science instruction so that it is inquiry-based and within the context of thematic projects that feature arts and music integration. When students learn science in the context of a thematic project and not as discrete content, disconnected from the world around them, it will enable them to develop deeper understanding of content and make more meaningful connections.

LWL currently provides its teachers with extensive collaboration time, including time to plan cross-curricular connections. As LWL takes next steps toward providing instruction in thematic units, more collaborative opportunities will be provided for teachers to create thematic units to further connect science instruction to real-world application, and prepare students more effectively by the end of fifth grade for a rigorous middle school program.

HISTORY SOCIAL SCIENCE

During the course of the 2014-15 school year, LWL's Grade Level Leadership Team met to revise the social studies content students would learn over the course of their time at LWL to have a shared intention regarding student exposure to social studies content during their K-5 experience.

See Appendix A13 for Unit Analysis and Social Studies

Goals

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LWL's elementary history-social science program uses standards-based instruction to support student mastery of grade level history-social science standards. We are in the process of transitioning to the College, Career and Civic Life (C3) Framework for Social Studies Standards.

Goals include:

- ❖ Students will practice the key social science skills of historical empathy as well as recognizing multiple perspectives
- ❖ Students will learn K-5 social studies and science content through a range of reading experience

Curriculum

The history-social science curriculum in LWL's elementary program is a mixture of teacher-developed standards-based lessons and arts thematic units that depend heavily on GLAD strategies to support student understanding and develop students' skills with organizing information. LWL teachers use the district-adopted textbook series *Reflections* and its accompanying lessons, and other supplemental resources including historical fiction within English Language Arts, internet resources and artifacts, photos, and primary source documents. As we develop familiarity with the C3 Framework, LWL students will study the social sciences by a) developing questions and planning inquiries, b) applying disciplinary concepts and tools, c) evaluating sources and using evidence, and d) communicating conclusions and taking informed action.

Instructional Strategies and Materials

Strands such as geography, history, and government are covered each year and the content spirals as students progress, increasing in complexity as they advance in years. Throughout our school there is a focus on teaching multiple perspectives and the history of not just the celebrated leaders, but also all the participants who helped bring about social change.

LWL's history-social science program is designed to develop students' curiosity and awareness about the world around them, both past and present, while developing students' mastery of key grade level content standards. Students construct their understanding of historical themes, events, and figures by engaging in historical role plays and research on history topics in nonfiction texts and the Internet, reading and analyzing historical fiction, examining artifacts and first hand accounts, and writing research reports based on their findings. Teachers build students' historical understanding and knowledge by using Harcourt's *Reflections* curriculum as well as supplementary history lessons and materials from Internet resources, and other sources.

Assessment

Students' mastery of key history-social science standards is assessed through a combination of formative and summative assessments that are standards-aligned and taken from the *Reflections* curriculum, as well as history projects and research reports that are embedded in classroom instruction and include role plays.

Future Goals

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LWL seeks to move its history-social science instruction more fully toward inquiry-based instruction within the context of thematic projects. In addition, our work to consider which standards should be taught deeply at which grade levels and which should be taught more quickly is ongoing. This is part of an effort to make sure content is aligned and sequenced so as to provide students wide breadth of knowledge over the course of their time at LWL, while depth within each grade level allows students to engage meaningfully and deeply with a level of complexity appropriate to the grade level. This is especially necessary in the area of social science given research by E.D. Hirsch that demonstrates students content knowledge significantly impacts reading comprehension and problem-solving ability.

ART, DRAMA and MUSIC INTEGRATION (VISUAL AND PERFORMING ARTS) VISUAL AND PERFORMING ARTS

Goals

- ❖ Learning Without Limit's enrichment program will develop students beyond academic skill building and support academic skill building. During the course of their time at LWL, students will be exposed to enrichment opportunities including visual arts, music instruction, gardening, nutrition and building/ making opportunities. Visual arts and musical instruction will be standards based. All enrichment areas will support development of problem solving and critical thinking skills.
- ❖ LWL's elementary visual and performing arts program uses standards based instruction in arts and integration of arts and music into classroom instruction to support students in meeting grade level visual and performing arts standards.

Curriculum

Art is both a discrete program and an integral part of everyday life at LWL. Students have a 50-minute art class once a week with a designated art teacher. The program is designed to increase students' understanding of visual art and drama in accordance with California state art standards, as well as to build their confidence, self-esteem, and self-expression. Our artists are taught to use multiple mediums such as watercolor, ceramics, collage, and digital media.

Our school has a successful drum team and stepping crew that meets daily for morning practice and performs for the school community weekly. The drum team exemplifies and is the public face of our core values of perseverance and leadership. This modeling takes place within the school as well as out in the community.

Instructional Strategies and Materials

LWL provides two models of art instruction to its students. The first is a skill building art instruction model that takes place during the elementary teacher's preparation time and is facilitated by an art teacher. The second is through arts integration. In the first model of skill building art instruction, the visual and performing arts standards are used as a guide/framework to ensure that students are able to develop and refine their gross and fine motor skills as well as

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have access and exposure to historical and cultural arts-related knowledge. Most students receive an hour per week of this type of instruction.

In the second, Reader's Theatre and drama activities support students in public speaking as well as speaking and reading with fluency and expression. In addition, teachers use art projects as either the starting or ending point for reading, writing, history social studies, and science projects. We use GLAD style pictorials, photographs, and other artistic representations of core content to support vocabulary development particularly for our English Language learners. Our thematic GLAD units include songs and chants taught to students by classroom teachers as well.

Assessment

Student artwork and student performances are themselves the assessments. Student work will be assessed through direct observation of student artwork, including a student's development over time and their application of form and content taught. Students participate in discussions analyzing works of art and connecting art to the themes of study. Together, these modes of assessment take into account a student's artistic ability, as well as their comprehension and enjoyment of the visual arts.

See Appendix A14 for a LWL Arts Units Overview

PHYSICAL EDUCATION/HEALTH/WELLNESS/LIFE SKILLS

Goals

~~Learning Without Limits' physical education program uses standards-based instruction to support student mastery of grade level physical education standards. LWL's health, wellness, and life skills program form the components of a Coordinated School Health Program (CSHP) as outlined by the Center for Disease Control (CDC). Respectively, the program seeks to:~~

- ~~◆ Systematically provide students with increasingly sophisticated health-related knowledge aimed to motivate and support students to maintain and improve their health~~
- ~~◆ Identify and promote environmental factors that increase the wellbeing of staff and students, and identify and mitigate environmental factors that negatively affect the school community~~
- ~~◆ Develop emotional awareness, conflict resolution techniques, high self-esteem and self-control.~~

Curriculum:

~~Learning Without Limits' physical education program uses standards-based instruction to support student mastery of grade level physical education standards. Physical education (PE) curriculum in the elementary program is developed by LWL teachers and backwards planned~~

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from state grade level physical education standards. LWL's PE program is designed to build students' skills and positive sportsmanship through both cooperative and competitive games. We provide daily opportunities for students to practice the important components of health-related fitness: aerobic capacity, muscular strength, muscular endurance and flexibility. The core curriculum comes from PlayWorks, whose coach runs biweekly standards-based PE classes and daily recess games. Teachers provide the regular PE classes at least 3 times per week, in collaboration with the PlayWorks coach.

In the spirit of becoming a full service community school, we provide dental and counseling services to our students. Responsive Classroom and Second Step Violence Prevention programs support the development of empathy and conflict resolution skills. We have begun a partnership with Mindful Schools to teach children mindfulness, which helps with attending to task and presentation. The county Harvest of the Month program and the Fresh Fruit and Vegetable Program expose students to a wide variety of fruits and vegetables and uses for them. All teachers supplement these programs with a wide array of their own life skills and wellness resources. All fourth graders participate in the Too Good For Drugs program. Fifth graders participate in puberty classes.

Instructional Strategies:

Learning Without Limits teachers provide students with standards based instruction in physical education, health, and nutrition. The instruction may happen within the context of a unit of instruction or independent of it. Instruction in these areas meets minimum requirements for state-mandated instructional minutes. Students receive healthy snacks and nutrition education through Harvest of the Month and through a partnership with Alameda County Nutrition, which provides LWL students with a morning snack of fresh fruits and vegetables three times a week. Our newly formed safety patrol supported by Champions for Change and Safe Routes to School develops student leadership and models safe practices for travel to and from school.

The Physical Education program focuses on sports related activities and exercises to enhance physical fitness as well as after school sports programs. Students develop competency in a variety of sports techniques, develop motor skills and coordination, and learn different strategies for different sports. The physical education program teaches students the essential skills for a variety of sports, beginning with the motor skills necessary and then building on those skills with the ultimate goal of students engaging in the sport itself. LWL includes the following in its physical education program.

◆ Stretching

◆ Aerobic activity

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- ◆ ~~Explicit instruction of skills outlined in CA grade level content standards, with opportunities to practice and apply these skills in authentic ways (e.g., during a soccer unit, basketball unit, etc.)~~
- ◆ ~~Explicit instruction of vocabulary (e.g., “dribbling,” “foul,” etc.) with opportunities to practice and apply these words in authentic ways~~
- ◆ ~~Incorporation of explicit strategies to build students’ collaboration skills and sportsmanship~~
- ◆ ~~Explicit focus on developing a healthier body (e.g., through goal setting, readings on health/nutrition, etc.)~~
- ◆ ~~Developing skills and strategies to both recognize the signs and reduce the effects of stress on the physical body~~

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~~WFC believes that competency and excellence in athletics can lead to confidence and mental well-being in life, and that team sports instill dedication and a sense of working for the collective good. The physical education program therefore focuses on improving the physical and mental health of the students as well as on building an understanding of and appreciation for collaboration and shared outcomes through structured recreational activities.~~

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~~In addition to PE instruction, all LWL students will be provided with structured activities during morning and lunch recesses. Organized sports activities such as dance, running club or basketball will be provided as an option for after school activities.~~

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~~PE class will also assist students in recognizing the value of physical activity for health, enjoyment, challenge, self-expression and social interaction. Additionally, many teachers use cooperative learning games to facilitate collaborative skills and positive sportsmanship. Students will engage in cooperative play that requires problem solving, decision making, and game strategies. Students will be given opportunities to develop leadership skills while risk taking within the safe environment of team activities. In addition, character education traits such as following rules, knowing equipment safety procedures, respect for others, sportsmanship, and self-discipline will be reinforced. The topic of bullying will also be addressed during PE class through the establishment of a positive school culture, developing a sense of personal responsibility for school climate, norms against bullying, and respect for diversity.~~

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~~Assessment~~

~~Learning Without Limits students will be assessed by the President’s Physical Fitness test in 5th grade.~~

See Appendix A15 for LWL’s PE Units Overview

Future Goals

Given the current obesity epidemic in the United States and the alarming rate of childhood diabetes, the physical fitness, overall health, and understanding of nutrition by LWL students and their families is an area of the LWL curriculum to be strengthened. LWL is interested in accessing more of the nation's best practices around the integration of health, nutrition, and fitness curricula and how to deliver this content to students and their families.

SOCIAL AND EMOTIONAL LEARNING

Goals

Learning Without Limits' social and emotional learning program supports the development of leaders with emotional intelligence who are able to resolve conflicts peacefully, demonstrate empathy, and use interpersonal skill to enlist others in working together toward common larger goals. The Collaborative for Academic, Social, and Emotional Learning (CASEL) advocates for the following skills in terms of SEL:

- ❖ ~~Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations, taking responsibility for one's own actions, and possessing a well-grounded sense of confidence and optimism and maintaining the strength of character needed to make choices that may be unpopular, to avoid succumbing to negative peer pressure, and to counter bias.~~
- ❖ ~~Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, persevering through challenging situations, and displaying motivation to set, and work towards achieving personal and academic goals.~~
- ❖ ~~Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand ethical norms for behavior, and to recognize family, school, and community resources and supports. Additionally, to treat others with respect and demonstrate tolerance and appreciation for others' differences, whether cultural, linguistic, socio-economic, or personal.~~
- ❖ ~~Relationship skills (interpersonal skills): The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, and cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.~~
- ❖ ~~Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others. This includes consistently demonstrate honesty and integrity in all situations~~

Curriculum

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LWL explicitly builds students' social-emotional competencies using Responsive Classroom and Toolbox. Responsive Classroom and Toolbox are formal programs designed to build classroom communities. Responsive Classroom is a research-based approach to decreasing problem behaviors in the classroom by explicitly teaching social skills and therefore increasing time on task. Toolbox includes a set of skills and practices that impact the consciousness, agency, and well-being of children, as well as their teachers and parents—it helps children build resilience, self-mastery, and empathy for others. LWL's use of Responsive Classroom, Toolbox, Vision Statement, CLAP, Second Step, Interactive Modeling, Love and Logic, and our small school size emphasize on relationship development and maintenance.

See Appendix A16 for Toolbox **Key Principles** and Appendix A17 for Responsive Classroom Approach

Instructional Strategies and Materials

The students at Learning Without Limits have several factors in their lives outside of school that create stress—high unemployment and violence in the neighborhood, poverty, and the transient nature of the population, just to name a few. This stress has significant effects on academic achievement and emotional wellbeing. The majority of students in the Fruitvale have historically not been successful once they reach middle and high school. The team also concluded that although the school was providing effective Tier 1 behavioral and academic supports (as outlined above), the social-emotional supports in Tier 1 were lacking. As part of teaching the whole child, the team decided that LWL should be explicitly teaching social-emotional skills, in particular, strategies to deal with stress and to provide students with the ability to be resilient and successful, particularly outside of school and in the long term. We want to build the capacity of our students and families to create safety outside of the school walls, and to give them strategies to build grit and resilience so they can cope with the daily challenges in their lives. Furthermore, the key 21st-century skills of collaboration, communication, flexibility and critical thinking are closely aligned with social-emotional skills of self and social awareness, as well as relationship skills.

Paul Tough, in his book *How Students Succeed*, outlines how stress, especially at the very early ages of 2-5, can have a profound effect on a student's life, both academically and socio-emotionally. In fact, many studies have indicated that stress, especially at an early age, is one of the largest impediments to success. Young children are exposed to situations and experiences that are profoundly disturbing, which they do not understand and cannot process, but which have a long-term effect on their well-being and success. Other studies have shown that they can actually see the physical effects of stress in children including in their brain waves and blood work. Although Learning Without Limits has provided a safe and welcoming place for students, the students in the Fruitvale experience high levels of stress outside of school, including violence and crime. Additionally, since 92% of students at LWL are low-income, our students face the stress and effects of poverty daily, including food and housing insecurity. As such, we believe that it is important to teach students strategies for resilience at a very early age.

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Recently, research has proven that just as there is Maslow’s hierarchy of needs, there is also a hierarchy of learning needs, with mindsets, learning strategies and habits coming before high quality instruction. First and foremost, there is the Growth Mindset, popularized by Carol Dweck at Stanford University:

*Students with a growth mindset realize that their abilities to think and do are a result of their past behaviors. They see effort as what makes people smart, they are motivated to focus on continued growth, and they persist in the face of setbacks. On the other hand, when students see intelligence or abilities as fixed, they see effort as something only incapable people need, they shy away from challenge, and they disengage when things get hard.*¹⁵

For students to engage in rigorous, 21st-century work, they must have the ability to persevere, and to work hard—to complete their work and to not give up, even when presented with challenges. These academic struggles mirror the challenges that our students see in everyday life; even when their personal lives are difficult, they must get up every day and go to school, ready to learn.

Other key mindsets for success include a sense of belonging in the community, a belief that students can succeed and an understanding that their work is relevant.¹⁶ Our focus on multidisciplinary learning aims to focus on the mindset of relevance. School culture, a strong sense of community and teacher coaching will focus on the other mindsets.

The key learning habits are a mix of both the 21st-century skills of collaboration, creativity, critical thinking and communication as well as the key social and emotional skills of self-awareness, self-management, and social awareness detailed below. Essentially, “we must teach kids how to learn,” including how to learn independently and collaboratively, as well as what to do when they have not mastered a skill or content.¹⁷ Both multidisciplinary learning and the increased rigor that occurs with the transition to the Common Core will aid in this goal. Finally, the explicit teaching of social-emotional learning (SEL) content and skills, which we detail below, will enable students to learn key learning habits. It is also important to note that we believe that these skills are important for *all* students to show long-term success, and not just those that are struggling.

LWL has adopted the daily morning meeting so that children can start the day feeling loved and cared about, and so that they can bring their full selves to school. We have also adopted energizers, “take a break”, and interactive modeling, which have significantly reduced disruptions. Students are given the tools to evaluate a situation, problem solve and resolve conflicts, and take responsibility for their own and their community’s learning.

¹⁵ Mueller and Dweck, 1998

¹⁶ Briceño, E. “Mindsets and Student Agency.” *UnBoxed*, 2013.
http://www.hightechhigh.org/unboxed/issue10/mindsets_and_student_agency_contributors

¹⁷ Briceño, 2013

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The vision statement recited every day at our school-wide morning meeting gives students a sense of pride and a daily reminder of who they are becoming. The interactive modeling we do in every classroom and in non-classroom settings helps students learn the expectations we hold for them. Small school size and class size facilitate the building of strong relationships between adults and students at the school. We invest time and energy into building deep relationships with our students to support them in feeling safe, significant and a sense of belonging at school.

Assessment

The school plans to assess the effectiveness of the SEL curriculum by collecting SCAI survey data from students, faculty and families as well as longitudinal data from our graduates on success. We have developed a rubric for our CLAP values that we use to communicate the meaning of these values, and reward students who exhibit caring, leadership, achievement and perseverance.

See AI for the CLAP poster and rubric

Future Goals

Because we have identified that our students struggle with social situations in middle school that distract them from school work, we've begun working on the issue in LWL's elementary classrooms. In 4th and 5th grades we will use drama to help students role play challenging situations they may encounter in middle school and help them strategize ways to manage these situations. We hope that through drama, we can help students understand and access the 'codes' of power, and practice code-switching between mannerisms, rhythms of speech, etc. that are useful in different contexts. Drama allows students to try on new body movements and patterns of speech without giving up cultural identity. We also believe the use of drama will be an effective outlet for students to express emotion, contributing to the development of an emotionally intelligent school culture.

While we have developed a rubric for the CLAP values, we intend to further integrate the use of this tool into the life of the school.

BLENDING LEARNING

Goals

Learning Without Limits uses a suite of adaptive software and other computer based programs to personalize instruction so students are engaged in material within their respective ZPD's. In grades 2-5 students have 1:1 Chromebooks to support this process. We also use internet based tools to support students as creators, designers and synthesizers of ideas. LWL's elementary technology program teaches students to begin using technology to effectively communicate, collaborate, and conduct research. INCE keyboarding is a fundamental computer skill, LWL seeks student mastery of keyboarding skills. For the most part, technology instruction in the elementary program is incorporated into the work the teacher is doing in the classroom.

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In lieu of state technology standards LWL uses two sources to identify technology goals, the International Society for Technology in Education and the federal government's National Educational Technology Education Standards (NETS) 2010. The NETS stresses preparing students "to learn throughout their lives in settings far beyond classrooms." LWL's technology curriculum teaches NETS standards 1-6; students use technology to: enhance learning, increase productivity and promote creativity; to locate, evaluate, and collect information from a variety of sources; and to exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.

Curriculum

Teachers in all grades, kindergarten through fifth grade, use computers in the classroom to support student learning of core subjects. In kindergarten and first grade, computers are used regularly during workshop time, so that students may use programs like *Starfall*, a phonics instruction program. In second through fifth grades, computers are used regularly for Internet research, taking Accelerated Reader quizzes (which demonstrate reading comprehension of leveled books), typing up stories and essays, and for use of intervention software in English Language Arts and math. In the upper grades, students learn to use technology to create visual representations of ideas and stories using programs such as *Comic Life*.

Instructional Strategies and Materials

Teachers provide basic computer instruction through modeling the use of computers and direct instruction regarding use of the basic components of computers—use of mouse, keyboard, opening and closing of windows. Teachers generally provide this support in small group instruction. Some teachers have begun to use iPADs to support students' independent practice during workshop time during both English Language Arts and Mathematics instruction.

Assessment

Assessment of technology use is done largely through observation and verbal feedback is provided to support student development of basic computer skills.

Future Goals

LWL seeks to increase student and teacher collaboration using technology tools. This includes leveraging technological advances to improve our use of technology in teaching the core curriculum. This includes extending the technology curriculum to support student collaboration with each other and with other students around the world. Such opportunities support deepening cultural understanding and global awareness. LWL also hopes to leverage advances in technology that allow students to gain and practice skills independently or with peers so that precious teacher-student time can be used more strategically to ensure students learn skills that cannot be gained through interaction with technology. Phonics practice using *Starfall* and the increasing use of iPads for independent practice are indicative of potential future uses of technology in the classroom.

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KEY PRACTICE 2: Balanced Literacy

Learning Without Limits follows a balanced literacy approach to instruction, which combines instruction in explicit phonics and word study, shared and close reading with social science and science content integration, guided reading and book clubs, explicit, supplemental ELD instruction, and writing workshop.

Goals

The research of Snow et al. states that adequate progress in learning to read English (or any alphabetic language) depends on students:¹⁸

- Understanding the structure of spoken words
- Having a working understanding of how sounds and words are represented alphabetically
- Exposure to frequent, regular spelling-sound relationships
- Sufficiently practicing reading to achieve fluency with different kinds of texts
- Having sufficient background knowledge and vocabulary to render written texts meaningful and interesting
- Gaining control over procedures for monitoring comprehension and repairing misunderstandings
- Continuing interest and motivation to read for a variety of purposes
- Using reading to obtain meaning from text
- Having frequent and intensive opportunities to read and write

Fitzgerald¹⁹ identifies three principles of a balanced literacy approach:

- First, teachers develop students' skills knowledge, including decoding skills, their strategy knowledge for comprehension and responding to literature, and their affective knowledge, including nurturing students' love for reading.
- Second, teachers integrate instructional approaches that are seemingly oppositional such as, phonics instruction and reading workshop. Effective teachers blend perspectives to strategically balance a variety of methods and contents²⁰, rather than strictly adhering to one perspective or another.
- Third, students read a variety of reading materials from trade books to leveled books with controlled vocabulary and basal reading textbooks.

LWL's balanced literacy program, which combines explicit teaching of phonemic awareness, phonics and spelling, as well as differentiated guided reading, standards-aligned Reading Workshop mini-lessons, content-integrated shared reading (TK-2) and close reading (2-5), and multiple opportunities for writing, ensures that students are well on the path to reading proficiently. The end goal of our balanced literacy program is to develop lifelong readers and

¹⁸ Snow, 1998.

¹⁹ Fitzgerald, 1999.

²⁰ Baumann, Hoffman, Moon, & Duffy-Hester, 1998; Duffy, 1991; Wharton-MacDonald, Prossley, & Mistretta, 1997

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writers.²⁴ Simply put, we aim to equip students with the specific literacy skills that will allow them to be successful in middle school, high school, college and career.

Curriculum

LWL's balanced literacy model is designed to address students' targeted needs through small group guided reading using instructional level text, continually building their skills to reach grade level standards. LWL's balanced literacy program ensures those who are not at grade level have access to grade level text through the use of the anthology, read-aloud, and anchor texts. Additional tools and resources include:

- ❖ Scholastic Leveled libraries in every classroom
- ❖ Open Court Reading
- ❖ *Strategies that Work*, Harvey & Goudvis
- ❖ *Reading with Meaning*, Miller
- ❖ *The Art of Teaching Reading*, Calkins
- ❖ *Guiding Readers and Writers Grades 3-6*, Fountas & Pinnell
- ❖ *Literacy Work Stations, Making Literacy Centers Work*, Diller
- ❖ *Practice With Purpose, Literacy Work Station Grades 3-6*, Diller
- ❖ GLAD Tools

Instructional Strategies and Materials

LWL's balanced approach to reading instruction takes a systematic approach that includes assessment-based instruction, phonological and phonemic awareness, phonics and word study instruction, leveled reading instruction, and writing process instruction. Instructional decisions about different aspects of reading depend on the developmental reading continuum. For example, in early grades, creating a self-extending system that balances all three cueing systems is most significant, while in later grades, students focus their learning on critical thinking and deep comprehension. LWL's instructional methods have evolved significantly and in stages. LWL has maintained practices that proved effective, such as fluency practice and ensuring students have access to grade level text, while coupling it with the use of complex text.

When referring to a balanced literacy program, it is important to define the *Core Instructional Components*:

- Interaction with Complex Text
 - Read Aloud
 - Shared Reading
 - Close Reading
- Phonemic Awareness, Phonics, and Word Study
 - Phonemic Awareness

²⁴ Baumann & Ivey, 1997; McIntyre & Pressley, 1996; Spiegel, 1998; Strickland, 1994/1995; Weaver, 1998

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- Phonics
- Word Study
- Vocabulary
- Differentiated Reading Instruction
 - Guided reading (K-2)
 - Book clubs (3-8)
 - Literacy centers
- Writing
 - Whole-class mini-lessons
 - Interactive writing
 - Writing workshop

Development of Phonemic Awareness and Phonics Instruction: Explicit Direct Instruction Word Study Instruction

Phonemic awareness and phonics instruction are critical initial building blocks to decoding words (NRP 2000, Hulme et al. 2002, Adams 1990). The National Reading Panel (2000) found that phonemic awareness instruction “. . . exerted strong and significant effects on Reading and spelling development.” Learning Without Limits teachers will use curriculum such as the *Core Knowledge* lessons to explicitly teach the sounds letters make, and create opportunities for students to hear the sounds, identify them and manipulate those sounds. Students engage in phoneme isolation, phoneme deletion and addition, segmenting, rhyming, and blending phonemes as some instructional activities that develop phonemic awareness.

Systematic phonics instruction was identified by the National Reading Panel as an essential component of reading instruction. Connecting the sounds, or phonemes, to the spellings is the goal of phonics instruction. Through phonics instruction and morphology students learn that the spellings in English are predictable and logical with only 4 percent of words being true-oddities (Moats 2000). As students are explicitly taught the sound-spelling correspondences, they practice decoding in controlled text or decodables (Blachman 2004, Shaywitz). These texts ensure that only the sound spellings students have learned are in the text so students are able to systematically practice what they have learned through application in text.

Both phonemic awareness instruction and phonics instruction rely heavily on the explicit direct instruction model of teaching. The direct instruction model gradually releases the cognitive responsibility to students, which we colloquially refer to as “I do, we do, you do.” Teachers introduce content and model for students. Through a gradual release of responsibility, students complete guided practice and independent practice. As is best practice in differentiated classrooms, students who need more support, either in the form of reteaching or guided practice, work in a small group with the teacher while other students complete their independent work.

LWL will continue instruction on explicit phonics and word study, along a continuum. In K-1 we teach explicit phonemic awareness. In K-2 we teach explicit phonics, differentiating instruction as needed. In 3-5, we embed phonics lessons as needed in guided reading lessons, and engage students in word study. We anticipate using a blend of resources such as the *Words Their*

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Way toolkit, *Core Knowledge*, *SIPPS*, and *SIPPS Plus* to support instruction in this area. EFC's K/1 Diagnostic, informed by the Basic Phonics Skills Test (BPSTIII), Concepts About Print, and Primary Spelling Inventory (PSI), will enable teachers to differentiate early reading and phonics instruction and monitor progress.

In grades 3–5, students at LWL will move from explicit phonics instruction to word study, in which teachers provide students with opportunities to investigate and understand the patterns in words. Students learn that spelling patterns exist, such as syllable patterns, affixes, and Greek and Latin roots, and that these patterns help to explain how to spell, read, write, and understand words. It also develops students' abilities in phonics, word recognition, and vocabulary.²² Word study is also designed to build word knowledge that can be applied to both reading and spelling.²³

See Appendix A18 for *Phonics Instructional Framework Overview*, and Appendix A19 and Appendix A20 for sample phonics curricular scope and sequences

Shared Reading and Close Reading

Proficient readers construct meaning from text. The act of constructing meaning is:

- Interactive—it involves not just the reader but also the text and the context in which reading takes place.²⁴
- Strategic—readers have purposes for their reading and use a variety of strategies and skills as they construct meaning.²⁵
- Adaptable—readers change the strategies they use as they read different kinds of text or as they read for different purposes.²⁶

To ensure that all students at LWL meet these criteria for proficiency, LWL plans to build on the work developed through its initial augmentation of the Open Court curriculum to design and teach content-integrated thematic units. These units aim to deliver the content outlined by the California History–Social Science Content Standards and the ***Next Generation Science Standards***, provide opportunity for high-level academic discourse in speaking and writing, integrate supports for English Learners (more on this in the ELD section below), engage all students with complex, grade-level texts and address the Common Core standards in ELA.

These units incorporate the use of close reading to give students access to complex, grade-level texts and to teach students how to engage in deep study of information from text, all of which are key components of the ELA CCSS. Specifically, in grades TK–2, much of the text will be delivered through shared reading experiences where the teacher and students read the text together until the students are able to read portions independently, whereas in grades 3–5 the onus of reading is more firmly on the students. In all grades, text-dependent questions that

²² Baker, 2000.

²³ Henderson, 1992; Zutell, 1998.

²⁴ Heilman, Blair, and Rupley, 1998

²⁵ Baker and Brown, 1984

²⁶ Dole et al., 1994

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strategically increase in cognitive demand will teach students to close read and ground their learning in texts.

Differentiation and Acceleration through Guided Reading

Reading instruction at LWL is centered around guided reading groups. Guided reading texts are matched to a student's instructional level and cover various genres. The focus of the small group instruction, is continually moving students to the next instructional level to meet or exceed standards. Reading texts for guided reading or grade level whole group comprehension instruction are selected based on how well the text illustrates, or allows students to apply a certain ELA standard. Students meet in small groups multiple times a week to work with text and practice responding appropriately to literature, based on state standards. This ensures students are working in their Zone of Proximal Development (Vygotsky) and provides the teacher regular formative assessment data to inform ongoing lessons. All teachers use the Scholastic Guided Reading library to implement guided reading and utilize running records as part of the Developmental Reading Assessment (DRA) to track growth and progress.

See Appendix A21 for LWL Guidance on Guided Reading

Guided reading, in which teachers work with small groups of students at their instructional reading level, is an essential practice that supports struggling students and promotes equity. During this instructional time, teachers bring a small group of students (4-6) together who read at a similar level and need to focus on a similar skill set. The flexible grouping provides readers the opportunity to develop systems of strategic actions for processing increasingly challenging texts.

During the lesson, teachers provide feedback and coaching to students as they attempt to apply strategies to comprehend text, which has been carefully chosen to be slightly above their independent reading level. Gradually, teachers give students more and more responsibility for performing strategies independently and evaluating their own performance.²⁷ The ability to differentiate based on students' reading proficiency and to match text and reader and task, provides powerful tools to accelerate reading proficiency levels.

In planning for each lesson, the teacher analyzes individual DRA data and identifies patterns across students to determine similar reader needs. Teacher uses this data to determine teaching points (the teaching point is the focus of the Guided Reading lesson). The teacher also notes individual student needs to address during individual conferences (this might be something only 1 or 2 students needs support with). Additionally, they might administer a running record to gauge student progress towards the lesson goal.

According to Irene Fountas and Gay Su Pinnell, during guided reading "some students will work on very basic reading skills such as word analysis and comprehending simple texts" while other students may be working on more advanced reading skills and strategies with increasingly

²⁷ Pearson and Dole, 1987

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challenging texts. In addition, "all students need instructional support so they can expand their competence across a greater variety of increasingly challenging texts."²⁸

Teachers at LWL are using a blended model from *Great Habits, Great Readers*, Fountas and Pinnell's *Guided Reading*, Reading Recovery, and Jan Richardson's *Next Step in Guided Reading* as the framework for planning and delivering differentiated reading instruction. Guided reading at LWL is supported by leveled libraries that span all levels and genres, such as those provided by Scholastic and Song Lake Books. We will continue to assess and progress monitor via the Developmental Reading Assessment (DRA2).

See Appendix A22 for EFC Guided Reading Overview, Appendix A23 for a sample Guided Reading Checklist and Rubric, and Appendix A24 for a sample Guided Reading Planning Tool.

Opportunities to Practice Reading

Students have ample opportunity to work in small groups, with partners, and independently to practice reading skills throughout the day. At all grade levels, students read books matched to their independent reading level and interest during a sustained reading time to promote reading for pleasure. To support this, all classrooms have a wide selection of text for students to choose from, including books organized by genre, topic and reading level. During guided reading instruction, students are paired with reading material targeted to their instructional level and are supported through a gradual release of responsibility to assume control over novel features of challenging text.

Explicit Comprehension Instruction: Transactional Strategy Instruction

Our reading instruction couples whole group comprehension skills and strategy instruction using grade level shared text with small group guided practice using text at students' instructional level. This allows all students access to grade level text as well as the opportunity to practice standards based skills at their appropriate level. Whole group instruction utilizes the gradual release of responsibility strategy instruction model that releases the strategies and skills to the student after teachers have modeled and provided explicit instruction. Through this model, students often work with culturally relevant, high interest text, which helps foster student engagement.

Comprehension is "...intentional thinking during which meaning is constructed through interactions between text and reader" (Harris & Hodges, 1995). Using the transactional strategy instruction model, teachers increase students' ability to independently apply the strategies and skills as they become more fluent readers. Students' ability to build independence is critical to their ongoing achievement. All the decoding and fluency skills are the foundation for comprehension, the ultimate goal of reading. Teachers utilize various instructional designs to explicitly teach students the strategies and skills that research shows good readers have. For instance, when reading the selection, teachers model the metacognitive reading strategies and

²⁸ Fountas and Pinnell. *Guided reading: Good first teaching for all children*. Portsmouth: Heinemann, 1996.

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then have students use those strategies themselves to better understand the text with which they are interacting.

Vocabulary Instruction

Vocabulary instruction is foundational to students' ability to comprehend text. When students struggle with the meaning of words in the text and have no strategies for determining what they mean, comprehending the text becomes limited. Students need both explicit instruction in specific word meaning, as well as effective strategies to attack unfamiliar words.²⁹ Students need explicit instruction in the various tiers of vocabulary, particularly academic vocabulary that have generalizable uses across disciplines (tier 2 words).³⁰ As with instruction of comprehension strategies, vocabulary strategies are effectively taught using the transactional strategy model, on which the instructor gradually releases more of the responsibility of employing a particular strategy to the students.

Over the past several decades, research has repeatedly identified vocabulary knowledge as a critical and powerful factor underlying language and literacy proficiency, including disciplinary literacy.³¹ Explicit and strategic teaching of vocabulary as well as pre-teaching vocabulary prior to students reading a text supports deep reading comprehension, as well as writing proficiency.

Biemiller and Boote found that while re-reading stories improved students' understanding of word meanings by 12%, an additional 10% gain occurred when word explanations were taught directly during the reading of the storybook. This research suggests that teachers introduce more rather than fewer word meanings during read-alouds, stating that increasing the oral vocabulary of TK-2 students by 400 word meanings per year leads to increased reading proficiency.

Nash and Snowling's research found that using a contextual approach to instruction produced greater vocabulary gains than lessons that emphasized learning word definitions alone. Additionally, application and extension activities that allow students to use the new words increase learning and vocabulary acquisition. Furthermore, scaffolding questions, that is, moving from low-demand questions to high-demand questions along Bloom's taxonomy, promotes greater gains in word learning.³²

To respond to the implications of this research, teachers at LWL will begin to employ and enhance Marzano's six-step process to provide direct instruction on tier 2 words that are critical to new content for the most powerful learning. The six steps include³³:

²⁹ Biemiller, 2000

³⁰ Beck, McKeown, Kucan, 2002

³¹ Graves, 1986; Chall, Jacobs, & Baldwin, 1990; Beck & McKeown, 1991; Hart & Risley, 1995; Blachowicz & Fisher, 2000; Baumann, Kaméonui, & Ash, 2003; Bowers & Kirby, 2009; Carlisle, 2010; McCutchen & Logan, 2014

³² Blewitt, Rump, Shealy, & Cook, 2009

³³ Marzano, R. J. & Pickering D. J., *Building Academic Vocabulary: Teacher's Manual*. Alexandria, VA: ASCD, 2005.

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1. Provide a description, explanation, or example of the new term. Teachers model and explicitly define the new word.
2. Ask students to restate the description, explanation, or example in their own words.
3. Ask students to construct a picture, symbol, or graphic representing the term or phrase.
4. Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.
5. Periodically ask students to discuss the terms with one another.
6. Involve students periodically in games that allow them to play with terms.

In Kinder classrooms, teachers and instructional tutors will also utilize dialogic reading and repeated read-alouds for vocabulary instruction.

See Appendix A25 for a Comprehensive Approach to Vocabulary Instruction, by Marzano

Content-Integrated Reading

In order to increase social science and science content instruction, the ELA program will strive to integrate specific history, science texts via the thematic and multidisciplinary units described below. In grades 3-5, teachers will implement close reading strategies, as promoted by the Common Core. During these structures, students engage in deliberate deep reading and analysis of complex text, using peer discussion and teacher questioning to think critically and express ideas in speaking and writing. Additionally, resources such as the *CIA Units of Study* developed by Sarah Collinge, Beers and Probst's *Note and Notice* framework, and Pam Allyn's *Core Ready* will provide our 3-5 teachers with explicit lessons and strategies to support these thematic units.

Research shows that throughout the early grades, reading curricula should include explicit instruction on strategies such as summarizing the main idea, predicting events and outcomes of upcoming text, drawing inferences, and monitoring for coherence and misunderstandings.³⁴ Research by Barton and Billmeyer supports this, showing that "effective readers are strategic. They make predictions, organize information, and interact with text. They evaluate the ideas they are reading about in light of what they already know."³⁵ Additionally, "good readers of all ages engage in conscious, active comprehension strategies before, during, and after reading."³⁶ The goal of LWL's integrated units is to ensure all students are deep, strategic readers.

See Appendix A26 for a sample Content Integrated Reading Unit

Fluency: Explicit Instruction and Practice through Repeated Reading

"Fluency, it seems, serves as a bridge between word recognition and comprehension. Because fluent readers are able to identify words accurately and automatically, they can focus most of their attention on comprehension..."³⁷

³⁴ Snow et al., 1998

³⁵ Barton & Billmeyer, 1998

³⁶ Pressley & Wharton-McDonald, 1997

³⁷ J. Osborn, Lehr, and Hieber, 2003.

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In order to be strong readers, students must read fluently. Reading fluency is characterized by accuracy, automaticity, and prosody. Students who read accurately are able to read with minimal errors. Students with automaticity spend very little mental effort on decoding and can attend to content. They typically are reading at a grade level appropriate rate. Students who read with prosody, read with expression that demonstrates comprehension of the text and are able to chunk unfamiliar text appropriately based on syntax and semantics. Learning Without Limits teachers will ensure that all three reading components are taught and practiced.

Teachers at LWL will ensure that all three fluency components are explicitly taught and practiced. Fluency instruction typically relies on modeling, particularly for automaticity and prosody instruction, followed by practice. Students who are struggling with accuracy will receive small group instruction using direct instruction methods in the problematic sound spellings, and then practice blending or using multisyllabic blending routines as the need dictates. Students struggling with accuracy practice reading using controlled texts, until accuracy is no longer an issue. For students who are struggling with automaticity, instruction might include multi-syllabic blending or learning sight syllables. Students struggling with automaticity and prosody practice reading texts at their independent reading levels. For students who are struggling with prosody, modeling and phrase cue is the main form of instruction. Students working on prosody often use Reader's Theater to improve their ability to read with appropriate expression. In addition, students will utilize programs like Reading Assistant to be able to get daily practice and feedback on accuracy and automaticity.

The paired reading procedure for fluency practice is the same for students working on accuracy, automaticity, or prosody. Students are paired with another student and practice repeated reading of text that is at their independent level. Students give one another feedback, as does the teacher who listens in to observe and hear pairs reading. Whether the focus is on accuracy, automaticity or prosody, teachers use the repeated reading of text to build fluency. Students who are above benchmark standards engage in Literature Circles during fluency practice so they develop the skills necessary to comprehend increasingly complex text.

Personalized Learning by Leveraging Technology

Learning Without Limits believes that the key to learning and especially accelerated learning is through well-structured lessons in students' Zone of Proximal Development (ZPD) and individualized support to practice and apply those lessons.³⁸ We believe it is unrealistic to provide ZPD learning regularly in the traditional school model. Therefore, LWL currently implements a personalized learning model that enables students to use online adaptive software during small group reading and math instruction.

At EFC, we define personalized learning as using data strategically to identify targeted learning objectives for individual students, to organize those students by learning objectives, and to use flexible homogenous group instruction to provide targeted instruction in students' ZPD and to

³⁸ Vygotsky, L. *Mind and Society*. Cambridge, MA: Harvard University Press, 1978. 79-91.

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leverage technology and leveled texts to facilitate targeted practice. At EFC, we believe personalized learning addresses two needs: 1) The level of differentiation and scaffolding required to serve ALL of our students, and 2) the programmatic structure required to authentically build capacity to self-manage learning.

Education for Change believes that having a coherent instructional program is essential for student success. A coherent program ensures that students experience an instructional model that builds on previous knowledge and skills, and has uniformly high expectations to allow students to focus on the new content in their ZPD. Using online adaptive curriculum serves three critical purposes: 1) The adaptive nature of some literacy software enables students to be receiving the targeted lessons and practicing the skills appropriate to their ZPD, 2) content can be made accessible by adapting the reading level and providing scaffolding and supports, and 3) teachers can then focus their lessons and precious student time on developing and facilitating more challenging performance tasks, building the skills dictated by the higher levels of Bloom's Taxonomy (facilitating debate, discussion, inquiry projects, research and analysis).

Initial results at organizations that have implemented personalized learning like KIPP, Firstline Schools, Summit, Rocketship, and Aspire show that personalized learning helps to accelerate learning both for those who are behind in ELA and for those who are at and above grade level.³⁹ It is also effective in enabling access to content because it can adapt to a student's reading level or provide immediate support and scaffolding with vocabulary words or concepts that are challenging, particularly for English Language Learners and students with learning disabilities.

See Appendix A27 for USDOE Evaluation of Online Learning

Online learning has been in place for decades, especially at the secondary level and college levels. More recently, online adaptive learning has been embraced by K-8 schools as a means to more effectively differentiate instruction and enable students to receive instruction in their ZPD. Many schools also use online adaptive learning to enable more strategic human capital models, become more creative around scheduling, and enable tier 2 interventions. EFC allies and partner organizations like Aspire, Rocketship, Summit, Firstline Schools, and Alpha have shared their learnings and tools to support our work and school development process. ERES Academy, Aspire's K-8 school in the Fruitvale serving an identical student population as most of EFC's schools, saw a 47-point API gain after fully implementing a blended rotation model. Liz Arney, Aspire's personalized learning lead at the time, attributed that growth to their increased ability to differentiate and more effectively deliver small group instruction. They expanded their pilot to their other schools nationwide as a result of their initial success. In addition, partner school Unity High has been implementing personalized learning rotations in their Algebra classes since 2011, and they have seen dramatic increases in Algebra performance, doubling proficiency rates serving a very similar student population here in Oakland.

³⁹ "Blended Learning." Michael and Susan Dell Foundation. Michael and Susan Dell Foundation, n.d. Web. 17 Aug 2013. <http://www.msdf.org/programs/urban-education/initiatives/united-states/blended-learning>.

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Online adaptive learning enables the following—

- **Repetition:** Students can repeat lessons as needed without the teacher having to reteach an entire class. For example, in a Khan Academy video, students can re-watch the video multiple times, if needed.
- **Adaptivity:** Many online software programs will adjust the content that a student sees based on whether they just responded correctly or incorrectly. The pathway through the curriculum is thus customized to each student's needs.
- **Failure as motivation:** Many online software programs use game design to ensure that students stay motivated. Thus, students who are struggling receive encouragement to improve rather than messages of failure simply because they are moving at a slower pace.

Unfortunately, because the implementation of personalized learning in TK-8 settings is still relatively young, there is minimal research on the impact of personalized learning in TK-8 settings. The US Department of Education recently published a meta-analysis of the research literature from 1996 through 2008 reviewing over a thousand empirical studies of online learning. The studies were screened to find those that (a) contrasted an online to a face-to-face condition, (b) measured student learning outcomes, (c) used a rigorous research design, and (d) provided adequate information to calculate an effect size. They found that students in online learning conditions “performed modestly better than those receiving face-to-face instruction.” The effects were larger in those schools that blended elements of online and face-to-face instruction.⁴⁰

The Dell Foundation developed a set of case studies around the implementation of personalized learning in K-12 schools. We reviewed these case studies in detail and developed partnerships with many of the organizations highlighted. All of the organizations have shared that the implementation of personalized learning has resulted in increased student outcomes.

See Appendix A28 for ASCEND's outcomes under personalized learning and Appendix A29 and Appendix A30 for the Dell Foundation's Blended Learning Report and iReady's National Growth Analysis.

In an effort to differentiate instruction and to provide targeted feedback to students, LWL is working to implement personalized learning in all grades. To support differentiated reading time in all classrooms at LWL, students rotate through adaptive online content, guided reading lessons with the teacher, and finally to literacy centers. With the help of technology, this instructional block maximizes differentiated and personalized learning. While at the personalized learning station, students engage in literacy-based software, such as ReadingPlus, iReady, and Reading Assistant. These adaptive, web-based software provides informational texts to students at their individual instructional reading level, monitors for comprehension, and provides extension

⁴⁰ Means, Barbara, Yukie Toyama, et al. United States. Department of Education. Evaluation of Evidence-Based Practices in Online Learning. Washington DC: , 2010. Print.

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activities. Through this software, students receive personalized instruction to meet their needs and support them to accelerate reading proficiency. Preliminary analyses suggest a correlation between growth on standardized assessments and use of the personalized learning programs. This data is being used to strengthen further implementation of personalized learning at LWL.

Accelerated Reader supplements our core language arts curriculum and provides students the opportunity to choose books of interest, read at their independent reading level and follow up with online quizzes that are unique to each selection. The combination of engaging technology and immediate feedback on progress motivates students to independently tackle short term progress goals for literacy comprehension. The chief benefits are the fostering of an independent love of reading and greater access to “just right” books. Moreover, Accelerated Reader further allows teachers to continually monitor their students’ reading comprehension progress by providing data beyond what is generated through guided reading. We also use other adaptive software such as iReady, Raz Kids and Lexia to support students with reading and writing.

See Appendix A31 for Blended Learning at LWL

Literacy Centers

During literacy centers, students will engage in a variety of activities, including literature circles, accountable independent and partner reading, reciprocal teaching, and extension activities. All of these strategies have been proven to improve reading and comprehension skills. They also give students time to practice independently or with a partner, and provide a measure of accountability for reading progress. These are high leverage literacy activities that provide feedback to students.

Research shows that “readers need to read a lot because it is during the actual reading that they can practice all those complicated strategies and skills they are developing in unison...The only way to do this is to design interventions such that struggling readers engage in lots of text reading.”⁴⁴ Currently, we are working to ensure all students spend significant time engaging in independent or partner reading practice during literacy centers at LWL.

These literacy centers, in coordination with blended rotation and guided reading, will provide each student with a differentiated reading experience that effectively works to accelerate reading proficiency.

Writing Workshop

LWL teachers aim to ensure that students are writing every day. In addition to many writing opportunities across all content areas, explicit and targeted writing instruction will occur through writing workshop, which will be aligned to the Common Core writing standards. Teachers will deconstruct specific text types, and all students will receive differentiated feedback on

⁴⁴ Allington, R. A., *What Really Matters in Response to Intervention: Research-based Designs*. Boston, MA: Pearson Education, 2009.

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mechanics, process and craft using the *Core Ready* curriculum as a guide in this work. In alignment with the Common Core, writing workshop will emphasize informative and persuasive writing, in addition to narratives, and the revision stage of the writing process.

Ongoing writing projects are organized by grade level and are designed to emphasize strategy and skill standards while simultaneously reinforcing students' experiential understanding of the writing process. Students regularly respond to prompts in order to support their ability to write well for various contexts. While students are writing, teachers meet with individual students or groups of students to provide feedback and present mini lessons. The teacher also provides strategic whole class mini lessons that support students' ability to write independently. During the individual meetings, the teacher carefully tracks and monitors student growth and uses that data to inform lesson planning so the child receives the next strategic lesson to move his/her writing forward.

Eventually, students will receive differentiated feedback during writing workshop through guided writing groups and individual writing conferences.

Writing workshops will include the following strategies:

- Explicit quick lessons on mechanics, process and craft of writing
- Units focusing on text types
- Workshop time for students to receive differentiated guided practice
- Writing conferences
- "Share" time

We will continue drawing on a number of curriculums to ensure we meet the needs of students and teacher. Currently we are using *Core Ready*, which includes a pacing guide and an EL component and is aligned to the *Core Ready* units used for reading instruction. We are also drawing from Lucy Calkins, *Writing Workshop*, *Step Up to Writing*, *Being a Writer*, and the *SEEDS of Early Literacy* framework.

Listening and Speaking

Students will learn to use academic discourse to express their ideas, opinions and thoughts, using evidence to support them. Students will be provided with academic discussion stems and protocols to support their ability to engage in discussion with each other in small group and whole class settings.

Students will be explicitly taught the oral language they are expected to produce in their writing. Many standard oral language practice routines are integrated into the classroom to ensure that all students are practicing oral academic language on a regular basis. These routines include: think pair share, talking sticks, lines of communication, give one get one, and discussion cards.

To further support oral language development for all students, LWL will provide through a combination of online adaptive programs and teacher led lessons:

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- Explicit instruction in vocabulary, front loading for ELs and opportunities to apply vocabulary strategies in authentic ways
- Explicit instruction of word structure (roots, prefixes and suffixes)
- Explicit instruction of reading comprehension strategies in authentic ways and opportunities to practice reading comprehension strategies
- Explicit instruction of writing strategies in a variety of genres
- Explicit instruction of conventions, and opportunities to practice and apply writing conventions in authentic ways
- Explicit instruction of oral response strategies, including the use of sentence stems and starters to strengthen academic English, and opportunities to use these strategies in authentic ways

See section on Supporting English Language Learners for more details.

Assessment

Each component of our balanced literacy program will have its own assessment program. The primary formative assessments will be the Developmental Reading Assessment (DRA2) and the K/1 Diagnostic (an EFC designed assessment that assesses early reading behaviors, phonemic awareness, letter names/sounds, and basic phonics) to guide instruction and grouping. We also are implementing Common Core based benchmark assessments designed specifically by Amplify (formerly Intel Assess) to inform overall progress towards Common Core mastery. Additionally, teachers will create formative assessments using a Common Core aligned item bank and short, standards aligned Quick Check assessments from Amplify (Intel Assess).

As our multifaceted balanced literacy program will require a lot of support and collaboration, LWL intends to designate significant time towards grade level planning, data analysis on progress, and professional development.

Research on reading shows that successful readers receive:

- Systematic and explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and reading comprehension strategies
- Ample opportunities for guided practice
- Systemic cueing of appropriate strategies in context
- Appropriate levels of scaffolding as children learn to apply new skills (Lyon 2004)

Teachers utilize various instructional designs to explicitly teach students the strategies and skills that research shows good readers and writers have. For instance, when reading a selection, teachers model the metacognitive reading strategies and then have students use those strategies themselves to better understand the text with which they are interacting. Guided Reading provides time for students to receive individualized instruction at their instructional reading level, and Close Reading allows students to apply their learning to complex, grade level texts. This balance prepares students for future success in school and beyond.

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KEY PRACTICE 3: Learning Targets and Authentic Assessment

Goals

As an Equity-Centered Professional Learning Community, we constantly ask ourselves the four questions typical of a Professional Learning Community as given by Rick DuFour. We describe here how we seek to address the first two of these questions: *What do we want students to learn? How will we know if they learned it?*

Instructional Strategies

What do we expect students to learn? This seems like a simple question, but we have discovered that the better we get at answering it, the more effective we are at leading students to academic success. Through study of the Common Core Standards, analysis of benchmark assessment items based on those standards, and a careful look at prerequisite skills needed to master standards, we gain a deeper understanding of what we should expect students to learn in core skill areas of English Language Arts and math.

We have become increasingly mindful of the fact that as E.D. Hirsch puts it “the more students know, the more they can figure out.” For us this means being increasingly intentional about what social studies and content students receive exposure to over the course of their years at LWL. A team of grade level leads dedicate a significant amount of time to vertically aligning content in social studies.

How will we know if students have learned it? In addition to benchmark and formal assessments, teachers devise formative assessments specific to learning targets. Sometimes these assessments are strictly observational and take only moments to conduct, such as when a teacher observes that a student can write the letter “e” or listen to the student say out loud the sequence of events of their morning before coming to school. Sometimes the learning targets call for “exit tickets” or other quick written assessments, such as when students are asked to show they remember how to add two-digit numbers without regrouping before moving on to re-grouping. For some learning targets, common formative assessments are warranted. Teachers give common formative assessments when a learning target is pivotal for future understanding and/or when teachers have different methods for teaching a target and would like to collaboratively determine the relative effectiveness of strategies and/or when teachers cumulatively assess groups of learning targets or standards to determine the need for intervention across a grade level.

Assessment

In addition to weekly formative assessments, the Assessment Matrix below provides a list of the assessments that Learning Without Limits assessments students will complete. More information about specific assessments is included in each of the curricular areas described within Key Element 1.

Assessment Matrix

Subject	Grade Levels	Assessment	Annual Frequency
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ELA	Gr K-1	K/1 Reading Diagnostic	1-4x
ELA	Gr 2-5	Standards-based benchmark	2-3x
ELA	Gr K-5	Developmental Reading Assessment (DRA)	3-4x
ELA	Gr 3-5	SBAC	1x
ELA	Gr K-5	Writing Performance Task	2-3x
Math	Gr K-5	Standards-based unit assessments	5-8x
Math	Gr 3-5	SBAC	1x
ELD	Gr K-5	CELD (will transition to ELPAC)	1x
Science	Gr 5	California Science Test (CAST)	1x
Physical Fitness	Gr 5	Physical Fitness Test (PFT)	1x
Multiple	Gr K-5	Common Formative	Daily

Learning Without Limits teachers use data from the assessments outlined in the above Assessment Matrix to:

- ❖ Understand what students are learning, where the gaps in understanding are, and to bridge those gaps through instruction
- ❖ To monitor progress and identify where intervention is needed to close achievement gaps
- ❖ To identify teachers or grade levels that are having success in specific standards, learn from those best practices and share them across the community to improve instruction

In addition to data from the assessments listed in the Assessment Matrix, LWL teachers use data from inquiry projects, exit tickets, observational monitoring logs, presentations, and other artifacts to regularly monitor progress student progress and adjust instruction.

Assessment of Learning: Data Analysis

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Standards-based benchmark assessment will be used as the primary driver of the assessment of learning (Stiggins) data analysis cycle, where teachers see what's been learned and what needs reteaching. LWL uses EFC's data analysis protocol that leads to specific instructional response plans and goals. After each benchmark assessment, grade level teams analyze their classroom data, utilizing data reports that show grade level, classroom, and individual student results. These reports provide disaggregated data by relevant subgroups such as ethnicity and English proficiency.

Teachers also review item analysis reports that are sorted by the key standards and allow for error analysis. Analysis of writing prompts is another source of data that is used to develop mitigations, instructional responses. Once areas of strength and weaknesses are identified, specific goals are set for the identified areas of weakness. Once teachers have conducted the data analysis and set goals, they develop instructional mitigations, instructional responses, which depending on the data may be whole group reteach or specific small group instruction lessons. Once these mitigation lessons are taught, teachers use formative assessments to determine what students have learned and whether they have mastered the objective of the instructional mitigation. The benchmark results and formative assessment results can also be analyzed to see if particular teachers are having greater success than others. Within the collaborative professional culture, the expectation is that teachers would share their best practices so that everyone can benefit from their successful practices.

See Appendix A32 for Sample Data Analysis Protocol

Professional development in how to analyze data and the necessary content knowledge to develop instructional implications is a vital component of addressing the needs of low achieving students. Site professional development and collaboration time allows teachers the opportunity to analyze data, develop content expertise, delve into the curriculum, study the components of the curriculum that address the needs of low achieving students, learn from one another, and plan collaboratively to improve the instruction delivered in the classroom. Some examples of professional development activities that support the data analysis cycle include:

- ❖ Analyzing student data into specific groups such as non-decoder, low nonfluent, and mid nonfluent. Within each group determining the specific need, which may entail utilizing multiple assessments to determine that need. For instance, are students who are not decoding struggling with the same sound-spelling patterns? Once the specific needs are determined, developing instructional mitigations based on those needs.
- ❖ Developing content knowledge in the Reading Process or Mathematical content
- ❖ Planning small group instruction/ mitigation lessons and formative assessments
- ❖ Collaboratively, cognitively planning lessons to maximize the engagement of all students, particularly intensive need students, including scaffolding instruction for students so all can have access to the core curriculum
- ❖ Conducting a gap analysis in the instruction, and designing enhancements to upcoming lessons to effectively address the standards and student needs

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Assessment for Learning

As discussed in Assessment of Learning above, formative assessments allow teachers to determine if students have mastered the standards-based objective prior to the next summative assessment. However, formative assessments have another function at Learning Without Limits as they are “assessments for learning”, where students are encouraged to take charge of their own learning (Stiggins). Students will set personal goals, know what the next step in their growth needs to be in order to move to grade level mastery or beyond. This process will allow students to self-assess and develop a “road map” for the skills they will develop to reach or exceed grade level mastery. Using this self-reflection, goal-setting and progress-monitoring process, students will lead their report card conferences, reflecting on their own areas of strength, areas of focus for growth and the specific skills they need to work on. Students will reflect on their growth over the year during the end-of-year Exposition of Learning.

Future Goals

We are taking into account the Common Core Standards and identifying areas of overlap and difference with the California State Standards. As grade levels make progress with their deconstructing work, we intend to engage in cross-grade level collaboration in order to have a school-wide articulation of learning targets that we use for all students.

We also have noticed that students tend to master those learning targets most completely that are not just taught and practiced once or a couple of times, but are practiced as part of a daily routine. We therefore intend to identify ways to build in routines that give maximum opportunities for students to authentically practice the skills in key learning targets in the context of meaningful curriculum. See “Future Goals” under “Key LWL Practice 5: Emphasize Cross Curricular Connections” for more on this topic.

KEY PRACTICE 4: Academic, Socio-Emotional and Behavioral Intervention

Since Spring 2014 Learning Without Limits has been participating in a grant-funded program called Unconditional Education (UE) in partnership with Seneca Family of Agencies. UE is a whole-school intervention that incorporates a trauma-informed understanding of the mental health and academic challenges that underlie many students’ needs in an innovative multi-tiered intervention framework that integrates academic, behavioral, and social-emotional supports. SRI has completed an independent preliminary evaluation of the first year of implementation for the UE program at LWL and three other EFC schools (ASCEND, Cox Academy, and Lazear Charter Academy). In the evaluation SRI compares students attending schools participating in the UE program to similar Oakland students attending schools not participating in the the UE program.

Preliminary results are very positive and not only highlight a positive impact of the UE program itself, but also highlight how LWL’s UE implementation has been particularly positive.

Findings for All Students

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Outcomes	Learning Without Limits	Oakland UE	Oakland Comparison
SBAC ELA	2432	2438	2446
SBAC Mathematics	2460	2450	2451
Attendance rate	96%	96%	96%
Suspensions (per 100 students)	<1	4	4

On average, LWL students performed 6 points lower in ELA but 10 points higher in mathematics relative to Oakland UE. Additionally, LWL students performed 14 points lower in ELA, but 9 points higher in mathematics relative to Oakland comparison. LWL students attended school at the same rate as Oakland UE and Oakland comparison and experienced fewer suspensions than both Oakland UE and Oakland comparison students.

Findings for English Learners

Outcomes	Learning Without Limits	Oakland UE	Oakland Comparison
SBAC ELA	2400	2373	2392
SBAC Mathematics	2422	2397	2407
Attendance rate	97%	96%	96%
Suspensions (per 100 students)	<1	2	2

On average, ELL LWL students performed 27 and 25 points higher in ELA and mathematics respectively (relative to Oakland UE). ELL LWL students also performed 8 and 15 points higher in ELA and mathematics respectively (relative to Oakland comparison). ELL LWL students attended school at a higher rate, and experienced fewer suspensions than both Oakland UE and Oakland comparison students.

Ensuring all students succeed through our partnership with Seneca Family of Agencies to implement their Unconditional Education model

The All In! Partnership between Education for Change and Seneca was formed in 2012 to collaborate on the implementation of the Unconditional Education model; a system of school-wide academic and social-emotional interventions that aim to improve the success and well-being of all students. Learning Without Limits carries out the Unconditional Education model by realigning resources to support early intervention, supporting students before they fail, and facilitating the provision and coordination of both academic and non-academic services, thereby removing barriers to student success.

EFC utilizes the Multi-Tiered System of Supports (MTSS) tiered framework to provide aligned academic and social-emotional approaches to prevent student struggle and remedy existing gaps. MTSS establishes criterion for decision-making around three tiers of services, with Tier 1 services implemented school-wide, and Tiers 2 and 3 targeting students who require additional services to succeed. The integrated, data-driven approach of MTSS has been shown to be effective in enhancing student achievement school-wide, but its implementation is often hindered by the level of expertise required for implementation and coordination of different levels of service provision. In addition to the expertise of existing school personnel, the All In! Partnership leverages the capacity of Seneca Family of Agencies, whose core competency lies in service coordination and the delivery of more intensive education and social-emotional services.

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When this competency is introduced into a school where leadership and staff are committed to success for each student, the path towards school effectiveness for ALL children is accelerated, and students are pushed to higher levels of achievement. The process requires consistent communication on assessments, anecdotal data, and other check-ins between Seneca, teachers, and other service providers in order to improve student success.

The graphic below illustrates the levels of interventions Learning Without Limits is committed to providing as part of a comprehensive student support system. LWL facilitates a Coordination of Services Team that oversees the implementation of the tiered support system. Clinicians and Student Support Assistants provide Tier 2 and 3 behavioral interventions, as they have expertise in providing intensive support services for students who require targeted support in learning positive behaviors. Tier 2 and 3 socio-emotional interventions can be provided by Clinicians and other strategic staff as appropriate. The Academic Intervention Specialist (traditionally the Resource Specialist holding a Special Education teaching credential) provides Tier 2 and 3 Academic interventions. Tier 2 reading intervention is also provided by LWL's Reading Interventionist. Tier 1 behavioral interventions are implemented by classroom teachers with support from the administration and Seneca staff through the PBIS framework. Tier 1 Academic interventions are provided by the classroom teacher and the school support staff. Tier 1 Social Emotional Interventions were identified as a need at the school and is described in more detail below.

See Appendix A33 for the All In! Program Overview

Process

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All-In! Multi-Tiered Model for Intervention



TIER 3 • INTENSIVE:

The most intensive of the three tiers often requires one-to-one support or addresses a considerable skill gap for students at the lowest levels of academic or social emotional achievement. Included in this group are many students with IEPs for a range of disabilities.

5%

DATA-BASED COORDINATION OF SERVICES

Seneca's team structures and facilitates a high functioning process to support integrated service planning and develops school-wide procedures to ensure the identification of students requiring additional intervention.

TIER 2 • TARGETED:

Students receiving targeted interventions have demonstrated the need for support to supplement what is offered in the classroom. These are most often small group interventions delivered to special or general education students within the classroom or as a pull-out.

15%

TIER 1 • UNIVERSAL:

As part of high quality instruction, in a climate of positive classroom culture, students receive interventions at many points throughout the day. Skillful teachers plan for and execute interventions that adjust and accommodate to the unique behavioral and academic needs of their students.

80%



	ACADEMIC (Seneca and school personnel)	BEHAVIORAL (EBAC and school personnel)	SOCIAL-EMOTIONAL (EBAC and school personnel)
Tier 3	Special Education (alternative curriculum to core provided by specialist)	Behavior Intervention Planning (BIP) and Case Management	Individual and Family Therapy
Tier 2	Academic Intervention and Special Education (supplemental support in/out of classroom setting)	Behavior Support Planning (BSP) and Case Management	Social Skills and Therapy Groups
Tier 1	Rigorous Curriculum delivered through Highly Differentiated Instructional Methods	Classroom and School-wide Positive Behavior Interventions and Supports	School-wide Social Emotional Curriculum and positive School Climate

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Goal 1: To increase the capacity to deliver effective interventions for all students through the implementation of a multi-tiered framework

Intervention Assessment and Planning

On an annual basis, the partners will, as part of the annual site planning process, examine the current status of student supports and create a schoolwide intervention plan that builds on the particular strengths, challenges and aspirations of the individual school community. The assessment process provides the opportunity to dive deeply into the culture of the school, build trusting relationships with staff, and pose questions that will inform the collaborative creation of shared goals and strategies for the school year.

See Appendix A34 for the LWL Interventions Plan

The All in! Partnership ensures that systems are in place to promote continuous performance improvement through the collection and analysis of multiple sources of data and feedback: (1) through the use of an annual staff survey, the All in! Partnership gathers insight from staff members regarding the effectiveness of current interventions, including whether or not services are integrated, data driven, and youth centered, (2) data on the distribution of staff and student time across the three tiers of service are collected and analyzed to help inform decisions about the future allocation of resources, (3) the School Wide Positive Behavioral Interventions and Supports (SWPBS) Self Assessment Survey (SAS) is implemented annually, to identify staff perceptions of the status and priority for improvement in behavioral interventions at the school-wide, classroom, and individual student levels, and (4) The Alliance for the Study of School Climate's (ASSC) School Climate Assessment Instrument (SCAI) is implemented annually, which considers climate across eight dimensions—physical environment, faculty relationships, student interactions, leadership and decisions, management and discipline, learning and assessment, attitude and culture, community relations, and special education—effectively encompassing the critical components of school climate identified in current research.⁴² All of these assessment components are synthesized into a summative report and the school team uses this information to create a responsive implementation plan that contains prioritized goals and strategies for each new school year.

Coordination of Services Team (COST)

This team consists of 8-10 key stakeholders, including administration, intervention staff (representatives delivering tier two and three interventions including members of the special education and mental health teams) and classroom teachers. The team creates a uniform, comprehensive referral form for teachers to use when concerns arise about a student's academic, behavioral, or social-emotional challenges. Each week, the team discusses teacher referrals, triaging students for more in-depth discussion and matching them with correct support services, including supportive interventions that can be implemented by teachers within the classroom. Teams also spend time focusing on school-wide academic, behavioral and social-emotional data

⁴² Austin et al., 2011; Zullig et al., 2010.

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(including academic assessment scores, office discipline referral data, and attendance rates) to determine priorities, establish thresholds for different levels of intervention and match resources to needs. Each week, the team also completes one week reviews and eight week reviews for students who have been assigned to specific interventions.

See Appendix A35 for a COST system flowchart and Appendix A36 for a COST form.

Cross System Collaboration

Students with the most critical need of support, including those with disabilities, are often served by multiple providers both on and off campus. The All in! Partnership ensures that expertise and services provided by mental health, child welfare, and probation agencies are seamlessly integrated into a student's school-based intervention plan. ~~This includes providing education to teachers and school staff around the role of these public agencies and coaching them around their responsibility and opportunities for coordination on individual cases.~~

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Goal 2: To increase achievement for struggling students⁴³, including students with disabilities

The primary focus is to ensure that high quality, universal interventions are implemented at tier one, through the provision of training and support in differentiated school-wide academic, behavioral, and social-emotional curricula as detailed in earlier sections of this document. Tier 2 and Tier 3 services are provided by a team of credentialed and licensed service professionals (i.e. special education providers, school psychologists, reading specialists, therapists, social workers, speech language pathologists, occupational therapists, and behavioral analysts). These high quality, customized, data-driven interventions are designed to reduce the need for later referral to higher levels of service. The multi-tiered framework serves as a vessel for the delivery of evidence-based practices that are selected based on the unique needs of the school and students. Students identified for Tier 2 services will engage in six to ten week cycles of intervention focused on remediating specific gaps. ~~All intervention specialists engage in regular progress monitoring to evaluate the effectiveness and to gain valuable information about adjustments needed.~~ A team of interventionists provides both push-in and pull-out instructional supports aligned with Tier 2 and Tier 3 student goals. With such prompt and targeted intervention, many students quickly improve and can be sufficiently supported by school-wide or classroom-based tier-one interventions. Students who do not respond to Tier 2 interventions are considered candidates to receive support at the third tier of intensive services. This is a critical aspect of our approach—leveraging tier 1 to minimize the need for tier 2 and leveraging tier 2 to minimize the need for tier 3. Overall, where EFC has been particularly successful is providing intensive tier 3 services as appropriate AND leveraging tier 2 to minimize the need for tier 3. In a typical system, an IEP often triggers both tier 2 and 3 services, but at LWL and across EFC, the COST process can trigger intensive supports without an IEP.

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⁴³ Students receiving Tier 2 or 3 academic, behavioral, and/or social-emotional interventions

Level of Service	All Students	Students with IEPs only
Tier 3 Only	28	14
Tiers 2 and 3	22	19
Tier 2 Only	107	0
TOTAL	157	33

Learning Without Limits provided 157 children, more than one-third of its student population, with intensive supports above and beyond tier 1 general education scaffolding, personalization and differentiation, though there are only 33 children with IEPs. This included academic interventions from specialists, counseling and social emotional groups, behavioral interventions and support, and social work/family supports.

See Appendix A37 for a list of Academic Interventions.

Tier One, Academic

Our academic leadership team, comprised of administrators, coaching staff, and the Instructional Leadership Team, work to build capacity of LWL teachers to implement research-based curricula, instructional methods, and assessments focused on differentiation and the engagement of diverse learners. ~~Fidelity to the implementation of identified curricula and assessments are monitored by regularly observing classrooms and helping the school to establish systems to track classroom data.~~ Use of data to personalize instruction has become a recent focus at LWL. In the classrooms, teachers have transitioned over the past five years from a more whole classroom with differentiation approach to a small group personalized approach leveraging online adaptive software, using data to form strategic and flexible homogenous groupings to target direct instruction.

Tier Two, Academic

The intervention team reviews formal and informal school-wide data at each of our three cycles throughout the year to develop targeted intervention groups. In addition, the intervention team reviews formative data at monthly grade-level meetings. The COST team works to develop thresholds for the initiation of Tier 2 services, considering data gathered from various assessments. Students are identified to participate in 8-10 week cycles of push-in or pull-out academic groups, targeting the specific content gaps revealed through assessment data. Progress is measured through appropriate, standardized tools such as the Diagnostic Reading Assessment (DRA), phonics screeners, benchmark exams and observation. Each student's progress is assessed at the end of the cycle by the COST team to determine if they are ready to return to Tier 1 levels of support, if they need an alternative type of intervention, or if they may be candidates for Tier 3 services. Students in grades 1-3 who require additional intensive support in literacy growth are targeted for summer programming. This past summer, participating students grew an

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average of 1 month versus sliding 3 months (prior year data indicated 3 months of summer slide without summer intervention).

Tier Three, Academic

Tier 3 academic services are mostly provided for students with Individualized Education Programs (IEPs) who require intensive daily instruction in a curricular program that replaces the general education curriculum in a specific content area because the general education curriculum even with modification is not appropriate based on the individual student's needs. These are push-in and/or pull-out services provided by trained special education teachers as indicated by the student's IEP and progress on IEP goals are closely monitored over time. IEP goals are reviewed at least annually and students are re-assessed for tier 3 services every three years.

Tiered Behavioral Services

The foundation of the school culture approach is Positive Behavioral Interventions and Supports (PBIS), a program utilized in many EFC schools and supported by our partnership with Seneca Family of Agencies. PBIS is not a curriculum or a program. ~~It is part of our larger MTSS framework for behavior support. It is an approach designed to intervene effectively and prevent escalation of problematic behaviors. PBIS emphasizes four integrated elements: (a) using data strategically to inform decisions, (b) setting clear measurable outcomes, (c) identifying practices that will deliver those outcomes, and (d) systems that efficiently and effectively support implementation of these practices. At the foundation of PBIS is classroom-level support and training to ensure teachers are creating supportive and rigorous classroom cultures with clear systems and procedures in place to promote positive behavior and that they have a strong toolkit of strategies to prevent and address problematic behaviors at a Tier 1 level. The school then needs a set of support systems at Tiers 2 and 3 to ensure students with more intensive behaviors have access to those resources.~~

Learning Without Limits utilizes School-Wide Positive Behavioral Interventions and Supports (SWPBS), an evidence-based practice that has proven effective at reducing behavioral challenges for students, including students with disabilities.⁴⁴ SWPBS provides the architecture for building system change within a school that is aimed at bringing about positive school climate. An SWPBS team is formed, consisting of six to ten key stakeholders with representation from administrative leadership, intervention and support staff, general education teachers, and family/community liaisons. The team undergoes a training series (2-3 days per school year) to build understanding of the model's core features, explore various behavioral intervention strategies at each tier, and learn about the tools and process of monitoring progress and fidelity.

Tier One, Behavioral

The SWPBS team plays a key role in the development and implementation of Tier 1 practices. Through a collaborative process that takes into account the unique culture and climate of the

⁴⁴Bradshaw et al., 2010; Cheney & Walker, 2004; Eber et al., 2002.

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school, the team works to (1) identify school-wide behavioral expectations, (2) create a clear picture of what these expectations look like and (3) ensure that these behavioral expectations are explicitly taught to students. ~~Once these expectations are clearly articulated and taught to the entire school community, the team creates a system in which students can be positively acknowledged for demonstrating these behaviors.~~ Another important role of the SWPBS school team is to review the school's disciplinary practices for clarity and consistency and to ensure that office discipline referral (ODR) information is collected in such a way that data can be easily monitored and aggregated for the purpose of tracking outcomes and making informed decisions about referring students to higher levels of intervention. Our Culture lead is a key member of our SWPBS team. He coordinates and delivers in class supports to our higher needs students, tracks and analyzes behavior data, and communicates with teachers and families, in order to provide comprehensive behavioral and emotional supports to our students.

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Tier Two, Behavioral

The COST team works to develop thresholds for the initiation of Tier 2 services, considering data gathered office discipline referrals and attendance. The team works to create behavior support plans for students in need of additional or alternative support strategies in the classroom. One such evidence-based practice that facilitates this process is *Check In Check Out (CICO)*. This approach offers additional motivation and counseling support for students who struggle to meet the school-wide expectations. Students on CICO receive 2 daily "check ins," or 10 minute counseling sessions, from a trusted staff member around a small set of behavioral goals. These goals are created based off of the school-wide expectations and the individual student's strengths and growth areas. Staff work with the student to create an incentive menu that incorporates the student's interests. Students can then use the points that they earn by meeting their behavioral goals to purchase incentives. Each student's progress is assessed after eight weeks to determine if they are ready to return to Tier 1 levels of support, or if they may be candidates for Tier 3 services.

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Tier Three, Behavioral

These services include Functional Behavioral Analysis (FBA). FBAs identify antecedents to problem behaviors, the purpose or function of the problem behavior, possible replacement behaviors that could be taught to the student and strategies for ensuring that desirable behaviors are reinforced and problem behaviors are not. ~~The process culminates in the development of an individualized behavior plan that is carried out and closely monitored by the team.~~ Student Support Assistants (SSAs) and Behavior Support Specialists (BSSs) deliver Behavior Intervention Services in the classroom to aid students in utilizing replacement behaviors, remaining engaged in class activities, and accessing classroom curriculum.

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Tier One, Social Emotional

~~To assess school-wide climate and social-emotional needs, Learning Without Limits collects data annually through the SCAI and the Social Emotional Screener (SES). In our 2015-2016 SCAI, "Student Interactions" emerged as the most significant need at LWL. In addition, research supports that children growing up in violent communities in high poverty experience a level of~~

stress that limits their abilities to excel academically. Therefore, LWL has identified tier one social emotional learning as an area of need. We are exploring multiple steps towards building our Tier 1 SEL program, including the implementation of trauma informed practices and a school wide social emotional curriculum using Restorative Justice.

*See Appendix A38 for the SCAI results for LWL
See Appendix A39 for the SCAI survey*

Please see the section below on social emotional learning.

Tier Two, Social Emotional

The COST team works to develop thresholds for initiation of Tier 2 social emotional services, considering office discipline referral and attendance data, as well as information gathered through the social emotional screener. Students are identified to participate in 6-10 week cycles of group and individual therapy, such as Brothers on the Rise and Superflex, targeting the specific risk factors revealed through assessment data. ~~Progress is measured through appropriate, standardized tools such as the Strengths and Difficulties Questionnaire. Each student's progress is assessed at the end of the cycle to determine if they are ready to return to tier one levels of support, or if they may be in need of intensive, Tier 3 services.~~

See Appendix A40 for list of Social Emotional and Behavioral Interventions

Tier Three, Social Emotional

~~These services include individual and family therapy, provided by licensed clinical professionals. Clinicians collaborate with youth and families to complete the Children and Adolescent Needs and Strengths (CANS) assessment to identify the domains of greatest need for intervention. The assessment provides a basis for the development of an individualized treatment plan, which consists of measurable goals that are used to monitor treatment progress. Clinicians also utilize the Partners for Change Outcome Measurement System to track clients' own view of their progress throughout the course of treatment.~~

Professional Development and Coaching

An essential goal of the All in! Partnership has been to build internal capacity for sustained implementation within each school community. This is done in large part through ongoing and responsive professional development on a wide range of topics, including *Recognizing and Responding to the Effects of Trauma*, and *Self care for Teachers Experience Vicarious Trauma*. All trainings are aimed at supporting teachers' capacity to meet the needs of struggling students and students with disabilities within the classroom/school setting. A customized professional development structure is set each school year, with additional content adjustments made throughout the year to respond to the emerging needs of teachers. ~~At Learning Without Limits, teachers will participate in select trainings as appropriate.~~

Caregiver Involvement

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~~In a review of the literature, the National Center for Family and Community Connections with Schools found that parent involvement has been shown to benefit students' academic, behavioral, and social outcomes.⁴⁵ The All in! partnership works to promote active caregiver involvement both at the school-wide community level, and the individual student level. Processes are in place to enable family members to experience themselves as active participants in the education of their children. In some cases, this might include building bridges, by supporting leadership in establishing welcoming environments (the Adult Learning Center, communication in parents' primary language, etc.) and events (weekly parent meetings, cultural performances, fairs, etc.), and working with active parents to serve as family liaisons and perform outreach work with the larger parent community. Based on the expressed need of each school community, All in! provides trainings and workshops for parents to address such topics as child development, positive parenting, and behavior management.~~

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KEY PRACTICE 5: Emphasis on Cross-Curricular Connections

Goals

~~By maximizing cross-curricular connections, we deepen student understanding of ideas and strengthen their skills in all curricular areas.~~

Instructional Strategies

~~In preparation for each school year, teachers go through a standards mapping process. They create a map of English Language Arts standards to determine the best sequence to teach the standards, taking into account the content and timing of benchmark assessments, developmental needs of children over the course of the year, and learnings from the previous year regarding the sequence of content. Teachers then identify standards in science, social studies and mathematics that lend themselves to connections with individual ELA standards and plan to teach them at the same times of the year. Using a combination of standards-based planning, backwards planning, Understanding by Design (UbD), GLAD and the C3 Framework for Social Studies, teachers build units that maximize the opportunities for cross-curricular connections.~~

~~See Appendix A11 for LWL Cross-Curricular Units~~

Future Goals

~~It is our intention to build on the backwards planning work described here and the work we have done deconstructing standards described above and create a series of thematic units that further deepens the cross-curricular connections embedded in student learning and ensure that students master learning targets and standards.~~

~~LWL's Grade Level Leadership Team is in the process of reviewing our current units with a goal of identifying opportunities to enhance inquiry ares, embed opportunities for making/building,~~

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⁴⁵ Henderson & Mapp, 2002: National Policy Forum for Family, School, & Community Engagement. New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Available at: https://www.seidl.org/connections/engagement_forum/resources.cgi?item=29

integrate experiential and service-learning opportunities, and maximize the use of technology to support students' academic skill development, their facility with using technological tools to create products, and to their curiosity.

KEY PRACTICE 6: Emphasis on Relational Element of Learning

Goals

LWL teachers tell students every day that we designed Learning Without Limits so we could have a school where everyone feels loved and cared about. We use curriculum, provide structures and systems and model practices that encourage habits of kindness and caring among our students.

Instructional Strategies and Materials

As discussed in the Social Emotional Learning section of the charter, LWL uses *Responsive Classroom* to create and maintain a classroom and schoolwide sense of community. Classroom meetings are held in classrooms each morning in which students receive a message from the teacher about the day and share something about themselves, lowering their affective filter and preparing them to be in a learning space. All teachers use interactive modeling so that students know and have the chance to practice and debrief the procedures and routines in the classroom.

Love and Logic is no longer explicitly taught to teachers as a set curriculum, but its tenets continue to permeate our work at LWL. Teachers lead with empathy in addressing student mistakes, and often delay consequences so they can collaboratively identify consequences that are natural and tailored in response to the misstep.

Hiring Practices

One of the things that allows LWL to have such a powerful climate of caring relationships at the school is that we screen for candidates who recognize the power of relationships to facilitate high quality instruction. Without exception, the teaching staff at LWL recognizes the importance of getting to know students and their families and actively works to get to know and understand the personal and distinct set of past experiences and proclivities individual students bring with them to school.

Partners

At LWL we actively seek out partners who share our understanding of the need for powerful relationships and support students with strategies for building relationships. We teach students collaboration and teamwork on the school yard, as well as strategies for resolving minor conflicts easily and without escalation or the need for adult intervention. They work with the sense that we need a world full of people who know how to play with each other nicely—and who know how to solve conflicts when they arise. Roots of Empathy, a partner program we're welcoming this fall, brings community infants into classrooms with their parents to help students develop empathy. We also contract with a Social Worker who supervises counseling interns meeting with students one on one who are in need of emotional support.

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We believe in the value of students having experiences off campus together, particularly overnight experiences. In addition to day field trips taken throughout the school year, for the last seven years, we have been able to send 4th graders on a multi-day trip to Camp Arroyo where they bond with one another and learn about the importance of taking care of the environment through reducing waste, reusing materials and recycling.

We have also been fortunate to be able to take our 5th graders on a week-long trip to Mosaic for the last several years. On this trip, students bond with one another and learn how to “make peace not poison,” and gain deeper appreciation of what it means to come from different cultural and ethnic backgrounds. These trips have been made possible through the additional support of grants written by teachers. We hope to continue offering these trips, depending on resources available from our budget and additional grant funding secured.

Future Goals

We are always looking for ways to enhance the relationships among students, between students and adults, and among adults.

KEY STRUCTURE 1: Supports for a Positive School Culture and Climate

At LWL, we are proud of our progress toward creating a school where all students feel loved and cared for, and where students see themselves as college bound. One of the reasons that we have been successful is that we have a clear vision that we always come back to and that the whole school affirms each morning. Below is a description of each component of the vision followed by systems, plans and training we use to support the positive climate necessary for the realization of our vision.

Vision Statement

We stand on the shoulders of those who came before us as we grow into leaders who are passionate and care about making our world better. We are equipped with skills and knowledge, filled with curiosity, and we know that even when we face challenges we will achieve.

We stand on the shoulders of those who came before us...

As we walk out of the school's doors, we appreciate all our teachers outside of school who have made us who we are and have taught us by the way they live their lives. We have deepened our knowledge that there is goodness in where we come from because we have studied the histories and stories of our ancestors. We also have learned about and respect the contributions of the ancestors of our peers of different cultures. We commit to learning more about our cultural heritage. We are proud to represent our ancestors who made sacrifices so that we could be here climbing the mountain to college. We will continue to follow the lead of our ancestors and leave our own mark.

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As we grow into leaders...

As we walk out the school's doors, we continue to make good choices about how we live our lives. We are good helpers who guide peers and push them to try harder. We set good examples. We excel at presenting what we have learned. By the time we graduate from elementary school, we know how to use computers to help us communicate because that is part of leading in the 21st Century. We know how to construct a web page and put together a PowerPoint Presentation. Because being a leader means communicating with different audiences, we know how to code-switch with our body language and speech. Leaders are problem solvers and we have successfully solved many types of problems including math puzzles, clarifying concepts in history and literature and interpersonal problems. We know that not all problems have one right answer and we identify and evaluate alternatives. We feel safe taking risks and we know how to make others feel safe. As we go on to middle school, we advocate for ourselves and remember who we are instead of letting others tell us who to be.

Who are passionate and...

By the time we walk out of the school's doors, we have found subjects that fascinate us. We are experts among our peers in areas we have chosen and we share our expertise publicly as we learn from the expertise of our peers. We intend to deepen our understanding of our area of expertise and find other areas to learn more about.

Care about making our world better...

Walking out of the school's doors, we take pride in helping our peers. When we grow up we want to do something to give back to the community. We seek to understand those around us and so we listen to their stories and we share our own, because by listening, understanding and sharing, we promote peace.

We are equipped with skills and knowledge; filled with curiosity

When we walk out of the school's doors, we have academic skills that will ensure we are prepared to succeed in an academically rigorous middle school. We have expanded the wealth of knowledge and questions that we brought with us to school. We know how to pursue answers to our questions. We know that our voices and our questions are valid. Our curiosity grows with each new experience. We also excel on performance based and standards based assessments. We are scholars who have solved many problems and bring strategies with us as we come across new concepts and ideas. We have gained a broad range of knowledge so we are able to quickly incorporate new information into our thinking and apply it to situations we are familiar with.

Even when we face challenges we will achieve.

We walk out of our school's doors knowing we are good people who are talented and fabulous. We have taken on healthy habits of body and mind that will help us persevere through challenges. We know we can accomplish anything we set our minds to because we have experienced meaningful successes in school. We are persistent when we encounter frustration. We are resilient. Even though there are powerful forces that would stop us, we overcome. Even after we leave, we will keep affirming one another.

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The following are some of the trainings, systems and additional supports that we have put in place to support our progress.

Trainings

- ❖ *In-house training on engagement strategies that support instruction*—As a school, we recognize that engaging instruction is the most important element in creating a positive classroom climate.
- ❖ *Responsive Classroom*—This is a system designed to support classroom and school-wide community. All teachers at LWL attend a one-week training in *Responsive Classroom* methods, including how to:
 - Run a morning meeting
 - Interactively model all the behaviors and procedures that are desired
 - Use teacher language that supports desired student behaviors
- ❖ Clear expectations communicated to staff regarding how we respond to student behavior through the “LWL Guide to Responding to Student Behavior.”
- ❖ *Love and Logic*—While teachers are no longer trained formally to use love and logic strategies, many of the basic strategies are school-wide practice, including the shared expectation that the one who breaks something fixes it and the delaying of consequences to support reflection and provide adequate think time for adults to find natural consequences suited to the circumstance. We also continue to hold the philosophy that it is folly to try to plan out exact consequences for every possible scenario. Rather, human judgment is necessary to account for the nuances of individual situations.
- ❖ *Toolbox*—All of our faculty, administration, and after-school staff have been trained to use this social emotional curriculum aimed at providing students the tools they can use to regulate their emotions, behaviors, and the ways they interact with peers and adults in their communities. The Toolbox curriculum is taught by teachers throughout the school year and reinforced daily with the use of Toolbox “fan decks” worn by all staff. On-site clinical staff are also available to conduct push-in sessions as needed.

See Appendix A42 for *LWL Guide to Responding to Student Behavior*

Systems

- ❖ Referral system—office referral conversations start with students writing a reflection. Then they focus on healing relationships by making a plan for alternate choices in the future.
- ❖ Buddy referral system—teachers send students to a buddy class when taking a break in class was not successful
- ❖ Teacher buddies—students needing extra emotional support are assigned teacher buddies who check in with students. Teachers do not take on more than 2 buddies.
- ❖ Regular COST meetings—teachers submit referrals to the Coordination of Services Team, which determines whether students will be prioritized for a SST or counseling, etc.
- ❖ Weekly yard supervision meetings—yard supervision team meets weekly with the

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principal to identify areas of concern and make adjustments. *Love and Logic* training also takes place during these meetings.

Additional Positive Culture and Climate Supports

- ❖ Two counselors carry a joint caseload of 16 students who they meet with regularly. They also arrange outside services for students with ongoing needs, run four social emotional support groups with a total of 22 students, and meet with a wide range of students for one time crisis counseling.
- ❖ School wide morning meetings: Every morning our school meets as a whole to say our vision statement and sing. We make sure to start the day in a positive, connected way.
- ❖ CLAP values are communicated in every classroom and monthly CLAP Awards recognize one student from each classroom that has demonstrated those values the most. A poster with photos of CLAP Award recipients is placed in the school entrance.
- ❖ Students can express their appreciation and acknowledgement of their peers on the Show Some Love wall coordinated by the Culture and Climate Committee (C3).
- ❖ Drum troupe: A group of student volunteers practice drumming each morning before school. On Fridays, they play at the school wide morning meeting.
- ❖ Positive climate coaching: Our Deans of Culture meet with most of the students who are sent to the office. They help them reflect and decide on consequences. They also run affinity groups and Baba Wain continues to teach and guide the drum troupe.
- ❖ Physical beautification: We take advantage of volunteer opportunities to beautify our space with the belief that students come to believe that they deserve to be surrounded by beauty when we make the effort to beautify their space. We partnered with the Sierra Club Tree Team to plant 25 trees on the blocks surrounding our school site and families volunteered to water and tend to them over the summer.
- ❖ Uniforms: The LWL uniform is worn with pride by all students. The uniform displays the school logo on the front —nurturing hands cupping a tree stylized to look like people growing beyond the limits of a rainbow, with a butterfly flying beyond the rainbow. The back of our uniform contains the uplifting message from the end of our vision statement: “...we will achieve.” Future versions of the uniform may include the CLAP values on the back and our new student selected school mascot: the dragon.

KEY STRUCTURE 2: After School and Summer Program Extends Student Learning

Oakland Leaf's social impact proposition is for East Oakland youth to be creative, thriving and contributing to their community. Oakland Leaf provides intentional programming to support youth's physical, social and emotional well being, academic success, and commitment to social justice activism. The Learning Without Limits and Oakland Leaf partnership helps students grow into leaders who care about their peers and who are able to act in support of what they believe in. Our youth centered programming emphasizes identity and self expression, empathy and reflection, empowerment and leadership development, critical thinking, independence and

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equality. Students and their families are a part of a community where relationships are nurtured and student growth is a collaborative effort.

LWL's summer program serves students entering kindergarten, many of whom have their first experience with school during this time. This serves as an important socialization experience for them so that they begin kindergarten accustomed to the rhythms of school. Our first through fourth grade students who are achieving below grade level attend summer intervention for four weeks to help them prepare for the coming fall. During summer intervention, district benchmarks have been used as pre- and post-assessments to measure students' growth. Because we found in previous years that the summer intervention was most effective for younger students, we prioritized making spots available for younger students in the program.

KEY STRUCTURE 3: Family and Community Partnerships are Prioritized

Goals:

- ❖ Create empowered families that actively participate in school decisions
- ❖ Build strong family and school relationships
- ❖ Maintain clear, consistent, regular communication
- ❖ Galvanize community partners to best serve the students at Learning Without Limits

Strategies/ Structures:

Learning Without Limits operates under the premise that parents are their children's first and most important teachers and that the teachers, parents/guardians, and students, by their own choice, must work together as partners to create the potential for a quality education. Parents are a vital part of this partnership, and accordingly, LWL will work to encourage all parents, even those who traditionally have not engaged with the school community, to participate. We therefore seek to partner closely with parents in the effort to make sure students feel loved and cared about at school and when they leave our doors on the path to college.

Families are partners in the education of their children. Students and staff at LWL will make families welcome, know them well, and engage them actively in the life and decision making of the school. Regular communication and multiple opportunities for participation encourage families to be strong partners in their children's learning.

~~Family involvement and community partnerships are fundamental to meeting the needs of the whole child.~~ We mean equal participation of and appreciation for all the individuals and organizations who work for and with our children. We recognize the challenge of developing a culture and program that is authentically inclusive of families and community members. Towards our goal of valued and integral partnership, we will implement the following:

- ❖ **Parent/teacher conferences:** Teachers spend extra time with parents and students in order to ensure that there is time for quality dialogue on student progress. These conferences are mandatory for every family. We have been close to this goal and achieved 90% participation at the last conference week in 2016. Teachers review the standards-based

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report cards and show student work to demonstrate student progress towards these standards. Students are expected to participate actively in this process in all grades, and are empowered to lead these conversations in middle school. The conference is an opportunity for students to practice being reflective, celebrating what they have learned and setting new goals.

- ❖ **Parent education on curriculum and data:** LWL holds regular meetings with parents to review the latest data from assessments, what children are learning in the upcoming trimester and how they are learning it, give suggestions on helping with homework, and review future units. Teachers hold informational meetings specific to their classroom, including an Open House at the beginning of the year.
- ❖ **The Family Leadership Council:** Parents currently have a formal voice in the decision-making of the school through the Family Leadership Council (FLC). The FLC meets regularly to advise the principal and participate in important decisions affecting the school. The Family Leadership Council consists of two representatives from each classroom. LWL also recruited and hired a Family Resource Coordinator to guide the Family Leadership Council, support coordination of events, and serve as the main liaison between our FLC and school administration. Parents have a vital voice in every important decision made at LWL such as budgeting, student programs, and curriculum. In addition, Education for Change is committed to having parent voice on the EFC Board. Two members of LWL's FLC attend EFC Board meetings regularly and one of LWL's parent leaders was elected as a Board Member this year.

Other opportunities for parent involvement include newsletters, school events (such as the Back to School Night and Winter Celebration), volunteer opportunities, and Study Tours (field trips). LWL parents and guardians are also encouraged to take an active role in supporting all aspects of the school. Hundreds of families show up to events at school including the Fall Festival, Family Reading Night, and end of year Carnival.

One highlight of family engagement has been the Computer Literacy Class this past year that has served several families on our campus. We hope to offer this class again in addition to re-establishing English as a Second Language classes for parents. Another stand out is our Family Reading Night which for the second consecutive year has drawn local authors to visit our school to interact with families and students and gives our teachers an opportunity to provide helpful tips to parents about supporting learning at home and helping their children make growth in much needed reading skills.

Community Partnerships

Building strong links with the local community is critically important to the school's success. Learning Without Limits and EFC partner with individuals and organizations in the community that are dedicated to helping students obtain their academic goals and providing total child support and development.

LWL has already developed strong partnerships it seeks to maintain, while it expands the number and scope of its current partnerships. LWL's community partnerships fall into two main

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categories: those that serve the variety of family needs and those that are targeted at providing academic and enrichment services to students.

Current partners include:

- Reading Partners
- Bay Area Community Resources
- OCO
- National Equity Project
- Oakland Schools Foundation
- Oakland Leaf
- Oakland Schools Safety Patrol
- Berkeley Chess School
- Fresh Fruit and Vegetable Program
- Upward Roots
- Roots of Empathy
- PlayWorks
- Seneca Center
- Alameda County Food Bank
- Casa del Sol
- MOSAIC Project
- Developmental Teacher Education, UC Berkeley

Assessment

Parents are surveyed about their satisfaction with the school, including whether they feel welcome at the school site, the depth of their relationships with school staff, the degree to which the school empowers them to be part of the decision making process, and how well the school communicates with them. Other metrics such as parent participation in the various meetings and events, parent attendance at parent conferences, and the number and effectiveness of community partners will also be considered in the assessment of the goals.

Future Goals

For the last year, the Family Leadership Council has met weekly to brainstorm ways to bring more parents into the life of the school. This has led to the planning of successful events such as Family Movie Night, our first annual Talent Show, and first upcoming Walk A Thon, in an effort to make the school a space where families get to know one another when they are not busy with picking up children and running from one task to the next. We hope to institutionalize these events and make them a regular part of family participation in the school community.

LWL and EFC will continue to reach out to a wide range of organizations to develop relationships and to provide much needed support to the school community.

KEY STRUCTURE 4:

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KEY STRUCTURE 4: Equity-Centered Professional Learning Community

Goal

The goal for EFC's focus on professional development is to create think tanks and educational laboratories for ideas, strategies, best practices, and success at each school site. Leveraging the knowledge base and creativity of motivated and dedicated staff across multiple schools will over time provide Learning Without Limits and the other EFC schools with a vast repertoire of tools to utilize in their work toward providing an excellent education for all its students.

EFC firmly believes that reinventing the wheel time and time again is not in the best interest of teachers and their students, so it continues to provide the support and assistance to help capture the most effective practices at each school, organize them into instructional procedures and scaffolds, and disseminate them to all of EFC.

Our professional development approach leads our teachers to:

- Analyze student data to create differentiated groups with individual instructional plans
- Track and monitor student growth and intervene and support as necessary
- Employ small group instruction throughout the curriculum to meet each student's academic needs as indicated by current data
- Collaboratively plan lessons and units that maximize the engagement of all students
- Utilize the school culture systems and rituals to engage students and support their ongoing character development

At Learning Without Limits, we seek to

- Create powerful, positive, unified, and collaborative learning communities where high quality instruction and student achievement are the driving forces
- Provide professional development opportunities that allow instructional staff to grow professionally and hone the craft of teaching
- Ensure staff have the capacity and content knowledge to fully implement the instructional program developed in this charter petition

Strategies and Structures

Education for Change sees professional development as a key driver to improving instruction and student outcomes. Our experience has shown that as teachers and administrators gain deeper content and pedagogical knowledge, the results for students improve. As a cornerstone for all EFC schools, all staff professional development is developed and conducted with the intent of creating collaborative, supportive, continuous learning environments at each school. Just as we encourage our students to achieve through high expectations and by providing the best educational services possible, we look similarly at building this same culture of achievement, support, and quality for teachers.

We define professional development broadly, not simply as workshops that deliver new content, although they are one form of professional development, but all professional learning community

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~~activities (grade level meetings, data analysis, enhancement planning, mitigation planning, formative assessment), coaching, observing colleagues, teacher inquiry.~~

As schools with the same goals and similar populations, but different instructional models, join the EFC network, the opportunity for growth and cross-pollination of great ideas increases. ASCEND and Learning Without Limits both began implementing personalized learning school wide after a year of pilots, and they have served as a resource for personalized learning. Each of the schools in the EFC portfolio will have had success in different instructional arenas, which then can inform others to improve outcomes for all.

Resources and Structures to Support PD

Teacher Professional Development / Collaboration Time

This daily professional development and collaboration time provides teachers with much needed time set aside for professional development and collaboration with colleagues within the school, as well as with other EFC schools. Providing additional dedicated time each day that is fully compensated allows all teachers at each school the time to move instruction to a high quality level and truly build an environment and culture where high expectations for student achievement can be a reality.

EFC teachers' workday is extended to 4pm to ensure there is time for professional learning activities at the end of the day. This end-of-the-day daily collaboration time provides teachers with much needed time for meeting with colleagues. Also imbedded into the schedule is collaboration and planning time during the school day. Teachers have common planning times integrated into the schedule to ensure strong alignment across content areas and grade levels.

Learning Without Limits enhances beginning-of-the-year professional development time for teachers/staff by adding additional, fully compensated professional development days. A majority of these days are usually scheduled for the week prior to the start of school to provide teachers with compensated time to prepare their classrooms as well as engage in orientation and professional development sessions focused on implementing the EFC instructional program and building the EFC culture at the school.

See Appendix A43 for LWL's Bell Schedule and Appendix A44 for the 16-17 calendar.

LWL Professional Development

Learning Without Limits is deeply committed to the power of professional development. LWL leverages a variety of powerful professional development models including Professional Learning Communities (PLCs), Inquiry, coaching, cycles of data analysis, and input of new content. The overarching structure of professional development is the establishment of PLCs to develop collaborative learning communities that focus on equitable student outcomes. Professional Development is tied to our High Priority Instructional Practices (HPIPs) that are set each year.

See Appendix A45 for LWL Professional Learning Alignment Plan

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Summer Institutes

Professional development begins with the summer institute prior to the opening of the academic school year. The first part of this institute takes place immediately following the conclusion of the previous school year. Teachers begin to create or modify their year-long, standards-based plans based on experience with the just concluded school year, following the Insight Strategic Design method of backwards planning and defining standards. In addition to creating our yearlong plans, teachers receive training in various areas. Topics from previous summer institutes include guided reading, Responsive Classroom, and GLAD. The summer institute is followed by weekly professional development sessions during the school year that carry the same threads introduced during the summer institute.

Schoolwide Focus

At the end of each year, our staff reviews our vision statement and analyzes how well we are aligned with that vision. Out of this process, we prioritize three to four areas that need further attention. Teams then meet monthly throughout the following year to address these topics. Every year and every content area has had a specific focus area for professional development.

Learning Without Limits has successfully retained teachers at a rate sufficient to focus annually on specific practices, build mastery of those practices, and then identify and master additional high-leverage strategies to move towards a more complete implementation of its instructional model. New teachers to LWL are trained and coached in these strategies and expected to implement them as they learn them.

- **Guided Language Acquisition Design (GLAD):** All teachers completed a weeklong institute followed by two years of on-site coaching including teacher observations with feedback from GLAD coaches and reviewing of key strategies. All new teachers are required to receive GLAD training.
- **Responsive Classroom:** The majority of teachers at LWL completed a weeklong training, and all teachers participate in ongoing application of that model to our site.

Professional Development Days

As a cornerstone for all EFC schools, staff professional development is developed and conducted with the intent of creating collaborative, supportive, continuous learning environments at each school. Just as we encourage our students to achieve through high expectations and by providing the best educational services possible, we look similarly at building this same culture of achievement, support, and quality for our teachers.

The principals set the tone and develop the conditions under which staff members become the keepers of the school's culture and values. As a result, staff development supports the school's mission and basic values by fostering a positive campus culture, sharing the best instructional practices, and encouraging individual teacher growth. Beginning with staff orientation before the start of the school year, the principal and members of EFC's academic support team ensure that teachers fully understand and support EFC's mission, goals, and basic values, emphasizing a

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rigorous, standards-based instructional program. This orientation involves specific activities designed to align the staff and foster teamwork and the building of a professional learning community.

During the school year, staff development continues through professional development days, professional development sessions, whole staff meetings, and grade-level team meetings. Professional development typically takes place during the Wednesday minimum day. Education for Change has built in a total of 14 days throughout the school year to support staff in data analysis (individual, team, and school-wide), collaborative planning, and report card and conference preparation.

The Learning Without Limits Site Instructional Leadership Team works with EFC's Instructional Management Team to determine session content based on identified school-site needs.

Instructional Coaching

In addition to the formally planned professional development trainings, EFC has committed to supporting teachers and improving teaching through instructional coaching. LWL has worked to streamline our coaching model that also provides focused instructional expertise for teachers.

Instructional coaches work with teachers in intensive coaching cycles that focus either on a specific area of need at one grade level or a specific need with intensive coaching of individuals. The focus for each coaching cycle is identified through teacher observations and the analysis of student data. In this practice-based PD model, the coaches work weekly with teachers for extended periods (typically a trimester), demonstrating the expected practice, co-teaching with them, diagnosing students' skills and providing ongoing feedback to teachers on their instructional practice. At times, based on an overall assessment of need, coaches work with a broader focus of supporting strategic refinements in practice. The goal, simply put, is to transform practice in order to speed the pace of improved outcomes for students.

Collaborative Learning

There is no better professional development than for teachers teaching the same content in the same context to support each other in asking the four questions named by Rick DuFour as defining the work of a PLC: *What do we expect students to learn? How will we know when they've learned it? What will we do when they haven't learned it? What will we do when they already know it?*

We have based our collaboration on the Professional Learning Community model of Richard and Rebecca DuFour. We will provide teachers with collaborative structures and clear processes for:

- Engaging in inquiry-based dialogue
- Analyzing student data together
- Sharing best instructional practices
- Strategic planning to meet the needs of underperforming students

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The LWL team establishes a strong professional learning community (DuFour), facilitated by the support team, partners, and the PLC structures imbedded in the schedule and program. The PLC structure creates the opportunity for collaboration around instruction where teams regularly analyze assessment data together, set goals, develop instructional mitigations for the data, teach them, re-assess and come back to reflect on success and challenges they faced. The teams relentlessly work on improving student outcomes by sharing best practices, developing their own knowledge base, cognitively planning lessons together, demonstrating their teaching to one another and giving each other feedback. An EFC non-negotiable for all of our schools is school-wide coherence and fidelity of implementation to the school's approved program.

We believe strongly that collaboration is the foundation for improving practice, but EFC is committed to differentiating professional development to best meet the needs of the teachers in the organization. As a school community, administrators and staff will identify inquiry areas and professional learning needs that will drive site-based professional development and inquiry. As individuals, teachers, together with their administrators, will develop goals and professional learning plans to move their instruction forward. Coaching, BTSA inquiry, and teacher inquiry groups all support the growth of individual teachers toward meeting their goals.

When teachers engage with each other in collaborative planning teams like those described above, it supports student achievement in the short and long term. Teachers build knowledge over time through this process, and just as importantly, teachers provide each other with emotional support through collaboration. Teachers rejuvenate when they use each other as sounding boards to bounce ideas off of and hear how other teachers have solved problems similar to theirs. They do not feel alone in the work, because they share the struggle and have support. They benefit from one another's creativity. At LWL, teacher retention has been outstanding relative to other Oakland schools.

Data-Based Inquiry Cycles

All EFC schools participate in data inquiry cycles. Time is allotted for teachers to analyze their data, develop targeted instructional responses, be they whole group or small group, and then time to reflect on the results of those instructional plans. Site-level instructional leadership teams composed of coaches and co-principals, that meet with the Instructional Management Team 4-6 times per year to review student growth data and get support and thought partnership around instructional responses, professional development, and coaching moves. These sessions are also designed to build coach and administrators' capacity around instructional leadership.

Learning Without Limits believes not only in collecting data from a range of sources to inform its academic programs and ensure students' success—but also that professional development for teachers to effectively analyze and use the data is critical. Using data to inform planning and instruction is a vital component of LWL's success in addressing the needs of low-achieving students and in differentiating and personalizing instruction. We structure professional development to regularly look at grade-level standards and a range of data to ensure all students are on track.

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In August, teachers analyze state performance data to identify students who are potentially at risk of becoming low achieving and to plan for their needs based on gap areas. Throughout the year, in approximately six week cycles, teachers continue to engage in formal data analysis. As described above, they go through a structured process of engaging with their data to create action plans aligned to goals. During these sessions, assessments are analyzed through the lens of both whole class and individual learning gaps.

The following are two examples of data analysis tools that teachers at LWL may use to improve instruction, dialogue, and prioritize next steps:

- **Analysis of Practices and Results:** A reflection form and process through which teachers examine, from the previous year, grade level performance and trends, individual class performance and trends, personal professional goals and accomplishments, and individual student trends, e.g. students who gained or dropped significantly
- **ELA Interim Analysis:** A reflection for teachers to connect test questions to standards being assessed, common student misunderstandings on those questions/standards, possible sources of confusion, and next steps to address misunderstandings
- **A focal data point for our inquiry is students' DRA scores.** Time and energy is spent in understanding exactly what students' skill strengths and gaps are within their current DRA level, setting goals designed to help them move to the next level, enrolling students in the effort to achieve those goals, and aligning Guided Reading instruction and practice to those goals.

Our results have not always been uniformly positive. Rather than make excuses, we engage in deep inquiry around the reasons for negative results. As Richard DuFour writes, taking responsibility for student learning means asking and re-asking the question: *What are other schools doing that are achieving results that we admire?* Especially when we get results we are disappointed by, LWL teachers and staff readily seek out opportunities to visit schools that have been successful in the areas where we have not. In all cases, we do not expect students to adjust to teachers' current methods. Rather, we adjust to students' needs and do what is necessary to ensure that every student learns in our classrooms

LWL educators set goals for children and the intensity of the expectation that students meet those goals communicates what we think students are capable of. Students respond to those expectations. We will be relentless in our pursuit of results and we will communicate with families and students every step of the way. In other parts of this petition, we refer to the goal setting we do with students. We also pay close attention at a macro level to student progress.

Every teacher keeps track of student progress toward goals on benchmark assessments and DRA reading levels and the ADEPT assessment and this progress is shared in real time with administration and coaches. After each benchmark, teachers participate in hour long one on one conversations with the principal regarding student progress.

See Appendix A46 for a sample Data Tracking Sheet

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See A32 for sample Data Analysis Protocol

We embrace data in a variety of forms including teachers' observations, students' daily work, school-wide administrations of writing assessments, and benchmark assessments and state tests. The data we collect to measure progress toward our students' goals leads us to regularly ask ourselves "what would it take for students to meet our highest expectations?" and then implement the answers.

Through the data analysis process, we are able to reflect on what has worked in our past practice and what has not. We bring our content knowledge from input PD as we plan out instructional responses to the data. For instance, after seeing a growing number of students scoring proficient on the DRA but at Basic on benchmarks, we analyzed the gaps and identified steps to address those gaps. The chart below presents an example of all the structured collaboration opportunities provided during one year at LWL.

Time	Description
Summer	2 day retreat in June to begin year long planning and engage in a cycle of inquiry 3 day retreat in August to complete unit planning for first unit, commit to school and team norms
School Year Release Days	Teachers are released in grade level teams to write and refine their unit plans, identify/create common formative assessments based on deconstructed standards, analyze data from summative assessments, and to complete report cards.
Mid Year Retreat	Teachers and Staff engage in Inquiry regarding school successes and next steps toward our vision.
Tuesdays 3:15—3:45	Grade Level Lead Team meets to engage in consultancies regarding formative assessments
Wednesdays 3:45—5:15	Leadership Team meets to make instructional decisions review plans for upcoming Professional Development and problem solve systems issues.
Wednesdays 2:05—3:00	Input PD—Two ELA, 1 ELD and 1 math PD per month
Wednesdays 3:00—4:00	Common Formative Assessment Planning and Analysis

LWL's collective and individual professional development plans are carefully constructed for maximal impact within the context of the ongoing work within the ECPLC. The topic of professional development is addressed in the next section.

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Observation and Feedback

Our teacher evaluation tool is aligned with walkthrough tools, and all tools will utilize the same rubric across all sites. This will enable LWL to collect and monitor data on identified high priority practices. It will also allow site leadership to provide immediate feedback on teacher practice and track growth over time. Teachers are able to access the TNTP rubric, review their walkthrough and observation data, more actively and regularly reflect on formative observation data and track their own learning and development. Along with this, principals observe teachers and meet one-on-one weekly to debrief observations, review goals, and plan next steps.

Teachers are encouraged to observe one another and other excellent teachers in the community, and they receive regular feedback on their performance, goals, and growth. LWL has budgeted for substitutes to cover grade level teams to observe other classrooms across EFC, within LWL and across the larger community. Teachers are expected to consistently exchange best practices with each other and teachers at other EFC schools. Professional development involves not only structured whole staff and small group practices, but also individualized support and coaching to best serve each teacher's needs. Every moment of professional development is maximized and aligned with the school's and EFC's goals.

Instructional Leadership Development

EFC is working in partnership with the Reach Institute around principal and assistant principal professional development. As part of this partnership, EFC co-principals are coached and supported on improving their capacity to improve teacher practice as part of the observation and feedback process. Using a tool called the Instructional Leadership Performance Evaluation (ILPA), Reach coached site leaders in this process. EFC has integrated the ILPA into its site leadership evaluation process.

The instrument reveals the Instructional Leader's ability in five dimensions:

- Diagnosis of the affective state of the teacher
- Keen observation of instructional sequences
- Analysis of instructional sequences with research-based criteria of effectiveness (use of evidence)
- Understanding of learning trajectories along dimensions of instructional competence
- Coaching skills: engaging the participant emotionally, interpersonally, and cognitively in the process through coaching language and practices. Appropriate use of and shifting of stance throughout.

EFC has also partnered with National Academy for Advanced Teacher Education (NAATE) to facilitate deeper professional learning for our administrators and teacher leaders. The core NAATE pedagogy is the case study method of instruction used extensively to train doctors, lawyers, journalists, and other professionals, but rarely used in the classroom teaching profession. In facilitated case discussions, participants uncover a range of potential solutions and through deep analysis, peer-to-peer discourse and civil debate they exercise inductive reasoning

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skills to draw broader implications. Teacher and Administrator Fellows depart the program eager to apply profoundly transformative ways of thinking.

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SUPPORTING ALL STUDENTS

Support for Students with Disabilities

Philosophy

Our general belief at Learning Without Limits is that ALL children are able to excel and succeed if instruction is aligned and differentiated to their needs and designed to accelerate and individualize.

Therefore, the best way to support the great majority of students who qualify for Special Education services is through differentiated, scaffolded, and individualized instruction in general education settings where children have access to appropriate content and concepts and are provided the support and modifications many of our other populations require to access the curriculum. Our RTI based interventions system, in partnership with our comprehensive assessment system, supports students with disabilities by providing them maximum interventions and supports through the general education program.

Overview

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” – Ed. Code § 47605(c)(5)(A)(ii)

“If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A to G” admissions criteria may be considered to meet college entrance requirements.” – Ed. Code § 47605(c)(5)(A)(iii)

Local Control Accountability Plan (LCAP) Learning Without Limits

Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1, in accordance with Education Code section 47604.33. In accordance with Education Code section 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time, including but not limited to the following:

A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of

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the changes to the specific actions the charter school will make as a result of the review and assessment.

· Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.

· To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.

Charter School shall comply with all other requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School ‘shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update...’ (Ed. Code § 47606.5(d))

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Western Association of Schools and Colleges (WASC) Accreditation

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

Mathematics Placement Policy

If Charter School serves ninth grade, Charter School shall comply with the requirements of Education Code section 51224.7 with respect to implementing a fair, objective and transparent mathematics placement policy for pupils entering the ninth grade.

Independent Study

Charter School recognizes that a long-term independent study program (greater than 14 days per school year), is a material term of the educational program described in Charter School’s petition. Therefore, if offered, Charter School’s petition will contain a reasonably comprehensive description of the long-term independent study program, including how the school will comply with the legal requirements in providing such a program.

Home and Hospital Instruction

Charter School is responsible for providing both its general education and special education students with individual home instruction during any period of temporary disability when the student is unable to participate in on-campus instruction. In the case of a parent notifying Charter School of a request for home instruction, Charter School shall determine the appropriateness of home instruction services within five days of the request and shall begin home services within five days of determining eligibility. If a student disenrolls from Charter School in order to enroll with their school district of residence for home instruction, Charter School shall re-admit such students if they request re-enrollment within one calendar year from disenrollment from Charter School.

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If a student with an IEP is unable to attend school due to a temporary or ongoing medical or psychological disability, Charter School shall continue to be responsible for the provision of special education and related services during that time. Home instruction for a student with an IEP or Section 504 plan shall only be provided under the following circumstances (5 CCR § 3051.4): the IEP team has recommended home instruction based on a medical report which is from the student's attending physician, surgeon, or psychologist; states the diagnosed condition; certifies that the student's condition prevents attendance in a less restrictive setting; and contains a projected calendar date for the student's return to school.

Home instruction shall be provided only by teachers with valid California teaching credentials who consent to the assignment. There is no provision in statute that specifically addresses instructional content; however, the goal of home instruction should be maintenance of the pupil's former level of performance.

A student with a temporary disability, who is in a hospital or other residential health facility within the boundaries of OUSD, excluding a state hospital, shall receive educational services by OUSD. A pupil with a temporary disability, who is in a hospital or other residential health facility outside the boundaries of OUSD, excluding a state hospital, shall receive educational services by the school district in which the hospital is located. Pursuant to Education Code § 48207, Charter School shall continue to enroll such students while they are receiving Hospital Instruction. Average daily attendance shall be calculated consistent with the law.

Student Enrollment and Grade Levels Served

Charter School will serve a maximum student enrollment at each grade level and at all grade levels combined in each of the years of the term of the Charter as follows in **Figure 1:**

Figure 1: Enrollment by Grade Level

Projected Student Enrollment for Each Year					
by Grade Level and Total Enrollment					
	FY26	FY27	FY28	FY29	FY30
Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
TK	30	36	42	48	48
K	48	48	48	48	48
1	48	48	48	48	48
2	40	48	48	48	48
3	55	40	48	48	48

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<u>4</u>	<u>55</u>	<u>55</u>	<u>40</u>	<u>48</u>	<u>48</u>
<u>5</u>	<u>65</u>	<u>55</u>	<u>55</u>	<u>40</u>	<u>48</u>
<u>6</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>7</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>8</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>9</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>10</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>11</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>12</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>Other</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>Total</u>	<u>341</u>	<u>330</u>	<u>329</u>	<u>328</u>	<u>336</u>

Maximum Enrollment for Charter Term: 420

Charter School will submit a petition to materially revise its charter if any of the following occur:

1. The Charter School seeks to serve any grade levels not already approved by the District on the schedule approved by the District;
2. The total enrollment in a given year exceeds the maximum enrollment by 5% or more.
3. The total enrollment in a given year is more than 15% below the projected enrollment per the schedule above.

Special Education

The Charter School shall continue to comply with all applicable State and Federal Laws in serving children students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“the ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEIA”). California law gives schools various options on how to deliver special education and related services either as (1) an arm of the charter granting agency, (2) an independent local education agency, or (3) as a charter SELPA. The and the IDEA.

The Charter School is its own local education agency (“LEA”) for purposes of special education, in conformity with Education Code Section 47641(a). The School LEA and is a member in good

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standing of the El Dorado District Office of Education Charter (“EDCOE”) Special Education Local Plan Area (“SELPA”), which is the current SELPA for all of the existing Education for Change schools.”)

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The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services, and all EDCOESELPA policies and procedures, and shall utilize appropriate EDCOESELPA forms. The Charter School shall not discriminate against any pupil with a disability in the admissions/admission process or any other aspect of operation. The school recognizes its responsibility to enroll and support students with disabilities. The Charter School shall not ask or require students or parents to waive the right to a free appropriate public education in order to attend the Charter School.

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The Charter School shall continue to be solely responsible for its compliance with the IDEA/IDEA, Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all children/students with disabilities. The facilities to be utilized by the School shall provide children with disabilities equal access to all aspects of the educational program.

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As described above, Education for Change Public Schools has a strategic partnership with Seneca Center to implement a comprehensive multi-tiered system of supports in alignment with our mental health and Special Education programs. We integrate Special Education into the larger interventions framework and ensure that it is in greater alignment with the larger school-wide student support system. The foundation of this system is a comprehensive assessment program that regularly assesses students using a variety of tools to track progress and growth every six to eight weeks. This data is reviewed by grade level teams, and students not making appropriate progress are flagged for in-class interventions. If a student continues to not make progress, the teacher refers the student to the COST team. Through the RTI program, teachers are coached and supported in developing both behavioral and academic interventions plans for their students. Students not making adequate progress through the in-class Tier 1 interventions within six to eight weeks can receive either a revised Tier 1 intervention plan or more intensive Tier 2 services. Should the team observe evidence that a child may be eligible for Special Education services after numerous Tier 1 and Tier 2 interventions, they can submit a referral for Special Education to the COST team who will develop an assessment plan if appropriate.

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A student with an Individualized Education Plan will have access to ALL of the interventions available school wide as part of their individualized education plan. The Coordination of Services team in partnership with the Special Education teacher or lead ensures student plans are developed strategically and implemented with fidelity and utilizes all the resources available at the school to inform the development of the IEP. For example, a Special Education student could have as part of their IEP 45 minutes daily of a tier 2 reading intervention available to all general education students to address his reading goals, receive strategic instruction from the Resource Specialist twice a week specific to executive functioning skills, and participate in an after-school support group to address socio-emotional goals. While this student is receiving

strategic services from a designated and appropriately credentialed Special Education provider; he is also receiving services and interventions available to all General Education students as part of his plan. The EFC Special Education program is designed specifically to accelerate a student's growth in target areas and ensure that student's ability to succeed in the General Education setting both academically and socially.

EFC is proud of its Special Education programs, and we have presented at the California Charter Schools Association several times on the topic of implementing quality special education programming and integrating resources from Special Education, mental health, and general education to ensure Special Education students receive the services and supports they need to be successful. ~~Our belief is that the great majority of Special Education students can be served effectively in a general education setting with targeted support.~~ EFC has leveraged county mental health and SELPA low incidence resources to effectively serve students with moderate to severe disabilities. One example is a young man we have renamed Joseph Starr who entered an EFC school as a fourth grader scoring Far Below Basic in both mathematics and ELA with an IEP indicating he required a Non-Public School placement for extreme behavior challenges. We supported him in the general education setting with targeted support services, and he recently graduated from the school proficient in both mathematics and ELA and meeting all of this academic and behavioral goals.

See Appendix A17 for the Joseph Starr story.

Services for Students under the ~~IDEIA~~ (Search and Serve) ~~IDEA~~

Learning Without Limits is an LEA. The Charter School participates as a member of the EDCOE Charter SELPA in accordance with Education Code section 47641(a). ~~Learning Without Limits~~) and makes the following assurances:

- *Free Appropriate Public Education* – The Charter School ~~will assure~~ assures that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been expelled from school ~~and that no assessment or evaluation will be used for admissions purposes. No student will be denied admission to the school because he or she is in need of special education services.~~
- *Child Find* – The Charter School assures that all students with disabilities are identified in accordance with the policies and procedures of the SELPA.
- *Full Educational Opportunity* – The Charter School ~~will assure~~ assures that all students with disabilities have access to the full range of programs available to ~~non-disabled students without disabilities.~~
- *Least Restrictive Environment* – The Charter School ~~will assure~~ assures that students with disabilities are educated with students ~~who are not disabled~~ without disabilities to the maximum extent appropriate. This ~~will be~~ is addressed through the use of supplementary

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aids and services in the general education environment in accordance with each student's IEP.

- *Individualized Education Program* – The Charter School will assure that an Individualized Education Program (“IEP”) is developed, reviewed and revised for each eligible student under the IDEIA.
- *Assessments* – The Charter School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years, in accordance with the IDEIA, and more often if conditions warrant or requested by the student's parents or teacher. Parents will receive reports on their individual student's progress toward IEP goals and progress at the IEP meeting and student-led conferences.
- *Confidentiality and Procedural Safeguards* – The Charter School will assure that the confidentiality of identifiable data shall be protected at the collection, storage, disclosure and destruction stages. In addition, students and their parents shall be provided with safeguards through the identification evaluation and placement process and provisions for a free appropriate public education.
- *Personnel Standards* – The Charter School will attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to children with disabilities.
- *State Assessments* – The Charter School will assure that students with disabilities either under the Individuals with Disabilities Improvement Act (“IDEIA”) or Section 504 are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate. These assessments include, but are not limited to, the Smarter Balanced Assessment.
- *Child Find* – The School will assure that all students with disabilities are identified in accordance with the policies and procedures of the EDCOE SELPA.

Search and Serve

Learning Without Limits shall provide the following description regarding how special education and related services shall be provided and funded in being proposed by Learning Without Limits for the sole purpose of providing a reasonably comprehensive description of the special education program in this charter renewal petition and is not binding on the District. The specific manner in which special education and related services shall be provided and funded shall be as set forth in the SELPA MOU.

Learning Without Limits agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Learning Without Limits students, staff, facilities, equipment and records as required or imposed by law.

Identification and Referral

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Learning Without Limits actively and systematically ~~seek~~seeks out all individuals with exceptional needs and ~~provide~~provides for the identification and assessment of an individual's exceptional needs and the planning of an instructional program to meet the assessed needs: in a timely method, in accordance with the policies and procedures of the EDCOE SELPA. Identification procedures ~~shall~~ include systematic methods of utilizing referrals of students from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Identification procedures ~~shall be~~are coordinated with school site procedures for referral of students with needs that cannot be met with modification of the general instructional program. Learning Without Limits obtains the cumulative files, prior and/or current IEP and other special education information on any student upon completion of the enrollment process.

A student shall be referred for special ~~educational~~education instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Parents have the right to request in writing that their child be assessed to determine eligibility for special education services. Through the COST process, a student may be referred for assessment to determine eligibility for special education services. ~~Parents have the right to request in writing that their child be assessed to determine eligibility for special education services. Through the COST process, a student may be referred for assessment to determine eligibility for special education services.~~ The flowchart in Figure 2 below outlines the process once a referral has been-

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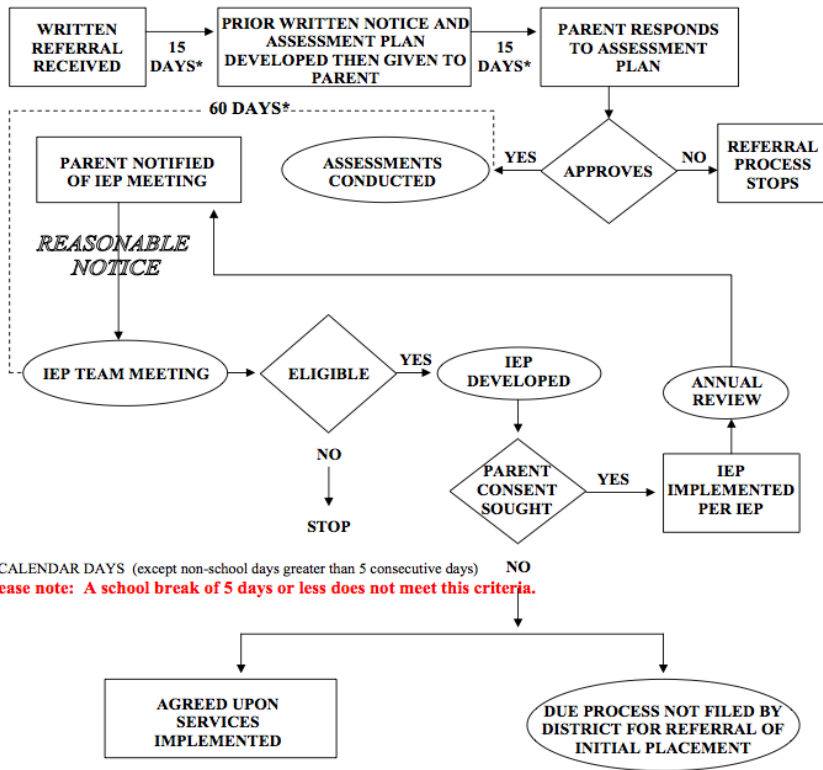
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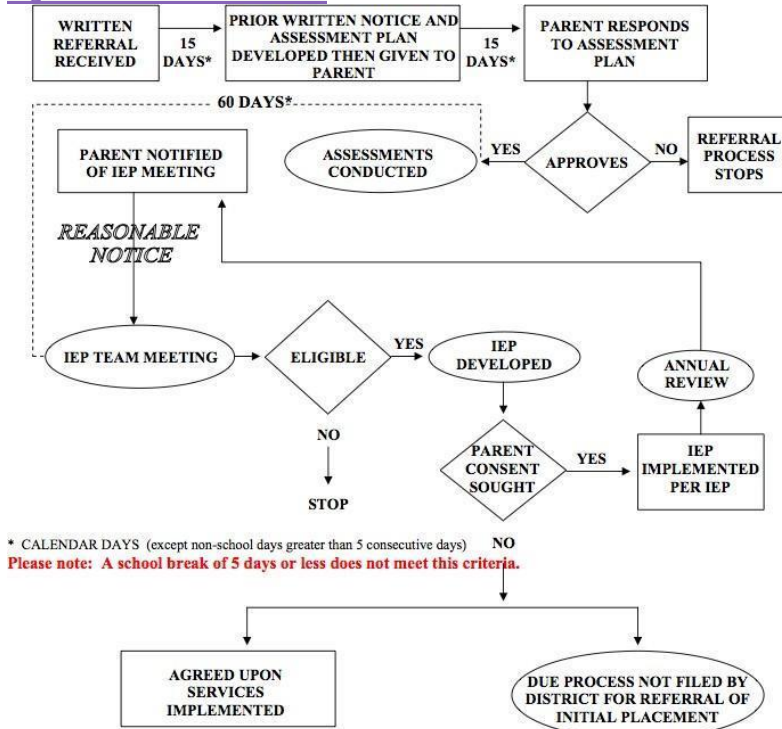
* CALENDAR DAYS (except non-school days greater than 5 consecutive days)
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Figure 2 EFC Referral Process



* CALENDAR DAYS (except non-school days greater than 5 consecutive days)
 Please note: A school break of 5 days or less does not meet this criteria.

The referral process is a formal, ongoing review of information related to students who are suspected of having additional special needs and show potential signs of needing special education and related services. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by Learning Without Limits within fifteen (15) days. Parents will be informed via the Special Education lead Student Support Services Coordinator that special education and related services are provided at no cost to them.

If Learning Without Limits concludes that an assessment is appropriate Upon receiving a parent request for assessment, Learning Without Limits contacts the parent to inform them of receipt of the written requests and schedules a meeting with the parent to further discuss the request (meeting to take place within 15 days of receiving the request). If Learning Without Limits and the parent determine they want to move forward with granting the request for assessment, the parent will receive a written Assessment Plan within fifteen (15) days (of the original request). The parent will be given at least fifteen (15) days to provide written consent to the Assessment

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~~Plan. Assessments will be done only upon receipt of written parent permission. days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission.~~ The assessment will be completed, and an Individualized Education Program (IEP) meeting held within sixty (60) days of receipt of the parent's written consent for assessment.

Assessment

~~The Special Education site lead will be responsible for gathering all pertinent information and sharing such information with Learning Without Limits. If for any reason Learning Without Limits determines assessment is not appropriate, LWL meets with the parent to discuss the request and responds in writing with a Prior Written Notice ("PWN") documenting why the assessment request is not being granted. If Learning Without Limits determines an assessment is not appropriate, in addition to providing a PWN documenting why the AP is not being granted, Learning Without Limits also provides information to the parent regarding COST/SST and how their student may benefit from this process as well as information about Section 504 plans (and the possibility of eligibility for a Section 504 plan).~~

Assessment

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not be limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; ~~and~~
- Parent input.

Unless conflicting with EDCOE SELPA policies and procedures, ~~Learning Without Limits~~ LWL will follow the following assessment guidelines. If a conflict with EDCOE policies and procedures exists, then EDCOE SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed, and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;

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- The student must be evaluated in all areas related to his/her the student's suspected disability.
 - Assessments must be conducted by a person with knowledge of the student's suspected disability and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist.
 - Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory.
 - Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed.
 - Assessment tools must be used for purposes for which the assessments or measures are valid and reliable.
 - Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills.
 - A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.
- Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. Learning Without Limits will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

LWL will assure that the confidentiality of identifiable data shall be protected at the collection, storage, disclosure, and destruction stages. In addition, students and their parents shall be provided with safeguards through the identification evaluation and placement process and provisions for FAPE.

Development and Implementation of IEP

Every Once assessments are completed, a meeting will be held within the 60-day timeline, to review the results and determine special education eligibility. If the student who is assessed by found eligible, the school team will have develop an IEP that documents assessment results and eligibility determination for Individualized Education Program which is designed to identify what areas will be targeted for intervention and how such an intervention will actually be carried out. Before the student receives any special education services. Learning Without Limits, this program must be developed at the IEP team meeting, and parents must provide written consent. LWL will ensure that all aspects of the IEP and school site implementation are maintained.

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Learning Without Limits will provide modifications and accommodations (outlined within each individual's IEP)is implemented.

LWL provides a range of special education programs and services for eligible students in the grades TK (transitional kindergarten) through eighth grade. Students receiving special education and related services will be educated with general education peers to the maximum extent appropriate. These students will be integrated as much as possible in school activities and general education classroom activities as determined by the IEP team. Special education and related services will be provided on behalf of the student, without cost, except for those fees that are charged to general education students.

At LWL, each student's IEP team considers the full continuum of program options to ensure that all students are provided FAPE in the least restrictive environment taught by the general education teacher. Students at the school who have IEP's will be served in the Least Restrictive Environment (LRE).^[1] To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Each student who has an IEP will have an IEP team that oversees the IEP development, implementation, and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The student's parent(s)/legal guardian(s)/surrogate parent, or an individual selected by the parent. It is important to note that no individual or agency is authorized to sign with consent to an IEP unless they possess educational rights for the student.
- The student, if appropriate
- The principal or administrative designee;
- At leastAn administrator or an administrative designee (other than the student's teacher) who is knowledgeable of program options appropriate for the student. This person must be authorized to make decisions and allocate resources.
- Not less than one special education teacher;
- A General Education teacher, who is familiar with the curriculum appropriate to that student, if of the student is, or may be, participating in the general, if appropriate, not less than one special education environment; provider of the student.
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;^[1]
- Others familiar with the student may be invited as needed.

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- Not less than one general education teacher. Generally, the student's current general education teacher attends the meeting. If the student does not have a general education teacher, the teacher with the most recent and complete knowledge of the child and who is qualified to teach a student of their age should attend. Any assessor(s) who conducted an assessment and is presenting their report for the IEP team or an individual with the appropriate qualifications to present the assessment report on behalf of an assessor.
- For students with suspected learning disabilities, at least one member of the IEP team other than the student's general teacher who has observed the student's educational performance in an appropriate setting.
- Other persons who possess expertise or knowledge necessary for the development of the IEP.

Learning Without Limits views the parent/guardian as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school Learning Without Limits will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her/the parent's participation using other methods, such as conferencing by telephone or meeting at the parent's home. A copy of the IEP will be given to the parent in accordance with state laws and SELPA policies. Upon the parent or guardian's written consent, the IEP will be implemented by Learning Without Limits, in cooperation with the EDCOE SELPA in which Learning Without Limits is a member. The IEP will include all required components and be written on SELPA forms.

Upon the parent or guardian's written consent, the IEP will be implemented by Learning Without Limits. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance:
 - Statements of yearly goals
 - Individuals responsible for helping to accomplish the goals
 - Criteria and evaluation procedures for measuring the achievement of the educational goals
 - A statement of the specific special education program, the related services needed by the student, and the degree of participation anticipated in the general education program
- The rationale for placement decisions:

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- The date that special education service(s) will begin and how long the service(s) should continue; and
- Determination of participation in state and Charter LEA -wide assessments
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where and when they will be delivered;
- Measurable annual goals and short term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided; and
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan (ITP) is required at the appropriate age;
- When Learning Without Limits seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP Reviews

Learning Without Limits understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Learning Without Limits students in accordance with the policies, procedures and requirements of the SELPA and state and federal law.

Learning Without Limits shall be responsible for all school site implementation of the IEP. Learning Without Limits shall also provide all home-school coordination and information

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exchange. Learning Without Limits shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

IEP Meetings, Review, and Reporting

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting ~~his/her~~the student's needs and make any necessary changes. In accordance with ~~IDEA~~IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed, and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress. ~~If~~ If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, Learning Without Limits will have thirty (30) days, not including school vacations greater than five days, to hold the IEP meeting in alignment with state and federal laws.

IEP meetings are also held when an Individual Transition Plan ("ITP") is required at the appropriate age and when LWL seeks to suspend or remove a student for a period of ten (10) days or more, in order to determine if the student's misconduct was a manifestation of the student's disability.

Unless otherwise specified on the student's IEP, parents will be informed three times ~~annually~~ year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet ~~his/her annual goals~~their annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will ~~meet~~achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal. Parents will receive additional reports on their individual student's progress at student-led conferences.

In addition, ~~the school shall comply~~Learning Without Limits complies with the EDCOE Local Master Plan and ~~perform~~performs all corrective actions deemed necessary by the EDCOE SELPA. ~~The Director of~~principal will work with EFC, Student Support Services ~~at Education for Change~~will department and Finance team to manage the budget and contract for appropriate services and take responsibility for meeting the special education compliance and quality requirements.

Special Education Staffing and Professional Learning for Special ~~Education~~ Ed and General Ed Staff

~~The Director~~Learning Without Limits will attract, recruit, and hire appropriately trained and credentialed personnel or agencies to provide special education services for students with disabilities as required by the Education Code and the IDEA. Learning Without Limits shall be responsible for the hiring, training, and employment of site staff necessary to provide special

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education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. Learning Without Limits shall ensure that all special education staff hired or contracted by Learning Without Limits is qualified pursuant to SELPA policies, as well as meet all legal requirements. Learning Without Limits shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Learning Without Limits students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

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The Student Support Services at Education for Change Coordinator and other team members will work with the EDCOE team leadership to provide regular professional development that builds the capacity of the special education and general education staff in the areas of promising evidence based instructional practices, compliance with state and federal statutes, reporting requirements and use of instructional data. Learning Without Limits will send its Special Education staff to the Education for Change SPED special education trainings, in addition to strategic EDCOE trainings. In addition, all staff members will be provided a personalized professional learning plan that will identify high leverage capacity-building learning activities for the teacher. In addition, Special Education teachers will receive training to ensure they have research-based instructional strategies specific to supporting Special Education students – strategies like the Slingerland method, or Lindamood Bell breaking down learning concepts and presenting information in a variety of ways and training in particular approaches/ curriculum such as SIPPS, Wilson Reading, Orton-Gillingham, or Davis Math-Unique Learning, and Edmark Reading. This is to ensure that all students receive the targeted academic interventions as well as the interventions specific to supporting their disabilities.

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Free and Appropriate Education

Since Learning Without Limits operates as an LEA of the EDCOE SELPA in accordance with Education Code section 47641(a), the District shall have no responsibility to ensure that the students who attend Learning Without Limits are provided a free appropriate public education. In accordance with state and federal law, each student eligible under the IDEIA will be provided a free and appropriate education in the least restrictive environment. The decisions regarding the specific services each student will receive are the responsibility of the Individualized Education Program Team. The team includes the involvement of parents and the decisions are formulated in a written plan (referred to as an IEP).

In addition, all General Education teachers receive annual training on MTSS and the COST process, assessment and identification of students with disabilities, accommodations and modifications in the classroom and other topics as needed (identified through the COST Process). For example, this year, the Learning Without Limits team received intensive professional development on PBIS to build capacity around Tier 1 behavior support. Additionally, all staff have access to a number of PD/workshop series personalized to teachers as appropriate.

Interim and Initial Placements of New Charter School Students

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Learning Without Limits shall comply with Education Code Section 56325 with regard to students transferring into Learning Without Limits within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in Learning Without Limits from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, Learning Without Limits shall provide the pupil with FAPE, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Learning Without Limits shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into Learning Without Limits from a district operated program under the same special education local plan area of Learning Without Limits within the same academic year, Learning Without Limits shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and Learning Without Limits agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to Learning Without Limits with an IEP from outside of California during the same academic year, Learning Without Limits shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until Learning Without Limits conducts an assessment pursuant to paragraph (1) of subsection(a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by Learning Without Limits, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

Learning Without Limits shall be solely responsible for selecting, contracting with, and overseeing all non- public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children shall have access to Learning Without Limits and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of their disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

Learning Without Limits has policies for responding to parental concerns or complaints related to special education services. Learning Without Limits shall receive any concerns raised by parents/guardians regarding related services and rights.

The Learning Without Limits's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

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Due Process Hearings

Learning Without Limits may initiate a due process hearing or request for mediation with respect to a student enrolled in Learning Without Limits if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, Learning Without Limits shall defend the case.

SELPA Representation

Learning Without Limits understands that it shall represent itself at all SELPA meetings.

Funding

Learning Without Limits understands that it shall be subject to the allocation plan of the SELPA.

Section 504 of the Rehabilitation Act

Learning Without Limits recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability, which a physical or mental impairment that substantially limits one or more major life activity including but not limited to learning activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for accommodations by the School. protections under Section 504.

A 504 team will be assembled by the Principal, Student Services Coordinator or Dean of Learning Without Limits, MTSS and includes the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA/IDEA, but found ineligible for special education instruction or related services under the IDEA/IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and its effect/impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

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- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

• Medical diagnosis and doctor's recommendations

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA/IDEA, a referral for assessment under the IDEA/IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review/reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. A student's Student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan/Plan, needed modifications to the plan, and continued eligibility.

Parents with Disabilities

Communications with parents with disabilities must be as effective as communications with other parents. Appropriate auxiliary aids and services (such as Braille materials or a sign language interpreter) will be made available whenever they are necessary to ensure equally effective communication with parents with hearing, vision, or speech disabilities/disability.

Dispute Resolution and Complaint Procedures

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The Education for Change policy is to comply with applicable federal and state laws and regulations. EFC is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, there is a board-adopted complaint policy and procedure to provide a uniform system of complaint processing for the following types of complaints:

- 1) Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Learning Without Limits program or activity; and
- 2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program.

See Appendix A48 for the Uniform Complaint Policy and Procedure

Support for Students Who Are English Language Learners

Identification and Reclassification of English Learners

A cornerstone of Learning Without Limits' vision for equity is our school-wide goal to reclassify each of our English Learners as English proficient by no later than the end of 8th grade. Learning Without Limits utilizes multiple criteria in determining whether to reclassify a pupil as proficient in English, including but not limited to all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT/ELPAC
- Grades K – 2: Student performance on Developmental Reading Assessment (DRA)
- Grades 3 – 8: Student performance on the English Language Arts portion of the SBAC
- School and teacher evaluations/assessments of whether the student has mastered grade-level standards
- Parental opinion and consultation

Learning Without Limits will meet all state and federal requirements for English Language Learners as pertains to annual notification to parents, student identification, placement, program options, English Language Development (ELD) and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. English learners have access to all programs, services and resources described in this document.

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See Appendix A49 for the EFC Reclassification Form

How Students are Identified as ELLs

Learning Without Limits will administer the home language survey upon a student's initial enrollment into the school. All children who indicate that their home language is other than English are given the CELDT within 30 days of enrollment to evaluate their Listening, Speaking, Reading and Writing abilities in English. This test is given at least annually between July 1 and October 31 until the student is re-designated as fluent English proficient.

Learning Without Limits will notify all parents of its responsibility for CELDT/ELPAC testing and of CELDT/ELPAC results within 30 days of receiving test results from the publisher. All parents or guardians of students classified as English Language Learners are notified in writing. The School translates materials as needed to ensure that parents of ELLs understand all communications and are involved in all processes related to the English language development of their child.

Explicit ELD

Learning Without Limits anticipates that its EL population will remain near 60%. To address the needs of English Language Learners, ELD teachers will utilize Susana Dutro's Explicit ELD curriculum and framework to provide differentiated targeted ELD instruction in alignment with students' English proficiency levels and areas of need. The ELD program is outlined in greater detail above in Element 2.

Content teachers will utilize the strategies outlined the California Framework for ELA/ELD as well as utilizing curriculum resources such as the CLRP English Language Learner Support Guide which has differentiated sentence frames linked to language structures and tiered academic vocabulary lessons. The focus of the integrated ELD approach is on helping teachers make sound instructional decisions about students who are not proficient on benchmark assessments of grade level content standards, with a particular focus on literacy and academic English language development for English learners.

The ultimate goal is to help teachers increase the academic achievement of all their students across all subject areas, through developing competencies to effectively assess and teach the continuum of language skills, academic content knowledge, and instructional strategies that promote English language proficiency and academic success, incorporating a review of the California English Language Development (ELD) Standards, the English Language Arts and other content standards, and a link to instructional materials.

Our approach to integrated ELD emphasizes the following core tenants in implementation of practices to serve English Learners:

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- Acquiring Reading skills in a second language (L2) is similar to the process of acquiring Reading skills in a first language (L1)
- Formative assessments are essential for gauging progress, strengths, and weaknesses and for guiding instruction
- EL students need increased opportunities to develop sophisticated academic English vocabulary
- It is important to assess students' prior knowledge and build background (content) knowledge before reading challenging text
- Academic English Language Development (AELD) instruction cannot be separated from English Language Arts or other core content area instruction
- Teachers need extensive professional development and support in using curriculum materials effectively to teach academic English
- Teaching academic English includes providing students with access to core curriculum, explicitly teaching them academic vocabulary and grammar, and including both content and language objectives for instructional planning and teaching
- EL students need multiple opportunities for structured, oral English language practices about academic topics and text

Teaching Language Functions

Learning Without Limits will teach language functions by explicitly teaching students to:

End of District Required Language for Element 1

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Education for Change Mission and Vision

The Education for Change mission is straightforward. Education for Change Public Schools believes it is the right for every child to have access to a high-quality, 21st century education. The EFC mission puts this belief into action.

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We will provide a superior public education to Oakland's most underserved children by creating a system of public schools that relentlessly focuses on our students' academic achievement.

• We believe that high quality instruction, and its continuous refinement, will lead to success for our students. Describe

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• Ask questions

• Estimate

• Infer

• Identify cause & effect

• Predict

• Compare & contrast

• Persuade

• Summarize

Teaching Linguistic Elements

When our students succeed, they will be prepared to make thoughtful and informed choices that will set them on a path for a successful life.

By doing so, we believe we will achieve the EFC vision:

EFC students challenge the predictable patterns of performance and access to opportunity in this country by demonstrating the essential academic competencies, personal agency, and integrated identity necessary to be prepared for a meaningful and productive life.

Through our unique model, we transform neighborhood schools into high performing organizations for the children that are most dependent upon them and build strong secondary school options to ensure all children in the neighborhood have access to a powerful K-12 pipeline to success in college and career. We recruit and develop the most talented, passionate teacher leaders aligned around a common vision of excellence for instruction, committed to improving their practice and disrupting the predictable outcomes in cities like Oakland. We invest in building the capacity of educators to deliver a powerful, aligned, and impactful instructional program that dramatically accelerates learning for our children. And we build and

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maintain strong partnerships with dedicated parents and community organizations, allowing us to provide a full spectrum of education services to ensure success for ALL of our children.

We believe this work must be guided by the following common set of core values:

1.Connected

We continually work to build trusting relationships among students, families, staff, and the Oakland community at large. We are an all-hands-on-deck network driven by empathy. We value our collective identity and the individual identities of our community members and scholars such that we have a sense of collective ownership and responsibility for each other and for our scholars.

2.Inclusive

We proactively disrupt predictable patterns of opportunity, power, privilege, and performance. We create an inclusive environment where multiple perspectives are not only valued but sought, where people from all backgrounds feel seen and heard and can thrive, and where we all feel a deep sense of accountability to our mission.

3.Interdependent

Our success at every level is dependent on our individual and collective sustainability. To that end, we are transparent, creative, and collaborative problem-solvers who seek to build trusting relationships. We are curious and are open to new ideas while also putting systems in place to ensure continuity so that our employees can stay, grow, thrive, and help make good on our promise to our students and families.

4.Learners

We support each other to develop and grow so that we can leverage our collective power, intelligence, and passion on behalf of our students. We lean on home-grown leaders who are rooted in our community. Individuals feel known and are provided opportunities to maximize their potential in alignment with their passions and goals.

EFC Public Schools is committed to *improving outcomes* for our students, their families and the communities in which they live. Our children will become self-motivated learners, critical-thinkers and resilient leaders prepared for the academic and professional challenges that await them in life.

Please see **Appendix 1 - the EFC 2023-2028 Strategic Plan**, which further details the EFC Theory of Action.

Learning Without Limits will teach linguistic elements by teaching students: **Mission**

• Academic vocabulary

• Domain specific and general

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- Morphology
- Syntax and grammatical features
- Sentence structures
- Parts of speech
- Verb tense/mood
- Subject/verb agreement
- Discourse patterns

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Our mission at Learning Without Limits is to provide all students with rigorous, culturally relevant, and empowering education - grounded in caring, leadership, achievement, and perseverance - developing liberated students as lifelong learners.

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Learning Without Limits Vision

Learning Without Limits believes authentic, caring relationships develop a joy for learning that allows students to achieve. When students feel seen, valued, and understood, they are able to bring their full selves to the classroom. In this context, students grow into leaders who are problem solvers, who set good examples, and who communicate effectively. LWL students are resilient, persevering through challenges because they are self-directed, self-motivated learners, who drive and advocate for their own learning.

Our school was founded through a partnership between families and teachers who shared a dream of what a school should be. This ongoing partnership, as well as our partnership with Education for Change Public Schools, drive our school's decisions as we relentlessly focus on the continuous refinement of high-quality instruction, strive to close the opportunity gap, and raise empowered leaders who will exit our doors, ready for higher education and a thriving future.

Learning Without Limits Core Values

Learning Without Limits develops and sustains an exceptional school culture that teaches and rewards positive skills and behaviors. Our culture of positive academic and behavior achievement is grounded in the teaching and practice of our CLAP core values. Our CLAP core values are listed below:

- Caring;
- Leadership;
- Achievement; and
- Perseverance.

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At Learning Without Limits, we will live and exercise our CLAP core values each and every day.

Morning Chant

Every morning, we affirm and celebrate our vision for how our students will regard themselves as they leave our doors with our Morning Chant below.

We stand on the shoulders,

Of those who came before us,

As we grow into leaders,

Who are passionate

And care about making our world better,

We are equipped with skills and knowledge,

Filled with curiosity,

And we know that even when we face challenges,

...We. Will. Achieve! (staccato)

Students to be Served

History

Learning Without Limits and the co-located Global Family are the former OUSD-operated Jefferson Elementary School, located in Census Tract 4071. LWL is a conversion charter school, and because it was a neighborhood school when it was operated by OUSD, Education for Change operates LWL as a neighborhood school, providing students residing in the former Jefferson Elementary School boundary a weighted preference for admission.

Located in the Greater Fruitvale, the LWL campus is located at 2035 40th Ave, and is a neighborhood school that primarily draws its student population from the surrounding area. This area is distinguished by significant racial, cultural and ethnic diversity. The Greater Fruitvale is a two and a half square mile area bounded by 14th Avenue to the west, the Oakland Estuary to the south, High Street to the east and Interstate 580 to the north. The 2020 US Census places the 94601 population at 50,369, comprising 14,930 households of which 68% were families. 37.3% of households in 94601 have children under 18, a drop of 7% since the last US Census.

The Fruitvale has the most racially, ethnically and culturally diverse population in Oakland, which is one of the most diverse cities in California and the nation. In 2010, 44% of people living in the Fruitvale zip code of 94601 were foreign born. 51% of residents identified themselves as Hispanic, 17% as Black, 18% Asian, 9% White, 4% Mixed and 1% as Other. The median household income in the Fruitvale was \$41,900 as compared to \$79,800 in Alameda County. At LWL, 87% of students are eligible for free/reduced lunch, an indicator of relative

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poverty.

The Fruitvale neighborhood also contains a vibrant and active commercial area filled with locally- owned stores and restaurants and several well-established community-based organizations that provide a range of health, housing, legal, economic, and educational resources for Fruitvale residents.

The area in which Learning Without Limits is located continues to experience numerous community stressors as reported by the City of Oakland. The City developed a stressor model that uses multiple data sources to provide a rank for every census tract in Oakland and indicates the relatively high or low levels of 'stress' in a neighborhood. The indicators of stress include arrests, crime reports, food stamp recipients, youth incarceration and probation, housing affordability, homelessness, health insured, and reading levels and chronic absence for OUSD students. In 2019, the census tract where Learning Without Limits is located had an overall rank of "medium stressed" with respect to community stress with an overall rank of 58 out of 111. This is a dramatic shift from 2010 when the neighborhood ranked in the top 20.⁴⁶ The census tract's lowest community stressors scores are for third grade students reading at grade level where they ranked 19 of 111, and arrests among youth ages 12-17 where they ranked 24 out of 111. While Oakland has not updated its stressors map in the last four years, the Fruitvale community, particularly the high poverty immigrant families residing around LWL, was disproportionately and negatively impacted by the Pandemic. 94601 consistently had the highest rates of COVID in Alameda District throughout 2020 and 2021. Crime in the Fruitvale reportedly increased 31% from 2022 to 2023.⁴⁷ Miles of homeless encampments can be seen along East 12th Street and the commercial corridors.

The former Jefferson Elementary School was built in 1912 and has served the Fruitvale neighborhood since then. During the 1990s and early 2000s, Jefferson Elementary saw declining student performance and increasing enrollment, making the campus overcrowded with temporary portable buildings. In 1998, families with children in many Oakland public "flatland" schools, including families at Jefferson Elementary, started working with Oakland Community Organizations (OCO) to begin organizing for smaller and better schools for their children. The parents felt that some of their children were getting lost in huge schools with a thousand or more children. A visit to the small schools in New York and Chicago inspired these organizers to push for small and safe schools in Oakland. In response, in March of 2000, the Oakland Unified School District passed the New Small Autonomous Schools policy, granting the schools autonomy of curriculum and instruction, calendar, budget (and thus class size), hiring and staffing. OUSD formed the New School Development Group to incubate new schools over the course of several years. In 2006-07, parents and teachers came together to design two new schools on the Jefferson campus through the New School Development Group's process. In 2011, the LWL staff and families submitted and received approval for a conversion charter petition to convert LWL into a charter school operated by Education for Change Public Schools.

⁴⁶ <https://public.tableau.com/app/profile/rda2020/viz/2019OaklandStressorsIndexRDA/2019>

⁴⁷ <https://cbsnews.com/sanfrancisco/news/oaklands-fruitvale-district-business-owners-hopeful-for-turnaround-from-crime-ridden-2023/>

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Today, LWL is a robust TK-5 charter school with an enrollment of approximately 375 students and a student population experiencing accelerated academic growth. LWL is higher performing than the OUSD schools our students would have otherwise attended in the Fruitvale neighborhood and continues to make accelerated gains on all measures.

Figure 3: SBAC Comparison

	<u>LWL TK-5</u>	<u>Global Family (OUSD elem)</u>
<u>2023 SBAC ELA proficiency</u>	<u>29%</u>	<u>15%</u>
<u>2023 SBAC Math proficiency</u>	<u>21%</u>	<u>6%</u>

Student Demographics of Target Population

As required by Education Code Section 47605(e)(2)(A) EFC schools are open to all students who wish to attend EFC’s charter schools. Learning Without Limits will serve all families that submit an application for their children in available grades up to its enrollment capacity, including the students currently attending in grades TK-5, their siblings, and those students in the aligned OUSD attendance area, as well as all others, who wish to attend the Charter School. Should applications exceed the number of available spaces, a random public lottery is held. As Learning Without Limits replaced Jefferson Elementary, the school has adopted and maintains a policy of giving an admission preference for students living within the Global Family (OUSD school to which our students would be assigned) attendance boundary. Please see **Element 9 (Admission Policy)** for details on this process, including these preferences.

Learning Without Limits primarily serves the same student population as the former Jefferson Elementary School and is similar in demographic composition as the OUSD and Oakland charter schools in the immediate neighborhood (as demonstrated in **Figure 4**). Learning Without Limits is co-located with Global Family at the Jefferson campus, and approximately one mile from three district and charter elementary schools, Horace Mann, Allendale Elementary School, and Achieve Academy.

Figure 4: 2023-24 Demographics for Learning Without Limits; OUSD; Global Family, Horace Mann, and Allendale (OUSD elem schools in the immediate neighborhood), Achieve Academy (EFC school in the immediate neighborhood)

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<u>Demographic Subgroups</u>	<u>Learning Without Limits (TK-5)</u>	<u>Achieve Academy (TK-5)</u>	<u>OUSD (TK-12)</u>	<u>Global Family (TK-5)</u>	<u>Horace Mann (TK-5)</u>
<u>Ethnicity / Race</u>	<u>2023-24</u>	<u>2023-24</u>	<u>2023-25</u>	<u>2023-24</u>	<u>2022-23</u>
<u>Latinx</u>	<u>78.3%</u>	<u>88.8%</u>	<u>47.1%</u>	<u>95.7%</u>	<u>60.4%</u>
<u>African American</u>	<u>11.3%</u>	<u>3.4%</u>	<u>22.4%</u>	<u>0.7%</u>	<u>23.6%</u>
<u>American Indian or Alaskan Native</u>	<u>0.0%</u>	<u>0.2%</u>	<u>0.3%</u>	<u>0.9%</u>	<u>0.5%</u>
<u>Native Hawaiian or Pacific Islander</u>	<u>1.1%</u>	<u>0.2%</u>	<u>0.9%</u>	<u>0.2%</u>	<u>0.5%</u>
<u>Asian</u>	<u>5.9%</u>	<u>2.0%</u>	<u>11.8%</u>	<u>0.7%</u>	<u>3.8%</u>
<u>Two or More Races</u>	<u>1.4%</u>	<u>0.6%</u>	<u>4.3%</u>	<u>0.2%</u>	<u>2.7%</u>
<u>White</u>	<u>1.4%</u>	<u>3.8%</u>	<u>10.3%</u>	<u>0.7%</u>	<u>6.0%</u>
<u>Filipino</u>	<u>0.16%</u>	<u>0.8%</u>	<u>0.9%</u>	<u>0.0%</u>	<u>0.0%</u>
<u>Program Participation</u>	<u>2023-24</u>	<u>2023-24</u>	<u>2023-24</u>	<u>2023--24</u>	<u>2023-24</u>
<u>Low-income (FRML)</u>	<u>87.3%</u>	<u>88.3%</u>	<u>74.4%</u>	<u>97.7%</u>	<u>98.4%</u>
<u>English Learner</u>	<u>54.4%</u>	<u>81.3%</u>	<u>34.5%</u>	<u>78.6%</u>	<u>52.2%</u>
<u>Special Education</u>	<u>12.7%</u>	<u>9.0%</u>	<u>11.9%</u>	<u>N/A</u>	<u>N/A</u>
<u>Homeless</u>	<u>3.9%</u>	<u>6.0%</u>	<u>2.1%</u>	<u>N/A</u>	<u>N/A</u>

Source: Data for OUSD is from www.ed-data.org. LWL data is from EFC Aeries (SIS). Some 2023-24 data for comparison school is not yet publicly available.

In summary, the majority of Learning Without Limits students, and EFC students, are and have been:

- Students from low-income families,
- Students who are English Learners (“ELs”) and Newcomers,

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- Students who reside in communities with a high degree of community stress for young people, and/or
- Students who would be the first in their families to attend college, and perhaps the first to graduate from high school

This will continue to be the target student population over the next charter term.

What it Means to be an Educated Person in the 21st Century

At Learning Without Limits, we recognize that we live in a world of increasing technological, economic, environmental, and social change, requiring a set of emerging skills to navigate successfully. Information is multiplying at an accelerating pace, while the realization of our interdependence becomes more pronounced. We live in a time that requires great flexibility and great creativity. Citizens of this millennium must have a strong foundation of knowledge and skills to engage in the constantly evolving world of ideas and must be able to analyze and synthesize this information. They must have a strong sense of curiosity and engagement in the world and the creative intelligence and self-confidence to act.

First and foremost, a 21st Century Learner possesses a strong foundation of basic academic skills and a broad knowledge base in the core disciplines of Reading/Language Arts, Mathematics, Science, and Social Studies.

LWL’s overarching goal is to develop students who have the skills, confidence, and knowledge to succeed in middle school and beyond. They will be:

- Academically and technologically capable young people who are prepared to succeed and compete with their peers when they move on from Education for Change Public Schools
- Self-motivated, self-aware, competent, and confident lifelong learners with a high level of resilience who strive for excellence
- Critical thinkers who know how to solve problems, make informed decisions, and generally navigate life in the 21st century
- Powerful, culturally-competent, and positive citizens of the world
- Collaborative team players who can both facilitate and participate in collective efforts
- Fit young people who are able to make good choices to maintain a healthy and safe life

How Learning Best Occurs

will maximize student opportunity to practice Listening, Speaking, Reading and Writing to accelerate the Educational Philosophy

The EFC theory of action is grounded in Richard Elmore’s concept of the instructional core, as seen in Figure 5, which states that increases in student learning occur only as a consequence of improvements in the levels of content, teacher knowledge and skill, and student engagement.

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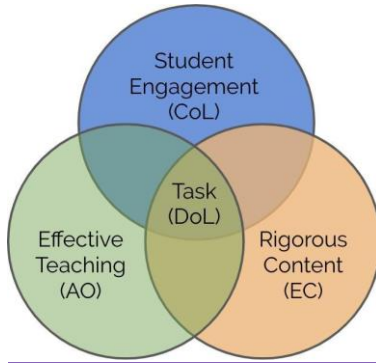
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Figure 5: Elmore’s Instructional Core



Further, our theory of action builds on Jim Collins’s concept of “the flywheel”— namely, that good-to-great transformations do not occur in one fell swoop, but through a consistent, disciplined focus on the key actions that drive outcomes.⁴⁸

These two concepts come together in the following educational philosophy and theory of action:

If teachers employ standards-aligned, coherent curricular and assessment resources, engage in data analysis and deep planning, and develop content knowledge and pedagogical skill, then students will engage in rigorous learning and reach their academic potential.

Strategic Drivers

To “win” on our priorities, our educational philosophy names three core drivers:

- **Instructional Coherence** - Support all teachers in building an instructional program that includes horizontally and vertically aligned research-based curricula, assessments, and instructional practices in our priority grades and content areas.
- **Instructional Leadership Development** - Build our instructional leaders’ capacity to drive student outcomes by (1) developing teacher knowledge of standards, content, and pedagogy, (2) using data to drive continuous improvement and decision-making, and (3) building a culture of collective efficacy and continuous improvement.
- **Data-driven Instruction** - Build our teacher and leader practice to utilize quantitative and qualitative data to make strategic decisions in teacher support and instructional practice.

As detailed in the Educational Philosophy and visualized in **Figure 6**, Education for Change believes that having a coherent instructional program, informed by a data-driven practice and driven by strong instructional leaders, is essential for student success. Instructional Coherence ensures that students experience a program that builds on previous knowledge and skills, and has

⁴⁸ Collins, Jim (2001). *Good to Great*.

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uniformly high expectations to allow students to focus on the new content in their Zone of Proximal Development (“ZPD”).⁴⁹



Figure 6: EFC Strategic Drivers

The standards movement was “developed out of the common sense notion that student effort and achievement are directly affected by expectations set by parents, teachers, schools and society at large” and that by setting clear objectives for each grade level and content area, all students could achieve at high levels.⁵⁰ All curricular areas within EFC schools and at Learning Without Limits are aligned with the Common Core State Standards (“CCSS” or “Common Core”), Next Generation Science Standards (“NGSS”), California State Standards (“CSS”), English Language Development Standards (“ELDS”), and the California frameworks (collectively referred to herein as the “State Standards”).

Clear and specific academic objectives are set at each grade level in alignment with these standards, with intensive intervention provided for those not at grade level. Learning Without Limits believes that when a coherent standards-driven instructional program is delivered with high quality instruction and is assessed with standards-aligned assessments, the results are high academic outcomes for students. Please see **Appendix 1 - EFC 2018-21 Strategic Plan**, which further details the EFC Theory of Action.

Learning Without Limits Core Beliefs

Our mission and each core belief of our educational philosophy is aligned to our vision at Learning Without Limits. Our philosophy, supported by research and proven best practices, inform our academic program elements, which are aligned to our core beliefs.

The LWL Team believes that learning best occurs when students have access to, and experience, a rigorous academic program based on the core beliefs listed below. These key practices and

⁴⁹ Vygotsky, L.(1978) *Mind and Society*. Cambridge, MA: Harvard University Press, 79-91.

⁵⁰ McLaughlin, M. and Shepard, L. (1995). *Improving Education through Standards*.

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structures, aligned to our core beliefs, are all built around supporting the students and families we serve and make up our program at Learning Without Limits.

Core Beliefs

- All students can excel at high levels.
 - Grade-level appropriate, standards-aligned curriculum and instructional practices.
 - Individualized student support for all learners through intentional use of data.
 - Targeted, responsive intervention to facilitate acceleration.
- Competence as a reader, writer, and speaker translates to confidence as a learner.
 - Structured literacy as a foundation for mastering word recognition skills and language comprehension skills.
 - Integration of literacy across content areas through academic discourse and text.
 - Cultivation of classroom cultures of thinking through academic discourse.
- A culture of learning allows all students and adults to grow and thrive.
 - Frequent, comprehensive coaching and observation-feedback loops.
 - Professional learning communities focused on student learning and reflective instructional practice.
 - Strategic and relevant professional development of fluency in each of these areas centered on instruction.

Instructional Strategies Relationships and Materials

Overarching integrated ELD instructional strategies that values are part of Learning Without Limits' program include:

- Teachers re teach strategies through modeling, think alouds, and guided practice across a variety of appropriate level texts
- Teachers are aware that when they use grade level text at a student's frustration level in reading accuracy, they should read the content to the student, and guide and practice comprehension orally center of everything we do.
 - Intentional cultivation of a values-driven community.
 - Restorative justice and circle practices strengthens our relationships with ourselves, each other, and our community.
 - Integration of socioemotional learning skills and habits to support students' long-term success.

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- Families are key partners in ensuring the academic and character growth of our students.

All students can excel at high levels

High-quality curriculum and instruction require students to have access to and engage with grade-level appropriate, standards-aligned work. LWL provides and constantly seeks to refine facilitation of meaningful, rigorous learning experiences, as demonstrated by students' ability to apply and achieve a given learning objective aligned to grade-level standards.

LWL offers a curricular and instructional program aligned to Common Core State Standards and California Content Standards beginning in transitional kindergarten so that every student can excel in any academic setting of their choice. The Education for Change (EFC) Academic Team intentionally selects high-quality core curricula (see **Element 1: Curriculum and Instruction**) and assessments for LWL to use, and throughout the year provides educators with high-level, effective supports that will continue to improve the quality of instruction across our school. These core curricula and assessments are aligned with grade-level Common Core State Standards (CCSS).

Within and across all grade-level classrooms at LWL, our teachers study, prepare, and implement grade-level appropriate, standards-aligned curriculum and assessments. Prior to the beginning of the year, teachers at LWL participate in New Teacher Training and spend several professional development days and professional learning communities (PLCs) over the course of the year unpacking and internalizing their respective grade-level, disciplinary curriculum aligned to Common Core State Standards (CCSS).

Providing grade-level, standards-aligned curricula must also be combined with grade-level, standards-aligned instruction in order to best prepare our students to meet and exceed grade-level standards. Planning for and executing high-level standards-aligned instruction necessitates deep internalization of the curricula and assessments from teachers. To plan and deliver this instruction, teachers engage in intellectual preparation protocols (IPPs), which include identifying and scripting purposeful questions, planning for academic discourse, integrating strong academic routines and structures, and incorporating Universal Design for Learning (UDL) and language development strategies based on the specific learner profiles teachers have in their classrooms. LWL teachers intellectually prepare for their grade-level appropriate, standards-aligned lesson plans by reviewing focus standards for the lessons, identifying students to support based on data, developing effective high-level questions that place the cognitive load on students, and providing an explicit connection between the instructional task, lesson objective, and grade-level standards.

Individualized student support for all through intentional use of data

Aligned with our core belief that all students can excel, highly effective teachers hold high expectations while ensuring appropriate levels of support for all of their students. At Learning Without Limits, we use data to make intentional decisions in service of, and for, our students. At all levels, decision-making is centered on what will drive and advance student learning outcomes for all of our students.

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Effective data-driven instruction can have a significant impact on student learning, and, in turn, academic and life outcomes. Therefore, our data-informed approach at Learning Without Limits includes planning and including Data Days after interim assessments within our annual academic calendar, employing frequent formative assessments paired with responsive, targeted small-group instruction across content areas, providing individualized, tiered student supports based on data, and administering, reflecting on, and planning for corrective instruction after interim assessments and curriculum-embedded assessments throughout the academic year. For details regarding our instructional model and assessment approach, see **Element 3: Assessment System** and **Element 3: Data Analysis**.

We formally analyze our students' performance on grade-level Common Core State Standards (CCSS) to monitor progress and determine the need for interventions multiple times during the academic year, using CCSS-aligned interim assessments, FastBridge assessments, and curriculum-embedded formative assessments. Our school also administers a variety of grade-level, subject-specific diagnostic assessments, or screeners, to ensure that teachers and staff members have a strong understanding of each student's current skills and knowledge as well as their gaps in order to provide appropriate interventions and supports targeted to each student's identified needs.

Ongoing, frequent formative assessments for learning provide teachers with the opportunity to plan for intentional, targeted support for specific students. Teachers at LWL use common curriculum-embedded formative assessments that measure students' learning progress on grade-level standards throughout the year to target interventions and accelerate learning. These curriculum-embedded formative assessments (e.g., exit tickets in math and target tasks in ELA) also allow students to monitor their own learning progress. Students reflect on which learning targets and standards they have already mastered and which learning targets and standards they still need to practice. Professional learning around responding to student data and providing feedback to students takes place frequently in content area-specific professional development sessions, Department Team Time, and coaching meetings.

Targeted, responsive intervention to facilitate acceleration

Our data-informed practices allow us to provide targeted, responsive intervention to facilitate acceleration for students. At Learning Without Limits, we leverage our Multi-Tiered System of Support (MTSS) program and our assessment windows to provide targeted student support and to drive towards accelerated student outcomes. Intervention at Learning Without Limits is additive and extends core instruction; intervention does not replace core instruction. This is aligned to our belief that all students can excel with targeted, responsive intervention and intentional use of data.

In an academic year, there are five assessment windows used to provide diagnostic, screening, and current learning progress of students on grade-level standards. In the beginning of the year, the assessments are diagnostic and act as screeners. In addition to academic assessments, we also administer a socioemotional screener so that our team can identify socioemotional strengths and areas of growth for individual students and for the grade level as a whole.

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Following each assessment window, we analyze assessment results, reflect on our practice, and create strategic action plans in response to the assessment data. Teachers, tutors, interventionists, instructional coaches, and education specialists collaborate to plan for interventions and develop action plans for students needing additional support in a specific area. Small groups are often adjusted to reflect the targeted skill students' need more practice or support with. By providing targeted skills practice through small-group instruction within a class, "we account for missed learning opportunities and concurrently develop students' capacity for persistence with grade-level expectations."⁵¹

To support learners not yet making adequate growth, Learning Without Limits employs a comprehensive multi-tiered system of support (MTSS) program to monitor student development academically, behaviorally, and socioemotionally and to implement interventions as needed to ensure all students meet expected levels of performance and excel academically, behaviorally, and socioemotionally. If a student is identified as not making adequate growth and multiple interventions have been implemented with fidelity by the team, then a referral to the Multi-Tiered System of Support (MTSS) Team may be made to initiate the MTSS process. Students who need additional support beyond the general education classroom receive research-based, high-quality interventions, and the effectiveness of all support is evaluated using data. Our MTSS program and process includes data analysis, coordination of services, support teams, and data-based intervention progress-monitoring to ensure student needs are met. By carefully identifying students in need of additional support, purposefully planning strategic interventions, and consistently implementing MTSS, Learning Without Limits' ensures all our students experience academic, behavioral, and social success.

Competence as a reader, writer, and speaker translates to confidence as a learner

Structured literacy as a foundation for mastering word recognition skills and language comprehension skills.

We believe that a strong foundation of literacy is paramount to lifelong learning. When students have strong foundations in reading and writing, they are more likely to experience academic success in the classroom. With each subsequent year following third grade, the gap between strong and struggling readers widens even more, and struggling readers fall even further behind compared to their counterparts on grade-level.⁵²

Because we know that literacy is by far the greatest predictor of a student's success in higher education, career, and life, and because we commit to developing strong readers at an early age, Learning Without Limits provides a minimum of 150 minutes of literacy instruction daily in grades transitional kindergarten through grade two, and a minimum of 90 minutes of literacy instruction daily in grades three through five. In the lower grades (grades transitional kindergarten through grade two), literacy instruction is aligned to core pillars of structured

⁵¹ Alice Wiggins et al., "Equitable ELA Instruction: Immersing Students in Grade-Level Reading & Thinking," UnboundEd, March 4, 2020, <https://unbounded.org/resources/unbounded-concept-paper-equitable-instruction-in-ela/>, 11.

⁵² McNamara, J.K., Scissons, M., and Gutknecht, N. (September/October 2011). A longitudinal study of kindergarten children at risk for reading disabilities: The poor really are getting poorer. In *Journal of Learning Disabilities*, 44(5), 421-430.

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literacy (see **Element 1: Curriculum and Instruction**). According to key findings declared by American Institutes for Research, “children in programs that devoted a greater than average proportion of academic time to reading instruction relative to the total academic instruction time made more reading progress.”⁵³ Schools that have been effective at improving the literacy outcomes of large populations of students who identify as having low socioeconomic status, learning disabilities, and black or Latinx racial backgrounds structure their literacy instructional program into 90- or 120-minute blocks during the school day.⁵⁴

Our literacy instruction model at Learning Without Limits includes the daily components of ELA and literacy rotations for reading foundational skills in grades kindergarten through grade two, and the daily components of ELA and intervention for reading foundational skills grades three through five. This model is aligned to our vision that all students leave the third grade as proficient readers.

Integration of literacy across content areas through text and academic discourse

Aligned with Common Core State Standards (CCSS), we believe that the responsibility of literacy instruction does not belong solely to humanities instructors; teachers of other content areas – mathematics, science, and others – also teach literacy skills relevant to their subjects.⁵⁵ All teachers at Learning Without Limits are literacy teachers, and we teach and practice with students to use targeted literacy strategies in all classes. For example, students will engage in close-reading protocols of primary and secondary sources in a fourth-grade ELA informational text unit as a way to refine literacy skills, approach the text with a historical lens, and deeply understand informational text. In a first-grade mathematics class, students might use a shared grade-level annotation strategy to make sense of a mathematical word problem.

At Learning Without Limits, we are constantly learning and refining how we promote academic discourse in all of our learning spaces because we believe that academic discourse supports students with making meaning of and understanding what they learn from text. A 2010 practical guide released by the U.S. Department Education identified high-quality text discussion as one of the five recommendations to support reading comprehension and literacy skills among students in kindergarten through third grade.⁵⁶ There is also value in oral literacy and verbal outputs to support emerging readers, especially those who are acquiring English proficiency as a second, or third, language. Language acquisition skills – reading, writing, speaking, and listening – are all intertwined; people learn languages effectively when they practice all four consistently and regularly. Because Learning Without Limits serves a significant student population of

⁵³ Rathbun, Amy. “Making the Most of Extra Time: Relationships Between Full-Day Kindergarten Instructional Environments and Reading Achievement.” *American Institutes for Research*, Nov. 2010.

⁵⁴ Underwood, Steve. “Education Northwest Literacy Brief: What Is the Evidence for an Uninterrupted, 90-Minute Literacy Instruction Block?” *Education Northwest*, Jan. 2018.

⁵⁵ Gewertz, Catherine. (2012, November 14). Common standards drive new reading approaches. *Rethinking literacy: Reading in the Common-Core Era*. Retrieved from www.edweek.org/go/common-reading, p. S2.

⁵⁶ Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). *Improving reading comprehension in kindergarten through 3rd grade: A practice guide* (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from whatworks.ed.gov/publications/practiceguides.

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English learners, our academic model and instructional practices emphasize oral literacy and academic discourse.

Cultivation of classroom cultures of thinking through academic discourse

Learning Without Limits’ instructional model and practices are grounded in our core belief that confidence as a reader, writer, and speaker translates to confidence as a learner. If we are to produce students who are engaged learners and active thinkers well-versed in communicating, innovating, collaborating, and problem-solving, then we must actively advance and promote students’ thinking.⁵⁷ We emphasize the use of instructional practices that require students to deeply engage with the learning by pushing their thinking, trying out new skills, and taking on different cognitive challenges.

Academic discourse at Learning Without Limits also includes discussions and presentations of concepts, ideas, and models. Planning for and facilitating high-quality, structured academic discourse is one instructional practice that places most of the cognitive load on students. In a well-facilitated academic discussion and classroom environment, “the group’s thinking as well as each individual’s thinking was valued, visible, and actively promoted as part of the regular day-to-day experience of all group members.”⁵⁸ Part of this equation involves teacher preparation and strong instructional practice. Before students can participate and lead a productive academic discussion, they must encounter a question worth thinking about. As part of our intellectual preparation process (IPP), teachers at Learning Without Limits work within their Department Teams and their coaches to identify and plan for meaningful, discussion-worthy questions within a read aloud or when engaging with the text in ELA, for example. The opportunity for students to engage in academic discourse then drives their learning, exposes their thinking, and deepens their understanding.

A culture of learning allows all students and adults to grow and thrive

At Learning Without Limits, our vision includes relentlessly focusing on the continuous refinement of high-quality instruction and consistently practicing lifelong learning habits. Students learn best when they have exceptional teachers in front of them who are constantly learning, reflecting, and refining their practice. Research consistently demonstrates that effective teachers are the most predictive and significant factor contributing to student achievement. One of the key conclusions from the 1966 “Equality of Educational Opportunity” report, widely known as the Coleman Report, was that teacher quality is the strongest driver of student achievement, especially for students most marginalized: “...for any groups whether minority or not, the effect of good teachers is greatest upon the children who suffer most educational disadvantage in their background, and that a given investment in upgrading teacher quality will have most effect on achievement in underprivileged areas.”⁵⁹ Therefore, we invest heavily in the

⁵⁷ Ritchhart, Ron. *Creating Cultures of Thinking: the 8 Forces We Must Master to Truly Transform Our Schools*. Jossey-Bass & Pfeiffer Imprints, Wiley, 2015.

⁵⁸ Ibid.

⁵⁹ Coleman, James S. *Equality of Educational Opportunity (COLEMAN) Study (EEOS)*, 1966. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 2007-04-27. <https://doi.org/10.3886/ICPSR06389.v3>.

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growth and development of our teachers and staff members through various structures such as coaching, observation/feedback cycles, professional learning communities (PLCs), and professional development.

All teachers and staff members at Learning Without Limits engage in coaching and regular informal and formal observations that push our team to refine their teaching craft or role-specific skills through intentional practice, thoughtful reflection, and deliberate application. Our coaching model for teachers includes a minimum of one informal observation with written feedback and one 30- to-45-minute coaching session each week, during which teachers work with their instructional coach to plan upcoming lessons, preview assessments and conduct assessment analysis, debrief lesson executions, analyze student work samples, or practice instructional strategies. All other staff members also develop their role-specific skills with their coach through one-on-one coaching sessions and regular informal/formal observations throughout the academic year.

Professional learning communities focused on student learning and reflective instructional practice

At Learning Without Limits, we are urgent about raising our students' level of achievement so that all students are prepared for middle school and ready for the future, and we believe that we get better together through collaboration focused on student learning and reflective instructional practice. Since we know the power of effective collaboration and learning as a community, our professional learning community (PLC) structure includes Win PD, during which teachers learn and collaborate within content areas and weekly Grade-Level Team Time, during which teachers and staff members learn and collaborate within grade levels. Our PLC structure includes the regular practice of analyzing student data, developing plans to support all students based on their needs, and sharing best instructional practices to support and grow each other's practice. We constantly ask ourselves the following questions when looking at student work or reflecting on an observation:

- What is the grade-level, standards-aligned learning target we want students to learn?
- How will students demonstrate their learning on the learning target and how will we know?
- Who are the students who have not yet demonstrated proficiency on the learning target and what will we do to support them?
- Who are the students who have demonstrated proficiency on the learning target and what will we do to support them?

Strategic and relevant professional development centered on instruction

Learning Without Limits believes that high-quality instruction is developed through professional development focused on high-impact instructional practices that can be modified based on teacher experience and observed need. This belief is supported by a recent research brief on effective teacher professional development, which outlines essential elements of effective professional development: "(1) is content focused, (2) incorporates active learning utilizing adult

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learning theory, (3) supports collaboration, typically in job-embedded contexts, (4) uses models and modeling of effective practice, (5) provides coaching and expert support, (6) offers opportunities for feedback and reflection, and (7) is of sustained duration.”⁶⁰ To this end, we structure our academic calendar, operational systems, and professional program to maximize teacher support and strategic professional development. Our annual school calendar includes New Teacher Training during the summer, beginning of year (BOY) professional development, weekly professional development and collaboration, and network- and site-release days.

Our New Teacher Training program for incoming teachers new to education and/or new to Education for Change supports teachers to begin developing the skills necessary to become an effective teacher, aligned to our vision at Learning Without Limits and Education for Change. Learning covered at New Teacher Training includes, but is not limited to, content-specific curriculum and instruction, strong classroom culture strategies and routines, and culturally responsive teaching practices and approach.

We launch the start of the school year with our beginning-of-year (BOY) professional development week with all of our staff members. Professional learning during the beginning-of-year (BOY) professional development entails building connections with our school team and community; internalizing our mission, vision, core beliefs, and practices; understanding how to live out language and actions aligned to our CLAP core values; unpacking grade-level and content-specific Common Core State Standards (CCSS) and California Content Standards; and learning and practicing systems and routines critical to a strong start to the school year.

Every Wednesday, we have an abbreviated bell schedule during which students leave school early so that staff can convene and engage in weekly professional learning that is content-specific, job-embedded, focused on student learning, and provides opportunities for collaboration, reflection, and application – all components of effective professional development.⁶¹

Additionally, after the administration of interim assessments, teachers at Learning Without Limits participate in a Data Day, where teams examine interim assessment results for both individual classes and their grade-level cohort. Our Leadership Team and Instructional Leadership Team develops an annual scope and sequence for professional learning each year that is aligned to the year’s schoolwide goals and maintains coherence with students’ needs and teachers’ professional goals. Our professional development learning systems and structures are intentionally designed to support and continually enhance our teachers’ instructional practices so that all students at Learning Without Limits can excel at high levels and make significant achievement gains at each grade level.

Relationships and values are at the center of everything we do

Brain research is clear that students learn best when they feel a sense of belonging, physical and emotional safety, and of feeling known and valued. At Learning Without Limits, we take every

⁶⁰ Darling-Hammond, Linda, et al. Research Brief: Effective Teacher Professional Development. Learning Policy Institute, 2017.

⁶¹ Ibid.

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opportunity to get to know and build relationships with our students and their families through frequent communication, daily rituals, restorative justice and circle practices, and socioemotional learning. Relationships and values set the foundation for our work and are at the center of everything we do.

Intentional cultivation of a values-driven community

Learning Without Limits has daily rituals, ongoing traditions, and strong systems in place to affirm and reaffirm a fundamental sense of purpose, values, and connection with all students and staff members. Aligned with our mission, Learning Without Limits places a high value and a strong emphasis on our core values. Our CLAP core values – caring, leadership, achievement, and perseverance – is interwoven into the fabric of our school. When school communities are values-driven, students are more likely to experience academic success and personal excellence. A growing body of research indicates a correlation between a whole-school approach to values and enhanced academic diligence: "...there were observable and measurable improvements in students' academic diligence, including increased attentiveness, a greater capacity to work independently as well as more cooperatively, greater care being invested in schoolwork and students assuming more responsibility for their own learning as well as classroom 'chores.'"⁶² Schools that create an environment in which values constantly shape interactions, relationships, and language experience more substantial student learning, happier teachers and students, and calmer school environments.⁶³

Starting each morning with a communal recitation of our school vision, our students then engage in morning meetings and Community Circles in their classroom. Each month, we teach one of our CLAP values in Community Circle and we celebrate one student from each classroom who most embodies the CLAP value. Additionally, we explicitly align student actions and behaviors to our CLAP values, so that students gradually understand that their actions and behaviors communicate and demonstrate values.

Restorative justice and circle practices strengthens our relationships with ourselves, each other, and our community

At Learning Without Limits, we center and attend to relationships by practicing restorative practices and circles as part of our school culture framework. Our discipline framework incorporates elements of restorative practices and socioemotional learning to help students develop an internal moral code. By ensuring our students experience spaces that allow them to exemplify core values, opportunities to demonstrate expected behaviors, a management system rooted in relationships and restoration, our students learn to make choices that allow them to be positive, engaged leaders of our community.

⁶² Lovat, T., Toomey, R., Dally, K., & Clement, N. (2009a). *Project to test and measure the impact of values education on student effects and school ambience*. Report for the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) by The University of Newcastle, Australia. Canberra: DEEWR. Available from http://www.valueseducation.edu.au/values/val_articles,8884.html.

⁶³ DEST. (2006b). *Implementing the national framework for values education in Australian schools: Report of the Values Education Good Practice Schools Project–Stage 1: Final report*, September 2006. Melbourne: Curriculum Corporation. Available from http://www.curriculum.edu.au/verve/_resources/VEGPS1_FINAL_REPORT_081106.pdf.

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Recognizing that behavior is a form of communication, our schoolwide management ladder at Learning Without Limits aims to understand the root causes of a student’s behavior and problem-solve with stakeholders to meet the unmet needs of the student and support the student in making positive behavioral changes. When a student engages in the same behavior repeatedly in the classroom or receives a behavior referral, then the student engages in a restoration circle with the teacher to address what happened and to attend to their relationship. During a restoration circle, the student meets with the teacher while that teacher is available, and both parties seek to understand each other’s experiences, acknowledge each other’s feelings, and problem-solve ways they could have done the moment differently. These restoration circles serve as a method for both the student and the teacher to better understand each other, recognize each other’s humanity, and continue to build a learning partnership with each other.⁶⁴ The restorations also act as learning opportunities for the student because the student engages in both self-reflection and shared problem-solving with an adult.

Similarly, whenever students experience breaches in their relationships with other peers, we employ restoration circles to support students with helping students involved understand each other’s experience and the impact the situation had on each of them. Students are then supported by our Dean of Culture or another administrator to make things right with each other by identifying what students need and making shared commitments. By having our students engage in a facilitated dialogue whenever breaches in relationships occur, our students develop respect for diverse perspectives, backgrounds, and experiences; conflict resolution through community skills; agency in making ethical choices; and personal responsibility and commitment to the relationships in our school community.

Integration of socioemotional learning skills and habits to support students’ long-term success

In recent years, substantial evidence has highlighted the benefits of socioemotional skill development for students. Schools that provide effective socioemotional learning programs have the potential to develop students’ socioemotional skills and classroom behavior; enhance association and attitudes toward school; reduce rates of aggression, violence, discipline, and substance use; and increase student learning and academic performance.⁶⁵ Early childhood programs that integrated and explicitly taught socioemotional learning showed positive effects on executive-functioning, reasoning, engagement, and self-regulation – all of which encompass school readiness skills – as well as dramatic improvements in academic performance in reading, vocabulary, and mathematics that began at the conclusion of kindergarten and persisted through first grade.⁶⁶ Developing our students’ socioemotional learning skills, then, is paramount to our work and mission of closing the opportunity gap at Learning Without Limits.

Learning Without Limits embeds socioemotional learning in curricula and instruction, teacher training, and disciplinary approach – three components of highly effective socioemotional

⁶⁴ Hammond, Zaretta, and Yvette Jackson. *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor among Culturally and Linguistically Diverse Students*. Corwin, a SAGE Company, 2015.

⁶⁵ DePaoli, Jennifer L., et al. *Ready to Lead: A National Principal Survey on How Social and Emotional Learning Can Prepare Children and Transform Schools*. Civic Enterprises with Hart Research Associates: A Report for CASEL, 2011.

⁶⁶ “Social and Emotional Learning.” *American Institutes for Research*, 10 Sept. 2019.

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learning programs and implementation as evidenced by research and supported by the California Department of Education’s strategic priority areas.^{67, 68} Instruction of socioemotional learning skills takes place in students’ classrooms during Community Circles and Advisory at Learning Without Limits. We use the curriculum *The Toolbox Project*, which is a well-designed and classroom-based socioemotional learning program that provides students with repeated opportunities for students to practice and develop the skills.

Families are key partners in ensuring the academic and character growth of our students

Family involvement and partnerships are fundamental to meeting the needs of the whole child. At Learning Without Limits, we believe that families are our partners in educating children and are critical to advancing our mission and vision of developing liberated students as lifelong learners. Part of our school vision states, “Our school is founded through a partnership between families and teachers who shared a dream of what a school should be.” Aligned with this belief and our vision, we strive to involve, engage, and partner with families at every opportunity.

Strong relationships between teachers and students as well as staff and families form the foundation of our culture at Learning Without Limits. These relationships are cultivated through our frequent family communication, leadership opportunities, family workshops, schoolwide events, and family engagement opportunities. We engage families in regular conversations about their child’s learning progress, communicate with families whenever restorations are necessary, hold family conferences a minimum of three times per year, conduct home visits, and regularly hold events that bring families into the school for leadership and learning opportunities.

Families also have ongoing opportunities to communicate, collaborate, and engage with school leadership through monthly Coffee with the Principal, Family Engagement Committee, and Family Leadership Council (FLC). Our Family Leadership Council (FLC) is a structure that empowers family voices in school as they engage with, review, and plan for site-level and organization-wide policies and strategies. Additionally, our families have the opportunity to learn, develop, and practice their leadership skills through workshops that are held several times throughout the year, designed by Families In Action (FIA), and co-facilitated by our Family & Community Coordinator, school leadership, and Families In Action (FIA). A couple times of the year, our families can engage in a Family Accountability Walk, which allows families to observe essential instructional practices in classrooms, debrief their reflections, and provide feedback on students’ learning experiences to our school.

Educational Program

Academic Day and Year

In compliance with Education Code 47612.5, the Learning Without Limits academic calendar includes, at a minimum, the following instructional minutes:

⁶⁷ Garcia, Emma, and Elaine Weiss. *Education Inequalities at the School Starting Gate*. Economic Policy Institute, 2017.

⁶⁸ “C. Strategic Priority Areas.” *C. Strategic Priority Areas - A Blueprint For Great Schools (CA Dept of Education)*, California Department of Education, <https://www.cde.ca.gov/eo/in/bp/bp2strategic.asp>.

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- For students in Transitional Kindergarten and Kindergarten: 36,000 instructional minutes.
- For students in 1st, 2nd, and 3rd Grade: 50,400 minutes.
- For students in 4th to 5th Grade: 54,000 minutes.

The academic calendar and instructional minutes are approved annually by the EFC Board of Directors (“Board of Directors” or “EFC Board”) and sent to OUSD and EFC families.

School Year

EFC schools run on a calendar that includes school holidays and vacations that are relatively similar to those of the Oakland Unified School District. This is done in order to accommodate families who may have a student at an EFC school and another student at an OUSD school. EFC’s school calendar does differ from the OUSD calendar in two key ways:

1. The EFC calendar currently includes 14 days dedicated to professional development and planning. In addition to 5 staff development, planning, and preparation days prior to the launch of the school year, the EFC calendar includes 9 student release days embedded throughout the school year. These student release days are utilized to guide staff through data analysis to inform instructional planning, as well as lesson and unit internalization.
2. The EFC calendar includes 2 disaster make-up days at the end of the school year. The purpose of these days is to ensure that in the event of air quality- or other emergency-related school closures, EFC schools will be able to ensure that the minimum number of instructional days and minutes are completed.

EFC retains the right to modify this draft calendar to coordinate with the calendar of OUSD and the calendars of EFC’s professional development partners and such modification shall not be considered a material revision of the charter.

Key features of the EFC calendar over the past two years post-COVID have included the following:

- 177 instructional days
- 14 paid staff development and prep days
- 5 days Fall Recess
- 10 days Winter Recess
- 5 days Spring Recess
- Other holidays throughout the year
- Minimum days, to provide school site and organization-wide staff professional development

Please see **Appendix 2 - EFC 2024-2025 School Calendar and Sample LWL Bell Schedule**

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School Day

The instructional day at Learning Without Limits is currently from 8:15 am until 2:50 pm for TK-2, and 8:30 am until 3:00 pm for 3rd-5th grades, Monday, Tuesday, and Thursday. On Wednesdays and Fridays, the instructional day is 8:15 am until 1:40 pm for TK-2 and 8:15 am until 1:50 pm for 3rd-5th grades, as students are dismissed early to provide professional development and collaborative planning time for teachers and staff. Each grade level has a unique bell schedule.

EFC retains the right to modify this bell schedule and such modification shall not be considered a material revision of the charter.

Please see **Appendix 2 - EFC 2024-2025 School Calendar and Sample Bell Schedule**

Basic Learning Environment

Learning Without Limits offers a site-based learning program. If circumstances require (e.g. individual health needs or a public health event or disaster), independent study is offered to existing students as necessary and appropriate. Students are expected to attend school daily. This is due not only to California law, but because regular and punctual attendance contributes to student success. The EFC Student and Family Handbook, included in **Appendix 8 – Student and Family Handbook**, is disseminated to families annually and outlines the policies and procedures surrounding student attendance. EFC implements a student attendance recording and accounting system which complies with state law, to ensure contemporaneous record keeping, support for state average daily attendance claims, and to satisfy audits related to attendance that may be conducted.

Transitional Kindergarten Program

As part of teaching the whole child and starting students as early as possible with both academic and social-emotional skills, Learning Without Limits provides a modified kindergarten program that is both play-based and teaches fundamental and foundational numeracy, literacy, and social-emotional skills.

Research has demonstrated that early childhood education is key to later success in both education and in life. It can significantly reduce the achievement gap and the “30 million word gap” for disadvantaged youth.⁶⁹ The Common Core standards require students to have a strong vocabulary as a basis for literacy skills, most of which is taught in the early years. Equally as important, research shows that the life skills taught in TK programs are also indicators of future success. Students in heavily studied programs, such as the Perry Preschool project, had lower rates of suspension and expulsion, unemployment, and arrests as well as higher levels of schooling, higher monthly earnings, higher home ownership, and received a lower percentage of social services.⁷⁰ Based on overwhelming success in the states of Oklahoma and New Jersey, the

⁶⁹ Rich, M. (2013) Language Gap Study Bolsters a Push for Pre-K. New York Times.

⁷⁰ Heckman, J., Moon, S., Pinto, R., Savelyev, P., Yavitz, A. “The Rate Of Return To The High/Scope Perry Preschool Program, National Bureau Of Economic Research, Cambridge, MA 2009.

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state of California and the federal government are considering legislation for universal preschool to improve access and achievement for all students, particularly low-income students. The TK program at Learning Without Limits uses best practices from programs across the nation.

Goals

The TK team at Learning Without Limits works closely with the Kindergarten team to implement the SEEDS Framework and implement content units in alignment with the California Preschool Foundations. The social-emotional and school readiness goals include:

- Identify and write first and last name (SEEDS Sign-In)
- Participate in conversation with peers and school adults
- Be able to follow school-wide expectations for behavior within the classroom and around campus
- Build emotional capacity to be in a classroom and away from home
- Demonstrate basic conflict resolution skills and developmentally appropriate skills in self-regulation

Descriptions of TK goals for each of the content areas, as applicable, are listed in those sections below.

Curriculum

The program at LWL is based on the California Preschool Learning Foundations standards. It includes content and skills from ELA, math, PE, art, and science. Learning Without Limits has formally partnered with the Rainin Foundation around building the capacity of our TK teachers and implementing the SEEDS of Early Literacy Program. Descriptions of TK curriculum for each of the content areas, as applicable, are listed in those sections below.

Instructional Strategies and Materials

The TK program focuses on supporting students to achieve academically in Kindergarten and beyond via high-quality, targeted, concise, and explicit instruction in early literacy and numeracy skills. The program also intentionally integrates instruction into authentic play-based learning experiences. Teachers implement research-based practices aligned with the science of reading. There are significant amounts of choice play to assist in social-emotional learning, including the development of self-awareness, self-management, positive social interactions, and relationship building.

Math: The TK program uses the HighScope approach to support the development of the whole child and hands-on engaging math curriculum with Numbers Plus.

Play-based Learning: Through play, children engage in exploration, experimentation, and problem-solving as they construct concepts, build skills, and develop thoughtfulness, empathy, and agency. Teachers observe, interpret, and scaffold child-directed play in order to plan and implement embedded learning experiences and integrate play with curriculum.

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Literacy and Content-Rich Environment and Instruction: Play spaces are intentionally designed and include materials that facilitate exploration, investigation, experimentation, problem-solving, and social interaction. In addition, each play area includes materials that support integrating early literacy into play-based learning. Teaching teams incorporate engaging content units to build knowledge and explicit instruction in phonological awareness and foundational literacy skills.

The TK program also has its own schedule, which is developmentally appropriate for the students. A sample schedule for Transitional Kindergarten is provided in **Figure 7**. LWL shall maintain the adult to student ratio for transitional kindergarten classrooms as required by Education Code Section 48000(g).

Figure 7: Sample TK Schedule

<u>Time</u>	<u>Activity</u>
<u>8:30-9:30</u>	<u>Morning Meeting, Art</u>
<u>9:30 - 10:10</u>	<u>Play-based centers</u>
<u>10:10-10:40</u>	<u>Foundational Literacy Skills</u>
<u>10:40-11:00</u>	<u>Recess</u>
<u>11:00-11:20</u>	<u>Lunch</u>
<u>11:20-12:55</u>	<u>Math, Play-based centers</u>
<u>12:55-1:55</u>	<u>Recess, Rest</u>
<u>1:55-3:00</u>	<u>Repeated Read Aloud, Content Unit, Writing, Closing Circle</u>

Assessment

In addition to curriculum-embedded, standards-based benchmark assessments, TK students take the FastBridge earlyReading assessment three times annually, one-on-one with their teacher. The following foundational skills are assessed:

- Concepts of Print
- Phonological Awareness (Onset Sounds)
- Letter Names
- Letter Sounds

Teachers also administer a Phonological Awareness screener one-on-one four times per year. The following concepts are assessed:

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- Rhyming
- Segmentation
- Blending
- Initial Sounds
- English Language Arts

English Language Arts

A Vision of Excellence

Our vision at Education for Change is a lofty one: EFC students challenge the predictable patterns of performance and access to opportunity in this country by demonstrating the essential academic competencies, personal agency, and integrated identity necessary to be prepared for a meaningful and productive life. We realize this vision through relentless focus on achieving fluency of knowledge and skill, building student agency, fostering relevant engagement, and ensuring academic acceleration. This vision is intricately tied to our literacy program; our students must be critical, compelling and thoughtful readers, writers, speakers and listeners. Indeed, our literacy program must serve not just to promote foundational skills to ensure that scholars are well-prepared for a rigorous college experience, but to stretch their knowledge, perspective and character to deeply understand themselves and the world around them. It is important to note that the critical work of our literacy program does not simply happen within the confines of ELA classrooms.

Standards and Research Alignment

The EFC Reading Program is aligned with the Common Core in Literacy and grounded in the science of reading. This research points to six key programmatic elements that intertwine to develop strong literacy. These are:

1. Developing strong foundational decoding reading fluency skills. Elementary educators must address the foundational skills needs of students to foster access to grade-level text. This work is emphasized in grades K-2, but continues in grade 3-8 with grade level phonics and word analysis identified in the common core ELA standards. This goal is for students to read grade-level text with enough fluency to grapple with a variety of complex text. In response to the significant challenges identified in foundational reading skills among students in grades 3-8, we have Tier 2 small group support. Reading screener and curriculum progress monitoring assessments are used to identify students in need of additional small group, systematic phonics support.
2. Developing and maintaining a standard for coherence for evaluating our models of meaning. The term “standard for coherence” refers to an expectation that what one reads should make sense. Providing students opportunities to practice reading complex text carefully, closely, and on a regular basis, parsing language and syntax to make meaning, fosters the development of this expectation.

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3. Employing cognitive strategies to repair comprehension when it breaks down.

Reading strategies should be in service of understanding what is being read, not an end in itself. Reading strategies should be taught sparingly and reinforced from time-to-time to ensure readers are monitoring for understanding. These include inferencing, summarization, self-questioning, re-reading when confused, and monitoring comprehension, and are best applied after students have achieved strong reading fluency.

4. Building models of what we think texts say and mean. Standard 1 of the CCSS in Reading requires students to read closely to determine what the text says explicitly. In order to successfully master this, students must construct a genre-aligned model that integrates knowledge students bring with information from the text to build a coherent understanding. In this way knowledge drives comprehension which in turn drives knowledge.

5. Using knowledge to propel and assess comprehension. Knowledge of words and knowledge about the world are tightly connected. We must ensure that students gain world and word knowledge through the use of both literary and informational text. Students should experience direct instruction, voluminous reading at a range of complexity, academic discourse, and independent reading and analysis to help develop strong conceptual knowledge and comprehension.

6. Synthesis and application of learning. Throughout the day, students have multiple opportunities to gather evidence and develop and express complex ideas related to readings and discussions. These opportunities consist of authentic discourse, quick writes, narratives, informational pieces, and argument or opinion work. Keys to implementation of these programmatic elements are the convergence of quality curriculum and professional development for implementation of this curriculum.

School districts across the country are searching for evidence-based pathways to improve student outcomes. Faced with rigorous state standards and persistent racial and economic educational inequalities,⁷¹ as well as three decades of stagnant reading skills,⁷² many leaders have embraced professional development as a means of improving teacher practices and student learning.

Yet, studies show that professional development initiatives alone often do not correspond with better teacher performance or higher student outcomes.⁷³ In response, the field is now

⁷¹ Musu-Gillette, L., de Brey, C., McFarland, J., Hussar, W., Sonnenberg, W., and Wilkinson-Flicker, S. (2017). Status and Trends in the Education of Racial and Ethnic Groups 2017 (NCES 2017-051). U.S. Department of Education, National Center for Education Statistics. Washington, DC

⁷² McFarland, J., Hussar, B., Zhang, J., Wang, X., Wang, K., Hein, S., Diliberti, M., Forrester Cataldi, E., Bullock Mann, F., and Barmer, A. (2019). The Condition of Education 2019 (NCES 2019-144). U.S. Department of Education. Washington, DC: National Center for Education Statistics

⁷³ TNTP (2015) The Mirage: Confronting the Hard Truth About Our Quest for Teacher Development. New York: TNTP

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converging in a new direction: grounding professional learning in engaging, standards-aligned, content-rich curriculum.⁷⁴

Goals

The ELA program is designed to support students in becoming:

Fluent Decoders

- Build the foundation for decoding by mastering the alphabetic principle and critical phonemic awareness skills aligned to grade level standards
- Strengthen decoding skills through the application and manipulation of spelling patterns and word recognition strategies in reading and writing
- Foster strong academic habits to ensure that scholars tackle texts and tasks with increasing independence and awareness

Foster Voracious, Lifelong Readers and Writers

- Build a love of reading through exposure to rich, relevant high-interest text and genuine enthusiasm for the discipline
- Enhance student capacity and motivation to sustain a volume of engaged reading
- Creatively engage with self-discovery as well as new worlds and ideas while exploring text and their own writing

Critical Consumers of Complex Text: Academic Independence and Thinking Skills

- Build critical thinking skills by asking and answering oral and written text dependent questions that allow access to the big ideas of the text and core comprehension and engagement with critical text demands, including author's purpose and craft
- Build ability for students to navigate texts of different purposes, genres and styles
- Foster strong academic habits of close reading to ensure that students tackle complex texts and tasks with increasing independence and awareness
- Where applicable, use thoughtful accommodations and modifications – such as audiobooks – to further foster critical consumption of text

Encourage Rigorous, Evidence-Based Thinking to Ensure Students Communicate Persuasively: Clear, Concise Communication

⁷⁴ Darling-Hammond, L., Hyler, M.E., Gardner, M. (2017) Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute; Learning Forward. (2018). High-Quality Curricula and Team-based Professional Learning: A Perfect Partnership for Equity. Oxford, OH: Learning Forward.; Wiener and Pimental. (2017). Practice What You Teach: Connecting Curriculum and Professional Learning in Schools. Washington, DC: Aspen Institute.

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- Demonstrate the ability to clearly plan and communicate strong ideas and produce argumentative, informative, and other types of writing across the curriculum
- Write fluently and with clarity through attention to directly addressing the writing prompt, word choice, content vocabulary and sentence composition (grammar, syntax, and punctuation)
- Find, evaluate, and incorporate evidence from literature, informational texts, and external resources
- Utilize technology for both research and production of writing
- Incorporate feedback and revise work accordingly

Encourage Rigorous, Evidence-Based Thinking to Ensure Students Communicate Persuasively: Academic Language Development

- Develop a robust academic vocabulary by building word knowledge through direct acquisition of roots and words and through indirect acquisition by volume of reading in all classes
- Deepen understanding of syntax, namely how sentences are put together and the author's intent in doing so
- Build thinking, listening and speaking skills through rich discussion of text and application of the habits of discussion; adapt conversation to the demands of the situation
- Ensure the constant development of oral language through expression and synthesis of ideas in presentation and conversation

Build Knowledge of Words and the World Grounded in Critical Topics and Transferable Themes

- Build world knowledge intentionally and systematically to deepen student understanding of essential and relevant topics across the day;
- Where applicable, intervention texts selected should reinforce critical topics and themes being discussed in ELA, history, science, etc.

Support All Students in their Endeavors to Become Stronger Readers, Writers, and Speakers

- Thoughtfully bridge connections between reading intervention and core humanities classes, both via programmatic clarity and teacher-to-teacher discourse about student needs (e.g., the Ed Specialist and the ELA Teacher know how to support their shared students and communicate frequently about reinforcing strong literacy habits)

Curriculum

EFC has clearly articulated a vision for ELA instruction aligned to the science of reading, with recommended instructional components, curricular resources, and daily time allocations as

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detailed in **Figure 8**. Because Education for Change is an outcomes-oriented organization committed to data-based inquiry, EFC is constantly reviewing its curricular selections for rigor, cultural relevance, and academic outcomes delivery. As part of that process, EFC does reserve the right to deviate from and/or supplement these selections as determined by our inquiry process without need for material revision.

Figure 8: ELA Curricular Framework and Resources

Component	Description	Resources	Grades TK-5
<u>Foundational Literacy (TK-2)</u>	<ul style="list-style-type: none"> Phonemic awareness, explicit phonics, morphology, spelling 	<ul style="list-style-type: none"> Being a Reader Michael Heggerty Phonemic Awareness 	35-50 min (TK-2)
<u>Complex Text Work</u>	<ul style="list-style-type: none"> Repeated readings of and discussions about complex texts through close listening and close reading Frequent use of grade appropriate complex text for all students Multiple reads of grade level complex text to support independent reading and high level thinking ,and The use of academic discourse to help students develop listening and speaking skills, while deepening their understanding of the text and ELA concepts. The use of the use of text evidence to support their thinking Teacher led close reading or close read alouds of content-based text, carefully developed text-dependent questions, and reading 	<ul style="list-style-type: none"> Fishtank ELA (K-2) Fishtank Learning 	60-90 min

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	<p><u>annotation for deepening comprehension</u></p> <ul style="list-style-type: none"> • Collaborative protocols, small group discussion, accountable talk structures, (sentence frames and conversation cues) for scaffolding 		
<u>Writing</u>	<ul style="list-style-type: none"> • Systematic approach to writing standards • Regular short writing opportunities with feedback. • Curriculum based performance task with longer writing opportunities • Opportunities for revision 		
<u>Vocabulary Instruction</u>	<ul style="list-style-type: none"> • Direct instruction on content-based academic vocabulary 		
<u>Accountable Independent Reading</u>	<ul style="list-style-type: none"> • Independent reading of range of genre and text levels to build volume of words read and love for reading 	<ul style="list-style-type: none"> • Being A Reader controlled texts • Student Novels aligned to content units 	15-30 min
<u>Supplemental Reading/ Designated ELD Intervention and Support</u>	<ul style="list-style-type: none"> • Supplemental, based on individual need and ELD levels • Systematic, mastery-based personalized instruction in foundation reading skills • Small group or individual practice through interventions and/or personalized online learning programs 	<ul style="list-style-type: none"> • SEEDS • SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) • Being a Reader small group instruction • Lexia • Implementation of GLAD ELD strategies 	30-75 min

Instructional Practices

Core instructional practices within the EFC ELA program are as follows:

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- **Foundational Literacy (K - 2)** - All students must be able to read fluently, defined as the ability to decode with accuracy, rate and prosody, to effectively engage in the comprehension and analysis of complex texts. We believe that students must have a strong foundation in literacy to engage in critical thinking and analysis inside the classroom and beyond. A strong foundation in decoding and language comprehension are precursors to reading comprehension. To achieve fluency, explicit data-driven instruction and accountable practice with phonological awareness, phonics, sight words, and oral reading fluency are required.
 - **Small Group Differentiated Reading** - The purpose of the differentiated reading block is to provide targeted and systematic instruction in the National Reading Panel’s components of later reading success. Differentiating this instruction allows teachers to address skill gaps and move toward proficiency at an appropriate rate.
 - **Phonics and Word Work/Word Study**
 - Build the foundation for decoding by mastering the alphabetic principle and critical phonological awareness skills.
 - Strengthen decoding skills through the application and manipulation of spelling patterns and word recognition strategies in reading and writing.
 - Phonics instruction teaches students to match sounds with their corresponding written representation. Fluency in decoding and encoding is typically developed in grades K-2.
 - **K-2 Literacy Centers** - Literacy centers provide students with targeted, differentiated practice in foundational literacy, including phonics, word study, and writing.
- **Complex Text Work** - In ELA classrooms, students will have the opportunity to deeply analyze and grapple with complex texts and ideas in a shared setting. They will flex their reading, writing, discussing, and thinking muscles as they explore texts they may not be able to access completely independently. In this setting, students learn to:
 - Distill the meaning of any text and to articulate the central message in oral and written form.
 - Analyze the choices an author makes to convey the central idea and to articulate this connection to the central meaning of text in oral and written language.
- **Writing** - As a scholar’s ability to write is the single greatest predictor of college success, the development of this skill is critical. Through writing instruction, students learn to:
 - Write Common Core-aligned argumentative, explanatory, and narrative texts over both extended and shorter periods of time to build clarity of thought, independence, stamina, and fluency.

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- Build not only writing skills but also the habits necessary to independently manage the writing process. Improve the quality of their writing, including writing conventions, through whole class methods, such as direct instruction and mentor text analysis, and more targeted methods like feedback, conferring, individual progress goals, small group instruction, and metacognitive reflections.
- ***Vocabulary Instruction*** - Vocabulary acquisition is key to our students becoming stronger readers and writers and understanding the world. EFC teachers ensure students can analyze morphology, context, and use resources to determine the meaning of unknown words. Additionally, key vocabulary that unlocks the meaning of a text or the content of a unit is explicitly taught.
 - To explicitly teach key Tier 2 vocabulary to students so that they may access complex text and new content.
 - To teach students morphological rules, patterns, and cognates (when available) to discern the meaning of unknown words.
 - To teach students to utilize contextual clues (when available) to determine the meaning of unknown words.
 - To build skill in efficiently utilizing resources to determine the meaning of an unknown word.
- ***Accountable Independent Reading*** - Independent reading develops readers who enjoy reading, gain a wider world knowledge and vocabulary base, increase interests, and increase fluency. Students not only get miles on the page during this time, they also develop their preferences for genres, topics, and authors. Independent reading is meant for a larger group of students who already read on or above grade level. These students are generally highly motivated and will engage in sustained reading with strong accountability and access to highly engaging text.
- ***Small Group Differentiated Reading*** - The purpose of the differentiated reading block is to provide targeted and systematic instruction in the National Reading Panel's components of later reading success. Differentiating this instruction allows teachers to address or eliminate content and skill gaps and move toward proficiency at an appropriate rate.
 - *Small Group Phonics Intervention* - Wilson and SIPPS exist as interventions, meant to ensure that students show reading growth and work on decoding and encoding strategies specific to their needs and their decoding abilities. It is a time for students to learn and practice effective phonics skills to become independent and fluent decoders and encoders.
 - *Adaptive Software* - Students struggling with decoding and fluency can also benefit from consistent accountable time on research-based adaptive software, such as Lexia's Core6.

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- **Project Based Learning** - PBL at LWL is built into the ELA curriculum and leveraged to provide an opportunity for students to authentically apply their skills and content learning in deeper multidisciplinary projects. PBL builds student capacity to gather and evaluate information, use evidence and criteria, justify choices, work collaboratively, communicate effectively, and organize work.

Assessment Practices

Students will consistently be formally and informally assessed throughout ELA classes.

- **Foundational Literacy (K-2)**

- **FastBridge Reading** - Students take a one-on-one reading screener at the beginning, middle, and end of the year. Students who are High-Risk and Some-Risk are progress monitored an additional two times in the Fall and Spring. TK-1 students take earlyReading, consisting of four foundational reading subtests, and 2nd grade students take CBMReading, consisting of three highly controlled and predictive grade-level oral reading fluency passages. Teachers analyze and plan based on this data.
- **Phonics and Word Work / Word Study** - Student work aligned to learning targets serves as the daily assessment. Teachers analyze this student work daily, provide feedback, and address student misconceptions in the moment.
- **Small reading intervention groups**- Students use SIPPS curriculum and take Mastery Tests every two-to-three weeks to monitor progress in decoding and high-frequency word reading. Additionally, prosody is measured once students reach a specific section of the scope and sequence using controlled running records. This data is analyzed and used to plan reteach lessons during Data Meetings.

- **Complex Text Work** - Curriculum-embedded assessments and trimester interim assessment blocks are administered to determine students' ability to transfer skills and habits developed during all of the ELA blocks to independently read texts and questions.

- **Writing**

- **Mid- and End-of-Unit and Interim Block Assessments (3-5)** - Curriculum embedded assessments and mid-year performance task are administered to determine student ability to transfer skills and habits developed during all of the ELA blocks to writing goals. Other Interims have short constructed responses that will be analyzed using a standards-aligned rubric.
- **Curriculum-Embedded Assessments** - Students take a content assessment at the end of each unit (approximately every 6-8 weeks. Through each curriculum embedded assessment , students will be completing at least one process- based piece of writing and at least one on-demand piece of writing. These are scored on an SBAC-aligned rubric, based on genre.

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- Daily - Daily assessments include progress monitoring, such as teachers monitoring with a purpose and keeping notes on student progress and formative assessment such as exit tickets.
- Projects - Student projects regularly include writing and communication tasks, and the LWL PBL rubric specifically evaluates students' communication skills.
- Vocabulary Instruction - Vocabulary knowledge assessment is integrated in daily student work, curriculum-based assessments, and in interim block assessments.
- Accountable Independent Reading - There are no formal assessments for Independent Reading, but teachers track the volume and quality of reading by students. Over time, as readers extend their independent reading practice, we see measurable growth on their literacy and interim assessments.

ELA in Transitional Kindergarten

Learning Without Limits aligns the TK program to the California TK Standards and measures growth for students utilizing the FastBridge literacy screener and progress monitoring tools. The TK teachers work closely with the Kindergarten teachers to develop core foundational skills and knowledge within the play-based program. Goals for ELA and literacy include the ability to:

- Identify capital and lowercase letters by name and know corresponding sounds
- Write capital/lowercase letters (appropriate letter formation)
- Introductory understanding of books (concepts of print, words and letters, reading from left to right, basic comprehension strategies, etc.)
- Write words and label pictures

Curriculum selections are detailed in **Figure 8** above. Please see **Appendix 3 – EFC Vision of Excellence in ELA for TK-5**

Mathematics

EFC ensures that all schools, including Learning Without Limits, are accountable for providing students access to a high quality, standards-aligned mathematics program. Toward that end, EFC has established the following for its mathematics program:

- A Vision of Excellence
- Clearly articulated standards alignment
- Curriculum
- Instructional Practices
- Assessment Practices

Vision of Excellence

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We are accountable to make sure that all students have access to common-core aligned mathematics. We develop agency in our students by striving to foster students who have **strong mathematical mindsets, who have confidence in making sense of math problems, and who apply what they learn in their math classrooms to their lives and the world around them.** We are student-focused by promoting instruction where teachers place the demand on the students, allowing them to make their own sense of mathematical ideas. We endeavor to support teachers in their ceaseless mission to deliver rigorous math content, using strong instructional practices and **grounding all their instructional decisions in data in order to get students to mastery.** We stay rooted in our community by supporting all adult stakeholders as lifelong learners of mathematics.

Standards Alignment

EFC ensures all schools, including Learning Without Limits, are accountable for ensuring students have access to standards-aligned content in mathematics. Toward that end, it has established a Vision of Excellence (“VOE”) that supports schools in meeting each of the three shifts in the CCSS for Mathematics (“CCSSM”).

1. FOCUS: Focus strongly where the standards focus

- Significantly narrow the scope of content and deepen how time and energy is spent in the math classroom.
- Focus deeply on what is emphasized in the standards, so that students gain strong foundations.

Figure 9: Grade-Level Focus Areas

Grade	Focus Areas in Support of Rich Instruction and Expectations of Fluency and Conceptual Understanding
K–2	Addition and subtraction - concepts, skills, and problem solving and place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving

2. COHERENCE: Across grades and linked to major topics

- Carefully connect the learning within and across grades so that students can build new understanding on foundations built in previous years’ instruction.
- Begin to count on solid conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.

Figure 10: Example of staircases to Algebra

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One of several staircases to algebra designed in the OA domain.

Expressions and Equations 6.EE

3. Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + 6)$ to produce the equivalent expression $6 + 18$; apply the distributive property to the expression $3x + 3y$ to produce the equivalent expression $3(x + y)$; apply properties of operations to $y = y$ to produce the equivalent expression $3y$.

Operations and Algebraic Thinking 5.OA

2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (8932 + 921)$ is three times as large as $8932 + 921$, without having to calculate the indicated sum or product.

Operations and Algebraic Thinking 3.OA

5. Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 = 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)

Operations and Algebraic Thinking 1.OA

1. Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)

3. RIGOR: In major topics, pursue conceptual understanding, procedural skill and fluency, and application

The CCSSM require a balance of:

- Solid conceptual understanding
 - Conceptual understanding supports the other aspects of rigor (fluency and application)
- Procedural skill and fluency
 - The standards require speed and accuracy in calculation (see Figure 11 for example of procedural fluency requirements by grade level).
- Application of skills in problem solving situations
 - Students can use appropriate concepts and procedures for application even when not prompted to do so

Pursuit of all three requires intensity in time, activities, and resources.

Figure 11: Procedural fluency requirements

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<u>Grade</u>	<u>Standard</u>	<u>Required Fluency</u>
<u>K</u>	<u>K.OA.5</u>	<u>Add/subtract within 5</u>
<u>1</u>	<u>1.OA.6</u>	<u>Add/subtract within 10</u>
<u>2</u>	<u>2.OA.2</u>	<u>Add/subtract within 20 (know single-digit sums from memory)</u>
	<u>2.NBT.5</u>	<u>Add/subtract within 100</u>
<u>3</u>	<u>3.OA.7</u>	<u>Multiply/divide within 100 (know single-digit products from memory)</u>
	<u>3.NBT.2</u>	<u>Add/subtract within 1000</u>
<u>4</u>	<u>4.NBT.4</u>	<u>Add/subtract within 1,000,000</u>
<u>5</u>	<u>5.NBT.5</u>	<u>Multi-digit multiplication</u>

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Curriculum

EFC and Learning Without Limits have adopted the research-based Eureka Math program for the base of its mathematics instruction, as it supports each of the key shifts illustrated above. Math Story Problems and additional supplements are added in order to meet the five core pillars of the program as described below.

1. Conceptual Understanding (Eureka) comprehension of mathematical concepts, operations, and relations

- While developing conceptual understanding, students make meaning of mathematics and make connections across mathematical ideas which allows for rapid acquisition of new knowledge, greater retention, and ability to apply in novel contexts.
- Focus SMPs 1, 2, 3, 4, 5, 6, 7, 8

2. Procedural Fluency (Eureka/Supplements): skill in carrying out procedures flexibly, accurately, efficiently, and appropriately

- The development of procedural fluency allows students to focus mental energy on flexibly approaching and thinking through problems, rather than the steps to perform an accurate calculation.
- Focus SMPs 5, 6, 7

3. Strategic Competence & Adaptive Reasoning (Math Story Problems): ability to formulate, represent, and solve mathematical problems; capacity for logical thought, reflection, explanation, and justification

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- The development of these habits of mind prepares students to solve mathematical problems that they may encounter throughout the rest of their academic and social lives.
- Focus SMPs 1, 2, 3, 4, 5, 7, 8

4. ***Productive Disposition*** (Eureka and MSP) habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.

- Students approach challenging situations as opportunities to learn and mistakes made along the way as times for feedback and reflection, not representations of personal failure. This productive disposition is the hallmark of having a growth mindset as opposed to one that is fixed.
- Focus SMPs: 1

5. ***Problem Solving*** (Eureka and MSP): the umbrella under which all the opportunities to increase proficiency and expertise with the mathematical practices fall

- While students engage in problem solving they are making sense of problems, thinking strategically about concept and skill applications, planning and executing a viable approach, and reflecting on process and solutions.
- Focus SMPs: 1, 2, 3, 4, 5, 6, 7, 8

Because Education for Change is an outcomes-oriented organization committed to data-based inquiry, EFC is constantly reviewing its curricular selections for rigor, cultural relevance, and academic outcomes delivery. As part of that process, EFC does reserve the right to deviate from and/or supplement these selections as determined by our inquiry process without need for material revision.

Goals

Goals are used for students to self-assess and understand what they are working towards.

- Students will deeply understand the math concepts in order to make sense of problems and persevere in solving them.
- Students' procedural fluency will be flexible, accurate and efficient so that they can model mathematics with precision.
- Students will be able to formulate, represent, and solve mathematical problems; students will demonstrate their capacity for logical thought, reflection, explanation, and justification.
- Students will talk, listen and problem solve together in order to construct viable arguments for their solutions and work together to solve mathematical problems.
- Students will engage in problem solving, making sense of problems, thinking strategically about concept and skill applications, planning and executing a viable approach, and reflecting on process and solutions.

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EFC grounds its math program in the eight Standards for Mathematical Practice (“SMPs”), rooted in CCSSM:

- SMP1: Make sense of problems and persevere in solving them
- SMP2: Reason abstractly and quantitatively
- SMP3: Construct viable arguments and critique the reasoning of others
- SMP4: Model with mathematics
- SMP5: Use appropriate tools strategically
- SMP6: Attend to precision
- SMP7: Look for and make use of structure
- SMP8: Look for and express regularity in repeated reasoning

Instructional Strategies

1. Math Lesson (Eureka):

Purpose: Through the use of guided inquiry, students develop conceptual understanding of math topics and strategies to persevere by making connections to previously learned content, applying mathematical practices, and solving real-world problems.

Key Indicators of Excellence:

- **Aligned to Eureka Curriculum:** Eureka curriculum has a clear structure of lesson for K-8. The lesson starts with fluency practice, then dives deeply into the concept that is being taught. Concepts are sequenced so that students build on their own learning from previous years, previous modules, and previous lessons. Each lesson is structured so that teachers engage students in a new concept, students have an opportunity to practice the concept with the teacher, and then students independently practice solving problems aligned with the concept. The problems they are attempting to complete grow more rigorous. Each lesson ends with students completing an exit slip and then debriefing the days learning with the whole class.
- **Aligned Objective and Questions:** Teachers backwards plan in order to plan lessons. Teachers start their planning process with doing the math in the exit slip and problem set. Then teachers plan purposefully to make sure that the students are being asked to complete student work that is aligned to the objective. In addition, the questions that are chosen to ask questions throughout the lesson are aligned to the objective and the intended outcome. Students are asked to collaborate with peers throughout the lesson in different formats. Teachers create specific opportunities for students to have productive student to student interactions where students actively listen to each other.
- **Collecting and Responding to Data:** Throughout the lesson, students respond to oral and written questions of varying levels of cognition. The teacher gauges student understanding

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of the key concepts and skills being taught through checks for understanding during the lesson, monitoring academic work, and collecting data at the end of the lesson. During the lesson the teacher responds effectively, including a follow-up CFU or required revision to ensure a misconception has been clarified.

- **Student Practice:** Students are given time and multiple opportunities to engage with grade-level problems and activities independently or in pairs. There are opportunities to solidify conceptual understanding, develop fluency in application, and engage in novel problems
- **Alignment of Time to Activity:** The appropriate amount of time is spent introducing new material, giving students practice time, and discussing learned content. While this may vary from lesson to lesson, combined student practice time should be at least 40% of the block.

2. Math Flex Days

Purpose: Lessons are devoted to concepts and skills for which students have previously demonstrated unacceptable levels of mastery (<65%), evidenced by exit slips, fluency checks, topic quiz assessments, tasks, or interim data.

Key Indicators of Excellence:

- **Building on Skills/Concepts/Procedures Taught:** Lessons being taught are based on data and are backwards planned to ensure students mastery of the concept. Lessons are building on what students know and allow students opportunities to have discourse with peers and the class, and also individually engage in the math.
- **Appropriate Visual Anchor:** Visual anchors are created and discussed to illustrate any combination of core concepts, strategies, vocabulary and CFS. VAs remain posted as long as appropriate to facilitate connections between concepts.
- **Collecting and Responding to Data:** Throughout the lesson, students respond to oral and written questions of varying levels of cognition. The teacher gauges student understanding of the key concepts and skills being taught and responds effectively, including a follow-up CFU or required revision to ensure a misconception has been clarified.
- **Student Practice:** Students are given time and multiple opportunities to engage with grade-level problems and activities independently or in pairs. There are opportunities to solidify conceptual understanding, develop fluency in application, and engage in novel problems.
- **Alignment of Time to Activity:** The appropriate amount of time is spent introducing new material, giving students practice time, and discussing learned content. While this may vary from lesson to lesson, combined student practice time should be at least 40% of the block.

3. Math Fluency

Purpose: Skill & Fact: Students develop automaticity over time with repeated exposure and practice with grade-level content. Students will develop flexibility and strategies to solve all problems.

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Key Indicators of Excellence:

- **Based on Grade Level Fluency Standards:** Lessons are based on ensuring mastery of fluency standards by the end of the year. Teachers strategically check for mastery of the standard to be able to target specific instruction.
- **Collecting and Responding to data:** During the fluency routine teachers are actively monitoring and responding to data. Teachers also regularly collect data points and plan strategically to support students based on the data.

4. Math Stories:

Purpose: Students develop conceptual understanding of math stories by representing problems, making connections to previously learned content, applying mathematical practices, and solving real-world problems.

Key Indicators of Excellence:

- **Funneled and Scaffolded Questioning:** Questions asked of students encourage them to think critically and flexibly about the problems presented as well as to share their developing thinking about the content of the lesson. Funneled questions are used as a tool to focus student observation and contemplation to the most important ideas of the day while ensuring that students do the heavy lifting and make connections to previously acquired skills and knowledge. Scaffolded questions are used as needed to break down complex, demanding questions to develop student understanding.
- **Aligned to Problem Solving Approach:** When attempting problems individually, in groups or as a class, students utilize the thinking behind the MSP grade-level problem solving approach (Visualize, Represent & Retell, Solve in ES) in order to make sense of, represent, and solve a problem. While solving problems, students choose and use appropriate tools.
- **Representations:** Teacher and student representations are aligned to the story problem type and representations sequence. Students can articulate why they are using the representation and what it links to in the problem.
- **Discussion:** Students are explaining their thinking to one another in large and small groups as a means of processing new information, exploring patterns and structures as they emerge, and sharing variations in solution methods in order to strengthen students' understanding of the content. Habits of discussion emphasize making sense of mathematics, constructing arguments, and critiquing the reasoning of others. Through this, students also develop presentation and public speaking skills. The teacher facilitates this discussion in a fashion that promotes student heavy-lifting and leads towards a summary of the mathematics discussed and used in student work.
- **Alignment of Time to Activity:** The appropriate amount of time is spent in each part of the agenda based on the focus of the particular agenda (early, middle, later). Student thinking, discussion, and work are the vast majority of the agenda time. The teacher is a facilitator following a protocol.

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- **Progression of Learning (CPA):** The story problem fits into a sequence that moves from and makes connections between the concrete, pictorial, and abstract. For example, while one lesson may focus on the pictorial, links should be made back to the concrete to solidify the understanding for students. As students struggle with and learn new problem types, they should fluidly move between different C/P/A representations as needed. CPA representations should target aspects of rigor called for by the standard and as appropriate within the sequence of learning.
- **Increasing Efficiency:** Over time and with greater exposure to a type of story problem, students become more efficient – needing less questioning support. They can articulate why and how they are representing and solving in the way they've chosen, and get to a solution in less and less time and with more abstract representations.

Assessment

Math teachers use a combination of formative and summative assessments to inform instruction. Formative assessments that are embedded in the Eureka curriculum are used to inform daily instructional decisions and include daily exit tickets, quizzes, assigned independent and collaborative work, and performance on math discussions. Teachers provide frequent feedback using these formative assessments and students have opportunities to set goals and revise their work. Teachers also give Interims and Fastbridge aMath three times a year to assess and benchmark students' progress toward mastery.

Math in Transitional Kindergarten

Learning Without Limits aligns the TK program to the California TK Standards. The TK teachers work closely with the Kindergarten teachers to develop core foundational skills and knowledge within the play-based program. Goals for mathematics and numeracy include the ability to:

- Count 20 objects
- Count by rote to 30
- Identify numbers 0-20
- Write numbers 0-20
- Understand vocabulary pertaining to size
- Know basic shapes by name and attribute

Please see **Appendix 3 - EFC Vision of Excellence in Mathematics.**

Science and History/Social Studies

Overview - Integrated Learning

In order to best prepare students for a 21st century world, as well as to provide opportunities for deeper, more engaging and relevant learning, Learning Without Limits implements

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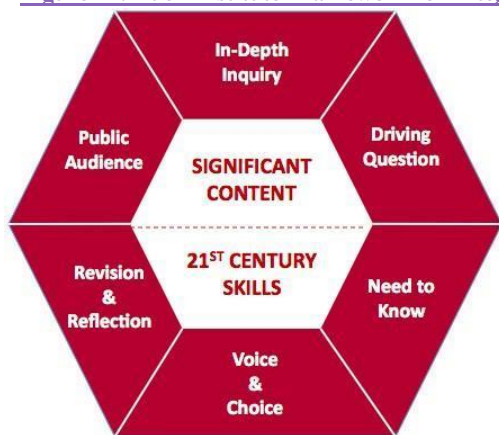
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multidisciplinary integrated learning opportunities through the humanities and science instructional blocks. During these instructional blocks, teachers facilitate student inquiry through projects that create authentic and relevant opportunities to apply skills and knowledge across English Language Arts, Science, and Social Studies. Learning Without Limits seeks to improve the quality and consistency of project-based learning by creating school wide themes or guiding questions and a universal unit and lesson planning document and process.

“There is forty years of accumulated evidence that the instructional strategies and procedures that make up standards-focused Interdisciplinary learning are effective in building deep content understanding, raising academic achievement and encouraging student motivation to learn.”⁷⁵ The Buck Institute, a leading research institute and provider of curriculum for Interdisciplinary Learning, has found that inquiry learning is proven to be more effective in preparing students for standardized tests, in assisting students to integrate and explain concepts, and in improving students’ mastery of 21st-century skills. It has also been found to be particularly effective with lower-achieving students, because of the focus on personalization and the larger, long-term projects focus on a wider range of skills and interests. As Jeff Robin from High Tech High states, students “get to work on what is sticky for them,” or what they are most interested in and what best aligns with their competencies. Perhaps most importantly, students and teachers seem to be more satisfied with cross-curricular learning than traditional instruction, due to the element of choice and the opportunity for deeper learning. The process is outlined in Figure 12 below.

Figure 12: Buck Institute Framework for Integrated Learning



Furthermore, integrating Science and History/Social Studies with English Language Arts in a more inquiry-based project enables students to then learn and apply the Common Core reading standards using informational text. Reading complex text lies at the heart of these standards, with the text complexity demand growing steadily over the course of a student’s K-12 education. A key requirement of the Anchor Reading Standard 10 of the CCSS in ELA & Literacy is that all

⁷⁵ The Buck Institute is considered an expert on Project Based Learning: <http://www.bie.org/>.

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students must be exposed to texts of steadily increasing complexity. Close reading is the methodical investigation of a complex text through answering text dependent questions geared to unpack the text’s meaning. Close reading directs students to examine and analyze the text through a series of activities that focus students on the meanings of individual words and sentences as well as the overall development of events and ideas. It calls on students to extract evidence from the text as well as draw non-trivial inferences that logically follow from what they have read.

This sort of careful attention to how the text unfolds allows students to assemble - through discussion and in writing - an overarching picture of the text as a whole as well as grasp the fine details on which that understanding rests. It prepares students for the kinds of detailed reading tasks they will encounter after graduation while leveling the playing field for all students by not privileging background knowledge. It motivates students by rewarding them for reading inquisitively and discovering the meaning and insight within the text that makes it worthy of attention.

Science

Providing all students with hands-on science experiences that are appropriate to their cognitive stage of development and serve as a foundation for more advanced ideas is a central tenet in Learning Without Limits Charter Academy’s science instruction.

Goals

- ❖ Students will develop 21st Century Skills that will prepare students for higher education, rewarding careers, and the challenges of an ever-changing world
- ❖ Students will recognize the vital role that Science and Engineering play in shaping our future world and use their knowledge to make informed decisions in their daily lives.
- ❖ Students will develop and use models to demonstrate understanding of core concepts.
- ❖ Students learn to plan and conduct investigations, analyze and interpret data and construct explanations using evidence collected from these activities.
- ❖ Students demonstrate mathematical and computational thinking to demonstrate understanding of relevant core science concepts.
- ❖ Students will understand and implement key Engineering Practices.
- ❖ Students will use technology as a tool to strengthen science learning

In line with the integrated learning approach, science is taught in an inquiry-based method integrating literacy skills and mathematics as appropriate in all grades. The application of literacy and mathematics content and skills in science and engineering provides authentic learning experiences for students.

Instructional Strategies and Materials

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All of the science curriculum used by LWL teachers involve an inquiry and discovery approach. Units and lessons follow NGSS guidelines and include grade appropriate CCSS Literacy and Mathematics skills. These units are formulated around observation of specific scientific phenomena and answering questions that are posed around the associated phenomena. Student questions are key drivers of inquiry. Lessons then ask students to investigate these phenomena to try and answer these driving question(s). These investigations can take the form of or include experimentation, observation, simulations, data analysis, model creation or research, and reporting and presentation. Students showcase and publicly share their inquiry projects or builds with an authentic audience. These presentations focus on both the accuracy and clarity of understanding of the scientific content and processes as well as the quality of the actual presentation skills. These skills include compelling visuals, clear explanations and engaging presentation skills.

Curriculum

Kindergarten - 3rd Grade

K-3 core teachers use multi disciplinary units integrating ELA and Science content. Young learners will learn about different scientific topics, and apply their learning to novel, meaningful tasks. Through hands-on activities and experiments, students will demonstrate proficiency and deeper understanding, exploring the mysteries of life sciences, physical sciences, earth sciences, and environmental sciences. Critical thinking will be fostered as students analyze, evaluate, and synthesize complex ideas, considering multiple perspectives and engaging in scientific discourse. Effective communication will be honed as students learn to express their thoughts and findings clearly and effectively, whether through writing, speaking, or presenting ideas. Thus, integrating literacy into science learning will enhance comprehension and engagement for all students, fostering a deeper connection to scientific concepts while promoting language development and literacy skills.

<u>Kindergarten</u>	<u>A World of Animals</u> <u>Ocean Life</u> <u>Living vs Non-Living Things</u>
<u>1st Grade</u>	<u>Living Things: What do they have in common?</u> <u>Organisms Structure Function to Meet Their Needs</u> <u>Change Over Time: Then and Now</u>
<u>2nd Grade</u>	<u>Earth's Features</u> <u>Identifying the Properties and Structures of Matter</u>

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	<p><u>Making Your Environment Work For You</u></p> <p><u>Seed Dispersal</u></p>
3rd Grade	<p><u>Adaptations and the Wide World of Frogs: Students will form research groups to become experts on various "freaky" frogs--frogs that have unusual adaptations that help them to survive in extreme environments throughout the world.</u></p> <p><u>Water Around the World: This module focuses on the importance of clean freshwater around the world including access to water, demands on water, and water pollution.</u></p>

4th - 5th Grade

In 4th and 5th grade the Amplify Science curriculum is rooted in the Lawrence Hall of Science's Do, Talk, Read, Write, Visualize model of learning. This research-based approach presents students with multiple modalities through which to explore the curriculum. Students take on real-world problems and roles. Each unit introduces students to a realistic problem that they must solve by developing the ability to explain a surprising or mysterious phenomenon. The focus on "understanding phenomena" rather than on "teaching topics" provides structure and context to student investigations.

The Do, Talk, Read, Write Visualize approach entails:

- ❖ Learners engage with scientific phenomena by conducting student-centered investigations.
- ❖ Students engage in collaborative discussions and scientific argumentation.
- ❖ Students engage in reading science text as an act of inquiry.
- ❖ Having an authentic purpose for writing both motivates students' interest in writing and drives their need for evidence to be convincing.
- ❖ In addition to hands-on activities, reading, and writing, students study a given phenomenon through carefully illustrated science texts, vivid digital simulations where they can manipulate variables, hands-on activities, and videos, as well as through modeling tools that allow them to visually represent their thinking.

<u>4th Grade</u>	<u>Energy Conversions</u>
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	Vision and Light Earth's Features Waves, Energy, and Information
5th Grade	Patterns of Earth and Sky Modeling Matter The Earth System

Assessment

Students' mastery of key science standards will be assessed through a combination of formative and summative assessments that are standards-aligned. In K - 3rd grade the EL curriculum assessments are utilized. In 4th and 5th grades Amplify assessments are used.

Student performance expectations will be assessed in multiple ways taking into consideration the engineering practices, disciplinary core ideas, and cross cutting concepts expressed in the NGSS. These practices will include but not be limited to students formulating hypotheses, testing these through experimentation, developing, describing and using models, as well as accurately collecting and interpreting data. These skills will be assessed through curriculum embedded assessments as well as CAST practice assessments for 5th grade.

History and Social Studies

History and social studies at Learning Without Limits is primarily designed to develop students' curiosity and awareness about the world around them, both past and present while developing student mastery of key grade-level content standards. Within the English Language Arts classes, social studies is integrated through various activities and assignments that promote literacy skills and historical understanding simultaneously. In doing so, Learning Without Limits fosters a holistic approach to learning that emphasizes critical thinking, historical understanding, and language proficiency. This interdisciplinary approach equips students with the skills and knowledge necessary to become informed citizens and effective communicators in our ever-changing world.

Goals

- Students apply literacy skills, particularly those for non-fiction and expository texts to the discipline of social studies.
- Students develop knowledge of history, cultural and historical empathy, an understanding of democracy and constitutional heritage and the critical thinking skills to prepare them for American citizenship.

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- Students better understand themselves from the literature they read and the history they study.
- Students are prepared to succeed in middle school, high school, college and beyond as highly literate and civic-minded citizens.

Curriculum

Learning Without Limits recognizes the intrinsic connection between social studies, history, and English language arts. In an effort to foster interdisciplinary learning and critical thinking skills, Learning Without Limits implements the Fishtank curriculum, which integrates these subjects. This approach not only enhances students’ understanding of historical events but also enriches their language art skills through analysis, interpretation, and argumentation.

The Fishtank curriculum at Learning Without Limits is designed to engage students in historical inquiry through the analysis of primary and secondary sources. Each unit focuses on a specific historical period, event, or theme relevant to the grade level curriculum. For instance, students may explore topics such as the American Revolution or Civil Rights Movement.

Each unit of study presents an essential question to students. Students read, analyze, and synthesize information from these sources to form a claim about the question. The Fishtank curriculum prompts students to defend their claim by supporting it with strong evidence from the readings. The Fishtank curriculum provides opportunities for students to develop argumentative writing skills by crafting thesis statements, organizing their ideas logically, and effectively supporting their claims with evidence.

This curriculum also helps hone students oral communication skills by engaging in Socratic seminars to discuss and debate historical questions. These discussions encourage critical thinking, active listening, as well as practicing respectful discourse among students.

Because Education for Change is an outcomes-oriented organization committed to data-based inquiry, EFC is constantly reviewing its curricular selections for rigor, cultural relevance, and academic outcomes delivery. As part of that process, EFC does reserve the right to deviate from and/or supplement these selections as determined by our inquiry process without need for material revision.

Assessment

Students are assessed using formative and summative assessments. Teachers evaluate students’ comprehension of historical content, their ability to analyze primary sources and their proficiency in written and oral expression using rubrics to assess the mastery of these skills.

Visual & Performing Arts

The arts place significant emphasis on creativity and require students to engage in higher order thinking skills involving creative practices. Frequent exposure to and consistent engagement with visual & performing arts cultivates and strengthens creative practices inherent in arts education, including flexible thinking, creative problem solving, inquisitiveness, perseverance, problem

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identification, research, interpretation, communication, precision, and accuracy.⁷⁶ These creative practices provide opportunities for students to learn within another discipline and transfer knowledge, skills, and habits to other contexts and settings.⁷⁷

At Learning Without Limits, we believe in educating the whole child and that the arts serve as a powerful vehicle for creative expression and artistic literacy. Our visual & performing arts program and approach at Learning Without Limits provide students with the opportunity to explore their unique talents, foster creativity and self-expression, and develop artistic literacy.

Goals

Our visual & performing arts program at Learning Without Limits promotes the development of artistic skills and knowledge aligned to California visual & performing arts grade-level standards and the California Arts Education Framework.

As defined by the California Arts Education Framework, “Artistic literacy is the ability to understand, create, perform/present/produce, respond, and connect through the arts, and transfer knowledge and skills learned from authentic experiences in the arts that transcend historical, cultural, and societal contexts.”⁷⁸ By engaging in and being exposed to a diverse array of artistic disciplines, from visual arts to dance and theater, students gain confidence, collaborate with peers, and enhance their academic experience, ensuring they grow into well-rounded student leaders.

Curriculum

Visual & performing arts at Learning Without Limits is both a dedicated program and a vital part of our academic program. Once a week, students engage in a visual & performing arts class taught by a specialized arts teacher with an internally developed curriculum aligned to the California California visual & performing arts grade-level standards and the California Arts Education Framework.

Instructional Strategies and Materials

Learning Without Limits’s visual & performing arts program involves two instructional models. The first model offers a traditional structure for enrichment electives in elementary schools. In this model, students receive visual & performing arts instruction during the school day as a Specials class. Each grade-level class participates in a visual & performing arts class during their weekly designated Specials time with a specialized arts teacher, while the general education teacher has designated preparation/planning time.

The second part of our visual & performing arts model involves our community partners and supplementary enrichment program. Students have the opportunity to engage in performing arts-

⁷⁶ California Arts Education Framework for Public Schools, 2021.
<https://www.cde.ca.gov/ci/vp/cf/documents/caartsfwchapter1.pdf>, 8.

⁷⁷ Ibid.

⁷⁸ California Arts Education Framework for Public Schools, 2021.
<https://www.cde.ca.gov/ci/vp/cf/documents/caartsfwchapter1.pdf>, 1.

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based clubs as part of our supplementary enrichment program and/or as part of our After School Program (ASP) provider's enrichment curriculum. These performing arts-based opportunities include dance, theater, choir, poetry, music, and creative writing.

Assessment

Assessments in visual & performing arts provide an opportunity for students to demonstrate their creativity and arts-aligned skills and knowledge in multiple ways, including artwork, performances, presentations, and showcases. These modes of assessment take into account students' artistic literacy, effort, and growth over time.

We assess the effectiveness of our visual & performing arts approach and program through the following measures:

- Seneca-developed Socioemotional Screener;
- Community partner-developed student and staff surveys; and
- EFC-developed student and staff surveys.

Physical Education/Health and Wellness

Goals

Learning Without Limits' physical education program uses standards-based instruction to support student mastery of grade level physical education standards. LWL's health, wellness, and life skills program form the components of a Coordinated School Health Program (CSHP) as outlined by the Center for Disease Control (CDC). Respectively, the program seeks to:

- ❖ Systematically provide students with increasingly sophisticated health related knowledge aimed to motivate and support students to maintain and improve their health
- ❖ Identify and promote environmental factors that increase the wellbeing of staff and students, and identify and mitigate environmental factors that negatively affect the school community
- ❖ Develop emotional awareness, conflict resolution techniques, high self-esteem and self-control.

Curriculum:

Learning Without Limits' physical education program uses standards-based instruction to support student mastery of grade level physical education standards. Physical education (PE) curriculum in the elementary program is developed by LWL teachers and backwards planned from state grade level physical education standards. LWL's PE program is designed to build students' skills and positive sportsmanship through both cooperative and competitive games. We provide daily opportunities for students to practice the important components of health-related fitness: aerobic capacity, muscular coordination, strength, endurance and flexibility. Teachers provide regular PE classes daily..

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In the spirit of becoming a full-service community school, we provide dental and counseling services to our students. Responsive Classroom and Second Step Violence Prevention programs support the development of empathy and conflict resolution skills. We have begun a partnership with Mindful Schools to teach children mindfulness, which helps with attending to task and presentation. The county Harvest of the Month program and the Fresh Fruit and Vegetable Program expose students to a wide variety of fruits and vegetables and uses for them. All teachers supplement these programs with a wide array of their own life skills and wellness resources. All fourth graders participate in the Too Good For Drugs program. Fifth graders participate in puberty classes.

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Instructional Strategies:

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Learning Without Limits teachers provide students with standards-based instruction in physical education, health, and nutrition. Instruction in these areas meets minimum requirements for state-mandated instructional minutes. Students receive healthy snacks and nutrition education through Harvest of the Month and through a partnership with Alameda County Nutrition, which provides LWL students with a morning snack of fresh fruits and vegetables three times a week. Our newly formed safety patrol supported by Champions for Change and Safe Routes to School develops student leadership and models safe practices for travel to and from school.

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The Physical Education program focuses on sports-related activities and exercises to enhance physical fitness as well as after-school sports programs. Students develop competency in a variety of sports techniques, develop motor skills and coordination, and learn different strategies for different sports. The physical education program teaches students the essential skills for a variety of sports, beginning with the motor skills necessary and then building on those skills with the ultimate goal of students engaging in the sport itself. LWL includes the following in its physical education program:

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❖ Stretching

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❖ Aerobic activity

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❖ Explicit instruction of skills outlined in CA grade-level content standards, with opportunities to practice and apply these skills in authentic ways (e.g., during a soccer unit, basketball unit, etc.)

❖ Explicit instruction of vocabulary (e.g., “dribbling,” “foul,” etc.) with opportunities to practice and apply these words in authentic ways

❖ Incorporation of explicit strategies to build students’ collaboration skills and sportsmanship

❖ Explicit focus on developing a healthier body and positive body awareness (e.g., through goal-setting, readings on health/nutrition, etc.)

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❖ Developing skills and strategies to both recognize the signs and reduce the effects of stress on the physical body

EFC believes that competency and excellence in athletics can lead to confidence and mental well-being in life, and that team sports instill dedication and a sense of working for the collective good. The physical education program therefore focuses on improving the physical and mental health of the students as well as on building an understanding of and appreciation for collaboration and shared outcomes through structured recreational activities.

In addition to PE instruction, all LWL students will be provided with structured activities during morning and lunch recesses. Organized sports activities such as dance, running club or basketball will be provided as an option for after school activities.

PE class will also assist students in recognizing the value of physical activity for health, enjoyment, challenge, self-expression and social interaction. Additionally, many teachers use cooperative learning games to facilitate collaborative skills and positive sportsmanship. Students will engage in cooperative play that requires problem solving, decision-making, and game strategies. Students will be given opportunities to develop leadership skills while risk-taking within the safe environment of team activities. In addition, character education traits such as following rules, knowing equipment safety procedures, respect for others, sportsmanship, and self-discipline will be reinforced. The topic of bullying will also be addressed during PE class through the establishment of a positive school culture, developing a sense of personal responsibility for school climate, norms against bullying, and respect for diversity.

Assessment

Learning Without Limits students will be assessed by the President’s Physical Fitness test in 5th grade.

Social-Emotional Learning

Former California State Superintendent of Public Instruction Jack O’Connell asked, “Is our only objective to get students ready for success in the workforce? Do we not also have a responsibility to prepare students to be active and engaged citizens? Don't we want our next generation to be caring neighbors, effective parents, and strong role models for the generation after theirs? Aren't we obligated to provide them with the skills they need to successfully pursue and achieve happiness and joy in their lives? I think we are, and I believe technological change and the global economy make it more important than ever that we focus on these things.”⁷⁹

Academic skills alone will not suffice in a world that is growing in complexity and increasingly becoming interdependent. Schools must also equip students with the character traits and values that will help them to succeed, advocate, and empathize even in the face of adversity. The key 21st century skills of collaboration, communication, flexibility, and critical thinking are closely aligned with socioemotional skills of self and social awareness as well as relationship skills. To

⁷⁹ “The Role of Character Education in Public Schools.” The Role of Character Education in Public Schools - Character Education (CA Dept of Education), California Department of Education, 27 Aug. 2019, <https://www.cde.ca.gov/ls/yd/ce/charactered.asp>.

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navigate college, career, and life, students must develop socioemotional habits and skills informed by life-sustaining values. At Learning Without Limits, we believe that we must explicitly teach socioemotional skills and support students with the development of their socioemotional competencies.

Goals

Socioemotional learning, as defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL), “involves the processes through which adults and children develop social and emotional competencies in five areas: self-awareness, like knowing your strengths and limitations; self-management, like being able to stay in control and persevere through challenges; social awareness, like understanding and empathizing with others; relationship skills, like being able to work in teams and resolve conflicts; and responsible decision-making, like making ethical and safe choices.”⁸⁰ Combining socioemotional skills with strong academic foundations helps students develop agency, empowering them to be active participants and meaningful contributors in their classrooms, communities, and workplaces.

Learning Without Limits’ socioemotional learning program supports the development of student leaders who possess strong emotional intelligence, can navigate and resolve conflicts constructively, collaborate effectively, demonstrate empathy and compassion, and rally others in a shared goal. The Collaborative for Academic, Social, and Emotional Learning (CASEL) advocates for the following skills in terms of socioemotional learning (SEL):

- **Self-awareness:** The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations, taking responsibility for one’s own actions, and possessing a well-grounded sense of confidence and optimism, and maintaining the strength of character needed to make choices that may be unpopular, to avoid succumbing to negative peer pressure and to counter bias.
- **Self-management:** The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, persevering through challenges, displaying motivation to set goals, and working towards achieving personal and academic goals.
- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand ethical norms for behavior, and to recognize family, school, and community resources and supports. Additionally, to treat others with respect and demonstrate tolerance and appreciation for others’ differences, whether cultural, linguistic, socio-economic, or personal.
- **Relationship skills (interpersonal skills):** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes

⁸⁰ Civic Enterprises, Bridgeland, J., Bruce, M., & Hariharan, (2013). *The Missing Piece: A National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools.* Collaborative for Academic, Social, and Emotional Learning. Chicago: Author.

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communicating clearly, listening actively, collaborating effectively, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

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- **Responsible decision-making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others. This includes consistently demonstrating honesty and integrity in all situations.

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Curriculum

Learning Without Limits explicitly builds and develops students' socioemotional competencies by using the *Responsive Classroom* framework, *Toolbox Project* curriculum, and character education. *Responsive Classroom* and *Toolbox Project* are formal programs designed to build classroom communities and develop students' socioemotional skills. Our character education program is internally developed and emphasizes our core values.

Responsive Classroom is a research-based approach to teaching and discipline that emphasizes engaging academics, a positive community, effective management, and developmentally responsive teaching. The framework helps teachers create safe, joyful, and engaging classroom communities in which all students can thrive and develop strong social and academic skills.

Toolbox Project is a curriculum used for students in grades transitional kindergarten through grade six. It supports children in understanding and managing their own emotional, social, and academic success. This curriculum is used for socioemotional learning across all grade levels at Learning Without Limits.

Our character education program and curriculum is internally developed. Many of the practices and structures as part of our character education program are internally developed and modified from Valor Collegiate Academies' circle processes. Our character education program emphasizes relationship work - relationship with self, with others, with the community - and character-building through core values.

Instructional Strategies and Materials

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Learning Without Limits embeds socioemotional learning in our daily schedule, curricula and instruction, teacher training, and disciplinary approach – four components of highly effective socioemotional learning programs and implementation as evidenced by research and supported by the California Department of Education's strategic priority areas.^{81, 82} Instruction of socioemotional learning skills and knowledge and character education take place in students' classrooms during Morning Meeting, Community Circle, and Advisory at Learning Without Limits.

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⁸¹ Garcia, Emma, and Elaine Weiss. Education Inequalities at the School Starting Gate. Economic Policy Institute, 2017.

⁸² "C. Strategic Priority Areas." C. Strategic Priority Areas - A Blueprint For Great Schools (CA Dept of Education). California Department of Education, <https://www.cde.ca.gov/eo/in/bp/bp2strategic.asp>.

Language aligned to our CLAP core values, an essential component of our character education program, is visible in every classroom and much of the physical space throughout our school. Our schoolwide discipline framework is also based on students' ability to demonstrate CLAP core values academically and behaviorally. We teach, model, and practice our CLAP core values within the framework of our academic program, Morning Meeting, Community Circles, and CLAP Assemblies.

We intentionally include approximately 30 minutes each day for socioemotional learning and character education, which exists in a variety of forms and structures. The morning chant recited everyday at our schoolwide Morning Meeting gives students a sense of pride and purpose for their learning; it is a ritual that serves as a daily reminder of what it means to be a student leader at Learning Without Limits and what we aspire our student leaders to do and become. Students also engage in a Morning Circle or Community Circle within their classrooms at the beginning and end of the day, and once a week, the entire school engages in a schoolwide community meeting for 30 minutes.

The opening Community Circle at Learning Without Limits provides an opportunity for students and adults to provide a preview of the day; share academic, behavioral, and emotional progress; reflect on embodiment of the school's CLAP core values; set individual and collective goals for academic and behavioral improvement; and engage in a mini-lesson centered on the school's CLAP core values or a socioemotional learning skill from *Toolbox Project*. The closing Community Circle and Advisory time offers space and time for students and adults to reflect on the day. This time is also an opportunity for students and adults to practice socioemotional skills and character education learnings. Our bi-monthly schoolwide community meetings provide our school community an opportunity to celebrate individual and collective achievements, cultivate relationships, and teach and cultivate CLAP core values.

We embed socioemotional learning skills and competencies by teaching and modeling the skills from *Toolbox Project* in all settings, and integrating the skills within our academic curriculum framework. We begin implementation of the *Toolbox Project* curriculum in transitional kindergarten, and modify the curriculum appropriately for grades three through five.

Assessment

We assess the effectiveness of our socioemotional learning approach and program through the following measures:

- School Climate Assessment Instruments (SCAI) survey;
- EFC-developed Sense of Belonging Student Survey (for grades three through five);
- Seneca-developed Socioemotional Screener;
- Schoolwide discipline data (i.e., referrals, suspensions, etc.); and
- Longitudinal data from LWL alumni.

Expanded Learning Opportunity Program

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At Learning Without Limits we offer After School Education and Safety (“ASES”)-funded and Expanded Learning Opportunity Program (“ELOP”)-funded after school, intersession, and summer expanded learning programs. The mission of our Expanded Learning Opportunity (“ELO”) program is to provide transformative, high-quality, and inclusive programming that ignites inspiration among young individuals in Oakland. Through immersive learning, purposeful experiences, and impactful initiatives, we nurture excellence in academics, athletics, and the arts. Concurrently, we cultivate civic engagement and community awareness, equipping young individuals with life-navigating skills that guide them toward upward economic mobility and foster compassionate leadership. Our ultimate aim is to nurture well-rounded achievers who contribute significantly to society, emerging as influential, compassionate leaders within their communities.

Vision of Excellence for ELO

We envision a world where every student at EFC not only recognizes but actively unleashes their boundless potential. We aim to cultivate a community where these students embody essential skills, resilient attitudes, and personal agency, preparing them to thrive in an ever-evolving world. Our graduates will stand as exemplars of personal empowerment, possessing vital competencies and a harmonious identity. They will emerge as compassionate and perceptive leaders, catalysts for positive change within their communities, driving progress through their actions and insights.

ELO Underlying Beliefs:

- **Potential in Every Student:** Every student possesses untapped potential that can be realized through transformative experiences.
- **Holistic Development:** Academic, athletic, artistic, and civic dimensions are integral to fostering well-rounded individuals.
- **Community Impact:** Positive change within communities is driven by compassionate and perceptive leaders.

ELO Program Goals:

The ELO program aims to have both direct and indirect impact on students and the school as a whole. The following are indicators of a successful implementation of our program:

- Increased pride in self, community, and school
- Increased student to student connections
- Increased family to family, and family to school connections
- Positive impact on school-wide academic gains
- Positive impact on student attendance, behavior, and in class participation
- Increased level of emotional intelligence amongst students

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- Increased number of students participating in after school activities
- Lower the impact of summer slide through summer programming

ELO Program Core Components:

● **Academic Adventures**

We provide need-based and enrichment-based academic programs, such as Sylvan Learning’s “Ace It Math” program, and a creative writing program entitled “Reading With A Rapper.” These programs fall under one of two specific foci:

- Academic Intervention: Programs like Sylvan Learning give students an academic boost to help them meet or surpass typical growth patterns. These programs are targeted towards students most in need.
- Academic Enrichment and Acceleration: These enrichment/acceleration programs are choice based and designed to help students fall in love (or more in love) with a subject or topic.

● **After School Program**

All students have access to our traditional after school program funded through the ASES grant. This program is operated by a Community Based Organization, Ujimaa Foundation, which serves as our lead agency. This program runs until 6pm everyday and includes academic intervention and enrichment programming such as martial arts, in-line skating, science and more. Students who enroll in this program receive a healthy snack and opportunities to build strong student to student connections via recess and other play-based opportunities. Students enrolled in this program are expected to attend daily.

● **Clubs (Student-Interest and Leadership)**

All students are offered the opportunity to participate in extracurricular activities (clubs) such as chess, Disney musical, Lego club, boys/girls club, rainbow club, etc.

● **EFC Outdoors**

- Immersive and increasingly challenging Outdoor Adventure programming is offered for all students in grades TK-8 across Education for Change Public Schools.
- These programs will increase in complexity over the course of a young person's nine years in EFC. These programs will align to a young person's developmental needs for place-based learning.
- This program includes hikes, bike workshops, and overnight camping trips.

● **Elementary and Middle School Athletics**

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- Through our EFC Elementary Athletic League we offer all students the opportunity to participate in a free school sports team. We currently offer flag football, basketball, soccer, and cheerleading.
- Our middle school students participate in the Oakland Athletics League. We currently offer flag football, basketball, soccer, and cheerleading.
- **Summer Program**
 - The centerpiece of our ELO program is our summer “camp.” During summer camp students build their class schedule based on their personal interest from a set of well crafted classes. Some of our past offerings included California Academy of Science’s Science Action Club, clay and ceramic arts, sports skills classes, folklorico, creative writing, and many more.

Full-Service Community School

Vision of Excellence for Full-Service Community Schools

The U.S. Department of Education defines a full-service community school as providing “comprehensive academic, social, and health services for students, students’ family members, and community members that will result in improved educational outcomes for children.”⁸³

Education for Change Public Schools is dedicated to strengthening its six community schools to ensure every child has access to a high-quality education that responds comprehensively and holistically to all of their needs. Learning Without Limits, in response to the needs of the community indicated above, has secured a Full-Service Community Schools grant from the California Department of Education, and they have partnered with critical partners like Alameda Food Pantry, Families in Action for Quality School, Seneca Family of Agencies, and Unity Council to provide invaluable services to a very high need community. LWL acts as a hub for essential services and ensures there are systems in place to identify and provide services to families in need. Our work is rooted in the four community school cornerstone commitments of (1) assets-driven and strength-based practices, (2) racially just and restorative school climates, (3) powerful, culturally proficient, and relevant instruction, and (4) shared decision making and participatory practices. LWL has all four community school pillars in place, but the specific pillars of focus are (a) improve students’ attendance and holistic wellness, a necessary result to enable (b) an improvement in student literacy outcomes.

The Community School Program Model

Case Management

EFC schools’ multidisciplinary teams utilize a multi-tiered system of supports (“MTSS”) and whole-child approach that takes into consideration their diverse socio-emotional, academic, and behavioral needs. School staff are deeply knowledgeable about their focus areas while

⁸³ <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/school-choice-improvement-programs/full-service-community-schools-program-fscs/>

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simultaneously valuing and prioritizing the overlap of focus areas and the collaboration amongst all types of staff. Each school’s Student Support Services Coordinator (who holds the functions of a Community School Coordinator) and Dean of Culture oversee the effective coordination of services. They implement schoolwide practices such as Coordination of Services Team (“COST”) meetings, Positive Behavioral Interventions and Supports (“PBIS”), and the School Culture Assessment Instrument (“SCAI”). EFC schools partner with Alameda District Behavioral Healthcare to provide direct access to mental health and wellness services to students and families within the school setting. EFC also has strong ties to a network of community-based organizations to support families, build the capacity of its school team, and provide extended learning services.

Family Engagement at the Core

Research shows that strong home-school partnerships are important for student academic achievement⁸⁴, and for teacher retention.⁸⁵ There is a perception, however, that low-income parents of color are too busy, too overwhelmed or too apathetic to get involved in their children’s school. More than a dozen years of community organizing in Oakland schools by EFC has proven this perception to be false. As such, EFC has developed a structure for encouraging close relationships between parents and educators, promoting shared decision-making within schools, and leveraging the strengths and resources of the community in service of the students. EFC schools have been recognized for their deep commitment to leveraging families as leaders at the student, classroom, school, and organizational level.

Our Fully Service Community Schools model builds on our commitment to family engagement and focuses on removing the barriers preventing students from (1) getting to school and (2) being in a ready-to-learn state once at school—two current areas of need distinctly connected to the continued challenges of re-engaging students and families post-pandemic.

Family engagement services will include Tier 1 schoolwide efforts to increase family engagement. Services offered to school staff will include training and capacity building on family engagement strategies to promote connection, sharing, and trust between staff and families. Services offered to families will include schoolwide workshops that will support parents and caregivers to learn (1) strategies to support their own mental health and (2) how to respond to the mental health needs of their child(ren). Examples of covered topics include coping with stress, practicing mindfulness, the social-emotional foundations of development, and age-appropriate behavioral strategies to use at home. Schoolwide events that celebrate families’ cultures and strengths, promote a strong sense of community, engage families in their students’ learning, and solicit input from families about key decisions that drive the culture and learning environment of the school will also be offered. Examples of potential events include culturally-responsive family reading nights, principal breakfasts, Family Leadership Council meetings, family movie nights, college-readiness workshops, health classes, computer classes, and Zumba.

⁸⁴ Henderson and Mapp, A New Wave of Evidence

⁸⁵ Futernick/West Ed Study

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Case management for students and families is a Tier 2-3 service that aims to widen the family's net of resources, coordinate communication among providers, and link families to services that address chronic or acute needs. Examples include care coordination with a student's primary care physician, support with applying for food stamps or Women, Infants, and Children benefits, referring families to affordable childcare resources, and linking families to organizations that support with housing instability. As needed, case management will also include supporting families to strengthen their network of informal supports (e.g., supportive family members, friends, and community members).

Tiered social-emotional supports for students and families include Tier 2 services such as (1) clinician-led support groups for families experiencing similar challenges (e.g., navigating the special education system as a caregiver, addressing their child's mental health needs, and parenting adolescents) and (2) behavioral and social-emotional student groups addressing skills related to academic success including self-management, self-awareness, social awareness, relationship skills, and responsible decision-making. Students who require additional supports to be successful in the school environment will have access to Tier 3 targeted mental health supports such as individual and/or family therapy with a school clinician. Areas frequently addressed in therapy include trauma-related symptoms, emotional regulation, coping skills, depression, anxiety, and risky or self-harm behaviors, as well as addressing needs related to the student's family relationships and functioning.

Family Leadership focused on Literacy Development

We also believe that it is important to support a variety of parent partnership practices, and to link parent activities to student learning. The current parent leadership focus across EFC is around student literacy development and engaging families as partners in teaching reading to their children and as advocates for high quality literacy instruction.

The Family Literacy Leadership Institute ("FLLI") is a centralized opportunity for schools to opt into, offered through the EFC-Families In Action partnership. The FLLI builds family leaders' instructional capacity in the areas of literacy student data, practices, and skills to use at home. The FLLI includes two phases. The first phase focuses on building the leadership capacity of a large group of family leaders from all participating schools by developing their leadership and organizing skills to conduct family peer outreach and moderate small group breakout sessions. Phase one participants interested in further developing their literacy leadership capacity participate in the second phase. Phase two provides family leaders with the opportunity to observe literacy practices at school sites, participate in structured debriefs following observations, and build their family advocacy capacity by engaging with community and elected leaders.

Family literacy engagement Tier 1 services are available to families who do not send participants to the FILL. Staff trainings are offered to enhance family engagement staff members' ability to support families in further participating in their students' literacy development. Staff use these enhanced skills to collaborate with teachers, administrators, and other school staff to facilitate literacy education. Family training is also offered and focuses on (1) developing children's

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literacy skills at home and (2) navigating the school system and understanding relevant academic expectations and resources to support and advocate for their children effectively.

Family Involvement Structures

Family involvement and community partnerships are fundamental to meeting the needs of the whole child. We believe in equal participation of and appreciation for all the individuals and organizations who work for and with our children. We recognize the challenge of developing a culture and program that is authentically inclusive of families and community members. Towards our goal of valued and integral partnership, Learning Without Limits employs the following successful strategies:

- **Family conferences** - These conferences take place two to three times annually, depending on student academic/social-emotional need. At these conferences, teachers facilitate students presenting their progress, learning, and challenges to their families. The conference is also an opportunity for students to practice being reflective, celebrating what they have learned and setting new goals.
- **Family Education on Curriculum and Academic Standards** - The Principal and teachers facilitate regular meetings with the parents on the curriculum and academic standards at each grade level. In addition, Learning Without Limits works to ensure that parents can access the content students are learning and monitor student progress. Many of the programs used provide important information to parents about how their child is progressing.
- **Family Volunteer Opportunities** - Led by our Family Resource Center, Learning Without Limits offers families multiple opportunities to volunteer in classrooms, on our playground, in our cafeteria, at school events, and in support of school-wide initiatives.
- **English Learner Advisory Committee (“ELAC”)** - The Learning Without Limits English Learner Advisory Committee is another elected body that has at least 50% of its parent members with a student who is classified as an EL. The purpose of the ELAC is to advise the Administration on initiatives and programs that support the success of EL students.
- **The Family Leadership Council (“FLC”)** - The Family Leadership Council, which consists of two representatives from each classroom, is a vital voice in every important decision made at Learning Without Limits, in areas such as budgeting, student programs, and curriculum. Representatives from the Learning Without Limits Family Leadership Council are members of the Education for Change Family Leadership Council, which has representation on EFC’s Board.
- **School and Family Communications** - LWL regularly communicates with families using a combination of Parentsquare, Instagram, and paper fliers. LWL will publish a regular newsletter to communicate important upcoming events, necessary action items, and highlight exciting happenings.

Please see [Appendix 8 - EFC Family Leadership Council Guidebook](#)

Professional Development

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Our professional development (“PD”) approach leads our teachers to:

- Deepen content knowledge and instructional pedagogy aligned to instructional priorities.
- Analyze formative student data to create data-driven action plans that meet the needs of all students and address gaps in content knowledge or skills.
- Utilize observation data to drive teacher development in individual coaching and team professional development sessions.
- Implement strategies for Integrated ELD to successfully scaffold instruction, so all students can access the core curriculum.
- Collaboratively plan lessons and units that maximize the engagement of all students.

Goal/Mission

- To create powerful, collaborative learning communities where high-quality instruction and student achievement are the driving forces.
- To provide professional development opportunities that allow instructional staff to grow professionally and hone the craft of teaching.
- To ensure staff have the capacity and content knowledge to fully implement the instructional program developed in this charter petition.

Strategies and Structures

Education for Change sees professional development as a key driver to improving instruction and student outcomes. Our experience with the current schools has shown that as teachers and administrators gain deeper content and pedagogical knowledge, the results for students improve. As a cornerstone for all EFC schools, all staff professional development is developed and conducted with the intent of creating collaborative, supportive, continuous learning environments at each school. Just as we encourage our students to achieve through high expectations and by providing the best educational services possible, we look similarly at building this same culture of instruction for teachers.

We define professional development broadly, not simply as workshops that deliver new content, although they are one form of professional development, but all professional learning community activities (grade-level meetings, data analysis, enhancement planning, mitigation planning, formative assessment), coaching, observing colleagues, teacher inquiry.

There are four primary structures that Learning Without Limits leverages towards our teacher development goals:

Observation, Feedback and Practice and Real-Time Coaching

EFC utilizes The New Teacher Project (“TNTP”) rubric of teacher effectiveness to more systematically align teacher observations and evaluations and to collect data on practice to inform schoolwide professional development and teacher practice. Our teacher evaluation tool

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aligns with content- specific walkthrough tools that are utilized at least weekly. These tools allow Learning Without Limits to collect and monitor data on identified high priority practices. They also allow site leadership to provide immediate feedback on teacher practice and track growth over time.

Instructional leaders regularly observe teacher practice and utilize in-the-moment coaching strategies to adjust instruction. At the start of the year, coaching focuses on setting a strong foundational classroom culture. Once strong culture is established, individual coaching focuses on implementation of coherent, rigorous, and engaging instruction. Resources such as *No Nonsense Nurturer* and *Get Better Faster* are leveraged to differentiate coaching stances and activities in a responsive way.

Intellectual Engagement and Preparation

With the support of instructional leaders, teachers regularly come together to engage in protocols that unpack units of instruction and intellectually prepare for lessons. During these protocols, teachers deconstruct learning targets, analyze student work and assessment for potential misconceptions, and internalize pedagogy. Prior to lesson delivery, teachers often practice facilitation moves, providing and receiving feedback.

Building of Knowledge and Skill through Weekly Professional Development

EFC has developed a strong instructional management team that includes a Chief Academic Officer and Content Directors. This team, in addition to our Chief of Schools and Superintendent, supports Learning Without Limits in building and implementing a strong core program in ELA/ELD, mathematics, science, and engineering. These leads work closely with site-level Instructional Deans and teachers at the school to analyze student growth data, assess the implementation and effectiveness of the instructional program, identify strengths and gaps in practice and programming, align professional development, and facilitate inquiry. Instructional leaders design and deliver high-impact professional development aligned to school priorities for teachers in department, grade-span, or school-wide configurations. The focus of these meetings is to experientially build teacher knowledge and skill aligned to instructional priorities. After PD, instructional leaders assess “uptake” of PD by collecting low inference observational data and following up in coaching conversations and one-on-one coaching conversations.

Data Driven Instruction

A core team practice is to monitor ongoing achievement data at the weekly, unit, and interim levels to ensure all scholars, including scholars with individualized education programs (“IEP”), make ambitious and achievable academic progress each year. Teachers and instructional leaders utilize these data to inform programmatic, structural, and intervention decisions. Student work analysis and curriculum embedded assessments drive the intellectual preparation cycle, while analysis of interim assessments drive teacher and school-wide action planning that work to adjust interventions, teacher development, and classroom differentiation to ensure the needs of all students are met.

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All EFC schools participate in frequent data inquiry cycles. Time is allotted for teachers to analyze their data, develop targeted instructional responses, and then reflect on the results of those instructional plans. Assessments are analyzed through the lens of both whole-class and individual learning gaps.

Instructional Leadership Development

EFC takes a multipronged approach to developing the instructional leadership competencies of our principals and assistant principals. We have designed a vision of excellence for our site leaders aligned to KIPP's Leadership Competencies Rubric that puts an emphasis on instructional leadership while also capturing the breadth of the work. The KIPP Leadership Competencies are organized around four domains: Student Focus, Managing People, Building Relationships; Drive Results; Role- Specific Competencies. To support leaders in their development toward our vision of excellence, we have one-on-one leadership coaching aligned to our leadership competencies rubric; bi-monthly professional learning communities ("PLCs") focused on our network-wide instructional priorities and on building leader capacity in relationship to our rubric; and a robust supervision process that is oriented toward developing leaders in their role as instructional leaders. Supervision includes regular observation-feedback cycles with principals to collect data in all areas of the rubric and to develop principals as needed.

Supporting All Students

Philosophy

EFC's Department of Student Support Services serves the greater EFC mission at Learning Without Limits. It has two primary foci:

1. Provide quality services to students with IEPs - services that facilitate access to and success with the General Education program, accelerates growth towards personalized goals, and meets all the requirements of the law.
2. Build capacity of school site leaders to develop, manage, and implement a powerful and comprehensive MTSS that provides quality academic, socio-emotional, behavioral, health, and other personal interventions and mitigations for students not making adequate progress in the general education program.

Our work is grounded in the following set of beliefs:

- We believe that ALL students are general education students first! We believe that special education is a service, not a place; and therefore, all students have the right to be fully included in the general education classrooms with their peers for the greatest extent possible (least restrictive environment).
- We believe that the focus of our work as educators should be ensuring children get what they need to be successful in school.

- We believe that a school-based support team can achieve tremendous success for students if they collaborate to develop and implement an appropriate plan that documents areas of need and outlines culturally relevant supports and goals to address the areas of need.
- We believe that through thoughtful planning and collaboration, all students can access a rigorous curriculum.
- We believe that real accelerated growth in academic, social-emotional, and behavioral areas requires students to have a strong sense of hope and self-efficacy.

Our general belief is that ALL children can excel and succeed if instruction is aligned and differentiated to their needs and designed to accelerate and individualize.

Therefore, the best way to support the great majority of students who qualify for Special Education services is through differentiated, scaffolded, and individualized instruction in general education settings where children have access to appropriate content and concepts and are provided the support and accommodations many of our other populations also require to access the curriculum. Our MTSS program addresses academic, behavioral, and social-emotional learning in a fully integrated system of support. Our interventions system, in partnership with our comprehensive assessment system, supports students with disabilities by providing them maximum interventions and supports through the general education program. We offer a full continuum of services and supports for students with disabilities at Learning Without Limits and truly craft and execute IEPs and 504s to meet the needs of each learner with a disability.

EFC is proud of its Special Education programs. Our belief is that the great majority of Special Education students can be served effectively in a general education setting with targeted support. EFC has leveraged District mental health, MediCal and SELPA low incidence resources to effectively serve students with moderate to severe disabilities. EFC has a memorandum of understanding with Alameda District Behavioral Health services to leverage MediCal reimbursement for mental health services.

Multi-Tiered System of Supports

In 2012, EFC collaborated with the Seneca Family of Agencies (“Seneca”) to develop the All In! Partnership, a nationally recognized MTSS approach that merited a federal Invest in Innovation (I3) grant at four of six schools. The Unconditional Education model (“UE”) focuses its resources on using data to coordinate early intervention, supporting students before they fail, and facilitating the provision and coordination of both academic and non-academic services, thereby removing barriers to student success. Although the grant funding has ended, Learning Without Limits continues to implement the MTSS model that was developed.

MTSS establishes criteria for decision-making around three tiers of services, with Tier 1 services implemented school-wide, and Tier 2 and 3 targeting students who require additional services to succeed as seen in **Figure 13**.

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All-In! Multi-Tiered Model for Intervention

TIER 3 • INTENSIVE:

The most intensive of the three tiers often requires one-to-one support or addresses a considerable skill gap for students at the lowest levels of academic or social emotional achievement. Included in this group are many students with IEPs for a range of disabilities.

TIER 2 • TARGETED:

Students receiving targeted interventions have demonstrated the need for support to supplement what is offered in the classroom. These are most often small group interventions delivered to special or general education students within the classroom or as a pull-out.

TIER 1 • UNIVERSAL:

As part of high quality instruction, in a climate of positive classroom culture, students receive interventions at many points throughout the day. Skillful teachers plan for and execute interventions that adjust and accommodate to the unique behavioral and academic needs of their students.



Figure 13 Seneca All-In! Multi-Tiered Model for Intervention

The integrated, data-driven approach of MTSS has been shown to be effective in enhancing student achievement school-wide, but its implementation is often hindered by the level of expertise required for implementation, coordination, and provision of the different levels of service. Over the first five years, EFC leveraged the capacity of Seneca, whose core competency lies in service coordination and the delivery of more intensive education and social emotional services, as the primary lead in managing the MTSS system. Together, Seneca and EFC have created and implemented a MTSS model, and EFC has worked with Seneca to bring MTSS leadership into EFC. Beginning in 2017-18, EFC launched a Department of Student Support Services which formally manages the implementation of MTSS across all its schools. Seneca continues to be a significant partner, particularly around behavioral health systems for our youth, and Seneca leadership continue to sit on the EFC Department of Student Support Services leadership team.

Coordination of Services Team

Learning Without Limits facilitates a COST that oversees the implementation of the MTSS, as seen in Figure 14. This team consists of 4-5 key stakeholders, including administration,

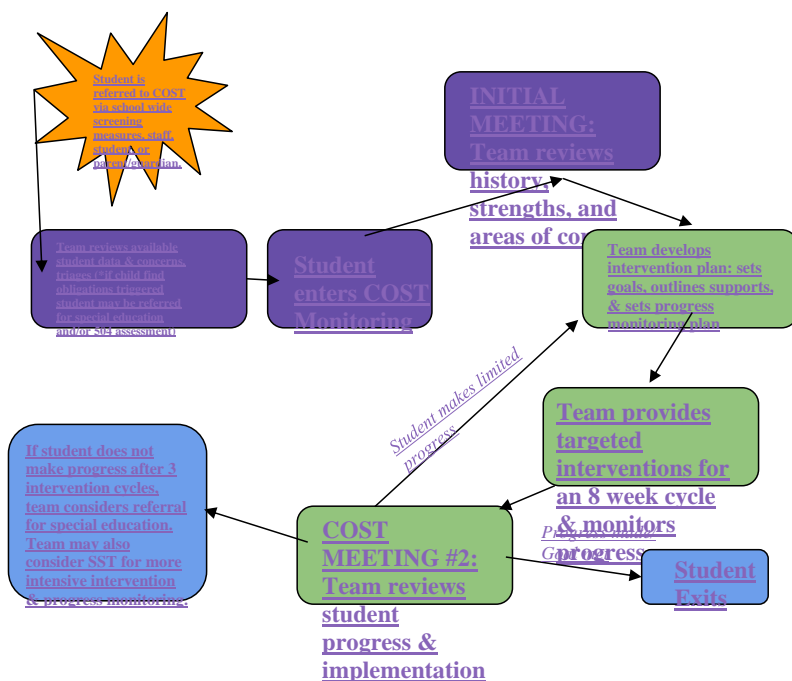
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intervention staff (representatives delivering Tier 2 and 3 interventions including members of the special education and mental health teams), and classroom teachers. The team creates a uniform, comprehensive referral form for teachers to use when concerns arise about a student's academic, behavioral, or social-emotional challenges. Each week, the team discusses specific teacher referrals, triaging students for more in-depth discussion and matching them with correct support services, including supportive interventions that can be implemented by teachers within the classroom. Teams also spend time focusing on school-wide academic, behavioral, and social-emotional data (including academic assessment scores, office discipline referral data, and attendance rates) to determine priorities, establish thresholds for different levels of intervention, and match resources to needs.

Figure 14 LWL's Coordination of Services Team Process



Students with the most critical need for support, including those with disabilities, are often served by multiple providers both on and off site, and may receive support in more restrictive settings as dictated by their IEPs. The MTSS program and COST structure ensures that expertise and services are provided by mental health and educational experts. Child welfare and probation agencies are seamlessly integrated into a student's school-based intervention plan. This includes

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providing education to teachers and school staff around the role of these public agencies and coaching them around their responsibility and opportunities for coordination on individual cases.

Tiered Services

The primary focus of MTSS is to ensure that high quality, universal interventions are implemented at Tier 1, through the provision of training and support in school-wide academic, behavioral, and social- emotional curricula. Tier 2 and Tier 3 services are managed by a team of credentialed and licensed service professionals (i.e., special education providers, school psychologists, reading specialists, tutors, therapists, social workers, speech-language pathologists, occupational therapists, physical therapists, and behavioral analysts) as well as parents, EFC staff, administrators, and other skilled adults.

High quality, customized, data-driven interventions are designed to reduce the need for later referral to higher levels of service. The multi-tiered framework serves as a vessel for the delivery of evidence- based practices that are selected based on the unique needs of the school and students. Students identified for Tier 2 services engage in eight-week cycles of intervention focused on remediating specific gaps using research based and data-driven interventions. All intervention specialists engage in regular progress monitoring to evaluate the effectiveness and to gain valuable information about adjustments needed. With such prompt and targeted intervention, many students quickly improve and can be sufficiently supported by school-wide or classroom-based Tier 1 interventions. Students who do not respond to Tier 2 interventions after a COST cycle are considered candidates to receive support at the third tier of intensive services.

Tiered Academic Services

Tier One, Academic

Our academic leadership team, composed of administrators, coaching staff, Instructional Leadership, and the Special Education Leadership Team, works to build the capacity of Learning Without Limits teachers to implement research-based curricula, instructional methods, and assessments focused on differentiation and the engagement of diverse learners. Fidelity to the implementation of identified curricula and assessments are monitored by regularly observing classrooms and helping the school to establish systems to track classroom data. Use of data to personalize instruction is a focus at LWL Academy. Teachers leverage the multiple access points and diverse instructional strategies inherent in inquiry-based learning to facilitate student engagement and investment, leverage heterogeneous grouping to facilitate scaffolding and peer support, technology for modification, adaptation and text access, and targeted project-aligned mini-lessons to provide strategic direct instruction.

LWL has built in a daily differentiated reading block across 3rd to 8th grade classrooms. This differentiated block is utilized by Classroom teachers, Reading Interventionists, and MTSS staff to provide targeted reading interventions. Depending on their reading level, students may use a blended learning program, such as Lexia or Imagine. While students are reading, teachers check in with students, read alongside them, and ask questions. The online programs provide teachers with data that they use to monitor student progress, target specific instruction, and differentiate reading materials to meet student needs.

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During Math, students work with targeted math curricula based on grade level common core skills & foundational skills at their level. Teachers provide each student the right level of support. While students are working on the targeted curricula, teachers coach them on relevant learning strategies. Instruction is often supplemented with small group learning or other instructional strategies designed to give students quick, targeted feedback. Depending on their level, students may use a program designed for targeted math remediation or acceleration including, e.g., ZEARN, FRAX, and Reflex.

Tier Two, Academic

The COST system works to develop thresholds for the initiation of Tier 2 services, considering data gathered from formative and summative assessment measures. Students are identified to participate in 8-week cycles of push-in or pull-out academic groups, targeting the specific content gaps revealed through assessment data. Tier 2 services include additional reading groups (SIPPS), or content driven groups for 3-8th graders. Progress is measured through appropriate, standardized tools. Each student's progress is assessed at the end of the cycle and reviewed by the COST team to determine if they are ready to return to Tier 1 levels of support, if they need an adjustment to the intervention or an alternative type of intervention, or if they may be candidates for Tier 3 services.

Example: Dyslexia screening and Intervention.

Regarding the assessment and identification of students with dyslexia, the assessments administered through a tiered intervention process can be completed in the general education setting, before referral for a special education assessment, to determine whether a student may meet eligibility criteria for special education services under the category of a specific learning disability ("SLD"). LWL uses a tiered assessment process:

Tier 1 Universal Screening. All students are screened in TK–8th grade. Subsequently, students participate in high-quality, research-based reading instruction in the general education setting.

Tier 2 Progress Monitoring. Targeted Small-Group Intervention. Students with targeted skill needs in the areas of reading, spelling, and writing receive more intensive instruction. If a student has been referred to Tier 2 interventions because of her dyslexia screening, the student receives an evidence based, multisensory, direct, explicit, structured, and sequential approach to instruction. In addition, evidence-based techniques and strategies designed to target specific language deficits (e.g., phonological awareness) may be implemented.

Tier 3 Individualized Intervention with Intensified Progress Monitoring. Students with the most intensive needs receive even more intensive instruction. Students who are not showing growth may require instructional adjustments beyond the core curriculum and may need special education assessment.

Tier Three, Academic

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Tier 3 academic services are provided for students who require intensive intervention. This includes students who are not making adequate progress in an evidence-based Tier 2 program, students with IEPs who require intensive intervention/support, and students who have persistently low academic achievement. LWL’s approach to intensive intervention is Data-Based Individualization (“DBI”).

DBI is a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies. The DBI process is used by both COST and IEP teams. The first step of the DBI process is identifying a validated intervention program or instructional practice that provides targeted instruction in a specific skill or set of skills (e.g., phonemic awareness, vocabulary, math problem solving, social skills) matched to students’ needs and delivered with fidelity. Within a DBI process, this serves as a “platform” (or starting point) that the teacher will modify to meet the student’s unique needs through DBI.

When evaluating the validated intervention program that will represent the platform, teachers consider a series of dimensions that are part of a *Taxonomy of Intervention Intensity* to help guide the initial intervention selection:

- **Strength**: the evidence of effectiveness for students with intensive needs.
- **Dosage**: the number of opportunities the student has to respond and receive feedback from the teacher.
- **Alignment**: how well the intervention matches the targeted academic skills or behaviors of concern, as well as incorporates grade-appropriate standards or behaviors we would expect for a particular context.
- **Attention to transfer**: whether the intervention is explicitly designed to help students make connections between the skills taught in the intervention and skills learned in other contexts and environments.
- **Comprehensiveness**: how well the intervention incorporates a comprehensive array of explicit instruction principles; and
- **Behavioral or academic support**: whether an academic intervention incorporates behavioral strategies that may support students with self-regulation, motivation, or externalizing behaviors that may impact their ability to learn, or whether a behavioral intervention considers academic components as part of the intervention.

The final dimension of the taxonomy, **individualization**, focuses on the ongoing use of progress monitoring data and other diagnostic data sources to intensify and individualize the intervention based on student need. This approach mirrors the remaining steps of the DBI process that consist of data collection and modification in an iterative process until improvement is seen.

Progress monitoring occurs throughout the DBI process to assess responsiveness to the validated intervention platform, as well as adaptations to the intervention.

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- Prior to delivering the validated intervention platform, intervention teams develop a progress monitoring plan that outlines the progress monitoring tool, student goal, and frequency of data collection and review.
- During delivery of the validated and adapted intervention, educators should collect and graph frequent progress monitoring data.
- After sufficient data are collected, they are graphed and evaluated against the student's instructional goal to determine whether the student is making sufficient progress. If so, the teacher continues to implement the validated or adapted intervention. If the student's progress is insufficient, the teacher consults with a team to determine how to further intensify the intervention. This cycle repeats regularly throughout the DBI process, with adaptations to the intervention indicated using phase change lines on the progress monitoring graph.

Progress monitoring data also may be reviewed along with other diagnostic data to assist teams in developing a hypothesis about why the student may not be responding. As part of the diagnostic data review, the team may conduct an error analysis or look for other trends in the progress monitoring data.

When a student fails to respond to a validated intervention, teams need to identify why the student is not responding to determine how to adapt the intervention. Diagnostic data can assist teams in this process. They may be used to understand a student's specific skill deficits and strengths.

Diagnostic data may be collected through various formal and informal approaches. These may include standardized tools available through publishers; more informal approaches, such as error analysis of frequent progress monitoring data; or review of class assessments and work samples. Other sources of diagnostic data may include feedback from parents, teachers, and others who work with the student.

Educators use diagnostic data to develop a hypothesis about the potential cause(s) of the student's academic difficulties. This hypothesis drives the team's decisions about how best to support the student and adapt the intervention.

Using multiple data sources, the teacher or team makes a decision to adapt the intervention program to better meet the student's individual needs. The teacher or team outlines these adaptations in an individual student plan (created by the Student Study Team, "SST," or pursuant to an IEP). The plan may include adaptation strategies along several dimensions. These strategies may include quantitative changes, such as providing more opportunities for a student to respond by increasing the length or frequency of the intervention or decreasing the size of the intervention group. The strategies also may include qualitative changes, such as altering the way content is delivered (e.g., more carefully selecting instructional foci aligned with students' needs), changing how a student responds (e.g., providing more opportunities to practice orally and in writing), arranging environmental variables (e.g., arranging for instruction in a setting that allows students to focus without distractions), or adjusting the type of adult feedback and error correction a student receives. Often, a qualitative adaptation in combination with a quantitative

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change is necessary to meet a student’s unique needs. In some cases, the diagnostic data may indicate that the student requires a different intervention program or approach.

When making decisions about adaptations, the teacher or team may consider the dimensions of the Taxonomy of Intervention Intensity (strength, dosage, alignment, attention to transfer, comprehensiveness, behavioral or academic support, and individualization). The dimensions help provide a systematic approach to intensification.

In addition to using the DBI process, there are some students with IEPs who require intensive daily instruction in a curricular program that replaces the general education curriculum in a specific content area because the general education curriculum even with modification is not appropriate based on the individual student’s needs. These may be push-in and/or pull-out services and are provided by trained special education teachers as indicated by the students’ IEP and progress on IEP goals are closely monitored over time. IEP goals are reviewed at least annually, and students are reassessed for special education every three years.

Tiered Behavioral Services

The foundation of the school culture approach is Positive Behavioral Interventions and Supports, an approach utilized in many EFC schools and supported by the EFC Department of Student Support Services. PBIS is not a curriculum or a program. It is part of our larger MTSS framework for behavior support. It is an approach designed to intervene effectively and prevent escalation of problematic behaviors. PBIS emphasizes four integrated elements: (a) using data strategically to inform decisions, (b) setting clear measurable outcomes, (c) identifying practices that will deliver those outcomes, and (d) establishing systems that efficiently and effectively support implementation of these practices. At the foundation of PBIS is classroom-level support and training to ensure teachers are creating supportive and rigorous classroom cultures with clear systems and procedures in place to promote positive behavior and that they have a strong toolkit of strategies to prevent and address problematic behaviors at a Tier 1 level. The school then needs a set of support systems at Tiers 2 and 3 to ensure students with more intensive behaviors have access to those resources.

Learning Without Limits utilizes School-Wide Positive Behavioral Interventions and Supports (“SWPBIS”), an evidence-based practice that has proven effective at reducing behavioral challenges for students, including students with disabilities.⁸⁶ SWPBIS provides the architecture for building system change within a school that is aimed at bringing about a positive school climate. A Culture and Climate Team is formed, consisting of six to ten key stakeholders with representation from administrative leadership, intervention and support staff, general education teachers, and family/community liaisons. The team is supported in building their understanding of the model’s core features, exploring various behavioral intervention strategies at each tier, and learning about the tools and process of monitoring progress and fidelity.

Tier One, Behavioral

⁸⁶ Bradshaw et al., 2010; Cheney & Walker, 2004; Eber et al., 2002

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The Cultural and Climate team plays a key role in the development and implementation of Tier 1 practices. Through a collaborative process that considers the unique culture and climate of the school, the team works to (1) identify school-wide behavioral expectations, (2) create a clear picture of what these expectations look like and (3) ensure that these behavioral expectations are explicitly taught to students. Once these expectations are clearly articulated and taught to the entire school community, the team creates a system in which students can be positively acknowledged for demonstrating these behaviors. Another important role of the Culture and Climate team is to review the school's disciplinary practices for clarity and consistency and to ensure that discipline referral information is collected in such a way that data can be easily monitored and aggregated for the purpose of tracking outcomes and making informed decisions about referring students to higher levels of intervention.

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Tier Two, Behavioral

The COST and the Behavioral Referral Team (an adjunct team that analyzes individual student behavior data and recommends behavioral supports) work to develop thresholds for the initiation of Tier 2 services, considering data gathered office discipline referrals and attendance. These teams work to create behavior support plans for students in need of additional or alternative support strategies in the classroom. One such evidence-based practice that facilitates this process is Check-In Check-Out (“CICO”). This approach offers additional motivation and counseling support for students who struggle to meet the school-wide expectations. Students on CICO receive two daily “check-ins,” or 10-minute counseling sessions, from a trusted staff member around a small set of behavioral goals. These goals are created based on the school-wide expectations and the individual student’s strengths and growth areas. Staff work with the student to create an incentive menu that incorporates the student’s interests. Students can then use the points that they earn by meeting their behavioral goals to purchase incentives. Each student’s progress is assessed after eight weeks to determine if they are ready to return to Tier 1 levels of support, the intervention should be continued/adapted/changed, or if they may be candidates for Tier 3 services.

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Tier Three, Behavioral

Learning Without Limits uses the DBI process described in the *Tier Three, Academic* section above for students who need more intensive behavioral intervention. Intensive behavioral intervention supports may include Functional Behavioral Analysis (“FBA”), and wraparound services. FBAs identify antecedents to problem behaviors, the purpose or function of the problem behavior, possible replacement behaviors that could be taught to the student, and strategies for ensuring that desirable behaviors are reinforced, and problem behaviors are not. The process culminates in the development of an individualized behavior plan that is carried out and closely monitored by the team. This plan outlines support staff, de-escalation techniques, incentives, consequences, and communication protocols. Trained staff deliver Behavior Intervention Services to aid students in utilizing replacement behaviors, remaining engaged in class activities, and accessing classroom curriculum. LWL uses the DBI process (detailed above) to monitor the effectiveness of intensive interventions and respond to student needs/make adaptations to the intervention as needed.

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Tiered Social-Emotional Services

Tier One, Social-Emotional

To assess school-wide climate and social-emotional needs, Learning Without Limits collects data annually through the School Climate Assessment Instrument. The Learning Without Limits leadership team develops and coordinates action steps toward improving identified areas for growth highlighted by SCAI survey results. These steps may include implementing trauma-informed school-wide social emotional curriculum, conflict resolution strategies, and/or bullying prevention policies and procedures. Research supports that children growing up in communities with higher levels of stress and high poverty are more likely to experience a level of stress that limits their abilities to excel academically. Research also supports that adolescents' developmental struggles can become barriers for academic success. Therefore, Learning Without Limits has identified Tier 1 social emotional learning as an area of need.

Once needs are identified, curricula and/or interventions are chosen that align with the school's culture and current practices. Learning Without Limits currently utilizes Wayfinder, described under the section on Social-Emotional Learning above, to provide Tier 1 services. Throughout the year, the LWL staff seeks to identify both internalizing and externalizing behaviors exhibited by students and provides the opportunity to consider any contextual and/or traumatic experiences that may impact the student's social-emotional well-being.

Tier Two, Social-Emotional

The COST works to develop thresholds for initiation of Tier 2 social-emotional services, considering office discipline referral and attendance data, as well as information gathered through the Social-Emotional Screener. Teachers and Tutors also provide referrals and qualitative data on students who are struggling. Students are identified to participate in 8-week cycles of group therapy, targeting the specific risk-factors revealed through assessment data. Progress is measured through appropriate, standardized tools such as the Strengths and Difficulties Questionnaire. Each student's progress is assessed at the end of the cycle to determine if they are ready to return to Tier 1 levels of support, the intervention should be continued/adapted/changed, or if they may need intensive Tier 3 services.

Tier Three, Social-Emotional

Learning Without Limits uses the DBI process (described in the *Tier Three, Academic* section above) for students in need of more intensive social-emotional interventions. These services include individual and family therapy, provided by licensed clinical professionals. LWL has a Memorandum of Understanding with Alameda District Behavioral Health Services to leverage Medi-Cal dollars for mental health services. East Bay Agency for Children ("EBAC") provides a variety of clinical services. LWL also partners with Seneca Family of Agencies to support students' social and emotional needs. Clinicians collaborate with youth and families to complete the Children and Adolescent Needs and Strengths assessment to identify the domains of greatest need for intervention. The assessment provides a basis for the development of an individualized treatment plan, which consists of measurable goals that are used to monitor treatment progress. Clinicians also utilize the Partners for Change Outcome Measurement System to track clients'

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own view of their progress throughout the course of treatment. Should students require more intensive support, the clinicians will work with Alameda District Behavioral Health Services to access wraparound support for families.

Assessment

The COST utilizes multiple data sources to evaluate student progress. At Tier 1, we look at data to track student engagement, suspension, reading growth, math growth, benchmark and SBAC performance, attendance, and grades. At Tier 2, we evaluate reading and math growth, growth in targeted SEL areas, attendance, office referrals and suspensions. At Tier 3, every student has their individualized plan that outlines the targets and goals for that specific student, and we progress monitor to ensure growth (frequency of progress monitoring is determined on an individual basis by COST, SST, or IEP Team but ranges from every 2-12 weeks).

In addition, assessment data is used to support continuous improvement of our MTSS program. On an annual basis, the EFC's Student Support Services (the Home Office team that supports sites in managing their students support services programming) leadership examines the current status of student supports and creates an intervention plan that builds on the particular strengths, challenges and aspirations of the school community. The assessment process provides the opportunity to dive deeply into the culture of the school, build trusting relationships with staff, and pose questions that inform the collaborative creation of shared goals and strategies for the following school year.

The leadership team ensures that systems are in place to promote continuous performance improvement through the collection and analysis of multiple sources of data and feedback. Tools used in the past have included:

1. Key Performance Indicators (ELA SBAC, Math SBAC, Reading Proficiency, Attendance, and Suspension).
2. Data on statewide special education performance indicators.
3. An annual staff survey, to gather insight from staff members regarding the effectiveness of current interventions, including whether services are integrated, data-driven, and youth-centered.
4. Data on the distribution of staff and student time across the three tiers of service, to inform decisions about the future allocation of resources.
5. The School Wide Positive Behavioral Interventions and Supports Self-Assessment Survey ("SAS"), to identify staff perceptions of the status and priority for improvement in behavioral interventions at the school-wide, classroom, and individual student levels.
6. The SCAI, which considers climate across eight dimensions - physical environment, faculty relationships, student interactions, leadership and decisions, management, and discipline, learning and assessment, attitude and culture, and community relations -

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effectively encompass the critical components of school climate identified in current research.⁸⁷

All these assessment components are synthesized into a summative report and the Student Support Services leadership team uses this information to create a responsive implementation plan that contains prioritized goals and strategies for each new school year.

MTSS in Transitional Kindergarten

The TK program leverages mental health clinicians and student support assistants for its behavioral interventions. For academic interventions, the TK program uses 1:1 instruction as well as differentiated instruction and activities provided by the TK tutor trained in SEEDS interventions. Additionally, program specialists, speech and language pathologists and occupational therapists collaborate and consult with the TK teacher on universal design, Tier 1 & Tier 2 strategies, and creating an inclusive and responsive classroom environment for all learners.

Professional Development and Coaching

An essential goal of the Student Support Services team is to build internal capacity for sustained implementation within each school community. This is done in large part through ongoing and responsive professional development on a wide range of topics. Some topics in the past have included *Recognizing and Responding to the Effects of Trauma* and *Self-care for Teachers Experiencing Vicarious Trauma*. All training is aimed at supporting teachers' capacity to meet the needs of struggling students and students with disabilities within the classroom/school setting. A customized professional development structure is set each school year, with additional content adjustments made throughout the year to respond to the emerging needs of teachers. At *Learning Without Limits*, student support staff participate in select trainings provided by the Student Support Services team as appropriate.

Caregiver Involvement

In a review of the literature, the National Center for Family and Community Connections with Schools found that parent involvement has been shown to benefit students' academic, behavioral, and social outcomes.⁸⁸ EFC works to promote active caregiver involvement both at the school-wide community level, and the individual student level. Processes are in place to enable family members to experience themselves as active participants in the education of their children. In some cases, this might include building bridges, by supporting leadership in establishing welcoming environments (family resource centers, communication in parents' primary language, etc.) and events (parent meetings, cultural performances, fairs, etc.), and working with active parents to serve as family liaisons and perform outreach work with the larger parent community. Based on the expressed need of each school community, EFC provides training and workshops

⁸⁷ Bradshaw et al., 2010; Cheney & Walker, 2004; Eber et al., 2002

⁸⁸ Henderson & Mapp, 2002. National Policy Forum for Family, School, & Community Engagement. New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Available at: https://www.sedl.org/connections/engagement_forum/resources.cgi?item=29

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for parents to address such topics as child development, positive parenting, and behavior management.

Support for Students with Disabilities

Overview

- Teachers prioritize important and often overlooked aspects of comprehension instruction including:
 - Teaching what the strategy is
 - Teaching why it is important
 - Teaching when it should be used
 - Teaching how to do the strategy's "thinking steps"
- Teachers teach the language of test questions that signal what kind of strategy or skill is being assessed

Academic English Development

Academic English language instruction at Learning Without Limits will also be based on the integrated ELD approach, and includes three parts: cognitive tasks, academic language, and proficiency.

- Cognitive tasks include language functions
- Academic language includes linguistic functions
- Proficiency includes language fluency

Instructional practices focus on:

- Identifying discipline-specific language
- Connecting Listening, Speaking, Reading and Writing
- Building receptive and expressive academic language

Academic language proficiency is a separate skill from everyday speech and writing. It is the language of texts, of academic discussion, and professional writing. Without it, students will not achieve long-term success in school and beyond. Formal, academic English is used to problem-solve, weigh evidence, and think critically. It is required to negotiate the dense print paperwork associated with adult independence, such as banking, healthcare, and property rental. Yet, once many students reach the Intermediate and Advanced levels of ELD, they no longer receive formal language instruction. When students learning English transition into core content courses, increased emphasis on subject matter knowledge allows little time for language instruction.

This shift often leaves the Intermediate English learner orally fluent, but with critical gaps in language knowledge and vocabulary. Accessing prior knowledge and assuring student motivation and interaction is critical to assure student learning, but it is not enough. Academic English must be continuously developed and explicitly taught across all subject areas. Learning

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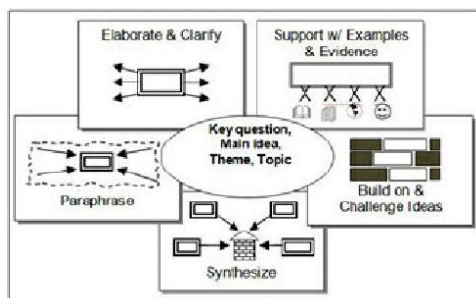
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Without Limits teachers will ensure ELLs are provided with Academic English language instruction so they can access core content. Learning Without Limits' ELA coach working with Jeff Zwiers, a senior researcher at Stanford University Graduate School of Education and the director of the Academic Language Development Network. This network has developed a series of teaching resources to support the development of academic language and specifically, academic discourse. His approach focuses on the development of five conversation skills across disciplines. The diagram below illustrates these critical academic conversation skills. Learning Without Limits teachers will explicitly integrate these conversation skills in ELA, Math, Social Studies and Science and receive coaching and support in using these tools to build student capacity around academic discourse.

See Appendix A50 for the Academic Language for Thinking Skills Chart.



4. Interventions for English Language Learners

Learning Without Limits assures that a Free Appropriate Public Education (“FAPE”) shall be provided to all enrolled students. Learning Without Limits complies with all applicable state and federal Laws in serving children with disabilities, including, but not limited to, Section 504, the ADA and the IDEA. California law gives schools various options on how to deliver special education and related services either as (1) a public school of the chartering authority, (2) an independent local education agency, or (3) as a charter SELPA. Learning Without Limits is its own local education agency (“LEA”) for purposes of special education, in conformity with Education Code Section 47641(a). Learning Without Limits is a member in good standing of the El Dorado District Office of Education (“EDCOE”) Charter Special Education Local Plan Area (“SELPA”). See Appendix 5 – Letter from SELPA for verification of standing.

LWL complies with all state and federal laws related to the provision of special education instruction and related services and all EDCOE policies and procedures and utilizes appropriate SELPA forms. LWL does not discriminate against any pupil with a disability in the admission process or any other aspect of operation. LWL recognizes its responsibility to enroll and support students with disabilities. It is understood and agreed that all children shall have access to LWL Academy and no student shall be denied admission nor counseled out of Learning Without

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Limits due to the nature, extent, or severity of the student’s disability or due to the student’s request for, or actual need for, special education services.

Since LWL operates as an LEA of the EDCOE SELPA in accordance with Education Code Section 47641(a), the Alameda District Board of Education shall have no responsibility to ensure that the students who attend Learning Without Limits are provided FAPE. In accordance with state and federal law, each student eligible under the IDEA will be provided FAPE in the Least Restrictive Environment (“LRE”). The decisions regarding the specific services each student will receive are the responsibility of the IEP team. The team includes the involvement of parents, and the decisions are formulated in a written plan (i.e., an IEP).

As discussed above, Education for Change Public Schools has a strategic partnership with Seneca and Alameda County Behavioral Health Services. We are also a Full-Service Community School, providing a range of programming and services to the whole family. Our Special Education program is in alignment with a larger schoolwide student support system. The foundation of this system is a comprehensive assessment program that regularly assesses students using a variety of tools to track progress and growth every eight weeks. The MTSS program in alignment with the COST process integrates with this assessment calendar. Teachers and the administration receive regular data reports communicating student growth, and a lack of progress is flagged immediately. Through the MTSS program, teachers are coached and supported in developing both behavioral and academic intervention plans for their students. Students not making adequate progress through the in-class Tier 1 interventions within six to eight weeks can receive either a revised Tier 1 intervention plan or more intensive supports called Tier 2 services. Should the team observe evidence that a child may be eligible for Special Education services after numerous Tier 1 and Tier 2 interventions, they can submit a referral for Special Education to the Special Education team who will develop an assessment plan if appropriate.

A student with an IEP has access to ALL the services and supports delineated in their IEP as well as interventions available schoolwide. The Coordination of Services team partners strategically with IEP teams to ensure students with IEPs are getting both the services outlined in their IEPs, as well as access to other school-wide interventions and supports as necessary. For example, a student with an IEP could have as part of their IEP specialized academic instruction in reading, receive strategic instruction from the Education Specialist twice a week specific to organizational and processing skills, and participate in a counseling group to address socio-emotional goals. This same student may also participate in a cycle of a Tier 2 math intervention available to all general education students to address some gaps that the student’s teachers recently noticed in mathematics. While this student is receiving strategic services from designated and appropriately credentialed special education providers, s/he is also receiving services and interventions available to all general education students as part of his plan. The EFC Special Education program is designed specifically to accelerate a student’s growth in target areas and ensure that student’s ability to succeed in the General Education setting both academically and socially.

EFC and Learning Without Limits are proud of their Special Education program. We have been recognized for implementing quality special education programming and integrating resources

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from special education, mental health, and general education to ensure special education students receive the services and support they need to be successful. Our belief is that the great majority of special education students can be served effectively in a general education setting with targeted support.

Learning Without Limits has leveraged District mental health and SELPA low incidence resources to effectively serve students with low incidence disabilities. Learning Without Limits has committed to training special education paraprofessionals in the Tier 1 and 2 interventions programming in addition to disability-specific training. One example is a young man we have renamed Joseph Starr who entered an EFC school as a fourth grader scoring Far Below Basic (on the now-defunct API) in both mathematics and ELA with an IEP indicating he required a non-public school placement for extreme behavior challenges. We supported him in the general education setting with targeted support services, and he ultimately graduated from the school proficient in both mathematics and ELA and meeting all of his academic and behavioral goals.

Please see Element 4 - Special Education for details on the Learning Without Limits Special Education Program and 504 implementation.

Support for Students Who Are Academically Low-Achieving

The Response to Interventions system developed in partnership with Seneca Center is designed to target the root cause of the student's individual challenges. Students not making progress academically because there are specific challenges with his/her English language development, will receive a targeted ELD intervention at Tier 1. Teachers are trained in Dutro's framework and will be able to use the ADEPT to pinpoint language development gaps and provide targeted direct instruction in the gap area. Should that student not make adequate progress and require additional ongoing Tier 2 support in addition to the Tier 1 targeted ELD instruction, he or she would receive Tier 2 ELD interventions during the interventions block described below under *Support for Students Who Are Academically Low Achieving*. The student can also receive targeted support during the summer interventions program. Learning Without Limits is also exploring other supports for newcomers such as newcomers pull-out class and technology.

As a personalized learning school, we continue to research and seek strong English Language Development programs that are online and adaptive. We are considering Achieve 3000 Intervention to support English Language Learners at CELDT levels 3 and higher who are not making progress (at EFC, this is the subgroup that struggles to make continued progress). Achieve 3000 tracks student learning in ELD standards, specifically focuses on Academic English and vocabulary development, and is adaptive to a student's reading level. In their ELL Lexile Study, English Language Learners using Achieve 3000 showed gains more than 2.5 times their expected Lexile growth. Again, because the online curriculum space is growing daily and research on effectiveness is being produced monthly, we reserve the right to continue to research this space and select the strongest program with proven results for our struggling English Language Learners.

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In addition to finding a strong online adaptive program to supplement and support our interventions programming, Learning Without Limits will provide targeted Tier 2 instruction using a research-based comprehensive interventions curriculum like *Language Central*, a product EFC and Seneca have used for ELD interventions effectively over time.

Support for Students Who Are Academically Low Achieving

Multi-Tiered System of Supports

Learning Without Limits has high expectations for all students and is committed to working with students who are not meeting outcomes to help them achieve at expected levels. Learning Without Limits has developed a comprehensive assessment system designed to track and monitor student growth. These are both summative and formative assessments that track student growth and monitor their mastery of grade-level standards. Teachers will use the assessment system to inform their overall planning, differentiate for specific children, and develop strategic lessons to accelerate growth.

Learning Without Limits, as part of Education for Change Public Schools implements a comprehensive multi-tiered system of supports (MTSS) in partnership with the Seneca Center to provide students the academic, behavioral and social-emotional supports they need.

MTSS is a framework for providing comprehensive support to students and is not an instructional practice. It is a prevention-oriented approach to linking assessment and instruction that can inform educators' decisions about how best to teach their students. A goal of MTSS is to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral problems and ensuring appropriate identification of students with disabilities.

AEFC utilizes the MTSS tiered framework, described in detail above, to provide aligned academic, behavioral, and social-emotional approaches to prevent student struggle and remedy existing gaps. EFC assesses all students every trimester using formal interim assessments. Additionally, teachers can at any time identify through the COST process students who are struggling to make gains in class. The school's Instructional Leadership reviews student progress data quarterly to identify students who require additional support. The rigorous prevention system provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. This system includes three levels of intensity or three levels of prevention, which represent a continuum of supports. Many schools use more than one intervention is often used within a given level of prevention.

- ❖ Primary (Tier 1) prevention: high-quality core instruction that meets the needs of most students.

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❖ ~~Secondary (Tier 2) prevention: evidence-~~ **Evidence**-based intervention(s) of moderate intensity that addresses the learning or behavioral challenges of most at-risk students.

❖ ~~Tertiary prevention (Tier 3): individualized~~ - **Individualized** intervention(s) of increased intensity for students who show minimal response to secondary prevention.

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~~At all levels, attention is on fidelity of implementation, with consideration for cultural and linguistic responsiveness and recognition of student strengths. See Key Element 5 above for greater detail on our multi-tiered system of supports.~~

How Our Support System Works

~~Once a student is identified as not making appropriate growth academically or a student is struggling socially or emotionally, the classroom teacher will immediately develop an in-class interventions plan that clarifies the student's current level of performance, documents areas of concern, and outlines a specific plan to differentiate, modify, and individualize instruction for that student. Modifications or accommodations could include changes in seat assignments, strategic grouping, giving fewer more targeted assignments or problems, or providing additional resources or tools to complete an assignment (manipulatives, calculator, computer, etc.). The student will be assigned strategically to different groups to support his or her learning. (S)he may be in a heterogeneous group if there is a cooperative learning assignment where children are expected to work collaboratively to solve a problem. (S)he would be assigned to a homogeneous group for mini-lessons or for guided reading to ensure (s)he is getting instruction in his or her Zone of Proximal Development. In-class supports are explained in greater detail below.~~

~~If a student makes inadequate progress in the classroom or across classrooms with Tier 1 interventions, the teacher would then refer the child to the Coordination of Services Team (COST) to access more of the school's resources for addressing the specific child's challenges. At the COST, the COST facilitator would convene all necessary stakeholders and allies in the child's learning to ensure the group has greater understanding of the whole child. This team conducts a Root Cause Analysis and incorporates data from the after-school program, from home, and from other teachers across the school. Based on the Root Cause Analysis, a COST plan is developed for that child that outlines the areas of strength, areas of concern, and a strategic plan to support that child utilizing both Tier 1 and Tier 2 interventions. Tier 2 interventions would include all potential resources outside of the classroom setting that could supplement the Tier 1 interventions taking place in the classroom.~~

~~See A37 for the Academic Interventions Menu~~

~~If the student makes inadequate progress at Tier 2, the COST reconvenes and the team collects additional data. At this juncture, the COST may alter the COST plan by adding or subtracting interventions or recommending Tier 3 interventions, which are generally individualized intensive intervention that may supplant some of the instruction taking place in the regular education class. If the student has demonstrated that he or she may be eligible for Special Education services, the~~

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COST may refer the child for assessment by the IEP team to determine eligibility for Special Education services.

Professional Development and Data Analysis

Learning Without Limits believes not only in collecting data from a range of sources to inform its academic programs and ensure students' success—but also that professional development for teachers to effectively analyze and *use* the data is critical. Using data to inform planning and instruction will be a vital component of Learning Without Limits' success in addressing the needs of low-achieving students. We structure professional development to regularly look at grade-level standards and a range of data to ensure all students are on track.

We have based our collaboration on the Professional Learning Community model of Richard and Rebecca DuFour. We will provide teachers with collaborative structures and clear processes for:

- ❖ Engaging in inquiry-based dialogue
- ❖ Analyzing student data together
- ❖ Sharing best instructional practices
- ❖ Strategic planning to meet the needs of underperforming students

Our professional development approach leads our teachers to:

- ❖ Analyze student data to create differentiated groups with individual instructional plans
- ❖ Employ small-group instruction throughout the curriculum to meet each student's academic needs as indicated by current data
- ❖ Utilize the strategies in John Sheffellbine's *Results for English Language Learners* framework to successfully scaffold instruction, so all students can access to the core curriculum
- ❖ Collaboratively plan lessons that maximize the engagement of all students, particularly low-performing students

In August, teachers analyze SBAC data to identify students who are potentially at risk of becoming low-achieving and to plan for their needs based on gap areas. Throughout the year, in approximately six-week cycles, teachers continue to engage in formal data analysis. As described above, they go through a structured process of engaging with their data to create action plans aligned to goals. During these sessions, assessments are analyzed through the lens of both whole-class and individual learning gaps.

The following are two examples of data analysis tools that teachers at Learning Without Limits may use to improve instruction, dialogue, and prioritize next steps:

- ❖ **Analysis of Practices and Results:** A reflection form and process through which teachers examine, from the previous year, grade-level performance and trends;

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individual class performance and trends, personal professional goals and accomplishments, and individual student trends, e.g. students who gained or dropped significantly

- ❖ ELA Interim Analysis: A reflection for teachers to connect test questions to standards being assessed, common student misunderstandings on those questions/standards, possible sources of confusion, and next steps to address misunderstandings

As a part of Education for Change, Learning Without Limits will also benefit from shared best practices and collaboration facilitated by the network. EFC’s rigorous focus on using data to inform instruction and holding all students to high academic standards both aligns with Learning Without Limits’ policies and practices to date and will support Learning Without Limits in continuing to improve and achieve, taking its results to the next level. EFC has established a Department of Student Support Services which manages the MTSS and Special Education for the organization. Please see the sections on MTSS, COST, and Tiered Services above for a full description of these systems and how they are leveraged to support students who are academically low achieving.

Targeted Differentiated Instruction

All LWL students access a daily instructional period where students receive targeted differentiated instruction. The table below outlines what diagnostic assessments we use to target support, and what types of learning activities can be assigned during this block to students.

Figure 15: Sample Instructional Strategies Aligned to Performance

<u>ELA</u>	<u>Math</u>
<u>Diagnostic Data</u> <ul style="list-style-type: none"> ● <u>aReading</u> 	<u>Diagnostic Data</u> <ul style="list-style-type: none"> ● <u>aMath</u>
<u>Level 1: At or Above Grade Level</u> <ul style="list-style-type: none"> ● <u>Blended Learning: Lexia</u> ● <u>1:1 check-ins with teachers on self-directed learning</u> 	<u>Level 1: At or Above Grade Level</u> <ul style="list-style-type: none"> ● <u>Blended Learning: ZEARN</u> ● <u>1:1 check-ins with teachers on self-directed learning</u>
<u>Level 2: One to Two GLs Behind</u> <ul style="list-style-type: none"> ● <u>Blended Learning: Lexia</u> ● <u>IR</u> 	<u>Level 2: One to Two GLs Behind</u> <ul style="list-style-type: none"> ● <u>Blended Learning: ZEARN</u> ● <u>Correcting math misconceptions</u>

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<ul style="list-style-type: none"> ● <u>Small group check-ins with teachers to goal-set and progress monitor</u> ● <u>SIPPs small group reading</u> ● <u>Fluency groups</u> 	<ul style="list-style-type: none"> ● <u>1:1 check-ins with teachers to goal-set and progress monitor</u> ● <u>Small group workshops to address specific needs/ misconceptions from Eureka, MSP, and/or IABs</u>
<p><u>Level 3: Far Below (MTSS teachers)</u></p> <ul style="list-style-type: none"> ● <u>Blended Learning: Lexia</u> ● <u>Small group instruction with MTSS teachers using LLI or BAR, to address foundational literacy skills.</u> ● <u>Teaching Academic Literacy Strategies</u> ● <u>1:1 check-ins w/ interventionists to goal-set, progress monitor, & teach study habits</u> 	<p><u>Level 3: Far Below (MTSS teachers)</u></p> <ul style="list-style-type: none"> ● <u>Blended Learning: Zearn and/or Happy Numbers</u> ● <u>Small group instruction with MTSS teachers to address/ cultivate foundational numeracy skills.</u> ● <u>Do the Math!</u> ● <u>1:1 check-ins w/ interventionists to goal-set, progress monitor, & teach study habits</u>

Support for Students Who Are High-Achieving

Learning Without Limits believes that all children possess gifts and talents that are unique and precious. The high-achieving students at Learning Without Limits will benefit from all the same programmatic structures that low-achieving students will. The curriculum will have LWL's Instructional Leadership team reviews trimester benchmark data to identify students who are performing above grade level who might benefit from challenge activities. The curricula selected in all content areas has multiple opportunities for the high-achieving students to expand their knowledge and skills through higher level inquiry and small group instruction. As student capabilities expand, the state content standards will be met at an ever-increasing rate and the pace of the rigorous curriculum will accelerate.

Teachers will develop proficiency level descriptors for each Essential Standard, which will define what it means to be exceeding grade level mastery for that standard. These descriptors will allow students to self-assess and give them a "road map" for the skills they need to develop to exceed grade level mastery. Teachers will use these descriptors to ensure that high-achieving students are challenged with instruction that meets their distinctive needs. Attention will also be paid to high-achieving students who might be sliding by without working hard, monitoring their work to make sure they are performing to their potential.

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Most of the curriculum for high-achieving students will be within whole-class instruction. Lessons and assessments will be designed for different levels of performance with high-achieving students expected to stretch and reach for the more demanding work. LWL uses a rubric to score student responses that extends beyond the regular “proficient” score. Students who are excelling academically are expected to meet the criteria for advanced in their responses.

Data driven practices are a critical and core component of LWL staff practices. These practices help to identify students who are above grade level and use the intervention block to accelerate their progress by pushing them academically or spiraling new knowledge. LWL’s use of blended learning programs allow educators to differentiate lessons students work on, assigning work that is beyond the grade level students may be in.

The major pedagogy that will serve high achieving students in K-5 is inquiry learning, mostly through cross-curricular learning during our learning projects and events. The inquiry model of instruction utilized in all classrooms incorporates many GATE strategies specific to high-achieving students. Inquiry learning will offer offers students the opportunities to pursue topics to greater depth through both individual and small group work, giving students will have the opportunity to become experts on a particular subject. This inquiry model will also offer offers the element of choice, as students will be able to can choose a particular focus (e.g. which animal habitat to develop expertise in, which historical artifacts to recreate and interpret for their Ancient Egypt museum exhibit). Finally, inquiry learning will offer offers multiple opportunities for students to self-assess and make judgments about their work as they engage in project based learning group and individual projects. Additionally, during the A² block, as specified in the table above, students performing at or above grade level have the opportunity to identify individual goals and reflect on their progress.

Support for Students Who Are English Learners

English language proficiency is critical for our children. English proficiency in our society serves as a powerful gatekeeper, opening doors to opportunity for those who reach proficiency and limiting or closing doors to opportunity for those who do not. Access to high quality English instruction for English Learners (“EL”) is an issue of equity. Learning Without Limits is committed to effectively serving children who are ELs through a comprehensive approach to language instruction.

The EL program outlined below addresses the process for student identification, curriculum, assessments, reporting, and redesignation as well as professional development and teacher qualifications for working with EL students. EFC and Learning Without Limits will comply with all applicable legal requirements for EL students, including long-term ELs or ELs at risk of becoming long-term ELs, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Learning Without Limits will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. In addition, EFC and Learning Without Limits will meet all requirements of federal and state law relative to equal access to the curriculum for EL students.

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Our Commitment to Language Diversity

The Learning Without Limits team believes that having fluency in multiple languages, including English, is critical to 21st Century success. We anticipate that a significant percent of Learning Without Limits students will continue to be classified as “ELs” when they enroll at Learning Without Limits, who then become multilingual citizens of an increasingly global world. We recognize the importance of valuing students’ native languages, and will actively reinforce an appreciation for the cultures, customs, and languages of all our students.

The goal of the Learning Without Limits EL plan is to utilize high-quality instructional programs and services for ELs that allow them, as quickly as possible, to achieve at the same challenging grade level standards as native English-speaking students. The Charter School is dedicated to providing these students with an exceptional education, facilitating English proficiency as soon as possible.

Introduction and Vision

Learning Without Limits aims to ensure educational equity for English Learners, which means that each child receives what he or she needs to develop his or her full academic and social potential. To effectively educate ELs, Learning Without Limits strives to create an educational program that:

- Promotes the students’ sociocultural integration.
- Cultivates their language proficiency.
- Holistically supports their academic achievement.

Learning Without Limits’s approach to supporting English Learners is based on the understanding that children who have recently immigrated to the United States, arriving with limited proficiency of English are emergent bilingual citizens and have a large array of abilities, knowledge, and experiences - linguistic, cognitive, artistic, social - in many other spheres. Learning Without Limits’s instructional model recognizes the importance of focusing on emergent bilinguals’ social, emotional, and academic development beyond that of just learning English, leveraging the many gifts they bring to their classrooms. Building on the students’ existing strengths, Learning Without Limits’s approach focuses on preparing English Learners to succeed in secondary school, college, and careers in the United States, and on the development of the complex language practices required in both.

Learning Without Limits will meet all state and federal requirements for English Learners as pertains to annual notification to parents, student identification, placement, program options, English Language Development (“ELD”) and academic content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. English Learners have access to all programs, services and resources described in this document.

Identification, Designation, and Notification

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The Charter School will administer the home language survey upon a student’s initial enrollment into a California public school (on enrollment forms).

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”), which is aligned with the 2012 California ELD Standards.

Students with the most significant cognitive disabilities who have been identified for alternate state assessments participate in the Alternate ELPAC, which allows students to better engage with the material and accurately indicate their language fluency.

The ELPAC consists of two separate assessments:

1. Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an EL or as initially fluent in English (“IFEP”). The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The writing and speaking portions are locally scored, which allows the state to generate the official score. The IA is given to students in grades TK–12 whose primary language is not English or ASL and has the following three proficiency levels: Level 3 is Initial Fluent English Proficiency, Level 2 is Intermediate English Learner, and Level 1 is Novice English Learner. Students in Levels 1 and 2 are ELs who are subsequently required to take the Summative ELPAC annually until they are reclassified.

2. Summative Assessment (“SA”)

The Summative ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed). ELs will take the SA every year until they are reclassified as fluent English proficient (“RFEP”). The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains: Reading, Writing, Speaking, and Listening. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered across multiple grade spans—TK–K, 1, 2, 3–5, 6–8, 9–10, and 11–12 (with the IA combining 9–12). In grades TK–2, all domains are administered individually. In grades 3–12, the test is administered in groups, exclusive of Speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for TK through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year. The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English or ASL (as determined by the home language survey) and who has not previously been identified as an EL or IFEP by a California public school or for whom there is

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no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency. The IA must occur within 30 calendar days after the date of first enrollment in a California public school or up to 60 calendar days before the date of first enrollment but not before July 1 of that school year.

The SA testing window will be a four-month window from February 1 to May 31. The English language proficiency of all currently enrolled ELs shall be assessed by administering the test during the annual assessment window. EFC will notify families of the school’s responsibility for ELPAC testing and will provide ELPAC results within thirty days of receiving scores from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Upon receipt of initial scores, students are designated as either IFEP or EL using the guidelines in Figure 16 based on the Initial ELPAC. Should the State of California adjust its recommendations for initial classification of EL and IFEP, LWL will adopt the state recommendations, and this change will not be considered a material change of the charter.

Figure 16 Designation Criteria

<u>English Learner</u>	<u>Initial Fluent-English Proficient</u>
<u>Overall Initial ELPAC Proficiency Level is level 1 or 2</u>	<u>Overall Initial ELPAC Proficiency Level is level 3</u>

Learning Without Limits’s notification to parents or guardians regarding their child’s EL status shall include:

- Annual English language proficiency level and how it was assessed
- Official language classification
- Instructional program placement
- Progress expectations for the student’s program option
- Reclassification, or program exit criteria
- Instructional program for ELs with a disability (with an IEP) and how such program will meet the objectives of the IEP

Parents and guardians of ELs and IFEP students are informed of the above information via Learning Without Limits’s Initial Parent Notification of Language Test Results letter and the Parent Notification of Reclassification Criteria. Learning Without Limits translates materials into Spanish (based on the 15% threshold of language groups) as needed to ensure that parents and guardians of ELs understand all communications and are involved in all processes related to the

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English language development of their child. Parents and guardians are advised to contact the Charter School if they need additional information.

In addition, EFC provides parent outreach services and meaningfully informs parents with limited English proficiency of other important information regarding Charter School matters to the same extent as other parents.

Ongoing Assessment, Monitoring, And Reclassification Procedures and Criteria

EFC will comply with all applicable state and federal laws regarding the testing and service requirements for English Learners. Students who are identified as ELs will take the assessment for English language proficiency annually to determine growth in English language proficiency until they are reclassified. A combination of annual assessment for English language proficiency scores; teacher and staff input and evaluation; parental opinion and consultation; and a comparison of pupil performance in basic skills as compared to English proficient students are used to determine eligibility for reclassification of students, as detailed in Figure 17. Pending State Board of Education approval, this will ultimately include use of the Observation Protocol for Teachers of English Learners (“OPTEL”) for Criteria 2 and 3. Should the State of California change its tools and/or recommendations for reclassification, EFC will adopt the state tools and/or recommendations, and this change will not be considered a material change of the charter.

Learning Without Limits recognizes that English Learners might also have additional challenges learning to read. Therefore, Learning Without Limits will collect biweekly to monthly data (depending on reading level) on ELs’ reading progress to ensure ELs not making progress receive targeted interventions during small group reading or intervention blocks.

Figure 17 Reclassification Criteria

<u>Criterion 1: Assessment of English Language Proficiency</u>	<u>Criterion 2: Teacher Observation & Assessment</u>	<u>Criterion 3: Parental Opinion & Consultation</u>	<u>Criterion 4: Mastery of Basic Skills</u>
<u>Assessment of language proficiency, including but not limited to performance on the ELPAC</u>	<u>Teacher evaluation, including but not limited to a review of the pupil's curriculum mastery and, pending approval, use of the OPTEL</u>	<u>Parental opinion and consultation, including but not limited to a review of the pupil's curriculum mastery and, pending approval, use of the OPTEL</u>	<u>Analysis of basic skills mastery to determine if the student is sufficiently proficient to participate effectively in the curriculum without EL supports and scaffolds (e.g., ELA CAASPP, CAA, FastBridge)</u>

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Aligned to California Guidelines for Reclassification, available at: <https://www.cde.ca.gov/sp/el/rd/>

Strategies for Supporting English Learners

EFC and Learning Without Limits have adopted the California ELD Standards, which focus on ELs interacting in meaningful ways with the content as well as learning about how English works. Designated and Integrated ELD instruction are also components of Tier I instruction for all English learners under the Multi-Tiered System of Supports and incorporate the principles of Universal Design for Learning. Anchored in these standards and framework, Learning Without Limits’s strategy for supporting ELs takes a dual pronged approach:

1. Integrated English Language Development

LWL teachers and staff have received training on integrated ELD through BeGLAD (Guided Language Acquisition Design). This research-based program provides and models strategies for language acquisition and academic achievement for English Learners. The strategies provided through BeGLAD include TPR strategies (Total physical response), pictorial input charts, process grids, student expert groups, color coding and co-construction of knowledge and anchor charts between students and teachers. These strategies are integrated into lesson planning and daily classroom instruction.

2. Designated English Language Development

LWL provides small group literacy and language instruction for all levels of EL students. LWL leadership has been trained to look at ELD standards and proficiency levels (emerging, expanding, bridging) and identify what a student needs to move between proficiency levels. Based on ELPAC, SBAC and internal assessments LWL matches the designated ELD instruction to student academic needs.

Teachers are involved in program development, and families are informed of the plan and provided opportunities for feedback through existing parent leadership structures.

Integrated ELD

Learning Without Limits practices a full inclusion model for all students, including ELs, in which teachers engage students in standards-aligned curriculum. Embedded within grade-level instruction are core pedagogical practices grounded in research on English language acquisition and academic literacy, ensuring ELs receive consistent Integrated ELD strategies.

Instructional Model

Learning Without Limits utilizes an Integrated ELD model in which all students are instructed in English by teachers who are specially trained in methods and strategies that promote rapid acquisition of English as well as academic knowledge in academic subjects. These methods and strategies, drawn from such resources as GLAD and Quality Teaching for English Learners (“QTEL”), front load the content vocabulary and the forms and functions of language students will need to explore and express their understanding of content. Students then practice these

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within such classroom structures as heterogeneous cooperative grouping and inquiry-based learning, which each provide an authentic context and desire for the production of English.

Teachers are supported in analyzing formative and summative assessment data to inform instruction for ELs based on English language level in alignment with ELDS and California Framework for ELD.

EFC emphasizes the following core tenants in implementation of practices to serve ELs:

- EL students need multiple opportunities for structured, oral English-language practice about academic topics and text.
- EL students need increased opportunities to develop sophisticated academic English vocabulary.
- Especially for ELs, it is important to access students' prior knowledge and build background (content) knowledge before and during reading challenging text.
- Acquiring Reading skills in a second language (L2) is similar to the process of acquiring Reading skills in a first language (L1).
- Formative assessments are essential for gauging progress, strengths, and weaknesses and for guiding instruction.
- Academic English-Language Development ("AELD") instruction cannot be separated from English Language Arts or other academic content-area instruction.
- Teachers need extensive professional development and support in using curriculum materials effectively to teach academic English.
- Teaching academic English includes providing students with access to the curriculum, explicitly teaching them academic vocabulary and grammar, and including both content and language objectives for instructional planning and teaching.

Key Principles

Three key principles, drawn from research on language development, lie at the core of Learning Without Limits's instructional design for English Learners:

1. Leveraging Heterogeneity & Collaboration
2. Experiential Learning
3. Language and Content Integration

Leveraging Heterogeneity & Collaboration

Learning Without Limits's approach to supporting ELs is based on the understanding that children who are emergent bilinguals and arriving with limited knowledge of English, still have a large array of abilities, knowledge, and experiences - linguistic, cognitive, artistic, social - in many other spheres. Learning Without Limits's instructional program is designed to leverage

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cultural and linguistic diversity by using heterogeneous and collaborative structures that build on the strengths of every member of the school community. Students who are not proficient in English or who have low literacy skills generally do not lack cognitive or intellectual capacity and come to school with rich and varied experiences and perspectives to offer. The challenge for teachers is how to leverage this diversity for all students in the classroom.

It is for this reason that heterogeneity and collaboration are inextricably linked. Well-designed collaborative groupings enable students of different levels to access material, learn from one another, and broaden their perspectives. Heterogeneity in a classroom is not only a challenge to be overcome; it is an asset to be leveraged. If students are not organized into collaborative groupings and not working on projects that require joint effort, there is little opportunity for them to benefit from the diversity their classmates bring. In contrast, when students work on collaboratively structured projects, they have the opportunity to study a problem in depth, and to work in an environment in which variety is expected.

GLAD teaching strategies that provide structures for discussion and collaboration support with this work. strategies such as sentence stems, color coding, expert groups, and total physical response strategies provide support for students who need native language support to grasp the content. Through small group discussions, students have the opportunity to first comprehend the content in their native language (thereby developing their native language) before needing to articulate their understanding (through discussions, projects, presentations) in English.

Research indicates that content knowledge in one language transfers to another, and that developing students' native languages supports growth in English.

Strategies for leveraging Heterogeneity & Collaboration for ELs at Learning Without Limits include, but are not limited to, the following:

- Students are grouped heterogeneously with respect to English proficiency level, academic background, native language, and literacy level.
- GLAD strategies and structures are used to scaffold and support interaction and learning among students in the heterogeneous groups.
- Lessons are carefully structured but are also open-ended enough to provide multiple access points for different levels of students to meaningfully engage.
- Adoption of a knowledge building/ ELA curriculum in which topics spiral through the grade levels
- Instruction is student-centered, draws on students' prior experiences, including their experience of immigration and knowledge of their native languages and countries, and provides ample room for student discussion and collaborative work.
- Native languages of students are acknowledged positively and used as a resource. Projects that require students to read and write in their native languages are incorporated into the curriculum.

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- Instruction is collaborative so that students have multiple opportunities to interact with one another using oral language (both English and native languages) to discuss content.
- Teachers are organized in teams and have time on a weekly basis to collaborate to plan curriculum, review student data, and address the academic and social needs of students.

Experiential Learning

The experiential learning component of Learning Without Limits’s model is supported by language acquisition research that indicates conceptual understanding precedes language. Accordingly, language emerges most naturally in purposeful, language-rich, interdisciplinary study. Conceptual understanding often cannot come just from reading words off a page, especially when those words are not in a student’s first language. Providing students with rich experiences offers multiple entry points into texts, engaging them in ideas and learning, from which language and content understanding can emerge. Classroom experiences provide students with the opportunity to apply and extend their developing linguistic, socio-cultural, and cognitive skills in meaningful settings.

The following language acquisition research informs the design of Learning Without Limits’s experiential learning:

- Merrill Swain’s work⁸⁹ highlights the importance of meaningful output. According to Swain, meaningful output is central to language acquisition because it provides learners with opportunities to work with developing language in contextualized, meaningful situations. At Learning Without Limits, ELs have rich context and authentic purposes for their interactions. They regularly engage in group tasks which allow them to negotiate meaning and produce meaningful output in English. In short, our students are constantly engaged in conversations with peers and teachers that foster meaningful output.
- Researcher Jim Cummins⁹⁰ underscores the importance of embedding academic language in context, making academically demanding content easier for ELs to understand. At Learning Without Limits, academic content is regularly embedded in rich context. Students frequently engage in hands-on learning, with materials, tools, and manipulatives that give ELs context for their academic learning.
- Stephen Krashen⁹¹ asserted that learners have an affective filter that influences how much learning can take place. Students who have high learner anxiety, low self-confidence, and low motivation are said to have high affective filters that can prevent them from learning. ELs are especially prone to having a high affective filter. At Learning Without Limits, the design principle of personalization, as well as our focus on social-emotional learning, creates a school culture in which our ELs can experience a lower affective filter, making

⁸⁹ Swain, M. (1985), “Communicative competence: Some roles of comprehensible input and comprehensible output in its development”.

⁹⁰ Cummins, J. (1984), “Bilingualism and special education: Issues in assessment pedagogy”

⁹¹ Internationals Network for Public Schools (2012), “Great Minds Think Differently: Strategies for Helping ELLs Thrive in Heterogeneous Classrooms”.

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the learning more accessible to them. The high motivation that results from engaging in relevant learning also reduces this filter for ELs.

- Krashen also hypothesized that English learning requires comprehensible input - meaningful input based on real communication that is immediately comprehensible to the language learner. His theory is represented by the formula $i + 1$, with the “i” representing the input and “+1” representing the next level where language is advanced just enough so that the learner is challenged but able to learn. Embedded within Learning Without Limits’s program are ample opportunities for students to receive comprehensible input. English Learners are strategically grouped with peers who can provide this $i + 1$ input.

Language and Content Integration

The practice of integrating language and content is connected to experiential learning and collaboration. Providing ELs with rich experiences and tangible, hands-on ways to access materials builds their knowledge of a content area and provides a need to develop the language to explain the acquired knowledge. Language in this sense is an outgrowth of content. However, when ELs negotiate the meaning of the content and clarify understanding, the language becomes a vehicle for deepening content comprehension. In order to discuss the content effectively, teachers need to provide support for students to develop the necessary vocabulary and language structures. These are acquired through multiple opportunities to apply them in conversations and activities.

Practices that support language and content integration for ELs include, but are not limited to, the following:

- Every teacher teaches content, and every teacher teaches language.
- Teachers in all content areas integrate GLAD strategies into their lessons. This includes strategies such as visual representations, graphic organizers, total physical response (“TPR”), co-constructing work and meaning.
- Teachers proactively seek language learning opportunities in all content (e.g. identifying language features of content and eliciting or explaining rules and providing students with opportunities to apply them in context).
- Projects/activities during academic instruction and ACT include clear content and language objectives.⁹²

CCSS and NGSS

The CCSS and NGSS raise the expectations for all students and require a higher level of expertise and support for our ELs. Learning Without Limits will use the English Language Development Standards in tandem with the CCSS and NGSS. Teachers will use research-based instructional strategies to support ELs in the content areas.

⁹² p.80, Chapter 2, California Draft ELA/ELD Framework.

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Common Core English Language Arts

Specific strategies will be used to support ELs as they tackle the CCSS in ELA and the English Language Development Standards. Teachers will provide instruction in units of study to assist students in building vocabulary and analyzing complex text. Our curriculum spirals and builds knowledge on specific topics over grade spans. Different sources on one topic help build context and accelerate vocabulary acquisition. To support writing, students will practice writing daily and students will be exposed to different types of writing, assignments will be meaningful to the student, and assessment will focus on content and not only mechanics. Speaking and listening for English learners will require other conversation protocols.

Common Core Mathematics

During mathematics instruction, the overall focus will be on mathematical thinking. This oral discourse is key for ELs as noted in the ELA/ELD Framework. Just as teachers focus on meaningful and engaging activities designed to build content knowledge before strategically delving into specific information about the language of this content, the California ELD Standards are organized with the focus on meaning and interaction first and the focus on knowledge about the English language and how it works afterward. Mathematical vocabulary will be taught within context and not in isolation. Through the Eureka curriculum teachers will employ a variety of conceptual strategies and use of manipulatives to allow EL's to access and understand math concepts. Finally, the software used in our blended learning program allows students to manipulate models and hear feedback orally in a differentiated way.

Next Generation Science Standards

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In science integrated instruction will involve support through extensive models and diagrams. This strategy will allow learners to describe functions and relationships before acquiring the technical vocabulary. Additionally, ELs will have extensive academic discourse to build their ability to reason orally before moving onto writing. As ELs progress along the ELD continuum, teachers can adjust the level of support they provide students in the academic vocabulary of science. Finally, examples of journaling, reports, and other written assignments along with opportunities to revise language will support learners as they master the NGSS.

Social Studies

Learning Without Limits will build the competence of students in ELD and content in anticipation of a rigorous set of expectations aligned with the CCSS. This preparation includes practice with academic discourse, units of study, extensive use of maps and graphic organizers.

Designated ELD

EFC's Designated ELD program recognizes that academic language proficiency is a separate skill from everyday speech and writing. It is the language of texts, of academic discussion, and professional writing. Without it, students will not achieve long-term success in school and beyond. Formal, academic English is used to problem-solve, weigh evidence, and think critically. It is required to negotiate the dense-print paperwork associated with adult independence, such as: banking, healthcare, and property rental. Yet, once many students reach the Intermediate and Advanced levels of ELD, they no longer receive formal language instruction. When students learning English transition into core content courses, increased emphasis on subject matter knowledge allows little time for language instruction.

Learning Without Limits's Designated ELD model supports English Learners with daily, explicit language instruction targeted at their developmental level. Teachers are trained in designated ELD approaches, to provide differentiated targeted ELD instruction in alignment with students' English proficiency levels and areas of need. Additionally, EFC's designated ELD focuses on teaching language that explicitly prepares ELs to engage in learning across all subject areas and in real-life situations.

As part of designated ELD, EL students receive explicit Academic English language instruction. Academic English language instruction at Learning Without Limits includes three components: cognitive tasks, academic language, and proficiency.

1. Cognitive tasks include explicit teaching of language functions. Learning Without Limits will teach language functions by explicitly teaching ELs to:

- Describe
- Ask questions
- Estimate

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- Infer
- Identify cause & effect
- Predict
- Compare & contrast
- Persuade
- Summarize

2. Academic language includes linguistic functions. Learning Without Limits will teach linguistic elements by teaching ELs:

- Academic vocabulary
 - Domain-specific and general
- Morphology
- Syntax and grammatical features
- Sentence structures
- Parts of speech
- Verb tense/mood
- Subject/verb agreement
- Discourse patterns

3. Proficiency includes language fluency. Learning Without Limits will maximize student opportunity to practice Listening, Speaking, Reading and Writing to accelerate the development of fluency in each of these areas and emphasizes receptive and expressive related to academic tasks.

Instructional Strategies

EFC's Designated ELD instructional strategies include:

- Teachers re-teach strategies through modeling, think-alouds, and guided practice across a variety of appropriate-level texts.
- Teachers use grade-level texts and, when at a student's frustration level, they read the content to the student, and guide and practice comprehension orally.
- Students have multiple opportunities throughout the day to build their oral language by engaging in accountable talk protocols like think-pair-share.
- Facilitate academic discussions using resources from Jeff Zwiers' *Academic Conversations* (see diagram below).

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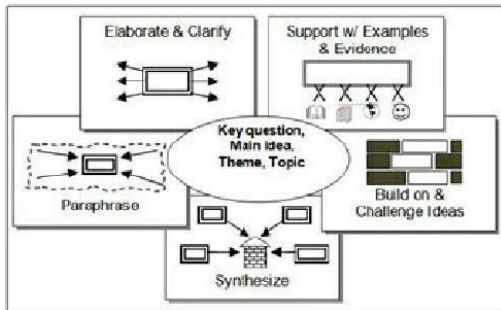
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Figure 18 Academic Conversations



ELD Interventions

EFC's MTSS system is designed to target the root cause of a student's individual challenges. Students not making progress academically because there are specific challenges with their English language development, will receive a targeted ELD intervention at Tier 1.

The teacher will be able to pinpoint language development gaps and provide targeted direct instruction in the gap area. Should that student not make adequate progress and require additional ongoing Tier 2 support in addition to the Tier 1 targeted ELD instruction, they would receive Tier 2 ELD interventions.

LWL uses blended learning and will continue to research and seek out strong English Language Development programs that are online and adaptive. In addition to finding a strong online adaptive program to supplement and support our interventions programming, Learning Without Limits will provide targeted Tier 2 instruction using a research-based comprehensive interventions curriculum like Lexia, and SIPPS Plus.

Learning Without Limits currently resources an additional tutor across all its general education classrooms (Board approval required annually). K-2 tutors are trained in early literacy interventions like SIPPS and developing academic language. 3-5 tutors are also trained in programs like SIPPS. Developing academic language, and targeted vocabulary instruction leveraging programs like Flocabulary.

Monitoring Reclassified Students

Learning Without Limits will use the ELA CAASPP/CAA/FastBridge as well as teacher assessments and observations to annually monitor the progress of RFEP students for a period no less than four years after reclassification. Student performance shall be reviewed at least at each school year. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need.

Monitoring and Evaluation of Program Effectiveness

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Learning Without Limits evaluates the effectiveness of its education program for ELs by:

- Adhering to Learning Without Limits-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Newcomers

Students new to the country and/or English language have unique and personal needs. In recent years, Learning Without Limits has received an increasing number of students who identify as “newcomer.”⁹³

Our education program is designed to integrate the California English Language Development (ELD) standards into our instructional framework and meet our legal obligations to English learners and newcomers. Aligned with the California Department of Education’s ELA/ELD Framework, Learning Without Limits provides both integrated and designated ELD to newcomers.

Newcomers across all grade levels are supported in classrooms by general education teachers who are trained, and are receiving continual professional development, on oral and written language development for English learners. Integrated ELD is “provided to ELs throughout the school day and across all subjects by all teachers of ELs”⁹⁴ as our teachers intellectually prepare lesson plans to include both an academic and a language objective – an approach aligned with the *Specifically Designed Academic Instruction in English (SDAIE)* model. The SDAIE model involves “the teaching of grade-level subject matter in English specifically designed for speakers of other languages...including planning, classroom management, lesson delivery, and assessment.”⁹⁵

In grades TK through two, newcomers receive targeted literacy instruction and designated ELD from literacy tutors and general education teachers during Literacy Rotations. In grades three through five, newcomers receive designated ELD support from literacy tutors and support staff during the intervention portion of their blocks. Newcomers are identified early on based on ELPAC level and assessment screeners, and are then assigned to a designated ELD small group.

To support the social transition and provide cultural support, newcomers are also clustered

⁹³ Throughout this petition, we use the term “newcomer” specifically for students who meet the following criteria: (1) born outside of the United States; (2) first enrolled in U.S. schools on or after April 15 of the prior year; and (3) classified as an English Learner (EL) based on the initial ELPAC.

⁹⁴ “Using the CA ELD Standards.” ELA/ELD Framework, Sonoma County Office of Education, www.scoe.org/pub/htdocs/el-framework.html.

⁹⁵ Genzuk, Michael. “Specifically Designed Academic Instruction in English for Language Minority Students.” Center for Multilingual, Multicultural Research-Occasional Paper Series (2011): University of Southern California: Rossier School of Education.

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together across classrooms with other peers who speak the same language as they do and with general education teachers who have demonstrated success in supporting English learners at early English language proficiency levels. Research on students new to the country identifies a few important elements for newcomer success. LWL addresses each of those elements below.

Systematic Support of Students

All students identified as newcomers are assessed for language and content knowledge upon enrollment at Learning Without Limits. Based on initial ELPAC scores and assessment screeners, students are given a personalized learning plan that may include a designated, supplemental English Language Development (ELD) class.

Heterogeneous Grouping

Informed by best practices from the International Network of Public Schools, which serve 100% newcomers, Learning Without Limits’s approach to serving newcomers includes grouping newcomers heterogeneously with other students at varying levels of language acquisition during core content instruction. Newcomers are supported by general education teachers, literacy tutors, and other support staff through the use of integrated ELD strategies. Students also learn and practice English through formal and informal interactions with peers at different levels of English language proficiency.

Comprehensive, Personalized Language Approach

Newcomers receive both integrated and designated ELD during the school day during core instruction and intervention blocks from general education teachers and trained staff members such as literacy tutors and interventionists. Newcomers also engage in a blended learning program specifically for students identified as newcomers as part of our blended learning program offerings.

Culture of Language as an Asset

Creating a welcoming environment is essential for newcomers and their sense of belonging in schools.⁹⁶ At Learning Without Limits, we cultivate a culture in which newcomers, their families, and their language(s) are valued, respected, and seen as assets. We do this by fostering community connections among newcomers during designated ELD, forming affinity groups and clusters between newcomers and other students who speak the same language within grade-level classrooms; encouraging, inviting, and celebrating newcomers when they engage in academic discourse and informal social dialogue; and highlighting and celebrating their successes, growth, and achievements with their families.

Charter School Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Section 47605(c)(5)(A)(ii), please refer to Learning Without Limits’s Local Control and Accountability Plan (“LCAP”), attached as **Appendix 4- LCAP** for a reasonably comprehensive description of the Charter School’s annual goals and specific annual

⁹⁶ Massachusetts Department of Elementary and Secondary Education, *ESL Best Practices Quick Reference Guide: Newcomers*, n.d. 3.

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actions to achieve those goals, for all pupils (i.e., schoolwide) and for each subgroup of pupils as identified in Education Code Section 52052, for each of the eight (8) state priorities identified in Education Code Section 52060(d).

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ELEMENT 2: MEASURABLE STUDENT PUPIL OUTCOMES

Governing Law: “The measurable pupil outcomes identified for use by the Charter School charter school, “Pupil outcomes,” for purpose purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program

— California Education Code Section 47605(b)(5)(B)

PUPIL OUTCOMES

Promotion from Learning Without Limits

EFC and Learning Without Limits place a high priority on measurable pupil. *Pupil outcomes* that value academic achievement and preparation for high achieving middle and high schools. They are the focus of each student’s educational journey and help keep stakeholders focused on the achievement of a shared set of goals. EFC’s goal is to ensure that students being promoted from its programs meet high expectations and ensure they are competitive heading into middle or high school. *shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.* – Ed. Code § 47605(c)(5)(B)

Specifically, students who are promoted from Learning Without Limits will be academically, socially, emotionally, and intellectually prepared for the middle school of their choice and well on their way to becoming powerful, contributing citizens of the world.

21st Century Learning

An educated person in the 21st Century is one who has the knowledge, emotional intelligence, agility, and skills to navigate an ever-evolving future. This person is a learner who knows how to ask questions, critique information, find evidence, and present his/her understanding to a variety of audiences using a variety of mediums. (S)he is curious, open to new ideas and able to synthesize and analyze new information. At LWL, we also believe that the challenges of the future require our children to grow to become leaders who are able to lead and make critical decisions thoughtfully and effectively.

As the College, Career and Civic Life (C3) Framework for “The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the **Social Studies** State Standards puts it: “Now more than ever, students need the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn. And most importantly, they must

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possess the capability and commitment to repeat that process as long as is necessary. Young people need strong tools for, and methods of, clear and disciplined thinking in order to traverse successfully the worlds of college, career, and civic life.”

We are also conscious of the predictable patterns of success or lack of success apparent in today’s society. African American and Latino representation is minimal in leadership positions in almost every sector. In order for our children to achieve success as people of color coming from low SES backgrounds, they must be incredibly self-aware and conscious of their strengths and weaknesses. They must be able to read the political environment and determine how best to navigate a situation. They must know how to respond to racism and classism and remain self-confident even in situations where they have no allies. Our children must have tremendous pride in who they are and where they come from and know how to leverage the strength of their stories and their heritage. They must be able to interact and be in relationship with people from all backgrounds and cultures as they weave through an increasingly multicultural world.

Our goal at LWL is to enable its students to become self-motivated, competent, and lifelong learners who have the self-awareness, confidence, foundational knowledge and critical thinking skills to excel in any context and any setting. They will be able to excel on multiple forms of assessment, be able to play to their strengths and work on their weaknesses, and they will be able to maximize technology as a tool in their learning and their work.

Most importantly, LWL is committed to helping its students recognize the importance of, and their personal responsibilities to, their communities. Ultimately, we intend our school to be a vehicle for community empowerment and development. The LWL children of today will grow to be the educated citizens and leaders of this community tomorrow.

Guiding Principles

In order to ensure we are developing students who are not only prepared for college or a career of their choice, but that students are becoming self-motivated, reflective, lifelong learners, Learning Without Limits will employ several guiding principles:

Caring

- *We think before we act. We consider how our actions affect the people around us. We choose to act in a way that helps people and never hurts people.*
- *We put ourselves in others’ shoes. We try to understand what others are feeling.*
- *We cooperate and work together.*

Leadership

- *We think for ourselves and make good decisions.*
- *We assert our opinions—we speak up for ourselves and others.*
- *We treat people fairly.*

way information is reported on a school accountability report card.” – Ed. Code § 47605(c)(5)(C)

Increases in Student Academic Achievement, Overall and by Subgroup

- *We always produce our very best work.*

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- *We always try to do a little better than the last time.*
- *We are always thinking of questions or ideas or about how to solve a problem.*

Perseverance

- *We know that even when we face challenges we will find ways to achieve.*
- *We learn from mistakes. Mistakes are part of learning, so we are not afraid to make them.*

Academic Content and Performance Standards

Aligned with the California State Standards in English Language Arts and Mathematics, students will achieve appropriate age- or grade-level mastery of the goals below:

Outcome 1: ELA Goals

- Students will be able to demonstrate mastery of 5th-grade level state/national standards in ELA
- Students will be able to leave LWL with a foundation in College Readiness skills in ELA
- Students will succeed in middle school, high school, college and beyond as highly literate and civic-minded citizens
- Students will develop a better understanding of themselves from the literature they read and the history they study

Outcome 2: English Language Development Goals

- Learning Without Limits' English Language Learners will meet the annual EL growth targets (ELLs at Beginning, Early Intermediate or Intermediate levels must gain one proficiency level, ELLs at Early Advanced or Advanced must reach the English proficient level, and ELLs at English proficient level must maintain that level until they are reclassified).

Outcome 3: Mathematics Goals

- Students will demonstrate mastery of the 5th-grade level standards, which will prepare them for higher mathematics in high school, college and the workplace
- Students will utilize a conceptual understanding of mathematics to solve problems using multiple strategies
- Students will be able to communicate an understanding of mathematical logic in the problem-solving process
- Students will be able to apply mathematical concepts to real-world scenarios
- Students will be able to exchange mathematical ideas, collaboratively solve problems, and engage in peer teaching

Outcome 4: History/Social Science Goals

- Students will develop knowledge of history, cultural and historical empathy, an understanding of democracy and constitutional heritage and the critical thinking skills to prepare them for American citizenship

Outcome 5: Science Goals

- All students will develop 21st-Century Skills that will prepare students for higher education, rewarding careers, and the challenges of an ever-changing world
- All students will cultivate an appreciation of the vital role of Science in today's world

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- and they will be able to apply their analytical skills to their daily lives
- All students will be able to demonstrate the process of scientific inquiry through experimentation, data collection and analysis, and problem solving

See Appendix A51 for Partnership for 21st-Century Skills

Outcome 6: Technology Goals

- All students will be able to use technology to effectively communicate, collaborate, and conduct research
- Students will learn basic computer skills such as word processing, arranging presentations, creating spreadsheets, developing simple websites, basic communications, and using Google Drive
- Students will learn basic keyboarding skills
- All students will learn the ISTE standards
 - Creativity and Innovation
 - Communication and Collaboration
 - Research and Information Fluency
 - Critical Thinking, Problem Solving, and Decision Making
 - Digital Citizenship
 - Technology Operations and Concepts

Outcome 7: Arts Goals:

- Students will be able to apply artistic skills to core disciplines of ELA, science and social science.
- Students will master California art standards for elementary school.
- Students will engage in artistic pursuits to cultivate the skills of creativity and collaboration.

Outcome 8: Physical Fitness Goals:

- Students will demonstrate mastery of 5th-grade level physical education standards
- Students will demonstrate an understanding of the ways nutrition and exercise impact their physical and emotional health
- Students will be able to make healthy choices with respect to their diet and exercise
- Students will have identified at least one fitness activity which they enjoy

Outcome 9: Social Emotional Goals

- Students will develop self-awareness and self-management skills to achieve school and life success.
 - Identify and manage one's emotions and behavior.
 - Recognize personal qualities and external supports.
 - Demonstrate skills related to achieving personal and academic goals.
- Students will use social awareness and interpersonal skills to establish and maintain positive relationships
 - Recognize the feelings and perspectives of others.

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- Recognize individual and group similarities and differences.
- Use communication and social skills to interact effectively with others.
- Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
- Students will demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.
 - Consider ethical, safety, and societal factors in making decisions.
 - Apply decision-making skills to deal responsibly with daily academic and social situations.
 - Contribute to the well-being of one's school and community.

In accordance with Education Code section 47605(c)(5)(B), Charter School's pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in paragraph (4) of subdivision (c) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Charter School's LCAP goals will serve as the goals for this section unless Charter School's LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below.

LWL's LCAP does include increases in student academic achievement by subgroup. Please see **Appendix 4 - LCAP.**

Charter School hereby grants authority to the State of California to provide a copy of aggregated (by school, numerically significant subgroups, etc.) test results directly to the District. Test results for the prior year, if not provided directly to the District by the State in a timely manner, will be provided by the Charter School to the District, upon request, no later than September 1 of each year.

Measurable Pupil Outcomes

Learning Without Limits has engaged with staff and families through the LWL is not adopting the District's Collective MPOs. LWL's adopted MPOs are presented in **Figure 19.**

Figure 19 Academic MPOs

Local Control Accountability Plan (LCAP) process to identify Measurable Pupil Outcomes (MPOs) that are aligned to the priorities identified by the California Department of Education (CDE). MPOs include all significant subgroups.

In accordance with SB 1290, LWL pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

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Measurable Pupil Outcomes

Metric Category	Description	Grade Levels	Subgroups	Target
CAASPP Math Student Proficiency in ELA	Distance from Standard (DFS) on the SBAC			<p>By Improve annually overall and for all significant subgroups using the end of the charter term following criteria:</p> <ul style="list-style-type: none"> • DFS < -90, then annual target = -70 average DFS • DFS = -90 to -50, then annual target = increase the proportion of students scoring level 3 or 4 by 5 percentage of 20 points OR achieve 70% • DFS = -49 to -20, then annual target = increase of 15 points • DFS = -19 to -8, then annual target = -5 average DFS • DFS = -7 to +7, then annual target = increase of students scoring level 3 or 4 3 points • DFS > +7, then annual target = +10 average DFS
			Gr 3-5 All Students	5% point increase OR 70% proficient

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			African-American	
CAASPP ELA			Latino	
			English Learners	
			Special Education	

<u>DRA Student Proficiency in Mathematics</u>	<u>DFS on the SBAC</u>	<p>Each year, 60% of students will increase 1 grade level OR achieve proficiency. Improve annually overall and for all significant subgroups using the following criteria:</p> <ul style="list-style-type: none"> • <u>DFS < -115, then annual target = -95 average DFS</u> • <u>DFS = -115 to -70, then annual target = increase of 20 points</u> • <u>DFS = -69 to -40, then annual target = increase of 15 points</u> • <u>DFS = -39 to -28, then annual target = -25 average DFS</u> • <u>DFS = -27 to -3, then annual target = increase of 3 points</u> • <u>DFS > -3, then annual target = 0 average DFS</u> 	Gr K-3 All Students	60%
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			African-American	
			Latino	

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				English Learners
				Special Education

Progress towards English fluency	CELDT/ELPAC	Each year, 40% of ELs will improve one proficiency level OR maintain proficiency on CELDT/ELPAC. Percent of ELs making progress towards English language proficiency will either be at or above 55% (high) or increase by at least 1.5 points annually as reported by the California Dashboard.	All Grades	English Learners	40%
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Chronic Absence Rate	By the end of the charter term, less than 10% percent of students will be absent more than 10% of enrolled days.	All Grades	All Students	10%
			African-American	
			Latino	
			English Learners	
			Special Education	
School Safety	Each year, at least 70% of students and families positively rate school safety.	All Grades	Families	70%
			Gr 3-5	Students
Academic Instruction	Each year, at least 70% of students and families positively rate academic instruction	All Grades	Families	70%
			Gr 3-5	Students

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Decision-Making/Early Literacy	FastBridge/Early Reading Assessment	Each year, at least 70% of All Families Grades K-2nd grade students and families positively rate their voice in school decision-making and 25th+ growth percentile in foundational literacy will either be at or opportunity for feedback above 60% or increase by at least 5 points annually.	70%
		Gr 3-5	Students

*EFC is leading the charge to co-create a common School Performance Framework for all public schools in Oakland, both charter and district-run. This process may change the EFC MPOs moving forward.

Charter School Outcomes Aligned to State Priorities

Figure 20 Culture MPOs

CHARTER SCHOOL OUTCOMES ALIGNED TO STATE PRIORITIES Category	Measure	Target
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State Priority #1. The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

Annual Goal

A. All teachers will be appropriately assigned and fully credentialed to support a high quality, broad course of study.

B. Research and adopt Common Core aligned curricular materials proven successful for similar populations

C. Ensure school facilities are maintained and in good repair

Annual Targets

- ◆ 95% teachers rate as Highly Qualified
- ◆ 0% Teacher Misalignments
- ◆ At least 80% family satisfaction with school facilities on SCAI
- ◆ At least 75% staff intend to return to LWL for the following year
- ◆ Meet all requirements on EFC facilities checklist

Annual Actions to Achieve Targets

Years 1-5

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1. To retain teachers—build in ample time into schedule for planning/preparation/collaboration; conduct surveys to assess morale and needs; provide coaching and regular feedback; create opportunities for teacher leadership; hold site leadership accountable for developing a strong professional learning culture
2. To attract and recruit HQT teachers—provide a competitive salary and benefits proposal; begin recruitment for teachers in winter; implement recruitment plan in fall; utilize signing bonus incentive as needed; partner with teacher preparation programs and teacher recruitment programs to attract teachers; incentivize referrals within the organization; partner with teacher preparation organizations to recruit and place teaching fellows; develop and set aside resources for pipeline programs.
3. Implement facilities walkthroughs four times annually using a walkthrough rubric; develop standards for facilities.

Student Satisfaction with Academic Program	SCAI Survey, Domain 6 (Learning & Assessment)	<p>State Priority #2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</p> <p>State Priority #4. Pupil achievement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE) B. The Academic Performance Index (API) C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education D. Percentage of pupils who have passed an AP exam with a score of 3 or higher E. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 <i>et seq.</i>) or any subsequent assessment of college preparedness <p>In grades 3+, an average of 3.5 or higher</p>
Family Satisfaction with Academic Program	SCAI Survey, Domain 6 (Learning & Assessment)	<p>Average 3.5 or higher</p>
Attendance Rate	P2-ADA	<p>94% or higher</p>

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<p><u>Chronic Absenteeism</u></p>	<p><u>CBEDS and reported on the Dashboard</u></p>	<p><u>Annual Goals</u></p> <p>A. Teachers develop and implement strong Common Core-aligned units of study and lessons that push student thinking at the higher levels of Bloom’s taxonomy</p> <p>B. Students are spending increased time learning in their Zone of Proximal Development by implementing Guided Reading integrated with adaptive online software proven for our target population</p> <p>C. Technology: All teachers and students have access to 21st century technology and personalized learning opportunities.</p> <p>D. Professional Development: All teachers receive targeted, high-quality professional development aligned to high priority instructional practices that positively impacts student academic achievement and social-emotional development.</p> <p>E. Response to Interventions: Implement a rigorous Response to Intervention model to address the Tier1, Tier2, and Tier3 academic, behavioral and social needs of all students.</p> <p><u>Decrease annually overall and for each numerically significant subgroup, using the following criteria:</u></p> <ul style="list-style-type: none"> ● <u>If > 25.9%, then annual target = 20%</u> ● <u>If 20% to 25.9%, the annual target is a 6-point reduction.</u>
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Annual Targets

- ◆ +5% students either scoring level ≥ 3 or making at least one level growth OR 70% of students scoring proficient on the ELA section of CAASPP
 - ◆ +5% students either scoring level ≥ 3 or making at least one level growth OR 70% of students scoring proficient (including significant subgroups) on the Math section of CAASPP
- Each year, 40% of ELs will improve one proficiency level OR maintain proficiency on CELDT/ELPAC.

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		<ul style="list-style-type: none"> ● <u>If 13% to 19.9%, then the annual target is a 3-point reduction</u> ● <u>If 10% to 12.9%, then the annual target is a 1.7-point reduction</u> ● <u>If 4.6% to 9.9%, then the annual target is a 0.5-point reduction</u> ● <u>If < 4.6%, then the annual target is to maintain</u>
<u>Suspension Rate</u>	<u>CBEDS and reported on the Dashboard</u>	<p><u>Annual Actions to Achieve Targets</u></p> <p><i>Year 0</i></p> <ol style="list-style-type: none"> 1. <u>Balanced Literacy: Deepen balanced literacy implementation through structured planning and professional development to align to a strong scope and sequence of grade level standards.</u> 2. <u>Writing: Implement two EFC created Writing Tasks, focused on the CCSS writing genres.</u> 3. <u>Math: Continued focus on using both oral and written academic language during math lessons and explaining and defending math reasoning on complex tasks.</u> 4. <u>Science: Integration of science content in enhanced units of study</u> 5. <u>ELD: Continue to implement Systematic ELD as a designated ELD program, and focus on crafting lessons that support language development of specific vocabulary and grammatical forms that students need support with at each language level as measured by CELDT.</u> 6. <u>Tier 2 Academics: Explore summer partnership with Springboard Collaborative; continue with a full time position to provide Tier 2 Academic interventions</u> 7. <u>Art: Art program curriculum development</u> 8. <u>PD: Invest in coaching and professional development focused on high priority instructional practices and data driven instruction</u> <p><i>Year 1</i></p> <ol style="list-style-type: none"> 1. <u>Writing: Implement three EFC created Writing Tasks this year, focused on the CCSS writing genres.</u> 2. <u>Math: Implement EngageNY math curriculum</u> 3. <u>Blended Learning: Implement blended learning plan for ELA and math.</u>

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		<p>4. Content integration: Structured unit planning to develop skills in UBD approach across contents supported by an instructional coach.</p> <p>5. Art: Align art curriculum to academic content</p> <p>6. Tier 2: Support our Tier 2 Literacy Interventionist by targeting students scoring below grade level in grades K-3.</p> <p><i>Year 2</i></p> <p>1. Writing: Implement targeted writing curriculum for all grades (see ELA section for more specifics).</p> <p>2. Content integration: develop vertically aligned sequence of content integrated units grades K-5.</p> <p>3. Science: Explore NGSS aligned curriculum</p> <p><i>Year 3</i></p> <p>1. Technology: Integrate technology into all content areas</p> <p>2. Content integration: refine curricular units; begin student led collaborative projects.</p> <p>3. ELD: integrate strong ELD practices into content integrated strands</p> <p>4. Writing: focus on writing across the curricula.</p> <p><i>Year 4</i></p> <p>1. Content integration: Full integration of cross-curricular learning across ELA, math, science, art and social science; focus on rubric development and authentic assessments.</p> <p>Evaluate student growth for exiting 5th graders and assess strengths and weakness; develop a plan/revise the program to address gaps. Decrease annually overall and for each numerically significant subgroup, using the following criteria:</p> <ul style="list-style-type: none"> ● <u>If > 9%, then annual target = 6%</u> ● <u>If 6% to 9%, then the annual target is a 3-point reduction</u> ● <u>If 3.3% to 5.9%, then the annual target = 3%</u> ● <u>If 0.8% to 3.2%, then the annual target is a 0.3-point reduction</u> <p>2. ● <u>If < 0.8%, then annual target = 0.5%</u></p>
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State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

<p>Annual Goals</p> <p>A. Build parent understanding of Common Core standards and overall instructional design</p> <p>B. Build parent capacity to monitor and guide</p>	<p>Annual Targets</p> <p>❖ 90% families participate in report card conferences</p>
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<p>student learning and growth C. Develop a robust parent leadership culture and body</p>	<ul style="list-style-type: none"> ❖ Parent leadership: Increase number of parent leaders by two leaders annually until there are 2 parent leaders representing every cohort of students ❖ Families positively rate (average of 3.5 or higher) school climate in the areas of: <ul style="list-style-type: none"> ● Leadership Decisions ● Community Relations ● Attitude and Culture ● Learning/Assessment
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Annual Actions to Achieve Targets

Year 0:

- ~~1. FLC targets DRA growth by developing parent understanding of the DRA and ensuring students are reading at home independently every night.~~
- ~~2. Leverage parent leadership to implement consistent positive behavior incentives to increase student attendance rates.~~
- ~~3. Recruit Parent Reps and develop capacity to facilitate FLC committee aligned to clear, defined goals.~~

Year 1:

- ~~1. Provide leadership training for parent leaders.~~
- ~~2. Conduct parent workshops on blended learning and SEL curriculum.~~
- ~~3. Invite parents to targeted Instructional Leadership Team Meetings.~~
- ~~4. Expand parent communication and translation services.~~
- ~~5. Actively recruit bilingual staff when hiring new staff members.~~

Year 2:

- ~~1. Create Parent Teacher Academic Team with regular meeting schedule.~~
- ~~2. Create a differentiated list of parent volunteer opportunities and a system for sign up.~~
- ~~3. Actively recruit bilingual staff when hiring new staff members.~~
- ~~4. Explore revitalized parent ed programs in technology and English.~~

Years 3-5:

- ~~1. Implement one home visit per family per year.~~
- ~~2. Plan yearly Expositions of student work based upon integrated cross-curricular learning.~~
- ~~3. Expand parent education opportunities.~~
- ~~4. Actively recruit bilingual staff when hiring new staff members.~~

State Priority #5. Pupil engagement, as measured by all of the following, as applicable:

- ~~A. School attendance rates~~
- ~~B. Chronic absenteeism rates~~
- ~~C. Middle school dropout rates (EC §52052.1(a)(3))~~
- ~~D. High school dropout rates~~
- ~~E. High school graduation rates~~

State Priority #6. School climate, as measured by all of the following, as applicable:

- ~~A. Pupil suspension rates~~

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B. Pupil expulsion rates

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

<u>Annual Goals</u>	<u>Annual Targets</u>	0%
<p>A. Family Services: Engage families as partners in student achievement, school culture and community engagement. Empower families to review data and make decisions around site investments</p> <p>B. Response to Interventions: Implement a rigorous Response to Intervention model to address the Tier1, Tier2, and Tier3 academic, behavioral and social needs of all students.</p> <p>Expulsion Rate</p>	<ul style="list-style-type: none">❖ <10% of all students are chronically absent❖ <= 5% of enrolled students are suspended out of school❖ 0% of enrolled students are expelled❖ 95% average daily attendance (CBEDS and reported on the DashboardP2-ADA)❖ Family average >= 3.5 on Domain 7: Attitude and Culture of the SCAI Survey❖ Student average >= 3.5 on Domain 7: Attitude and Culture of the SCAI Survey❖ Teacher average >= 3.5 on Domain 7: Attitude and Culture of the SCAI Survey	

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Annual Actions to Achieve Targets

Year 0

1. Enhance PBIS systems with a focus on increasing the positive incentive systems in classrooms and school wide.
2. Align SEL work throughout the school and provide more support for teachers on Tier 1 strategies for behavior intervention.
3. Strengthen the COST process and the creation of behavioral support plans for Tier 2 & 3 students.

Year 1

1. Summer Institute — Train all teachers in SEL curriculum.
2. Create a defined identity by adopting school colors and a mascot.
3. Provide student leadership through implementing a student council, incorporating more elementary student voice through this structure.
4. Investigate and implement other behavioral plans and incentives to supplement new SEL program.
5. Implement a chronic absence team.
6. Revise safety plan.

Years 2-5

1. Continue to implement SEL program.
2. Train parents in SEL program.
3. Expand RTI plan.
4. Deepen case management resources for chronically absent students and students with more than 5 suspensions.
5. Facilitate targeted tier 1 behavioral coaching for teachers.
6. Develop a parent patrol for dismissal.

State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

Annual Goals

D. ——— 100% of students are enrolled in a broad course of study that includes English, Mathematics, Social Sciences, Science, Visual Arts, and Health/Physical Education, preparing them to be on track for middle school and a high school course of study that exceeds the UC A-G requirements

Annual Targets

❖ 95% of students are receiving broad course of study including arts and PE

Annual Actions to Achieve Targets

Year 1

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1. Develop arts program and arts course.
2. Designate time for PE.
3. Explore opportunities for music education.
4. Implement content integrated curriculum
5. Ensure there are adequate numbers of student computers to implement personalized learning program

Year 2:

1. Teachers integrate hands-on science.
2. Integrate science into art projects.
3. Expand PE offering.
4. Integrate instruction in technology course.
5. Deepen content integrated curriculum

Year 3-5:

1. Implement fully integrated cross-curricular learning program.

State Priority #8. Pupil outcomes, if available, in the subject areas described above in CA Ed Code Section 51210, as applicable.

Annual Goals

- A. Teachers are able to teach writing across the curricula and improve ELA outcomes
- B. Teachers are able to teach targeted and strategic ELD and scaffold and shelter content for EL students
- C. Teachers are able to design and implement units of study that are multidisciplinary—integrate the arts and technology, build student capacity to collaborate around a common goal, build student leadership and facilitation skills, and improve student academic discourse

Annual Targets

- ❖ CCSA Statewide Rank: +1 OR at least a 4 OR a at least a 6 for similar schools
- ❖ Increase the number of students demonstrating mastery of 4/6 of the physical fitness test by 5% annually
- ❖ 60% of students will increase 1 grade level OR achieve proficiency on the DRA

Annual Actions to Achieve Targets

Year 0

1. Implement professional development plan focusing on complex text and academic discourse.
2. Deepen daily ELD instruction.
3. Deepen arts curricular offerings, taught by specialist.
4. Implement PE program, taught by classroom teachers
5. Integrate science instruction in units of study.
6. Deepen implementation of SEL curriculum

Year 1

1. Ensure all teachers begin school year with curriculum maps drive support mastery of Common Core standards.
2. Monitor and increase student time learning in the Zone of Proximal Development (blended learning).
3. Deepen implementation of RTI program.

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Year 2

- 1. ~~Integrate content into ELA units of study.~~
- 2. ~~Focus on close reading.~~
- 3. ~~Focus on technology integrated technology.~~

Year 3

- 1. ~~Implement technology as a lever for enhancing instruction across the curricula.~~
- 2. ~~Implement integrated cross-curricular learning approach.~~
- 3. ~~Summer institute and ongoing professional development for teachers to focus on multidisciplinary teaching.~~
- 4. ~~Continue with focus on writing integrating across the curricula.~~

Years 4/5:

- 1. ~~Weave ELD and writing throughout program.~~
- 2. ~~Continue infusing instruction with technology.~~
- 3. ~~Reflect on progress against goals and iterate.~~

*All actions outlined in the chart above are subject to revision as part Application of EFC's annual strategic site planning process. EFC does not commit to the specific actions as outlined above

LWL's pupil outcomes, related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows:

LWL's Performance against OUSD Collective MPOs

Metric	Description		13-14 Result	14-15 Result	15-16 Result
CAASPP Math	Increase students scoring Level 3 or Level 4 by 5 percent annually OR achieve a level of 70%	Overall	N/A	26%	27%
		Hispanic	N/A	30%	31%
		African-American	N/A	3%	17%
		English Learners	N/A	11%	12%
CAASPP ELA	Increase students scoring Level 3 or Level 4	Overall	N/A	23%	31%
		Hispanic	N/A	27%	35%

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	by 5 percent annually OR achieve a level of 70%	African–American	N/A	6%	21%
		English Learners	N/A	3%	13%
DRA	Each year, 60 percent of students will increase 1 grade level OR achieve proficiency	Overall	81%	77%	73%
		Hispanic	83%	75%	72%
		African–American	73%	78%	74%
		English Learners	68%	60%	63%
SPED	Average % of goals met	Students with IEP	44%	36%	41%
CELDT/ ELPAC	Each year, 40% of ELs will improve one proficiency level OR maintain proficiency on CELDT/ELPAC.	Overall	38%	55%	51%
Chronic Absence Rate	Each year, less than 8% percent of students will be absent more than 10% of enrolled days.	Overall	N/A	6.5%	10.3%
		Hispanic	N/A	5.6%	7.7%
		African–American	N/A	13.2%	21.0%
		English Learners	N/A	3.7%	4.2%
		Students with IEP	N/A	6.1%	13.2%
School Safety	Each year, at least 75% of students and families positively rate school safety. (As measured	Families	N/A	94%	95%
		Students (Gr 3–5)	N/A	75%	79%

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	by School Climate Assessment Instrument)				
Academic Instruction	Each year, at least 75% of students and families positively rate academic instruction. (As measured by School Climate Assessment Instrument)	Families	N/A	100%	97%
		Students (Gr 3-5)	N/A	87%	88%
School Decision-Making	Each year, at least 75% of students and families positively rate their voice in school decision-making and/or opportunity for feedback. (As measured by School Climate Assessment Instrument)	Families	N/A	100%	96%
		Students (Gr 3-5)	N/A	89%	87%

By July 1, 2015, and annually thereafter, LWL shall update the goals and actions identified in the charter to provide the following, as set forth in **Education Code section 47606.5(a):47607.3**

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.

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Under Education Code section 47607.3, if ~~the charter school fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in 3 or 4 consecutive school years~~, Charter School meets certain criteria outlined in section 47607.3(a), the following shall apply;

- ~~The~~ Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.

- ~~The Superintendent~~ entity providing technical assistance may ~~assign, at the request of the chartering authority and approval of the State Board, assistance from the California Collaborative for Educational Excellence to~~, which may, after consulting with the Superintendent and with the approval of the State Board, provide advice and assistance to the charter ~~schools~~school.

- ~~The~~ chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

The Charter School provides a challenging and comprehensive education that prepares students to be engaged global citizens. The education program is designed to enable all students to meet the following measurable pupil outcomes:

Outcome 1: English Language Arts Goals

- Students will demonstrate mastery of eighth-grade level State Standards in ELA.
- Students will apply literacy skills, particularly those for non-fiction and expository texts, to all disciplines, including math, science, and social science.
- Students will develop a better understanding of themselves from the literature they read.
- Students will be prepared to succeed in high school, college, and beyond as highly literate and civic-minded citizens.

Outcome 2: English Language Development Goal

- Multilingual learners will meet annual EL growth targets until they reclassify as Fluent English Proficient.

Outcome 3: Mathematics Goals

- Students will demonstrate mastery of eighth-grade level State Standards in math, preparing them for higher mathematics in high school, college, and the workplace.
- Students will utilize a conceptual understanding of mathematics to solve problems using multiple strategies.

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- Students will communicate an understanding of mathematical logic in the problem-solving process.
- Students will apply mathematical concepts to real-world scenarios.
- Students will exchange mathematical ideas, collaboratively solve problems, and engage in peer teaching.

Outcome 4: History/Social Science Goals:

- Students demonstrate mastery of eighth-grade level State Standards History/Social Science and English Language Arts & Literacy in History/Social Studies.
- Students apply literacy skills, particularly those for non-fiction and expository texts, to social studies.
- Students will develop knowledge of history, cultural and historical empathy, an understanding of democracy and constitutional heritage, and the critical thinking skills to prepare them for American civic engagement.
- Students better understand themselves from the literature they read and the history they study.
- Students are prepared to succeed in high school, college, and beyond as highly literate and civic-minded citizens.

Outcome 5: Science Goals

- Students will demonstrate mastery of eighth grade-level State Standards in science.
- All students will develop 21st-century skills in alignment with Frameworks for 21st-century Learning, which will prepare them for higher education, rewarding careers, and the challenges of an ever-changing world.
- All students will cultivate an appreciation of science's vital role in today's world and be able to apply their analytical skills to their daily lives.
- Students will demonstrate the process of scientific inquiry through experimentation, data collection and analysis, and problem-solving.
- Students will apply mathematics in authentic learning experiences within the science core content.
- Students will recognize the role of science in the world and use that knowledge to solve complex engineering tasks.

Outcome 6: Technology Goals

- Students will demonstrate mastery of eighth-grade level ISTE and NETS standards:
 - Creativity and Innovation
 - Communication and Collaboration
 - Research and Information Fluency

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○ Critical Thinking, Problem-Solving, and Decision Making

○ Digital Citizenship

○ Technology Operations and Concepts

- Students will use technology to communicate, collaborate, and conduct research effectively.
- Students will learn basic computer skills such as word processing, arranging presentations, creating spreadsheets, developing simple websites, basic communications, and using Google Drive.
- Students will learn basic keyboarding skills.

Outcome 7: Visual Art Goals

- Students will demonstrate mastery of eighth grade-level State Standards in Visual Arts.
- Students will apply artistic skills to core ELA, science, and social science disciplines.
- Students will engage in artistic pursuits to cultivate creativity and collaboration skills.

Outcome 8: Physical Education Goals

- Students will demonstrate mastery of eighth-grade level Physical Education State Standards.
- Students will demonstrate an understanding of how nutrition and exercise impact their physical and emotional health.
- Students will make healthy choices concerning their diet and exercise.
- Students will identify at least one fitness activity that they enjoy.

Outcome 9: Social-Emotional Goals

- Students will develop self-awareness and self-management skills to achieve school and life success through:
 - Identifying and managing one's emotions and behavior
 - Recognizing personal qualities and external supports
 - Demonstrating skills related to achieving personal and academic goals
- Students will use social-awareness and interpersonal skills to establish and maintain positive relationships through:
 - Recognizing the feelings and perspectives of others
 - Recognizing individual and group similarities and differences
 - Using communication and social skills to interact effectively with others
 - Demonstrating an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways

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- Students will demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts through:
 - Considering ethical, safety, and societal factors in making decisions
 - Applying decision-making skills to deal responsibly with daily academic and social situations
 - Contributing to the well-being of one's school and community

To best serve our students and community, the Charter School examines and refines its list of student outcomes, metrics, and targets regularly to ensure alignment with its mission, curriculum, assessments, and state or local standards.

Methods to Assess Pupil Progress Towards Meeting Outcomes

Summary

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ELEMENT 3: METHODS OF ASSESSING PUPIL PROGRESS TOWARDS MEETING OUTCOMES

Governing Law: *The method by which pupil progress in meeting those pupil outcomes is to be measured.*

— California Education Code Section 47605(b)(5)(C)

METHODS TO MEASURE PUPIL OUTCOMES

The Charter School shall meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools in accordance with Education Code Section 47605(d)(1). The Charter School will administer all applicable state-mandated assessments including, but not limited to, the California Assessment of Student Performance and Progress (“CAASPP”) assessment system using Smarter Balanced Assessment Consortium (“SBAC”), California Science Test (“CAST”), California Alternate Assessments (“CAAs”), the Physical Fitness Test (“PFT”) and the ELPAC. The Charter School will comply with applicable federal assessment and accountability requirements of the Every Student Succeeds Act.

Please refer to Appendix 4 - LCAP for a reasonably comprehensive description of the assessments the Charter School shall utilize in its educational program. These assessments are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area. The Charter School affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in its LCAP, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(c)(5)(C).

Theory of Action on Assessments

EFC will support teachers at Learning Without Limits to provide in providing instruction that develops student mastery of grade-level content standards. EFC wide and site specific professional development will strengthen both organizations. EFC and Learning Without Limits believe that high-quality instruction should yield high levels of learning and performance on multiple forms of assessments. Further, we believe that ongoing monitoring of student performance on assessments tells us about what students are learning and not learning and that the more we understand this process, the better we are able to inform educators on progress toward grade-level mastery. Through strengthening our data practice:

- Teachers can adjust instruction to better meet student needs and design instruction for achievement of the to achieve measurable pupil outcomes. Taken together, measurable pupil outcomes and student performance on assessments are at the heart of community accountability for
- Students can monitor and reflect upon their progress toward learning targets.
- Families can understand their child’s needs and how to support growth at home.

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Math	Gr K-TK-5	Standards-based unit assessments Curriculum Embedded Assessments	5 - 8x8 - 10x
Math	Gr 3-5	SBACCAASPP Summative Assessment	1x
	3-5	EFC Interim Assessments	2 - 3x
	K-5	Blended Learning usage and progress data (e.g., Zearn)	Ongoing
ELD	Gr K-5	CELDT (will transition to ELPAC)	1x - 2x
Science	Gr 5	California Science Test (CAST)	1x
Physical Fitness	Gr 5	Physical Fitness Test (PFT)	1x
Multiple	TK-5	Report Cards	3x

The measurable pupil outcomes These assessment tools draw upon the California Frameworks for their subject areas and the Common Core state standards State Standards. They are ~~drive~~ specific, measurable, attainable, results-based, and time-bound goals to ensure that school improvement efforts are concrete, motivating, and realistic. ~~Performancees~~ Performance on these measures, taken together, will indicate each child's progress toward "meeting statewide standards," as required by law, though. However, no one measure alone will constitute a sole indicator of satisfactory or unsatisfactory progress.

EFC currently administers Common Core aligned unit tests for Mathematics and Common Core aligned trimester benchmarks in English Language Arts. All current and future EFC sites, including Learning Without Limits, will administer the EFC standards-based benchmarks in Math and English Language Arts.

The assessment landscape is rapidly changing, with new and innovative products emerging in alignment with the State Standards. Assessment tools must be considered iterative except for assessments mandated within the CAASPP. EFC and Learning Without Limits do not commit to using the specific ~~assessments~~ assessment tools listed. Instead, the Charter School commits to using assessments that can be given frequently, allow instant reporting, are diagnostic, provide data and drive growth, and provide growth towards toward grade-level standards mastery. The School eagerly awaits the launch of several exciting new products in the coming year in alignment with the Common Core standards and will provide a final assessment list when changes to the plans outlined here are made.

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Criterion Referenced and Formative State Assessments

Criterion referenced/standards aligned assessments and diagnostic/formative assessments are key parts of the EFC and LWL specific assessment plan. Criterion referenced assessments will be used to monitor whether students are mastering grade level standards, and to identify focus standards for each classroom. These assessments are also disaggregated to identify trends, find specific areas of instructional strength and weakness, and to ensure students are making progress towards grade level mastery of all state standards.

Formative assessments will be used not just to inform instruction but also to track and monitor student growth and learning. Learning Without Limits distinguishes between three types of formative assessments as distinct from organization wide benchmark assessments. Checks for understanding will take place continuously and give teachers immediate information about student understanding to allow for immediate feedback to students. Common Formative Assessments are created or found during grade level collaboration time and are connected to individual learning targets deconstructed from standards and/or groups of targets. Interim benchmark assessments are cumulative common formative assessments that give teachers information not just about the most recent unit of study, but about all major content and skills covered in the year up to the time of administration. Learning Without Limits teachers will use checks for understanding, common formative assessments, and regularly use interim assessments. Additionally teachers utilize blended learning data to track usage and progress on blended learning programs. Teachers will use collaborative time to analyze the results of common formative assessments, share best practices surfaced by the results of assessments, and make plans to intervene on behalf of students who have not yet mastered the covered material.

In addition, all assessment data will be captured in student report cards. EFC has standards based report cards, based on the current California standards. EFC plans to revise its report card to align with the Common Core standards. The current report card guidelines indicate that scores, which align with the SBAC performance bands, should be based on multiple forms of data including student work, formal assessments, quizzes, classwork. Report card scores are not based on cumulative averages, but rather against the criteria of whether the student has demonstrated mastery of the standard.

See Appendix A52 for sample LWL report cards

State Assessments

Pursuant to California Education Code Section 47605(ed)(1), Learning Without Limits, with support from EFC, will conduct state pupil assessments, including the CAASPP, the California English Language Development Test (CELDT) or English Language Proficiency Assessments of California (ELPAC), and any other assessments as mandated by (e.g. SABC or its equivalent, California Fitness Exam). LWL is subject to all state (API) and federal (AYP) annually administer and report each assessment and accountability requirements. measure required under CAASPP, or legal equivalent, to all applicable students, i.e., SBAC, CAA, CAST, ELPAC, and PFT.

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The results of these state assessments will be an indicator of indicate overall school-wide performance, class performance, grade-level performance, and subgroup performance. These tests will be one of multiple assessment methods used to document and monitor student growth on a continuum of an achievement continuum.

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Pursuant to the transition to California's Common Core and the accompanying shift in the state accountability testing system, LWL will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter.

If LWL does not test (i.e., CAASPP) with the District, LWL hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.

Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year

State-EFC will adjust this list as changes are made at the state and federal levels to ensure continued compliance with accountability requirements outlined in the Education Code and federal accountability law to the extent applicable. Any changes in assessments conducted by Learning Without Limits to comply with state and federal mandates shall not be considered a material revision of the charter.

Assessment Modifications and Accommodations

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Children-The Charter School will ensure that students with disabilities under the Individuals with Disabilities Improvement Act/IDEA or Section 504 are included in State standardized testing and will be afforded the assessment programs with appropriate accommodations and modifications where/when necessary and appropriate.

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Promotion and Retention Policies

Education for Change has a board approved policy called the EFC Student Intervention and Promotion Policy. It is aligned with California's Education Code Section 48070-48070.5.

There is very little research to support retention as a strategy for academic acceleration should a student be academically behind. In general, Education for Change does not believe retention without a targeted and strategic acceleration program is of benefit to a struggling student, and EFC definitely does not believe that formulaic retention triggers that do not take into consideration individual circumstances, age of child, access to strategic programming, and the student's personal feelings should be used at all.

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EFC's retention policy is as follows:

If students have received comprehensive academic and social/emotional interventions and fail to make adequate progress, a site may consider those students for retention if all of the retention

criteria are met. Final retention decisions for students meeting the indicated will be made at the site level by the Coordination of Services (COS) Team with Home Office final approval.

Criteria

1. The COS team must conclude that retention is in the best interests of the student and consider emotional and social consequences.
2. Schools must have provided a retained student with a comprehensive interventions plan the year prior and followed the interventions requirements outlined in the intervention policy (including parent contact and progress reporting in the timeline outlined).
3. There is a distinct and targeted retention plan developed for that student—one that provides a master teacher with a track record of accelerating instruction, a comprehensive interventions plan that includes summer school, before/after school programming, in-school interventions classes, and social/emotional support that academically motivates the student.
4. Identification of students at risk of retention must take place at least eight weeks prior to the end of the school year. Parent(s)/guardian(s) of identified students must be notified in writing at least six week prior to the end of the school year. Retention plans must be developed by the COS team and approved by the Home Office at least three weeks prior to the end of the school year.

Retention decisions will be reversed in the fall if the student scores at levels 3 or 4 in either English Language Arts or Mathematics on the California state assessment.

English Language Learners

English Learners at EL levels 1, 2, or 3 who have been enrolled in schools in the United States three years or fewer may not be retained. Should a teacher or parent feel that retention would benefit a student who meets this criteria, they must make a formal request to the Home Office.

Students in the Programs for Exceptional Children

Special education students can only retained as part of their Individualized Education Plan.

Use of Assessment Data

Integration of Technology and Assessment Systems

Education for Change uses Illuminate Education as a technology platform to house student information and assessment data. Additionally, we use Schoolzilla to create reports for teachers, coaches, and principals. All EFC standards-based benchmark assessment data, CAASP data, and CELDT/ELPAC data is housed in Illuminate and imported into Schoolzilla for reporting. All assessments are scanned into Illuminate and the data is available instantly. In addition, teachers are able to create scan sheets for teacher created formative assessments and create standards-based formative assessments. Via the Schoolzilla platform we create customized reports using data from Illuminate. These reports will allow teachers and administrators to analyze growth,

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conduct detailed item analysis, and create intervention groups to monitor performance of intervention groups.

EFC is committed to the importance of data inquiry cycles and sharing data with parents and community. Data is shared regularly with the Family Leadership Council and the Staff Leadership Council and shared more broadly with all parents through newsletters released throughout the school year. In addition, schools facilitate data accountability and inquiry sessions at the classroom level. Most recently, EFC has been piloting parent workshops during summer session and at the kindergarten/TK levels where parents learn about the DRA and their child's performance on the DRA, set targets for their child and get trained in how to do strategic literacy work at home to facilitate achievement of that target.

Cycles of Inquiry

EFC will facilitate professional development about cycles of inquiry to support practice at Learning Without Limits. Teachers and administrators at LWL will be engaged in on-going cycles of inquiry into their practice and its connection to the measurable pupil outcomes described in the matrix above. A new cycle of inquiry will begin every 6 to 8 weeks and will assessments include review of assessment data in English Language Arts and Mathematics, and performance in Writing, Science, History Social Studies, ELD, and social emotional learning. Teachers will be guided to examine how students performed on multiple, but are not limited to the CAAs in accordance with their IEP or Section 504 plan.

School-wide Outcomes and Methods of Measurement

In addition to measures of individual student progress toward outcomes, the Charter School has the long-term goal that 90% of students will meet or exceed the standard or make significant annual growth on the SBAC in math and English Language Arts, make annual progress in English language proficiency, and demonstrate strong socio-emotional skills.

External Reporting

The Charter School will maintain sufficient staff and systems to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from OUSD and other authorized reporting agencies.

Use and Reporting of Data

Students, Teachers, and School

EFC leverages Cycles of Inquiry to support practice at Learning Without Limits. Teachers and administrators at Learning Without Limits inquire into their practice and its connection to the measurable pupil outcomes described above. A cycle of inquiry begins every 6 to 8 weeks. In grade-level or department teams, teachers are guided to examine student performance on multiple measures during that six-to-eight-week cycle, to identify patterns of underperformance or high-performance, patterns and identify focus/focal students who are not making adequate progress, need targeted support to make accelerated progress. It includes reviewing benchmark data in ELA and mathematics and performance in writing, science, history/social studies, ELD, and social-emotional learning. Collaborative teams will use these opportunities to form questions that arise from the data, develop hypotheses around the

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questions, ~~develop~~create an instructional response plan, and pursue different strategies or actions to improve student outcomes. ~~Teachers will be coached in~~ Instructional strategies for re-teaching may be identified and implemented, ~~pacing guides may be adjusted,~~ and intervention services may be assigned for specific students as needed. ~~Teacher coaching on~~ using various inquiry protocols ~~helps to ensure~~ Learning Without Limits is building ~~teacher~~the capacity to ~~facilitate~~ and ~~conduct~~ high-quality cycles of inquiry ~~both formally and informally.~~

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Reporting and Accountability to Authorizer

~~EFC and~~ The instructional leadership team also uses walkthrough data to determine whether high-priority instructional practices are improving. This data supports the leadership team in aligning coaching resources, administrative focus, and professional development as appropriate.

Students are informed about their assessment results by the teacher and via report cards at the end of each marking period. Individually and by class, students look at their performance data, set goals, examine outcomes, and develop action plans responding to the data.

Students and Families

EFC and Learning Without Limits aim to ensure every family has regular access to student performance data. EFC will support Learning Without Limits will promptly meet all reasonable inquiries for data from the Authorizer or other authorized agency and assure timely scheduled data reporting to our Authorizer in compliance with the law; further EFC and Learning Without Limits hereby grant authority to the State of California to furnish copies of all test results directly to the Authorizer, as well as to the School.

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Use and Reporting of Data to School Stewards and Stakeholders

EFC and Learning Without Limits will have a goal of every family having access to student performance data on a regular basis. EFC will support Learning Without Limits to communicate student progress and attainment of measurable pupil outcomes regularly in regularly communicating student progress with students and their families. This will Parent communications include school-wide meetings for families, and family/teacher conferences and quarterly learning team meetings with students, families, advisors, and mentors.

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~~In addition,~~ Formal reporting to families includes Report Cards, Assessment Results Reports, and Student-Parent-Teacher Conferences, as detailed in Figure 22. Reports are provided in both English and Spanish and are designed to be easily accessible by families. In addition, parents have access to all internal assessments listed in Figure 21 upon request and at Student-Parent-Teacher conferences.

In accordance with Title III, Learning Without Limits adheres to all mandated reporting guidelines about ELs. Parents of English Learners receive mandated communications on reclassification per Title III through annual ELPAC testing results. In accordance with IDEA, Learning Without Limits will comply with all state and federal laws regarding reporting requirements for children with IEPs. Parents of students with IEPs receive reports according to

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the plan specified in each IEP. All students with disabilities are entitled to the reports and assessment data described in this section, which are provided to all students.

Figure 22 Formal Reporting to Caretakers

Type	Purpose	Frequency
<u>Report Cards</u>	<p>Share indicators of academic progress and engagement:</p> <ul style="list-style-type: none"> ● Attendance data ● Mastery of grade-level standards ● Assessment data 	Each trimester
<u>Mailings and Information Sessions</u>	<ul style="list-style-type: none"> ● Share key assessment data with families as collected to ensure families have access to data on their children (i.e., SBAC, ELPAC). ● Provide information sessions to support families in understanding assessment results 	Ongoing
<u>Learning Team Meetings</u> (Parents, Students, Teachers)	<ul style="list-style-type: none"> ● Develop and revisit goals and strategies for school and home to achieve those goals. ● Review student work and measure progress toward grade-level standards ● Share student performance and progress on state and internal assessment measures ● Develop agency and ownership of learning for the student and family 	Quarterly

Learning Without Limits, EFC, and Board of Directors

EFC and Learning Without Limits will utilize multiple streams of data to review program effectiveness and inform programmatic decisions on a regular basis. Sources of data include, but are not limited to, CAASPP results, benchmark assessment results, unit assessment results, student reflections, portfolio evaluations, report cards, student, staff and family satisfaction surveys, discipline referrals, attendance rates, and student/family attrition rates, regularly. EFC will provide Learning Without Limits with disaggregated data by subgroups, grade level, individual class, and student. Data will be collected, analyzed, and disseminated transparently, promoting accountability and continuous improvement among school community members,

EFC will provide Learning Without Limits with disaggregated data by subgroups, grade level, individual class, and student, and will be collected, analyzed, and disseminated in a transparent

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manner that promotes accountability and continuous improvement amongst members of the school community. EFC and Learning Without Limits will employ a universal inquiry cycle to review the various types of data generated about the school program.

EFC and Learning Without Limits will continuously review academic content and instruction in light of the data produced in accordance with this section, and will make improvements in. They will improve curriculum, instructionteaching, and professional development as appropriate. To this end, a school improvement plan will be developed each year with input from the Charter School’s community, staff, and board as part of the annual Site Planning process.

Charged with stewardship of public school funds, the EFC Board will systematically review Learning Without Limits’Limits’s data in order, to monitor trends in student learning outcomes and ensure that there are sufficient and appropriate financial and human resources exist to properly enact the Charter School’s program and remain truefaithful to the charter. The Board will work in conjunction with the EFC and Learning Without Limits leadership and community to make necessary changes in response to identified needs as reflected in the school’sCharter School’s data streams.

Local Control and Accountability Plan

The Charter School shall submit the LCAP to the District Office of Education annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled board meeting. The Charter School will use multiple forms of data to assess progress toward the goals outlined for Element 2 of this charter above, which will be consistent with its annual development and implementation of the LCAP, as discussed above.

School Accountability Report Card

EFC will compile data for the charter school each academic year to produce a School Accountability Report Card (“SARC”). Student achievement data will be disaggregated annually to identify students’ academic performance by sub-groups (e.g., ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). This report will include required school data for the District, families, Board of Directors, FLC/SSC, ELAC, and community.

Promotion and Retention Policies

In accordanceEducation for Change has a board-approved EFC Student Intervention and Promotion Policy aligned with Title III, Education Code Sections 48070-48070.5, which apply to traditional public schools.

Theory of Action

While previous research has shown conflicting evidence regarding the efficacy of retention as an academic acceleration strategy, there is emerging support for its effectiveness under certain conditions. EFC acknowledges that retention can benefit struggling students when paired with a targeted and strategic acceleration program. However, EFC remains cautious about endorsing

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retention without a comprehensive consideration of individual circumstances, including the child's age, access to specialized programming, and the family's perspective.

Retention Policy

As such, EFC's retention policy is as follows:

- Students will be promoted from Transitional Kindergarten through grade eight unless they meet the retention criteria below.
- No student will be retained within Learning Without Limits, will adhere to more than once during that student's TK through grade eight progression.
- No student will be retained unless a comprehensive intervention plan has been implemented and failed to support the student's mastery of grade-level English Language Arts and Math power standards.
- No student will be retained for non-academic reasons.
- If a student has received comprehensive academic and social/emotional interventions and fails to make adequate progress, and if all mandated reporting guidelines in relation to English Learners, including notification to parents regarding CELDT results and reclassification. In accordance with IDEIA, Learning Without Limits will comply of the retention criteria below are met, then a site may consider that student for retention. The COST team will make final retention decisions for students meeting the indicated criteria at the site level, with all state and federal laws regarding reporting the Home Office's final approval.

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Criteria:

1. The COST team must conclude that retention is in the student's best interests and consider the emotional and social consequences.
2. The School must have provided a retained student with a comprehensive intervention plan the year prior and followed the intervention requirements for children with IEPs outlined in the intervention policy (including parent contact and progress reporting in the timeline outlined).

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Reporting to Broader Community

The School will annually publish the School Accountability Report Card (SARC) in accordance with state and federal laws as they apply to charters.

3. A distinct and targeted retention plan must be developed for that student—one that provides a master teacher with a track record of accelerating instruction. This comprehensive intervention plan includes summer school, before/after-school programming, in-school interventions, and social/emotional support that academically motivates the student.
4. Identifying students at risk of retention must occur at least eight weeks before the end of the school year. The parent(s) or guardian(s) of identified students must be notified in writing at least six weeks before the end of the school year.

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5. The COST team must develop retention plans and have them approved by the Home Office at least three weeks before the end of the school year.
6. Retention decisions will be reversed in the fall if the student scores at levels 3 or 4 on the CAASPP in either English Language Arts or Mathematics.
7. Retention of English Learners: English Learners at EL levels 1, 2, or 3 who have enrolled in schools in the United States for three years or fewer may not be retained. Should a teacher or parent feel retention would benefit a student who meets this criteria, they must formally request the Home Office.
8. Retention of Students in the Programs for Exceptional Children: Special education students can only be retained as part of their IEP

District Visitation/Inspection

The Charter School will shall comply with a District-requested visitation process to enable the District to gather information needed to validate the Charter School's performance and compliance with the terms of this charter. The Charter School agrees to and submits to the right of the District to make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Education Code Section 4760747604.32.

The District may receive data on student achievement through Charter School reports and presentations to the District in accordance with the District's standard process for reviewing and evaluating charter school performance.

Response to Inquiries

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records from the DistrictCounty Office of Education, the District Board of Education, and the State Superintendent of Public Instruction.
Schedule and

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ELEMENT 3: STATE PRIORITY AREA GOALS AND ACTIONS

The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

- Education Code Section 47605(c)(5)(C)

Annual Academic Calendar Goals Aligned to State Priorities

Students currently attend school Monday through Friday from 8:00 a.m. to 2:55 p.m., though these hours are subject to review on an annual basis. On Wednesdays, in accordance with standard OUSD practice, school will end at 1:35 p.m. (minimum day) for all students in order to provide teachers with dedicated professional development time each week. In addition, school ends at 1:35 on Fridays to allow for a second prep period for teachers. Because it is a common preparation period, this time is widely used for collaborative planning. Again, the use and assignment of minimum days is subject to annual review.

LWL will follow applicable state laws to assure that students enrolled in the school attend a school calendar offering a minimum of 175 days. Education for Change generally attempts to align its annual school calendar with the Oakland Unified School District's. However, all EFC schools will maintain flexibility for an earlier school year start and end date in order to provide more time off for professional development days throughout the school year. The school enhances the beginning of the year for professional development time for teachers/staff by adding up to three additional, fully compensated professional development days. A majority of these days are usually scheduled for the week prior to the start of school to provide teachers with compensated time to prepare their classrooms as well as engage in orientation and professional development sessions focused on implementing the instructional program and building the school culture. All EFC schools are allowed to allocate additional resources for professional development at the beginning and end of the school years.

LWL will offer the required instructional minutes as established in Education Code Section 47612.5(a).

See A13 for LWL's Bell Schedule and A44 for EFC SY17 calendar.

Extended Learning Opportunities

As community engagement and whole child development are key areas of focus for all EFC schools, the school looks to provide extended learning opportunities for its students and eventually for the wider community. Some activities that have been offered include:

For students:

- Small group intervention instruction
- Homework help sessions
- Enrichment classes (e.g. arts, dance, sports, clubs)

For the community (times may vary):

- School fairs (Back to School Night, Expo, Open House)

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- Parent engagement classes (with topics such as assisting your child with homework, holding your child accountable at home and school, nutrition, gang prevention and computer literacy)

All of these programs are staffed by community volunteers, community groups, service providers, and teachers wishing to participate (with additional compensation).

Nights and Weekends

As with all student and community service organizations, LWL occasionally holds school and/or staff functions in the evenings and on Saturdays. These functions have included parent teacher conferences, IEP meetings, whole school performances, school fairs, Data Nights, staff retreats, and other staff professional development sessions. These events/activities mainly are schedule-constrained (parent work schedules, professional development provider availability schedules). They are announced with sufficient advance notice and are kept to a minimum throughout the year.

Staff Prep

LWL provides weekly preparation time for all teachers to ensure teachers have adequate time to integrate lessons, plan cross-curricular activities and develop powerful standards-aligned lessons.

Class Size

Smaller class sizes are one of LWL's most effective structures for enabling personalization and ensuring strong relationships are developed between students and teachers, between families and teacher and between teachers themselves. LWL implements a 24 to 1 class size reduction in grades K-3. LWL's goal will be to implement upper grade class reduction to have an average fourth and fifth grade class size of 24. These sizes may be changed due to budget considerations

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Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), LWL has established annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d). In addition to **Figures 23 and 24** identified below, **Appendix 4 - LCAP** contains the full Learning Without Limits LCAP, which is incorporated herein, and provides a reasonably comprehensive description of the aforementioned goals, actions, and measurable outcomes.

Toward this end, four core goal areas have been identified. These long-term goals have articulated anticipated average annual outcomes, metrics for assessing progress, and actions and services to support achieving the goals. These Goals, Outcomes, Metrics/Measures, and Actions/Services as listed shall be reviewed and revised, as needed, annually as part of the LCAP process and as dictated by the state adopted LCAP template. This annual update will specifically include “a description of any changes made to this goal, expected outcomes, metrics, or actions, and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics” in alignment with the LCAP process and state mandated LCAP template. Revisions to the goals, outcomes, metrics, or actions and services stated above that are necessary to implement the LCAP and to maintain alignment with the California School Dashboard as it evolves shall not be considered a material revision to the charter, shall be submitted to the authorizer on an annual basis in accordance with Education Code Sections 47604.33 and 47606.5, and shall be maintained by the Charter School at the school site.

In accordance with Education Code Section 47605(c)(5)(B), the Charter School’s pupil outcomes are set based on increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the Charter School, as that term is defined in Education Code Section 52052(a)(2).

In setting goals for student achievement, EFC has considered the California Accountability System and its desire to see continuously improving student results. In cases where the Charter School is meeting or exceeding the standard for a particular measure, goals are set to maintain that level of accomplishment. In areas where the Charter School is not yet meeting the standard, annual growth goals are established to ensure continuous improvement and work to achieve subgroup parity in alignment with the state’s 5 x 5 grids.

LWL engages with its school community, including families, the Board of Directors, and other stakeholders, to develop its LCAP. The following goals align with the Charter School’s mission and the state’s eight priority areas. Goals, measurable outcomes, and actions will be revisited and updated annually.

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Figure 23 Goal Alignment with Eight State Priorities

	<u>Priority 1: Basic Conditions of Learning</u>	<u>Priority 2: Implementation of State Standards</u>	<u>Priority 3: Parental involvement</u>	<u>Priority 4: Pupil Achievement</u>	<u>Priority 5: Pupil Engagement</u>	<u>Priority 6: School Climate</u>	<u>Priority 7: Course Access</u>	<u>Priority 8: Other Pupil Outcomes</u>
<u>Goal 1 - Core Instruction: Provide engaging, high-quality, rigorous, standards-aligned curriculum in a broad course of study that incorporates 21st-century learning opportunities, including math, science, social studies, targeted ELD, and ELA; further, teachers will receive high-quality professional development aligned to high priority instructional practices that positively impact student academic achievement and social-emotional development.</u>		X		X			X	X
<u>Goal 2 - Multi-Tiered Systems of Support: Implement a rigorous whole-child approach that not only meets the basic needs of our students but also takes into consideration their socio-emotional, academic, behavioral, and linguistic needs.</u>		X		X				X
<u>Goal 3 - Community & Culture: All students and families feel welcome at school. Students attend school in a safe, engaging, and nurturing environment. Families are empowered to participate in decisions regarding curriculum implementation, school culture, and community engagement.</u>			X		X	X		

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Goal 4 - Operations: All students have access to a safe and clean learning environment and appropriate educational resources, learning opportunities, and services.

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Figure 24 Goals, Outcomes, Actions, and Alignment to State Priorities

<u>Goal 1: Core Instruction</u>	
<u>Goal & Alignment</u>	<u>Outcomes</u>
<p><u>Goal 1: Provide engaging, high-quality, rigorous, standards-aligned curriculum in a broad course of study that incorporates 21st-century learning opportunities, including math, science, social studies, targeted ELD, and ELA; further, teachers will receive high-quality professional development aligned to high priority instructional practices that positively impact student academic achievement and social-emotional development.</u></p> <p><u>This work is aligned with the following State Priorities:</u></p> <p><u>State Priority #2 - Implementation of State Standards</u></p> <p><u>Implementation of State Standards, including how the programs and services will enable ELs to access the CCSS and the ELD standards to gain academic content knowledge and English language proficiency.</u></p> <p><u>State Priority #4 - Student Achievement</u></p> <p><u>Pupil Achievement as measured by all of the following: statewide assessments, the percentage of EL pupils who progress toward English language proficiency as measured by the ELPAC, and the English learner reclassification rate.</u></p>	<ul style="list-style-type: none">❖ <u>Student proficiency in ELA, as measured by Distance from Met (DFS) on the SBAC, will improve annually, overall and for all significant subgroups, using the following criteria:</u><ul style="list-style-type: none">➤ <u>DFS < -90, then annual target = -70 average DFS</u>➤ <u>DFS = -90 to -50, then annual target = increase of 20 points</u>➤ <u>DFS = -49 to -20, then annual target = increase of 15 points</u>➤ <u>DFS = -19 to -8, then annual target = -5 average DFS</u>➤ <u>DFS = -7 to +7, then annual target = increase of 3 points</u>➤ <u>DFS > +7, then annual target = +10 average DFS</u>❖ <u>Student proficiency in Mathematics, as measured by DFS on the SBAC, will improve annually or maintain proficiency, overall and for all significant subgroups, using the following criteria:</u><ul style="list-style-type: none">➤ <u>DFS < -115, then annual target = -95 average DFS</u>➤ <u>DFS = -115 to -70, then annual target = increase of 20 points</u>➤ <u>DFS = -69 to -40, then annual target = increase of 15 points</u>➤ <u>DFS = -39 to -28, then annual target = -25 average DFS</u>➤ <u>DFS = -27 to -3, then annual target = increase of 3 points</u>

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State Priority #7: Course Access

The extent to which pupils have access to and are enrolled in: a broad course of study including courses described under Education Code Sections 51210 and 51220(a)-(i), as applicable; programs and services developed and provided to unduplicated pupils; and programs and services developed and provided to individuals with exceptional needs.

State Priority #8: Other Pupil Outcomes

Student outcomes, if available, for the adopted course of study for grades K to 8, as applicable.

> DFS > -3, then annual target = 0 average DFS

- ❖ Percent of K-2nd grade students making 25th+ growth percentile in foundational literacy on the FastBridge EarlyReading Assessment will either be at or above 60% or increase by at least 5 points annually.
- ❖ Student satisfaction (Grades 3 and above) with the academic program, as measured by responses on the SCAI Survey for Domain 6 (Learning & Assessment), will average 3.5 or higher.
- ❖ Family satisfaction with the academic program, as measured by responses on the SCAI Survey for Domain 6 (Learning & Assessment), will average 3.5 or higher.
- ❖ Teacher rating of the academic program, as measured by responses on the Insight Survey for the Academic Opportunity Domain, will either be at or above 5.0 (national average) or increase by at least 0.1 points annually with a minimum target of 3.0 (1 standard deviation below the national average).
- ❖ The Charter School will meet EFC instructional requirements, as measured by the EFC Annual Evaluation
- ❖ The Charter School will meet EFC curricular requirements, as measured by the EFC Annual Evaluation

Actions

The Charter School will engage in the following actions to support the achievement of the goal, as set forth and subject to annual revision as defined in the Charter School's LCAP:

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- ❖ Identify, develop, and purchase curriculum materials to ensure alignment to the State Standards.
- ❖ Conduct an annual curriculum evaluation to evaluate alignment with the State Standards and make adjustments as necessary.
- ❖ Implement a foundational reading program integrated with adaptive online software to provide dedicated time for students to develop literacy skills within their Zone of Proximal Development.
- ❖ Develop teacher practice by providing regular, high-quality instructional coaching and feedback, site-based professional development, structured collaboration time, and cycles of inquiry to support:
 - Planning and implementation of standards-aligned units of study
 - Best practices in supporting student engagement with literacy-rich learning units, complex text work, and academic discourse, and writing across the curriculum, with an emphasis on claim/evidence structures
 - High-priority instructional practices development
 - Data-driven instruction grounded in student work and assessment analysis
- ❖ Provide Induction Coaching to all teachers holding a preliminary credential as needed to keep them on course to clear their credentials during the term of their licensure.
- ❖ Retain teachers by:
 - Building ample time into the daily and yearly schedule for planning, preparation, and collaboration
 - Creating opportunities for teacher leadership to continue career growth
 - Providing a competitive salary and benefits proposal
- ❖ Provide one-on-one weekly coaching to instructional leaders and the Principal and convene a monthly Instructional Leader Professional Learning Community (PLC) to develop and advance instructional leadership practices.

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- ❖ Administer an assessment system, including formative assessments (i.e., performance tasks, internal benchmarks, SBAC IABs) and summative assessments (i.e., SBAC, CAST, ELPAC) that allows students to demonstrate subject-area mastery, aligned to the State Standards and provides stakeholders with actionable reporting tools.
- ❖ Align and leverage data management systems to track student progress toward proficiency and growth targets.
- ❖ Support ongoing student and benchmark data analysis by teachers during professional development and one-on-one instructional coaching to inform instruction.
- ❖ Monitor student proficiency data on an ongoing basis in the School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in the State Standards. Actions and distribution of resources specifically include coaching to elevate teacher practice.
- ❖ Engage stakeholders—staff, families (including FLC/SSC and ELAC), and Board—in analyzing qualitative and quantitative data to evaluate the effectiveness of actions in achieving goals. Then adjust goals, actions to achieve goals, measurable outcomes, and methods of measurement for these outcomes as needed to address gaps.

Goal 2: Multi-Tiered Systems of Support

Goal & Alignment

Goal 2: Implement a rigorous whole-child approach that not only meets the basic needs of our students but also takes into consideration their socio-emotional, academic, behavioral, and linguistic needs.

This work is aligned with the following State Priorities:

Outcomes

- ❖ Student proficiency in ELA, as measured by Distance from Met (DFS) on the SBAC, will improve annually, overall and for all significant subgroups, using the following criteria:
 - DFS < -90, then annual target = -70 average DFS
 - DFS = -90 to -50, then annual target = increase of 20 points
 - DFS = -49 to -20, then annual target = increase of 15

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State Priority #2 - Implementation of State Standards

Implementation of State Standards, including how the programs and services will enable ELs to access the CCSS and the ELD standards to gain academic content knowledge and English language proficiency.

State Priority #4 - Student Achievement

Pupil Achievement as measured by all of the following: statewide assessments, the percentage of EL pupils who progress toward English language proficiency as measured by the ELPAC; and the English learner reclassification rate.

State Priority #8: Other Pupil Outcomes

Student outcomes, if available, for the adopted course of study for grades K to 8, as applicable.

points

- DFS = -19 to -8, then annual target = -5 average DFS
- DFS = -7 to +7, then annual target = increase of 3 points
- DFS > +7, then annual target = +10 average DFS

❖ Student proficiency in Mathematics, as measured by DFS on the SBAC, will improve annually or maintain proficiency, overall and for all significant subgroups, using the following criteria:

- DFS < -115, then annual target = -95 average DFS
- DFS = -115 to -70, then annual target = increase of 20 points
- DFS = -69 to -40, then annual target = increase of 15 points
- DFS = -39 to -28, then annual target = -25 average DFS
- DFS = -27 to -3, then annual target = increase of 3 points
- DFS > -3, then annual target = 0 average DFS

❖ Percent of K-2nd grade students making 25th+ growth percentile in foundational literacy on the FastBridge EarlyReading Assessment will either be at or above 60% or increase by at least 5 points annually.

❖ The percent of ELs progressing towards English language proficiency will either be at or above 55% (high) or increase by at least 1.5 points annually on the English Language Progress Indicator reported on the CA Schools Dashboard.

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Actions

The Charter School will engage in the following actions to support the achievement of the goal, as set forth and subject to annual revision as defined in the Charter School's LCAP:

- ❖ Implement and refine a MTSS program and COST process to identify students and align supports for Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELs, services for foster youth, and services for students from low-income families).
- ❖ Implement small-group foundational reading instruction and leverage adaptive online software to provide dedicated time for students to work within their ZPD
- ❖ Provide wrap-around social-emotional support through case managers who support relationships among students, families, and staff.
- ❖ Provide individual and group therapy by school counselors through the MTSS program.
- ❖ Provide all English Learners with designated ELD instruction targeted to their proficiency level, aligned to the new ELD standards, and designed to move them toward English proficiency.
- ❖ Provide teachers and leaders professional development on using Integrated ELD practices within core subjects, with ongoing coaching and feedback to support implementation.
- ❖ Provide teachers and leaders with professional development on Universal Design for Learning to support a range of learners.
- ❖ Support homeless students and families in the application and enrollment process to ensure barriers do not exist for these children. Once enrolled, utilize reservation funds for homeless education to support individualized services.

Goal 3: Community & Culture

Goal & Alignment

Outcomes

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Goal 3: All students and families feel welcome at school. Students attend school in a safe, engaging, and nurturing environment. Families are empowered to participate in decisions regarding curriculum implementation, school culture, and community engagement.

This work is aligned with the following State Priorities:

State Priority #3 - Parental Involvement

Parental involvement and family engagement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation in programs for unduplicated pupils and individuals with exceptional needs.

State Priority #5 - Student Engagement

Pupil engagement, as measured by school attendance and chronic absenteeism rates

State Priority #6. - School Climate

School climate, as measured by all of the following, as applicable:

- ❖ Pupil suspension rates
- ❖ Pupil expulsion rates
- ❖ Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

❖ Attendance rate, as measured by P2-ADA, will be 94% or higher on annually on average

❖ Chronic Absenteeism, as measured by CBEDS and reported on the CA Schools Dashboard, will decrease annually overall and for each numerically significant subgroup, using the following criteria:

- If > 25.9%, then annual target = 20%
- If 20% to 25.9%, the annual target is a 6-point reduction.
- If 13% to 19.9%, then the annual target is a 3-point reduction
- If 10% to 12.9%, then the annual target is a 1.7-point reduction
- If 4.6% to 9.9%, then the annual target is a 0.5-point reduction
- If < 4.6%, then the annual target is to maintain

❖ Annual year-to-year return rate of students, as measured by the percent of students in non-graduating grades enrolled by October census date in prior year that are enrolled by October census of the current year, will be 85% or higher.

❖ Suspension rate, as measured by CBEDS and reported on the CA Schools Dashboard, will decrease annually overall and for each numerically significant subgroup, using the following criteria:

- If > 9%, then annual target = 6%
- If 6% to 9%, then the annual target is a 3-point

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reduction

- If 3.3% to 5.9%, then the annual target = 3%
- If 0.8% to 3.2%, then the annual target is a 0.3-point reduction
- If < 0.8%, then annual target = 0.5%

- ❖ Expulsion rate, as measured by CBEDS and reported on the CA Schools Dashboard, will be 0%
- ❖ Student satisfaction with school culture, as measured by responses on the SCAI Survey for Domain 7 (Attitude and Culture), will average 3.5 or higher.
- ❖ Family satisfaction with school culture, as measured by responses on the SCAI Survey for Domain 7 (Attitude and Culture), will average 3.5 or higher.
- ❖ Teacher rating of the school climate, as measured by responses on the Insight Survey for the Learning Environment Domain, will either be at or above 5.0 (national average) or increase by at least 0.1 points annually with a minimum target of 3.0 (1 standard deviation below the national average).

Actions

The Charter School will engage in the following actions to support the achievement of the goal, as set forth and subject to annual revision as defined in the Charter School's LCAP:

- ❖ Provide a healthy meal program to ensure students have the nourishment necessary to learn.

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- ❖ Annually refine and implement attendance team structure and systems to promote positive attendance and decrease chronic absence.
- ❖ Provide an after-school program that provides students with a safe harbor until 6 p.m. daily, with academic support and enrichment opportunities.
- ❖ Leverage a Positive Behavior Intervention System (PBIS) that takes proactive action in establishing a strong school culture and focuses on increasing the positive incentive systems in classrooms and school-wide.
- ❖ Align SEL work throughout the school and support teachers on Tier 1 strategies for behavior intervention.
- ❖ Use morning meeting structures to provide a small venue where students are socially, emotionally, and academically supported.
- ❖ Expand and engage families in community events (e.g., back-to-school nights, celebrations of learning) and capacity-building learning experiences based on parent interests, assets, and inquiries.
- ❖ Hold Learning Team meetings with parents, students, teachers, and guides that engage families as full partners in their child's education.
- ❖ Expand parent communication, including increased Spanish translation services and working in good faith with families with special needs to provide accommodations (i.e., sign language) to decrease barriers to participation.
- ❖ Actively recruit bilingual staff when hiring new staff members.
- ❖ Provide opportunities for families to advise the school through informal, broad-based structures (e.g., annual survey, Learning Team meetings, workshops) and formal parent leadership structures (e.g., FLC/SSC and ELAC).
- ❖ Recruit Parent Representatives and provide leadership training to develop their capacity to facilitate the FLC committee aligned to clear, defined goals.
- ❖ Support the Family Leadership Council (FLC) in developing parents' understanding of grade-level standards, strategies for supporting their child, implementing restorative practices, and the Lazear Charter Academy graduate profile.
- ❖ Engage FLC in jointly developing, reviewing, and agreeing on the annual family engagement plan.

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Goal 4: Operations

Goal & Alignment

Goal 4: All students have access to a safe and clean learning environment and appropriate educational resources, learning opportunities, and services.

This work is aligned with the following State Priorities:

State Priority #1 - Basic Services

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

Outcomes

- ❖ Teachers meeting the California credentialing requirements for the subject area and grade level assigned will be 70% or higher, as measured by CBEDS and reported on the SARC
- ❖ At least 70% of teachers return annually.
- ❖ The school will meet EFC facilities requirements, as measured by EFC Annual Site Plan Evaluation
- ❖ Student satisfaction with the facility, as measured by responses on the SCAI Survey for Domain 1 (Physical Appearance), will average 3.5 or higher.
- ❖ Family satisfaction with the facility, as measured by responses on the SCAI Survey for Domain 1 (Physical Appearance), will average 3.5 or higher.
- ❖ Teacher rating of the school operations, as measured by responses on the Insight Survey for the School Operations Domain, will either be at or above 5.0 (national average) or increase by at least 0.1 points annually with a minimum target of 3.0 (1 standard deviation below the national average).

Actions

The Charter School will engage in the following actions to support the achievement of the goal, as set forth and subject to annual revision as defined in the Charter School's LCAP:

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- ❖ Recruit teachers with authorizations and credentials appropriate for their assignment by:
 - Developing a recruitment plan each Fall, with implementation beginning each Winter
 - Partnering with teacher preparation programs and teacher recruitment programs to attract new teachers
 - Incentivizing referrals within the organization
 - Providing a competitive salary and benefits proposal
 - Utilizing a signing bonus incentive as needed
- ❖ Annually refine and implement a safety plan before the first day of school.
- ❖ Implement facilities walkthroughs four times annually using a walkthrough rubric.
- ❖ Hire and train custodial, clerical, technical, and office staff to ensure effective and efficient school operations and clean and safe facilities.
- ❖ Ensure the school has adequate materials, supplies, and equipment.
- ❖ Provide a safe, clean, well-equipped, and inspiring learning environment for children.
- ❖ Jointly develop, monitor, and review a school improvement plan as part of the annual Site Planning process, which provides the foundation for the LCAP and LCAP Federal Addendum to ensure a unified approach to serving students and across programs, including Title I, Part A and Title II Part A. This includes a needs assessment in the Fall, monitoring of outcomes over the year, and review, revision (as needed), and approval of the following year's plan in the Spring.

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ELEMENT 4: GOVERNANCE STRUCTURE

"The ~~Governing Structure~~governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. ~~California Education.~~" – Ed, Code Section ~~§ 47605-(b)(c)(5)-(D).~~

Operation by or as a Nonprofit Public Benefit Corporation

As an independent charter school, ~~LWL~~Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of ~~LWL~~ Charter School. Charter School shall comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a charter school.

~~EFC~~Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating ~~LWL~~ amends Charter School amend the bylaws, ~~EFC~~ to change the number of governing board members, Charter School shall provide a copy of the amended bylaws to the OUSD Office of Charter Schools ("OCS") within 30 days of adoption.

~~EFC~~ shall send to the the OCS copies of Charter School will respond to Public Records Act requests in a timely manner and in compliance with the California Public Records Act (Government Code section 6250 et seq.).

Indemnification of District

Charter School through this Charter agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

Governing Board Operation

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Charter School shall follow Education Code section 47604.1, and comply with the Ralph M. Brown Act (Government Code section 54950 et seq.); the California Public Records Act (Government Code section 6250 et seq.); Government Code section 1090 et seq.; and the Political Reform Act (Government Code section 81000 et seq.) Charter School shall also comply with the provisions of Education Code section 47604.1(c) with respect to the location of its meetings, and broadcasting its meetings on a two-way teleconference where required.

Charter School shall publicly post all governing board meeting agendas ~~at the same time that they are posted~~ in accordance with the Brown Act. ~~LWL~~Charter School shall ~~also send to the OCS copies~~ keep accurate records of all ~~board meeting minutes within one week of~~ governing board ~~approval of the minutes. Timely~~ meetings, whether they were canceled, rescheduled, or held, and make board meeting documents, including board meeting minutes, available to the public either upon request or by posting ~~of agendas and minutes on EFC's~~ on the charter school's website ~~will satisfy this requirement.~~

~~The District reserves the~~ Charter School acknowledges the District's statutory right, ~~but is not obligated,~~ to appoint, at the District sole discretion, a single representative ~~of the District's choosing~~ to the ~~EFC~~Charter School governing board pursuant to Education Code section 47604(~~bc~~).

LEGAL AND POLICY COMPLIANCE

~~LWL shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.~~

~~LWL shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.~~

~~EFC shall comply with the Brown Act and the Public Records Act.~~

NOTIFICATION OF THE DISTRICT

~~LWL~~Required Notifications to the District

Charter School shall notify ~~the~~ OCS in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, ~~regarding any aspect of Charter School's operations,~~ within one week of receipt of such notices by ~~LWL~~Charter School. Unless prohibited by law, ~~LWL~~Charter School shall notify ~~the~~ OCS in writing of any internal investigations within one week of commencing investigation. ~~LWL~~Charter School shall notify ~~the~~ OCS within 24 hours of any dire emergency or serious threat to the health

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and safety of students or staff. ~~The District will follow all privacy requirements with respect to confidential pupil and personnel data provided to the District.~~ This 24-hour notification applies to any allegations of serious misconduct related to student safety or child abuse by any student or adult that occurred on campus.

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STUDENT RECORDS

Charter School Records

Upon receiving a records request from a receiving school/school district, ~~LWL Charter School~~ shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. ~~LWL Charter School~~ shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event ~~LWL Charter School~~ closes, ~~LWL Charter School~~ shall comply with the student records transfer provisions in Element ~~16. LWL 15. Charter School~~ shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records, and Education Code section 49069.3 and 49069.5 regarding transfer of records for youth in foster care.

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~~Learning Without Limits Charter School~~ acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including ~~Learning Without Limits Charter School~~ to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at ~~Learning Without Limits Charter School~~ and of the District. ~~Learning Without Limits Charter School~~ further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that ~~Learning Without Limits Charter School~~ does not have that ~~Learning Without Limits Charter School~~ needs in order to meet its obligations, the District shall provide the same to ~~Learning Without Limits Charter School~~ in a reasonably timely manner upon request under Education Code section 47604.3.

~~Learning Without Limits will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.~~

Learning Without Limits

~~Charter School~~ in accordance with Education Code ~~Section~~section 47604.3, shall promptly respond to all reasonable inquiries from the District, including but not limited to, inquiries regarding financial records, ~~from the District~~ Letters of Inquiry, and Notices of Concern, and shall consult with the District as needed regarding any such inquiries. ~~Learning Without~~

~~Learning Without Limits Charter School~~ acknowledges that it is subject to audit by ~~OSD if OSD~~ the District. If the District seeks an audit of ~~Learning Without Limits Charter School~~, the District shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by ~~Learning Without Limits Charter School~~ by law or charter provisions.

Charter School Ombudsperson

~~Charter School shall ensure that, at all times throughout the term of the Charter, a neutral party, "Ombudsperson", is identified to serve as an independent resource, assisting families and community members in investigating and addressing complaints, conflicts, and other school-related issues. This individual's name and contact information should be clearly articulated in the Charter School's student and family handbook or distributed widely.~~

EFC Governance Overview

~~The governance structure of Learning Without Limits will have the following components:~~

- ~~● California Nonprofit Public Benefit Corporation: Education for Change Public Schools~~
- ~~● Education for Change Board of Directors~~
- ~~● Superintendent of Schools and Chief of Schools~~
- ~~● EFC Family Leadership Council~~
- ~~● School Site Leadership~~
 - ~~○ Principal~~

~~Members of EFC's Governing Board, any administrators, managers or employees, and any other committees of LWL shall at all times comply with federal and state laws, nonprofit integrity standards and OSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then existing applicable statutes or regulations applicable to charter schools.~~

~~Learning Without Limits and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.~~

~~To the extent that Learning Without Limits is a recipient of federal funds, including federal Title I, Part A funds, Learning Without Limits has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. Learning Without Limits agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program~~

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~~requirement. The mandated requirements of NCLB include, but are not limited to, the following:~~

- ~~• Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.~~
- ~~• Develop jointly with, and distribute to, parents of participating children, a school-parent compact.~~
- ~~• Hold an annual Title I meeting for parents of participating Title I students.~~
- ~~• Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.~~

~~Learning Without Limits also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.”~~

~~EQUAL EMPLOYMENT OPPORTUNITY~~

~~LWL and EFC acknowledge and agree that all persons are entitled to equal employment opportunity. EFC shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.~~

~~ESEA/NCLB AND CREDENTIALING REQUIREMENTS~~

~~LWL shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. LWL shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(1). LWL shall maintain current copies of all teacher credentials and make them readily available for inspection.~~

~~As part of the Fall Information Update, LWL will notify the District in writing of the application deadline and proposed lottery date. LWL will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.~~

~~NON-PROFIT PUBLIC-BENEFIT CORPORATION~~

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- o Education for Change, Inc., is a California nonprofit Learning Without Limits Family Leadership Council
- o English Learner Advisory Committee

In accordance with Corporate Bylaws, the Superintendent, subject to the control of the Board of Directors, supervises and controls the affairs of the corporation and the activities of the staff.

Education for Change, as the non-profit operating the Charter School, is responsible for overseeing the operations of the Charter School. The EFC Board of Directors (“Board of Directors” or “Board”) makes corporate and policy-level decisions and delegates management powers to its Superintendent of Schools (“Superintendent”). Under the policies established by the Board of Directors, the Principal reports to the Chief of Schools or to the Superintendent of Schools for day-to-day management issues at the site level. The Principal coordinates all Charter School-level planning and decision making that involves the Charter School’s professional staff, parents/guardians, and community members in establishing and reviewing the Charter School’s educational plans, goals, performance objectives, and major classroom instructional programs. This allows the Principal, teachers, parents/guardians, and community members to make school-based decisions within the boundaries of the decisions and policies set by the Board of Directors. Beyond the Superintendent, the EFC Home Office has numerous positions designed to support the Principal in the management and operation of the Charter School.

In addition, EFC believes that students are best served through a distributive leadership structure that involves and includes parents, teachers and site leadership. To that end, EFC facilitates the EFC Family Leadership Council, and employs a number of regular and ad hoc structures to create opportunities for staff leadership.

An Organizational Chart for the EFC “Home Office” is provided in Figure 25 and an Organizational Chart for the Charter School is provided in Figure 26. Organization charts regularly change in alignment with priorities and in response to changes in organizational and school resources.

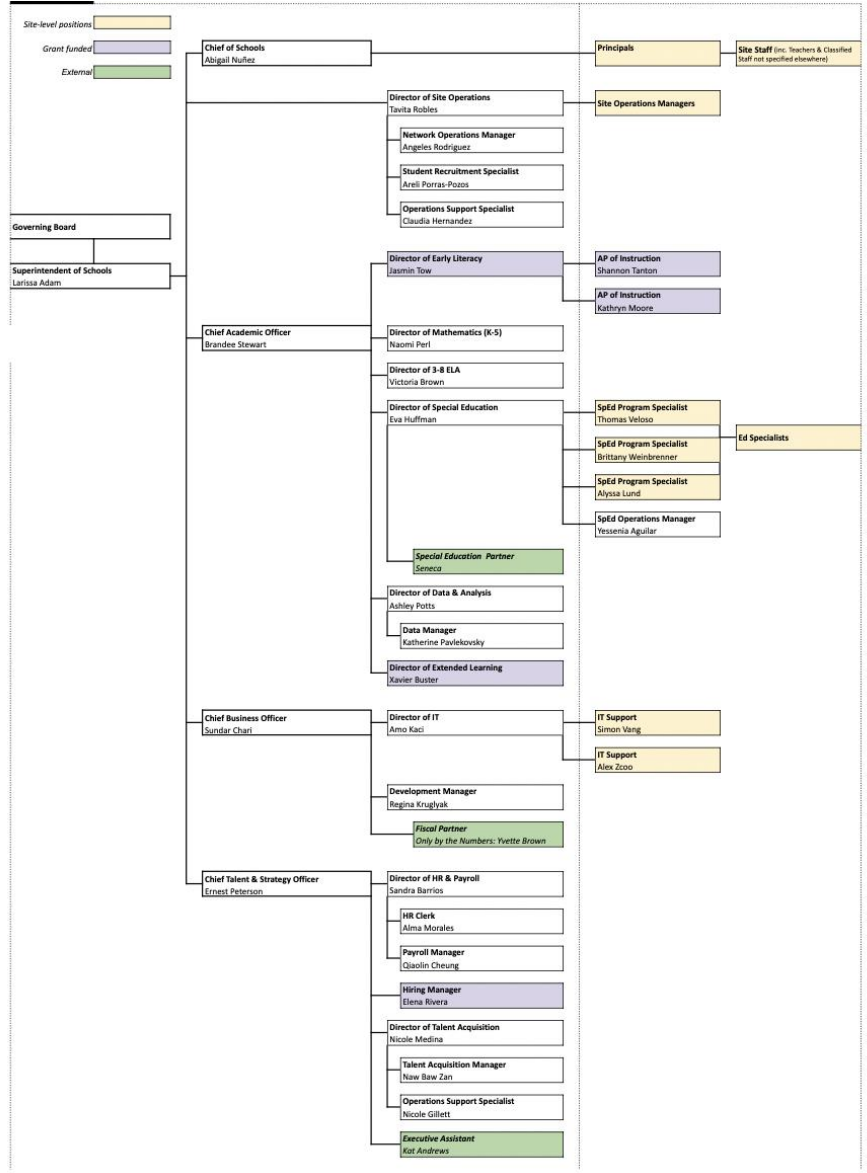
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Figure 25 EFC Home Office Organizational Chart



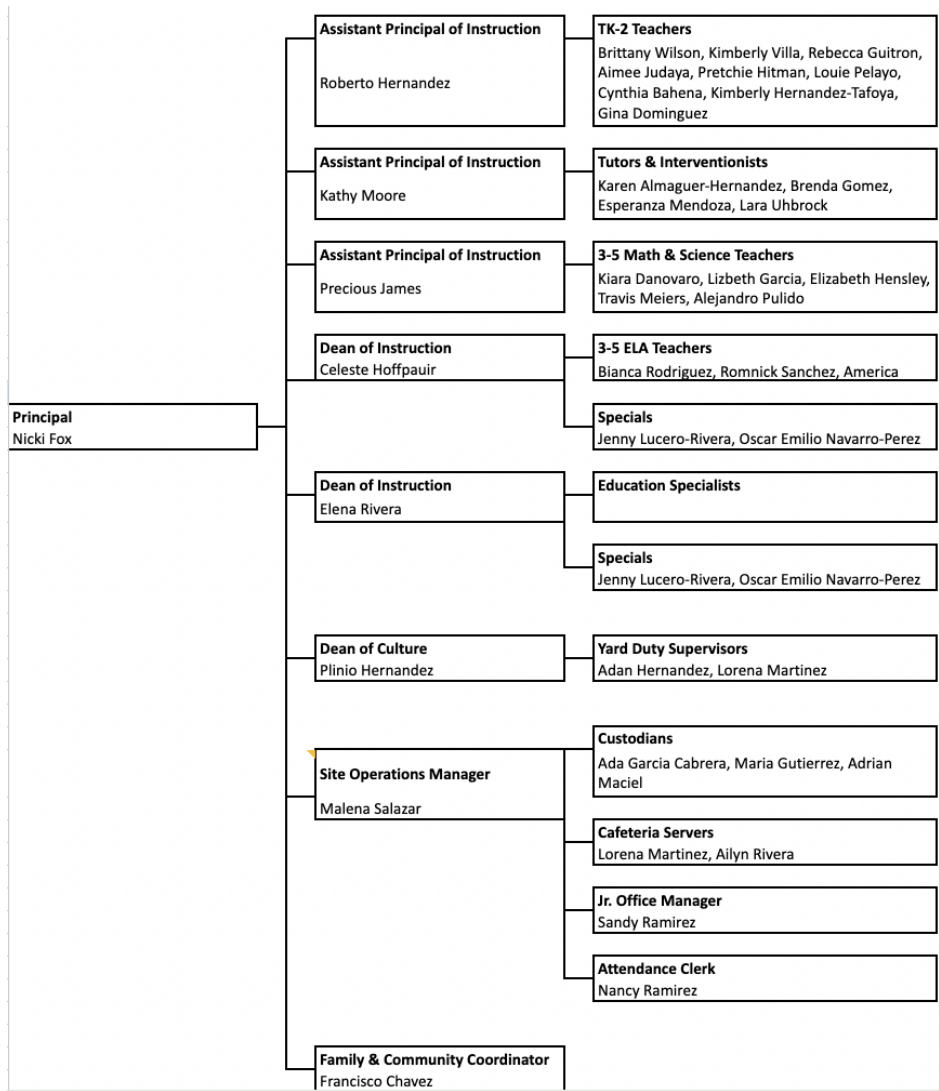
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Figure 26 Learning Without Limits Organizational Chart



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The Charter School shall operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated with the District. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, Learning Without Limits, operated by Education for Change, a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

The governing structure of EFC may be revised. Material revisions shall be submitted to OUSD in accordance with Education Code Section 47607 and are governed by the standards and criteria of Education Code Section 47605.

Non-Profit Public Benefit Corporation

Learning Without Limits shall be a directly funded charter school and will be operated by the California non-profit public benefit corporation, Education for Change, pursuant to Education Code Section 47604(a).

Education for Change is a California nonprofit, 501(c)(3) tax-exempt corporation, incorporated in 2005 which manages six operates seven charter schools, each separately chartered authorized by the Oakland Unified School District or Alameda County Office District Board of Education, or the State Board of Education ("SBE"). The charter applicant and holder for all Education for Change EFC schools is the Board of Directors ("Board of Directors or Governing Board") of Education for Change, which operates in accordance with its adopted corporate bylaws, which shall be maintained to align with this charter and applicable law. The Oakland Unified School District is expected to be the chartering authority for all EFC schools with the exception of Cox Academy and Lazear Charter Academy, both chartered by the Alameda County Office of Education. Each EFC school maintains a separate budget and undergoes its own is audited as part of the organization's annual financial audit each year. EFC also creates combined financial statements annually.

EFC complies with all state, federal and local regulations and laws applicable to its operation, and will comply with the District guidelines and requirements for charter schools. It will retain its own counsel when necessary. It has purchased and will maintain as necessary general liability, workers compensation, property, errors and omissions and unemployment insurance policies. EFC ensures compliance with all Assurances put forth within this petition, at the onset of the petition and within each individual element.

LWL will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the School. Pursuant to California Education Code Section 47604(e), the District shall not be liable for the debts and obligations of Achieve, operated by a California nonprofit benefit corporation or for claims arising from the performance of acts, errors, or omissions by LWL as long as the District has complied with all oversight responsibilities required by law.

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Members of LWL's governing board, any administrators, managers, or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards, and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any existing applicable statutes or regulations applicable to charter schools.

As an independent charter school, LWL, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of LWL.

LWL shall be a directly funded charter school and will be operated by the California non profit public benefit corporation, Education for Change, pursuant to Education Code Section 47604.

See Appendix B16 - Corporate Documents for the EFC Articles of Incorporation and Appendix B2 for the EFC Corporate Bylaws

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Education for Change will:

- Collaborate with the Oakland Unified School District (OUSD).
- Be operated as an independent 501(c)(3) tax exempt California nonprofit public benefit corporation.
- Be governed by its Board of Directors, as defined by the California Corporations Code.
- Operate in accordance with all applicable federal, state, and local laws, the Articles of Incorporation, and Bylaws of the nonprofit corporation, which will be maintained to align with the charter.
- Operate public schools and not charge tuition.
- Encourage ethnic diversity in its programs, policies, and practices.
- Not discriminate in any programs, policies and practices based upon race, ethnicity, religion, gender, sexual orientation, or disability or any other characteristic described in Education Code Section 220.
- Be nonsectarian in its programs, admission policies, employment practices, and all other operations.

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Term and Renewal

The duration of the charter will be five years, beginning July 1, 2017. Renewal of the LWL charter shall be in accordance with the standards set forth in the Education Code Section 47605. Education for Change will submit a petition for renewal by January 31 of the year LWL's charter is scheduled to expire, and Conflict of Interest Code.

Education For Change Governing Board of Directors

The Charter School is governed by a Board of Directors, in accordance with applicable law and its adopted bylaws, as may be subsequently amended pursuant to the amendment process specified in the bylaws which shall be consistent with the terms of this charter.

The Board of Directors will consist of directors from a variety of professional and academic backgrounds to ensure that the Charter School has the necessary expertise to maintain a high-quality program. This includes experience in one or more areas critical to charter school success: education, school administration, school finance, corporate structure, accounting, legal compliance, leadership or fundraising, or other areas that are determined necessary and timely.

The Board of Directors meets at least quarterly. All Board meetings comply with the Brown Act and Education Code Section 47604.1(c).

Role and Responsibilities

The mandate of the Board of Directors and stakeholders of EFC is to promote the guiding mission of the Charter School as articulated in this charter. In order to do so, the Board of Directors is empowered to operate as the decision-making body in regard to school-wide policies. The governing structure is designed to foster participation by all stakeholders and assure the effectiveness of local school control and accountability.

As such, the Board of Directors Responsibilities will exist to affirm or reject policy recommendations and to evaluate the Superintendent.

The Board of Directors of EFC is responsible for:

- LegalOverseeing the legal and fiscal well-being and compliance of the organization and each EFC school.
- Hiring, evaluation, and evaluating, when necessary, termination of the Superintendent
- Long-term strategic planning for EFC-Chief Executive Officer.
- Approving and monitoring the implementation of the organization's policiesBylaws, resolutions, and policies and ensuring the terms of the charter are met.
- Performing all the responsibilities provided for in the California Corporations code, the Articles of Incorporation, Bylaws, and this charter as required to ensure the proper operation of the organization and member schools.
- Approving charter amendments as necessary and submitting material revisions as necessary for District consideration
- Developing and monitoring an overall operational business plan that focuses on student achievement.
- Approving and monitoring the organization's annual budget and fiscal policies.

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- Acting as fiscal agent. This includes the receipt and management of funds for the operation of the organization in accordance with all applicable laws and the mission statement of the organization.
- Contracting with an external auditor to produce an independent annual financial audit according to generally accepted accounting practices.
- Participating in and approving Charter School programmatic audits, including annual independent fiscal audit, and LCAP
- Regularly measuring both student and staff performance.
- Encouraging active involvement of students, parents/guardians, grandparents, and the community.
- ~~Performing all of the responsibilities provided for in the California Corporations code, the Articles of Incorporation, Bylaws, and this charter as required to ensure the proper operation of the organization and member schools.~~
- ~~Oversight in hiring, evaluation, and, when necessary, termination of members of the faculty and staff, upon recommendation of CEO~~
- ~~Strategic Planning~~
- ~~Approving and monitoring the implementation of the organization's policies and ensuring the terms of the charter are met~~
- Approving admission requirements.
- Participating as necessary in dispute resolution.
- Appointing an administrative panel or act as a hearing body and take action on recommended student expulsions.
- Overseeing school facilities and safety.
- Ensuring there are policies to enable student behavior and performance including but not limited to academic achievement and mitigation, attendance, dress and decorum, maintenance of a clean campus, open campus and other privileges, participation in extracurricular activities, and discipline proceedings.

~~The Board may initiate and carry on any program or activity or may otherwise act in a manner that is not in conflict with or inconsistent with or preempted by any law and that is not in conflict with the purposes for which the schools are established.~~

~~The Education For Change Governing Board~~The Board of Directors may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of its schools any of those duties with the exception of budget approval or revision, approval of the fiscal audit ~~and performance report~~, hiring and evaluation of the ~~CEO~~Superintendent, termination of employees, and the adoption of board policies. These

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delegated duties will focus on implementation rather than policy setting as this is the responsibility of the Board of Directors. The Board of Directors, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Delegation of said duties will be in writing delineating, specify the entity designated, describe the specific tasks to be delegated, any conditions on the delegated authority, and the timeframe of these duties, and require an affirmative vote of a majority of Board members.

~~The mandate of the Governing Board and stakeholders of Education for Change is to promote the guiding mission of LWL as articulated in this charter. In order to do so, the EFC Board is empowered to operate as the decision-making body in regard to school-wide policies. The governing structure is designed to foster participation by all stakeholders and assure the effectiveness of local school control and accountability. As such, the EFC Board will exist to affirm or reject policy recommendations and to evaluate the Chief Executive Officer.~~

Composition of the Education For Change Governing Board

~~The EFC Board of Directors will consist of at least 5 but not more than 11 voting members. EFC recruits qualified and appropriate candidates for the board from education, nonprofit, community, business, and legal organizations so that the current board is diverse in skill sets, perspectives, and backgrounds and can fully and responsibly govern the organization and schools while maintaining a unifying and passionate commitment to the vision and mission of EFC. The Board has appointed a President, a Treasurer, and a Secretary. The Education for Change board reserves the right to expand its board member seats should a law change or the need arise. Should a law change or desire for additional skill sets necessitate a change in Board composition, such change may be made by the Education for Change Governing Board in alignment with the bylaws and the articles of incorporation.~~

~~The District reserves the right, but is not obligated, to appoint a single representative to the EFC governing board pursuant to Education Code section 47604(b).~~

~~See Appendix B3 for biographies of EFC Board Directors and Appendix B4 for a matrix outlining the skills and competencies of the board and leadership team~~

~~All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance at the Board meeting, based upon the presence of a quorum. In accordance with Education Code Section 47604(b), the District is entitled to appoint a single representative as a member of the Board of Directors of EFC.~~

~~EFC has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within Appendix 9. As required, the Conflict of Interest Code will be submitted to the District Board of Supervisors for approval.~~

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Composition

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The Board of Directors shall consist of no fewer than five (5) and no more than thirteen (13) members. EFC recruits qualified and appropriate candidates for the board to ensure:

- Diversity in skill sets, perspectives, and backgrounds.
- Full and responsible governing of the organization and schools.
- A unifying and passionate commitment to the vision and mission of EFC.

Two of the seats on the Board of Directors will be reserved for representatives from the EFC Family Leadership Council. The Family Leadership Council membership will elect two representatives to be recommended to the Board of Directors. In addition, in accordance with Education Code Section 47604(c), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Directors of the nonprofit public benefit corporation. If the chartering authority designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors shall be appointed by the Board of Directors, except for the chartering authority representative, if any.

Each year, the Board of Directors will elect a Chair pursuant to the Bylaws. Any member of the Board of Directors may be eligible for this position. The Chair may choose to resign the Chairmanship with a letter of resignation, in which case the Board of Directors will elect a new Chair for the remainder of that term.

The Board of Directors reserves the right to expand its board member seats should a law change, or the need arise. Should a law change or desire for additional skill sets necessitate a change in Board composition, such change may be made by the Board of Directors in alignment with the bylaws and the articles of incorporation.

Terms

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Each EFC Board member serves a term of three (3) years, with the opportunity to renew for an unlimited number of terms.

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When necessary and applicable, OUSD is responsible for providing facilities under Proposition 39 and its implementing regulations.

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The Board may include an executive committee and other special purpose committees as deemed necessary. The EFC Board has met regularly since its inception with the Chair of the Board presiding over the meetings. The EFC Board will continue to meet regularly. EFC will comply with the Brown Act.

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EFC maintains in effect general liability and board errors and omissions insurance policies.

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LWL complies with the OUSD policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as LWL has been given written notice of the policy change.

Directors who are representatives from the Family Leadership Council will serve a one-year term. There shall be no term limit for either (number of consecutive times a member may run for election).

Board members' terms will expire in accordance with the Bylaws. Terms for the current Directors shall expire as stated in Figure 27.

Figure 27 Board Members, Positions, and Term Expirations

Member	Position	Term Expiration
Nick Driver	Board Chair, Executive Committee Chair	6/8/2025
Eva Camp	Board VP, Student Outcomes Committee, Executive Committee	8/10/2025
Damon Grant	Student Outcomes Committee, Executive Committee	8/11/2024
Mike Barr	Finance Committee Chair	10/20/2026
Lauren Weston	Finance Committee	10/20/2026
Valia Almendarez	Student Outcomes Committee	10/20/2025
Erika Cisneros	Board Member	10/20/2026
Sonia Urzua	Board Member	2/22/2026
Niloy Gangopadhyay	Board Member	8/9/2026
Christopher Campbell	Finance Committee	4/25/2027
Stephisha Ycoy-Walton	Parent Board Member	10/20/2024
Marlene Garcia	Parent Board Member	10/20/2024

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Recruitment, and Selection, and Development of Board Members

New board members are recruited and selected based on the provisions of EFC's Bylaws, which states that directors in office shall elect successors to the directors. The Superintendent of Education for Change **Board Members**

works closely with the Board of Directors to ensure that members are in full alignment with the organization's mission, culture, and goals. The qualifications sought in candidates interested in serving on the Board of Directors include but are not limited to:

- Dedication to furthering the vision and mission of EFC;
- Willingness to volunteer for one or more board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks;
- Ability to work within a team structure;
- Expectation that all children can and will realize high academic achievement; and
- Specific knowledge, experience, and/or interest in at least one element of governance for EFC.

New board members are recruited and selected based on the provisions of EFC's bylaws. The CEO of Education for Change works closely with the Board of Directors to ensure that they are in full alignment with the organization's mission, culture, and goals.

Education For Change has sought, and continues to seek, qualified and appropriate candidates for the board from education, nonprofit, community, business, and legal organizations so that the current board is diverse in skill sets, perspectives, and backgrounds and can fully and responsibly govern the organization and schools while maintaining a unifying and passionate commitment to the vision and mission of EFC. In addition, the board seeks EFC family representation through a Family Leadership Council nomination structure that has EFC parents and guardians, through the Family Leadership Council, to nominate and elect two family representatives to serve on the Board of Directors (see Family Leadership Council section below).

Development of Board Members

All board members receive an annual training on topics to include, at a minimum, open meeting laws, conflict of interest policy, the Brown Act, ethics, essential policies and procedures, legal and financial responsibilities, and charter school oversight. EFCPS, and other training as needed or requested by Board Members. EFC also ensures new board members receive training on basic roles and responsibilities, committees, board recruitment, public relations and marketing, evaluating the board and CEO/Superintendent, running an effective meeting, expulsion policies, human resources policies, and Special Education. Training may include attending conferences whereby relevant governance training is available and additional training and workshops to be held at special and regularly scheduled Board meetings

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each year. ~~Trainings~~ Training may be provided by the EFC's legal counsel, the California Charter Schools Association, or other experts.

Board Member Terms

~~Each EFC Board member serves a term of three (3) years, with the opportunity to renew for an unlimited number of terms. There shall be no term limit (number of consecutive times a member may run for election).~~

Board members' terms will expire in accordance with the Bylaws. Terms for the current Directors shall expire as stated in the chart below. Board members shall have experience in one or more areas critical to charter schools success: education, school administration, school finance, corporate structure, accounting, legal compliance, leadership or fundraising.

Education for Change Board of Directors with Term Expiration Dates

Member	Position	Term Expiration Date
Brian Rogers	Finance Committee	July 2019
Mike Barr	Finance Committee	July 2018
Sudhir Aggarwal	Student Outcomes Committee	July 2018
Nick Driver	Chair, Executive Committee	July 2019
Adam Smith	Finance Committee, Communications advisor	July 2019
Eva Camp	Student Outcomes Committee, Executive Committee	July 2019
Dirk Tillotson	Vice Chair Student Outcomes Committee, Executive Committee	February 2017
Roy Benford	Board Member	May 2019
Kathy Cash	Family Leadership Council Representative	February 2018
Paul Byrd	Family Leadership Council Representative, Executive Committee	February 2018

Chair of the Governing Board

Each year, the EFC Board will elect a Chair pursuant to the Bylaws. Any voting member of the Board may be eligible for this position. The Chair may choose to resign the Chairmanship with a letter of resignation, in which case the EFC Board will elect a new president for the remainder of that term.

Governing Board Meetings

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~~The Education for Change Governing Board of Directors shall meet at least every other month or more often as needed, to review and act on its responsibilities. Each year, the Board of Directors shall approve a schedule for regular meetings to be held during the following year.~~

See Appendix B5 Governing Board Meeting Schedules, 2016-17

~~The Education for Change Governing Board~~The Board of Directors solicits the participation of members of the community who do not have a direct stake in or accountability for L~~WL's~~the Charter School's educational mission and outcomes as expressed in this charter. Members of the community are always welcome to attend board meetings consistent with open meeting requirements.

~~LWL and the EFC Board shall comply with the Brown Act and the Public Records Act. All EFC Board meetings are held in accordance with the Brown Act. Regular meeting agendas are posted at least 72 hours prior to regular meetings in various locations in Oakland, especially at the Education for Change headquarters and on each EFC campus. Special meeting agendas are posted at least 24 hours prior to special meetings. Meeting minutes and Board actions are always posted within 72 hours following the meeting in the office. Other notifications include the EFC website. Phone messages are delivered to students and parents.~~

~~Meetings will be held at the principal office of EFC, which is within the physical boundaries of Alameda District, unless the Board of Directors designates another location within Alameda District. In the event EFC operates charter schools outside of Alameda District, it shall hold meetings in the District in which the greatest number of pupils enrolled in those charter schools managed by that entity reside. The Board Chair will lead the meetings of the Board of Directors.~~

Standing Committees

~~The EFC Board of Directors has both standing and temporary (ad hoc) committees to focus on specific tasks and/or policies such as those listed earlier in the initial description of the Board's purview stated previously. Role and Responsibilities. All EFC Board committees shall be comprised with composed of board members serving as chairs. Education for Change EFC may appoint faculty, parents, community members or other members of the public with varying areas of expertise to its advisory committees. The purpose of a committee is to provide advice, expertise and resources as necessary related to charter schools, finances, facilities, and other areas relevant to the success of the school. Charter School. All non-board member committee members will be selected by the Board of Directors upon recommendation of the CEO Superintendent.~~

Standing committees include, but are not limited to, the following:

- ~~Finance~~ - All finance-related matters are handled first on this committee, as well as fundraising.

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• **Student Outcomes:** Performance, curriculum, instructional delivery, professional development, and technology are all monitored by this committee.

• **Executive:** This committee is responsible for recruiting and making recommendations for selection of new board members

• and leading ~~Changes to standing committees (e.g., composition, purview, etc.) may be made at any time by the EFC Board and shall not be considered a material revision to evaluation and selection of the charter Superintendent.~~

The ~~EFC Board of Directors~~ has clearly defined the purpose and decision-making authority of each standing committee. Consistent with legal requirements, standing committees will continue to make it a practice to seek input ~~offrom~~ the stakeholders by publishing their meeting times and agendas and by communicating with the school community on a regular basis. Meetings of the standing committees will be conducted in accordance with the Brown Act. ~~In fulfilling its defined purpose, each standing committee will seek input from affected stakeholders at LWL.~~

The ~~EFC Board of Directors~~ has the option of establishing Board policy through recommendations by standing committees or Board-established ad hoc committees that can draft policy recommendations to submit to the ~~EFC Board~~. In non-policy decisions, whenever possible, and appropriate, the ~~EFC Board of Directors~~ will seek input from standing or Board-established ad hoc committees. The ~~EFC Board of Directors~~ will not be required to seek input on any matter that would legally be heard in closed session pursuant to the Brown Act.

Changes to standing committees (e.g., composition, purview, etc.) may be made at any time by the Board of Directors and shall not be considered a material revision to the charter.

Fiscal Management

The ~~Chief Executive Officer is~~ Superintendent is the corporate officer responsible for all budgetary matters. subject to oversight by the Board of Directors. On a day-to-day basis, the Chief ~~Operating Business~~ Officer (~~COO~~) (“CBO”) operates and makes recommendations to the ~~CEO for the LWL Superintendent regarding the Charter School~~ budget, with input from the Principal, Instructional Leadership Team, and Family Leadership Council. The ~~COO/CBO~~ works closely with an outside CPA for the audit of the school’s end of year financial statements and for appropriate review of procedures and internal control. The ~~EFC Board of Directors~~ may authorize the Finance Committee to make final financial decisions regarding portions of the schools’ budget.

Compensation for Board Members and Committee Leadership

Directors may not receive compensation for their services as directors or officers, ~~only such but~~ may receive reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that ~~the~~ such resolution is adopted.

Revocation

OUSD's right to revoke the LWL charter shall be subject to prior appeal rights under California Education Code 47607. In accordance with Education Code Section 47607, OUSD may revoke the LWL charter on any of the following grounds:

- LWL, as part of EFC, commits a material violation of any of the conditions, standards, or procedures set forth in the charter
- LWL, as part of EFC, fails to meet or pursue any of the student outcomes identified in the charter
- Education for Change fails to meet generally accepted accounting principles, or engages in fiscal mismanagement
- LWL violates any provisions of law

Prior to revocation and in accordance with California Ed Code Section 47607(d), OUSD will notify Education for Change in writing of the specific violation. OUSD will give Education for Change a reasonable opportunity to remedy the violation.

In accordance with Education Code Section 47607, OUSD shall retain the right to revoke the charter without notice and a reasonable opportunity to remedy, if the District Board finds in writing that Education For Change, or LWL, is engaging in or has engaged in activities that constitute a severe and imminent threat to the health and safety of the students. Dispute resolution procedures are inapplicable to revocation proceedings.

Conflict Of Interest

Education For Change has adopted a conflict of interest document that complies with the Political Reform Act. Members of Education For Change's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then existing applicable statutes or regulations applicable to charter schools.

See Appendix B6 for EFC Conflict of Interest Code

~~The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid under the provisions of California State Charter Schools Act or other relevant state and/or federal statutes, the remainder of the charter shall~~

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~~remain in effect unless mutually agreed otherwise by OUSD and the Governing Board of EFC. The District and EFC agree to meet to discuss and resolve any issue differences relating to invalidated provisions in a timely, good faith fashion in accordance with dispute resolution procedures set forth in the charter.~~

Amending the Governing Structure

~~The governing structure of Education for Change may be revised. Amendments to this charter may be proposed in writing and submitted to the Governing Board by any stakeholder. Amendments must then be approved by the Governing Board. Material revisions shall be submitted to OUSD in accordance with Education Code Section 47607 and are governed by the standards and criteria of Education Code Section 47605.~~

District Required Provisions

~~LWL as governed by EFC will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as LWL has been given written notice of the policy change.~~

~~LWL as governed by EFC in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries.~~

~~LWL as governed by EFC acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of LWL, it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by LWL by law or charter provisions.~~

~~Members of Education For Change's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then existing applicable statutes or regulations applicable to charter schools.~~

~~LWL shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating LWL amends the bylaws, LWL shall provide a copy of the amended bylaws to the OCS within 30 days of adoption.~~

~~LWL shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.~~

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LWL shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Governance Structures

Education for Change believes that we best serve our students with a distributive leadership structure that involves and includes parents, teachers and site leadership. To that end, EFC created the following two councils.

Staff Leadership Council

The Staff Leadership Council was formed so that staff members from each school could provide information from and to the Home Office. Staff Leadership Council members are elected by their site staffs and approved by the principals, and all staff are invited to the meetings. Because the member must be able to engage in discussions and inform organization-wide issues, principals are encouraged to nominate staff who have had site leadership responsibilities. They are also encouraged to nominate at least one teacher and one operations staff person. Typically, administrators are not part of the meetings, so that staff members may feel free to discuss issues.

The Staff Leadership Council meeting notes are distributed to all staff after meetings. Any staff member can ask for clarification or comment on items discussed during the meeting. The role of the Staff Leadership Council is to:

- 1) To advise the Home Office leadership on instructional, operations, and budgetary issues, in order to ensure that the staff has the opportunity to consistently provide input into decision-making and collaboratively craft solutions to problems
- 2) To assist the Home Office leadership in developing proposals to address issues faced by Education for Change
- 3) To aid in the implementation of the new initiatives amongst the entire organization

In addition, Staff Leadership Council members are encouraged and able to participate on EFC Governing Board Committees to help inform board policies and provide valuable input to the Board in execution of their responsibilities.

Superintendent

As specified above, the Board of Directors delegates day-to-day management responsibilities of EFC to the Superintendent. The position of EFC Superintendent is designed to lead and manage the entire non-profit organization and all schools. This person is responsible for administering all of the aspects of day-to-day operations of EFC, working with the Board of Directors, the Authorizer, children, parents and families, and community members. The Superintendent is the leader of EFC, and reports directly to the Board of Directors, and is responsible for the orderly operation of the EFC charter schools and the supervision of management team members at Home Office who directly supervise principals who directly supervise all staff in the Charter School. Duties include:

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- The Superintendent will be responsible for overseeing the network office team and working with them collaboratively to create sustainable, scalable systems and policies that will support the schools and enable them to maintain their focus on delivering high quality instruction.
- The Superintendent will address the strategic challenges EFC will face and will consider specific strategic questions including the following:
 - How does EFC maintain a focus on improving academic outcomes?
 - How will the organization secure the financial resources necessary to fund itself in an increasingly tight economic environment?
 - What types of human talent systems are necessary to support the organization and ensure that there are enough high-quality teachers and administrators?

The high-level responsibilities of the Superintendent include:

- **Strategic Planning:** In partnership with the Board of Directors, the Superintendent will execute on the existing strategic plan, then spearhead a new one when the current one is completed.
- **Team Building:** The Superintendent will be responsible for creating the team necessary to carry out the mission of the organization and provide ongoing operations and instructional support to schools.
- **Advancement:** The Superintendent will further advance the mission of the organization by identifying and securing new sources of funding from foundations, corporations and individual donors, and by forming additional strategic partnerships.
- **Governance:** The Superintendent will work with the Board of Directors and the Board Chair to support the Board of Directors in its fulfillment of its governance functions. The Superintendent will be responsible for supporting and executing the directives of the Board of Directors.
- **External Relations:** The Superintendent will serve as the chief spokesperson for EFC, ensuring proper representation of the organization to the local civic, business and political community, the greater education reform sector and other external constituents, including parents and families.
- **Financial Management:** The Superintendent will oversee the financial systems of the organization, including the development of the annual budget, subject to approval and oversight by the Board of Directors.
- **School Support:** The Superintendent will provide support to the instructional team as needed in the areas of staff management and evaluation, hiring, HR issues, and other tasks that are necessary to ensure that the mission of EFC is fulfilled.

- Compliance – The Superintendent will ensure all necessary compliance requirements applicable to EFC and the Charter School are met.

EFC Family Leadership Council

Parent involvement is a key success factor at LWL all charter schools operated by EFC, and one of the foundational elements of the school. The same is true for Education for Change, which has Charter School. EFC therefore established an EFC Family Leadership Council to ensure ongoing, consistent involvement and training for parent leadership development. Each EFC/EFC school site FLC (described below under School Site Leadership) will elect two representatives to the EFC Family Leadership Council- FLC. The Family Leadership Council/EFC FLC participates in the ongoing evaluation of the organization's EFC's programs and operations, schools and community concerns and priorities for improvement.

See Appendix B7 for the EFC Family Leadership Council Guidebook

Education For Change has instituted a governing board structure that facilitates/mandates parent leadership on the governing board, as well as a clear pathway for the election of parents to the governing board. Two seats on the governing board shall be reserved for family representatives nominated by the Education for Change Family Leadership Council-EFC FLC. These parent EFC board members/Board Members will be recruited with the same criteria as for other board members: each parent board member shall possess one or more of the board-desired backgrounds, such as community, education, legal and finance. These members shall serve terms of one (1) year each, with no term limits.

LWL and all other Education for Change schools shall have active school site Family Leadership Councils composed of two family members from each classroom. LWL's school site Please see Appendix 7 - Family Leadership Council Guidebook.

School Site Leadership

As stated in the overview, EFC believes that students are best served with a distributive leadership structure that involves and includes parents, teachers and site leadership. To that end, the following individuals and bodies at the school site have a role in the leadership and governance of the Charter School:

- Principal
- shall have between 24 and 36 members, or up to two for each classroom. Each year, LWL's Family Leadership Council shall elect two representatives to serve on the Education for Change Family Leadership/ School Site Council.

In addition to the two elected formal board member seats, the school site Family Leadership Councils are expected to present feedback and information to the Education for Change governing board, giving family members two types of meaningful input on the strengths and

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weaknesses of all of its schools, programs and operations. The Education for Change Family Leadership Council and the school site Family Leadership Councils serve in an advisory role to the Education for Change CEO and governing board.

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EFC promotes parent engagement programs at all of its schools. As enrollment at EFC is based on student and parental choice, consistent and continual communication with parents about the expectations the school has for their children is critical. Parents/guardians are expected to actively engage in their children's education by being active in school events, assisting their children to LWL at the highest levels, scheduling specific homework time, and providing a quiet environment for their children's studies.

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- Relationship Between EFC and the LWL-English Learner Advisory Committee

- Principal

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EFC, as the nonprofit operating LWL, is responsible for overseeing the operations of the school. Under the policies established by the Board of Directors of EFC, the school principal or director reports to EFC Leadership for day to day management issues. The principal coordinates with EFC Home Office support and supervision all campus level planning and decision making that involves the school's professional staff, parents/guardians, and community members in establishing and reviewing the school's educational plans, goals, performance objectives, and major classroom instructional programs. This allows the principal, teachers, parents/guardians, and community members to make school based decisions within the boundaries of the decisions and policies set by the Board of Directors. The Education for Change Home Office has numerous positions designed to support the principals in the management and operation of his/her school.

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See Appendix B8 for the EFC Home Office Organization Chart

School Supervision by Chief Team

As specified above, the Board of Directors delegates day to day management responsibilities of the larger organization to the Chief Executive Officer who then delegates management of principal and school sites to the Chief Team. Different Chiefs are assigned to supervise a school in all of the aspects of its day to day operations, working with the other Home Office staff, the Board of Directors, the Authorizer, children, parents, and community members. The Chief Team is responsible for the orderly operation of the Education for Change schools and the supervision of all employees in that school. Our responsibilities include:

- Oversee up to 12 school sites, with bottom line responsibility for both fiscal and academic performance
- Work with the CAO and COO in the implementation of annual site planning and budget development process for sites
- Develop and lead Principals and Assistant Principals in their roles as instructional leaders and site managers
 - Support site leadership to ensure high quality implementation of approved

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instructional programs, including standards, assessments, instructional guidelines, and culture.

- Support principals in effective and efficient budget and human resource management
- Act as liaison with Home Office staff to ensure school sites receive necessary support; work closely with Home Office staff to improve systems and processes to serve the schools
- Develop and appraise site administration effectively. Take corrective action as necessary on a timely basis and in accordance with company policy. Consult with Human Resources as appropriate.
- Cultivate relationships with local district officials and community leaders to further EFC and individual school goals.
- Demonstrate knowledge of, and support, the EFC mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
- Work collaboratively with the Instructional Management team to support the development of instructional leadership at the administrative, coach, and teacher leader level.

LWL Principal

The LWL Learning Without Limits Principal leads and manages LWL the Charter School, inspiring staff, families and community members to provide the best environment and structure for student learning. He/That person has the freedom and flexibility to make or suggest improvements on existing practices, as well as to request financial, instructional and material support/support from the Home Office.

The LWL Learning Without Limits Principal's primary responsibilities are:

- Lead LWL the Charter School in accordance with the EFC vision and mission
- Lead and manage the planning and implementation of LWL's strategic Learning Without Limits's site plan
- Provide instructional leadership guidance including monitoring of the implementation of the established curriculum, identifying professional development needs for the staff, maintain high expectations and standards for all student achievement, coordinate administration of standardized testing, and monitor and support classroom instruction

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- Manage and lead staff leadership teams (which includes ~~representatives~~representative(s) from administration, teachers, support staff)

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- Facilitate communication between all charter school stakeholders

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- Supervise, evaluate, and ensure discipline of all other employees according to the mission, philosophy, and obligations defined in the charter petition. Provide overall supervision of student teachers, interns, and other unpaid classroom and school volunteers at the school.

- Oversee the day-to-day operations of the ~~school~~Charter School

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- Report to the school's stakeholders, ~~including the CEO~~Superintendent and the EFC Board, on the progress of the ~~school~~Charter School in achieving educational success

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- Oversee and support the development and implementation of all programs

- Involve parents and the larger community

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- Develop a sense of community while respecting and responding appropriately to the strengths and needs of staff. Be available to staff on a consistent daily basis to help address their individual and collective needs. Act as a liaison, when necessary and appropriate, between parents and staff. Actively seek parent, student and staff input and involvement in key decisions that affect the ~~school~~Charter School.

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- Be available to parents on a regular basis. Keep parents informed of and involved in policy changes at the school. Encourage parent support and cooperation and enlist their efforts to sustain well-kept school structure. Plan and conduct interesting and informative parent meetings.

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- Attend EFC's administrative meetings as necessary and stay in direct contact with EFC changes, progress, etc.

- Communicate and coordinate as necessary with EFC staff on Board meeting agendas, including professional development scheduling, grant writing and fundraising, policies and procedures, documenting and sharing of best practices, and annual budgeting

- Participate in the dispute resolution procedure and the complaint procedure when necessary

- Collaborate with other EFC principals and Home Office staff

Parental Involvement in Governance

Family Leadership Council

The Charter School and all other EFC schools have active school site FLCs composed of two family members from each classroom. The Charter School's school site Family Leadership Council has between 24 and 36 members, or up to two for each classroom. Each year, the Charter School's Family Leadership Council elects two representatives to serve on the EFC FLC.

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The school site Family Leadership Councils are expected to present feedback and information to the EFC Board of Directors, giving family members two types of meaningful input on the strengths and weaknesses of all of its schools, programs and operations. The EFC FLC and the school site FLCs serve in an advisory role to the EFC Board of Directors.

EFC promotes parent engagement programs at all of its schools. As enrollment at EFC is based on student and parental choice, consistent and continual communication with parents about the expectations the school has for their children is critical. Parents/guardians are expected to actively engage in their children's education by being active in school events, assisting their children to

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Grievance Procedure for Parents and Students

Education For Change will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under the Title IX of the Education Amendments of 1972 (Title IX and Section 504 of the Rehabilitation Act of 1973 (Section 504 including any investigation of any complaint filed with EFC alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws.

EFC will adopt and publicize any grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

EFC will implement specific and continuing steps to notify applicants for admission and employment, students and parents of students, employees, sources of referral of applicants for admission and employment that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity that it operates and that it is required by Title IX and Section 504 not to discriminate in such a manner.

achieve at the highest levels, scheduling specific homework time, and providing a quiet environment for their children's studies.

English Learner Advisory Committee

For as long as there are more than 21 ELs in attendance, the Charter School will have an English Learner Advisory Committee. The ELAC is open to all families, with parents of ELs comprising at least the same percentage of the ELAC membership as ELs constitute of the Charter School's total student population. The ELAC serves in an advisory capacity to:

- Advise the Principal and staff on programs and services for English learners
- Advise the School Leadership on the development of the LCAP and LCAP Federal Addendum as they relate to English Learners

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- Help make parents aware of the importance of regular school attendance.

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ELEMENT 5: EMPLOYEE QUALIFICATIONS FOR SCHOOL EMPLOYEES

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Governing Law: "The qualifications to be met by individuals to be employed by the charter school-

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California Education." – Ed., Code Section § 47605(b)(5)(E)

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LWL is driven by its own mission and vision, as well as the Education For Change Mission to provide a superior public education to Oakland's **most underserved children** by creating a system of public schools that relentlessly focuses on the **continuous refinement of high quality instruction**. In order to achieve excellence and nurture diversity, LWL and Education for Change must have a strategy and a plan to ensure the School has the human capital and talent necessary to realize its vision.

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Education for Change will comply with Education Code 44237 and 45125.1 regarding the requirement to fingerprint and obtain background clearance of employees and contractors. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The EFC Chief Operating Officer (COO) shall monitor compliance with this policy and report to the Board of Directors on a regular basis. The COO will also monitor fingerprinting and background clearance of all non teaching staff. Prior to employment, each employee must furnish an up to date Mantoux Tuberculosis (TB) test result and documents establishing legal employment status.

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Equal Employment Opportunity and Nondiscrimination

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Education for Change Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. EFC Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. Charter School further acknowledges that it shall not retaliate against any employee for engaging in protected activity, exercising a protected right, or initiating or pursuing any claim, proceeding, charge or complaint based upon an allegation of discrimination.

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Teacher Credentialing Requirements

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Charter School shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable

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state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Reporting Educator Misconduct to the California Commission on Teacher Credentialing

Charter School shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.

Employment of Felons

The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the submission of fingerprints to the Department of Justice and the employment of persons convicted of violent or serious felonies.

Overview

Learning Without Limits is driven by its own mission and vision, as well as the EFC Mission to provide a superior public education to Oakland's **most underserved children** by creating a **system** of public schools that relentlessly focuses on the **continuous refinement of high-quality instruction**. In order to achieve excellence and nurture diversity, the Charter School and EFC must have a strategy and a plan to ensure the Charter School has the human capital and talent necessary to realize its vision.

The Charter School shall recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. All prospective employees are required to have legal authorization to work in the United States, and also successfully complete a DOJ fingerprinting background check, tuberculosis risk assessment and examination (if necessary), and reference checks to ensure the health and safety of the Charter School's faculty, staff, and pupils. In addition, prospective employees are carefully screened to ensure they have the qualifications for employment as outlined in their job descriptions. The Charter School shall not discriminate against any individual employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics.

Code of Professionalism

All members recognize the magnitude of the responsibility educators accept in their chosen profession. In order to ensure the effectiveness of our programs and the success of students in

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meeting learning outcomes, all staff members must be committed to our collective mission and vision. Every stakeholder is accountable for the academic and social growth of our students.

Members of EFC's Governing Board of Directors, any administrators, managers or employees, and any other committees of the EFC Board shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

All EFC and Charter School staff commit to:

- Abide by federal, state, and local laws
- Maintain a professional relationship with all students
- Refrain from the abuse of alcohol or drugs during the course of professional practice
- Exemplify honor and integrity in the course of professional practice, particularly in the use of public funds and property
- Comply with state, federal, and local laws regarding the confidentiality of student records
- Fulfill the terms and obligations detailed in the charter

File necessary reports of child abuse

- Maintain a high level of professional conduct

Employee Recruitment and Selection Process

EFC and the Charter School are dedicated to hiring professional and qualified staff. All staff to be hired at the school must demonstrate an understanding and commitment to EFC and the Charter School's mission, vision, and educational philosophy.

EFC provides equal employment opportunities for all qualified applicants and staff. Employment decisions are based on qualifications, abilities, and work performance.

Recruitment

EFC is dedicated to hiring professional and qualified staff. All staff to be hired at the school must demonstrate an understanding and commitment to EFC's mission, vision, and educational philosophy. The Director of Talent Acquisition and the Superintendent of Schools at the EFC Home Office will be responsible for staff recruitment, as follows:

- Posting the position in strategic websites and publications
- Working with the principal on presenting at career fairs, conferences, and appropriate events

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- Reaching out to and networking at events with innovative and experienced educators
- Utilizing print and news media, as appropriate
- Expand and deepen partnerships to foster internal and external pipelines which will help reduce cost/hire and support diversity

Selection

Selection and appointment of employees at EFC will be the exclusive prerogative of EFC. As such, the EFC Board of Directors shall set the terms and conditions of employment by establishing personnel policies. Decisions relative to the selection, employment, and release of the Superintendent rest with the Board of Directors. Decisions relative to the selection, employment, and release of the executive management employees rest with the Superintendent in consultation with the Board of Directors as needed.

The Principal, in partnership with the EFC Home Office, is responsible for the selection, employment, and release of all school-site staff. The Principal will establish a Selection Committee composed of site staff, students (as appropriate), and parents that will work with the Principal to select staff.

To ensure the selection of the highest quality staff, the following selection process will be implemented:

1. Request resumes, cover letters and written responses to essay prompts (Home Office Recruitment team).

Education for Change will not discriminate against any employee on the basis of race, color, creed, age, gender, national origin, disability, religion, sexual orientation, or marital status. Education for Change will adhere to California laws, including fingerprinting and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony.

Education for Change implements specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability or any other characteristic described in Education Code Section 220 in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Criminal Background Clearances And Fingerprinting

EFC shall comply with all requirements of Education Code sections 44237 and 45125.1. EFC shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

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~~EFC shall maintain on file and available for inspection evidence that (1) EFC has performed criminal background checks and cleared for employment all employees prior to employment; (2) EFC has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) EFC has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. EFC shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, EFC shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.~~

All employees must furnish or be able to provide:

- ~~2. Proof of negative tuberculosis (TB) testing or negative chest X-ray for TB Utilize prescreening tools for all staff (EFC Recruitment team).~~
- ~~3. Leverage brief screening interviews (by phone) as needed (EFC Recruitment team).~~
- ~~4. Conduct a follow-up interview, including a sample teaching lesson or other demonstration of job-related abilities (site level selection team).~~
- ~~5. Verify credentials and past employment, state and federal background checks, and~~
- ~~6. professional and personal reference checks (EFC Human Resources team).~~
- ~~7. Finalize a selection (Principal & EFC Director of Human Resources).~~
- ~~8. Finalize contract and extend offers of employment (EFC Director of Human Resources).~~

Employee Qualifications

All employees must meet the state and federal legal requirements for employment, including relevant credentialing requirements, background checks, TB clearance, immunizations, and any additional position-specific requirements.

The HR department maintains on file and available for inspection current copies of:

- Teacher credentials for their certificated assignment, as required by position
- ~~1) • Documentation of TB clearance, in accordance with Education Code Section 49406~~
- ~~• Fingerprinting for a Verification of state and federal criminal record check. Education for Change will process all background checkscheck clearance~~
- Criminal background summaries, which will be maintained by the HR Department in a
- ~~2) • confidential secured file separated from personnel files, as required by Education Code Section 44237law~~

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- 3) Documents establishing legal employment status, most commonly in the form of an I-9 Employment Eligibility Verification form and acceptable forms of identification

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Immunization And Health Screening Requirements

EFC shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. EFC shall maintain TB clearance records and certifications on file.

- Employees²All other relevant employment documentation

As required under Education Code Section 48000(g)(4), and subject to any future amendments, all teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015 must possess at least one of the following:

- At least 24 units in early childhood education, or childhood development, or both.
- As determined by the Charter School, professional experience in a classroom setting with preschool age children is comparable to 24 units of early childhood education, or childhood development.
- A child development teacher permit, or an early childhood education specialist credential, issued by the Commission on Teacher Credentialing.

Except for unionized employees whose employment relationship with EFC, rights and obligations, and service to the Charter School shall be subject to a collective bargaining agreement, all other employees' job classification and work basis will be specified in individual employment agreements, unless they also become subject to a collective bargaining agreement. These agreements may take the form of employment contracts, at-will employment agreements, or other agreements. All agreements not specifically stating that they are employment contracts will be deemed to be at-will employment agreements. Agreements may be renewed based on demonstration of meeting or exceeding the requirements of individual agreements and adhering to policies, procedures, and expectations. These expectations will be designed to support the mission and vision of the school and to comply with state laws.

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EFC is dedicated to hiring professional and highly qualified staff. All staff to be hired at the school must demonstrate an understanding and commitment to EFC's mission, vision, and educational philosophy. The Director of Recruitment and the Chief Talent Officer at the EFC Home Office will be responsible for staff recruitment—posting the position in strategic websites and publications; working with the principal on presenting at career fairs, conferences, and appropriate events; reaching out to and networking at events with innovative and experienced educators; and utilizing print and news media as appropriate. The Principal will be responsible for selecting all staff with support from the EFC Home Office. The Principal will establish a

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Selection Committee composed of site staff, students (as appropriate), and parents that will work with the Principal to select staff.

To ensure the selection of the highest quality staff, we will implement the following selection process:

- 1) ~~Request resumes, cover letters and written responses to essay prompts (Home Office Recruitment team);~~
- 2) ~~Brief screening interview (by phone) as needed (Home Office Recruitment team);~~
- 3) ~~Follow-up interview, including a sample teaching lesson or other demonstration^[1] of job-related abilities (site level selection team);~~
- 4) ~~Verification of credentials and past employment, state and federal background checks, and^[1] professional and personal reference checks (Home Office Human Resources Manager);~~
- 5) ~~Finalize a selection (Home Office Recruitment team);~~
- 6) ~~Finalize contract and extend offers of employment (Home Office Human Resources Manager).~~

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Employee For further details on employee qualifications as they relate to the health and safety of students and staff, please see **Element 6**.

Qualifications and Job Descriptions for Key Positions

All EFC and school staff commit to:

- ~~Abide by federal, state, and local laws;~~
- ~~Maintain a professional relationship with all students;~~
- ~~Refrain from the abuse of alcohol or drugs during the course of professional practice;~~
- ~~Exemplify honor and integrity in the course of professional practice, particularly in the use of public funds and property;~~
- ~~Comply with state, federal, and local laws regarding the confidentiality of student records;~~
- ~~Fulfill the terms and obligations detailed in the charter;~~
- ~~File necessary reports of child abuse; and~~
- ~~Maintain a high level of professional conduct.~~

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ESEA/NCLB And Credentialing Requirements

EFC shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. EFC shall ensure that all teachers meet applicable state

requirements for certificated employment, including the provisions of Education Code section 47605(1). EFC shall maintain current copies of all teacher credentials and make them readily available for inspection.

Home Office

Education for Change as a charter management organization has an experienced Home Office team responsible for supporting ~~LWL~~the Charter School and its team in implementing a quality instructional program in alignment with the charter petition.

The following positions are EFC Home Office positions that will support ~~LWL~~the Charter School in its operations. The organization chart and job responsibilities will be revised as necessary to reflect the needs and priorities of the organization in service of its mission.

Management Team

Superintendent ~~Management Team~~

- ~~Chief Executive Officer~~ - Manages the strategic direction of EFC
- ~~Chief of Staff~~ - Manages strategic priorities
- ~~Chief Academic Officer~~ - Leads the Instructional Leadership Team
- ~~Chief Talent Officer~~ - Leads recruitment, selection, retention and development of human capital; leads human strategic initiatives
- ~~Chief of Schools~~ - ~~Manages~~Supervises and ~~supervise~~coaches all Principals and schools; leads leadership development initiatives

Instructional Leadership Team

- ~~Chief Talent and Strategy Officer~~ - Manages HR and Talent teams and leads strategic priorities
- ~~Director of ELA and ELD~~
- ~~Director of Mathematics~~
- ~~Director of Data Systems and Analysis~~
 - ~~Data Manager~~

Finance and Operations Team

- ~~Human Resources Team~~
- ~~Community Engagement Specialist~~
- ~~Student Site Operations~~ - Leads the site-based ~~Recruitment Team~~

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- Director Internal Operations teams
- Chief Academic Officer - Leads the Instructional Team, including Special Education
- Chief Business Officer - Leads the Finance Team
- Facilities Manager
- and IT teams
- **Instructional Leadership Team**
 - Chief of Schools - Supervises and coaches all Principals
 - Chief Academic Officer - Leads instructional strategy and manages directors of academic content areas, expanded learning, assessment and student support services
 - Director of Student Support Services - Manages and leads the Division of Student Support Services
 - Director of Mathematics - Leads K-8 Mathematics coaching, professional development, and support
 - Director of TK-2 ELA - Leads Early Elementary ELA coaching, professional development, and support
 - Director of 3-8 ELA - Leads Upper Elementary and Middle School ELA coaching, professional development, and support
 - Director of Assessment, Data, and Analysis - Manages assessment administration, data platforms, and student data
 - Director of Expanded Learning - Manages Expanded Learning programming and oversees ELOP funds and requirements

Finance and Operations Team

See Appendix B9 for job descriptions for the CEO, Appendix B10 for the COO job description and the Appendix B11 Chief of Schools job description. These are the PRIMARY Home Office leaders with respect to supporting sites. Any other Home Office job descriptions can be made available as requested.

- Chief Business Officer - Leads the Finance and IT Teams
- Chief Talent and Strategy Officer - Manages strategic priorities and leads Human Resources and Talent teams
- Director of Human Resources - Manages HR and Payroll Teams, Benefits
- Director of Talent Acquisition - Leads certificated and classified staff recruitment and selection, and partnerships

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- [Director of Site Operations - Leads the site-based Operations teams](#)
- [Director of IT - Manages and supports IT team and special projects](#)

The following ~~job descriptions outline~~ outlines the school's key Charter School positions, including and the qualifications and responsibilities needed for those roles. They will be revised as necessary to reflect the ~~specific needs of LWL~~ needs of the Charter School. For a complete list of employee qualifications for all positions, please see [Appendix 7 - Job Descriptions of key roles at the Home Office and School Site.](#)

Principal

Under direction of the Chief of Schools, the Principal is responsible for the day-to-day operations of ~~LWL~~ the Charter School. The Principal's responsibilities include management and oversight of all instruction and operations. In collaboration with the EFC Home Office, the Principal develops and implements school level policies in compliance with EFC's organization-wide policies, administers and supervises the school and its employees, supports staff and parent leadership and a model of shared decision making, manages the implementation of the instructional program in alignment with the school's approved instructional frameworks and annual site plans, fosters a culture of positive, engaged learners, and serves as a strong advocate ~~advocate~~ for the school's philosophy.

See Appendix B12 for the Principal job description

- [3+ years teaching experience](#)
- [Experience as a teacher leader, instructional coach, or site leader](#)
- [Experience working with children in an educational or youth development setting](#)
- [Training and/or experience with conflict management](#)
- [Excellent organizational, project management and time management skills](#)
- [Spanish Bilingual preferred](#)
- [Masters Degree preferred](#)
- [Outstanding problem solving skills](#)
- [Effective oral and written communication skills with an ability to communicate with various constituencies and to work comfortably with a variety of staff at all levels within the organization](#)
- [Proactive, independent thinker, goal oriented](#)
- [Excellent team player with a high degree of willingness to be hands-on and do whatever it takes to support the success of Education for Change](#)

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Assistant Principal/Deans of Instruction

The Assistant Principal is viewed as a future principal. As such, the Assistant Principal role is intended to provide a wide range of experiences that will successfully prepare individuals to eventually serve as Principal. S/he supports the principal in the roles described above under Principal.

The Dean of Instruction under the supervision of the Principal or Assistant Principal provides instructional coaching and professional development to targeted teachers. The Dean role is intended to provide instructional leadership experiences that will prepare the individual for Home Office and site administration responsibilities.

The qualifications for an assistant principal include:

- 3+ years teaching experience
- Experience as a teacher leader, instructional coach, or site leader
- Spanish Bilingual preferred
- Masters Degree preferred
- Knowledge of the Common Core standards and instructional practices aligned to those standards
- Strong data analysis skills
- Experience working with English Language Learners
- Experience coaching, mentoring or developing teachers
- Strong community building skills
- Outstanding communication and organization skills The qualifications for a dean of instruction include:
- 3+ years teaching experience
- Experience accelerating student learning and achievement in low-income communities
- Knowledge of curricula and instructional best practices
- Content knowledge in Common Core Standards
- Strong Data Analysis Skills
- Demonstrated success as an instructional leader and in the professional development of teachers
- Strong interpersonal skills
- Able to work effectively with diverse communities

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- Outstanding communication and organization skills
- Must possess a growth mindset and be able to use feedback to refine practice.

Teachers/Interventionists

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As with students and parents/guardians, teachers make a specific choice to be part of the LWL team, Charter School Academy team, as well as part of the non-profit Education for Change team. EFC teachers meet the requirements for employment as stipulated by the California Education Code section 47605(I). Primary teachers of core, college preparatory subjects (English language arts, mathematics, science, history, and special education) hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. These documents are maintained on file at EFC and at the school and are subject to periodic inspection by OUSD and the Alameda County Office of Education. Teachers in non-core, non-college preparatory subjects meet the requirements the State allows for a charter school.

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EFC follows the development of the regulations to implement “Highly Qualified” requirements under the No Child Left Behind Act (NCLB) and ensures that the qualifications for all teachers follow the regulatory are responsible for delivering instruction aligned to the instructional guidelines set by the state with regard to this law. This includes monitoring that the “highly qualified” teacher requirements of NCLB are met which ensure that teachers meet the following three criteria unless otherwise exempt under the law: at Education for Change,

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1. Teacher possesses appropriate state certification or license;
2. Teacher holds a bachelor’s degree; and
3. Teacher passed a rigorous test, relevant major or coursework, or state evaluation demonstrating subject matter competency.

Selection of teachers is based on their teaching experience, the degree of subject matter expertise, their “fit” with the team and the organization at large, their ability to develop strong relationships with colleagues, students, and families, and their ability to demonstrate effective classroom instructional capabilities. Inexperienced or emergency credentialed teachers are hired on educational experience, work experiences deemed beneficial to education, and résumés with good references. All teaching staff must meet guidelines and standards set by the school Charter School and EFC.

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Responsibilities and essential qualities The qualifications for the teachers include:

Bachelor’s degree

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- Preparing and implementing effective lesson plans and units of study that lead to student understanding of curriculum content
- Assessing and facilitating student progress in line with the student and school outcome

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goals

- Maintaining accurate records
- Participating in professional development activities
- Maintaining frequent communication with students and their families, colleagues, and other school stakeholders
- Maintaining regular, punctual attendance
- Consistently delivering LWL's instructional program with a high level of student engagement and appropriate rigor
- Consistent cognitive planning with adopted curricula
- Engaging in ongoing collaborative work with colleagues to strengthen LWL's ability to deliver high level outcomes for all students
- Aligning instruction to the needs of
- Valid California Multiple Subject Teaching Credential or ability to attain one based on out of state certification or other document required for the teacher's certificated assignment.
- CLAD, BCLAD, or English Language Learners, Special Education, High and Low Achieving students Learner Authorization
- Being self reflective Must possess a growth mindset and always striving be able to improve at the craft of teaching
- Using data effectively use feedback to improve student, grade level, and school academic outcomes refine practice
- Consistently holding all students to high standards of work and behavior
- Maintaining open and effective lines of communication with all stakeholders
- Maintaining a positive, organized, and productive Experience with Positive Behavior Interventions & Supports preferred
- Experience accelerating student learning and achievement in low-income communities preferred
- Spanish language proficiency preferred
- Experience and desire to use data and technology as levers to drive instruction

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Education Specialists

Qualifications:

- Valid California Education Specialist Credential
- Successful experience with students with special needs
- Must possess a growth mindset and be able to use feedback to refine practice

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- Successful experience working in a collaborative environment
- Developing strong and productive relationships with students

See Appendix B13 for the LWL Teacher Job Description

Other Staff

A pool of day to day at will (on call) qualified substitutes, with appropriate background clearances, is established and a list of qualified substitutes is maintained.

At LWL, additional staff persons include:

- Cafeteria Worker
- Custodian Experience working with diverse communities
- Minimum of 3 years of experience as a certified Special Education teacher preferred
- Valid California Autism Authorization preferred
- Experience accelerating student learning and achievement in low-income communities preferred
- Bilingual-Spanish preferred
- Experience and desire to use data and technology as levers to drive instruction
- **Office Manager**

Qualifications:

- Bachelor's degree (prefer directly related experience) or equivalent combination of education and experience, in a large organization or school;
- Departmental budget management, database management, spreadsheet analysis, and student information system applications experience;
- Meticulous attention to detail;
- Excellent organizational, project management, and time management skills;
- Outstanding problem-solving skills;
- Effective oral and written communication skills with an ability to communicate with various constituencies and to work comfortably with a variety of staff at all levels within the organization;
- Proactive, goal-oriented independent thinker;
- Excellent team player with a high degree of willingness to be hands-on and do whatever it takes to support the success of Education for Change.

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- Knowledge of personal and/or network computer skills, including Google Suite and online platforms
- Ability to solve practical problems and deal with various variables in situations where only limited standardization exists.
- Ability to interact courteously, tactfully, and discreetly with a wide variety of personalities and challenges; exercise sound and independent judgment
- Ability to demonstrate team-building skills, establish and maintain effective working relationships, and collaborate effectively
- Spanish-speaking preferred
- Must possess a growth mindset and be able to use feedback to refine practice
- Experience working with diverse communities

Instructional Tutor

Qualifications:

- 1-2 years of successful, demonstrated experience working with school-age children
- High School Services Diploma, or equivalent
- Ability to:
 - Implement a scripted intervention curriculum effectively
 - Responsibly supervise students in all phases of the program (indoor, outdoor, activities, curriculum, etc.)
 - Work effectively with students of all ages
 - Adhere to safety practices, control and motivate students and preparing and maintaining accurate records
 - Collaborate with classroom teacher, district staff, consultants and other school stakeholders
 - Assist with family meetings and training sessions
 - Work both independently and collaboratively as a team
 - Understand and carry out verbal and written directions
 - Read and write English with sufficient comprehension to perform duties accurately and competently
 - Work and communicate effectively and cooperatively with individuals from diverse backgrounds

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- Enter data on a computer and navigate various student information systems
- Perform multiple, non-technical tasks including adhering to safety practices; supervising and motivating students; preparing and maintaining accurate records.

◆ **Student Support Assistant**

Qualifications

- Associate's degree (A.A.) or equivalent from two-year college or technical school; and two years experience and/or training; **OR** an equivalent combination of education and experience, in a large organization or school.
- Valid driver's license
- Superior customer service skills and problem-solving orientation
- Spanish bilingual capacity a plus
- Excellent organizational and time management skills
- Proactive, independent thinker, goal oriented
- Excellent team player with a high degree of willingness to be hands-on and do whatever it takes to support the success of Education for Change Establish and maintain effective working relationships
- Ability to communicate effectively orally and in written form with students, parents, and staff. Spanish speaking a plus.
- Must possess a growth mindset and be able to use feedback to refine practice
- Successful experience working in a collaborative environment
- Experience working with diverse communities
- Professional dress required.

Paraprofessional

Qualifications

- High school diploma
- At least two years of study at an institute of higher education or possession of an Associate's degree or higher preferred
- 1+ year working with students in special education or students from urban communities in an educational setting
- Flexibility and ability to adapt to changing conditions; ability to take initiative and modify activities and programs as needed

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- Must possess a growth mindset and be able to use feedback to refine practice
- Knowledge of basic subjects taught in elementary school, including mathematics, reading, writing, grammar, and spelling
- Knowledge and experience with students with autism and Applied Behavioral Analysis preferred
- Crisis Intervention Prevention (CPI) certification preferred

Non-instructional Staff

Other staff member qualifications depend on the open position but, at a minimum, candidates must demonstrate experience or a strong desire in supporting the mission of EFC and the Charter School. All employees should possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description.

Services Provided via Contractors

The Charter School will receive additional services from employees of organizations with which the Charter School contracts. The Charter school will ensure that the qualifications of employees of contractors are consistent with the expectations for the Charter School’s employees.

Professional Development

- Assistant Principal
- Parent Coordinator
- IT Specialist
- ELA and Math Coaches

See Appendix B14 for the Cafeteria Worker Job description

See Appendix B15 for the Custodian Job description

See Appendix B16 for the School Services Assistant Job description

See Appendix B17 for the Office Manager Job description

See Appendix B18 for the EFC and the Charter School staff participate in extensive professional development prior to and throughout each school year. Professional development is aligned to the school’s established annual educational priorities. Staff are also provided additional professional development and coaching related to their individual growth areas and needs.

Performance Evaluation

The Principal and Assistant Principal *Job description*

See Appendix B19 for the Parent Coordinator Job description

See Appendix B20 for the IT Specialist Job description

See Appendix B21 for the ELA/ELD Coach Job description (Math position is identical)

Evaluations

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The principal and assistant principal are responsible for evaluating all teachers and support staff. School staff evaluation is performed at least annually. The principal/Principal may request support from the EFC academic support team/Instructional Leadership Team to observe teachers in the classroom in order to determine their effectiveness as facilitators of learning and their ability to reach children using various modalities. A critical part of teacher evaluation and retention will be based on their growth as a teacher, student achievement, professionalism, and "fit" with the larger organization and school.

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See Appendix B22 for Principal Evaluation Rubric, Appendix B23 for the Principal Evaluation Survey, and Appendix B24 for the Principal Evaluation Performance Assessment. See Appendix B25 for Teacher Evaluation Rubric and Appendix B26 for Teacher Evaluation Summary Form.

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Just as staff are expected and encouraged to grow and achieve at high levels, so are these expectations applied to the principal and the school. The EFC Home Office staff work with the sites to ensure that the mission of the school/Charter School is being met, that all students are meeting high levels of achievement, that staff are well supported, and that the sites are safe learning environments.

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~~EFC shall comply with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees.~~

EFC shall comply with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees. EFC will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.

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ELEMENT 6: HEALTH AND SAFETY

Governing Law: "The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include require all of the requirement that following:

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(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in —California Education Code Section 44237.47605 (b) (5) (F).

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HEALTH, SAFETY AND EMERGENCY PLAN

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LWL shall have a comprehensive site specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of LWL each school year.

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LWL shall ensure that all staff members receive annual training on LWL's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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LWL shall provide all employees, and other persons working on behalf of LWL who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

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LWL shall stock and maintain the required number and type of emergency epinephrine auto injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto injector as required by SB 1266 (2014).

LWL shall comply with the requirements of (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school." – Ed. Code § 47605(c)(5)(F)

Site Safety Plan

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Charter School shall develop a school safety plan, which shall include the following topics set forth in Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined 32282(a)(2), and which shall be updated by March 1 every year:

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(A) Child abuse reporting procedures;

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(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities;

(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;

(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079;

(E) A discrimination and harassment policy consistent with the prohibition against discrimination set forth in Education Code § 49475 offered by or on behalf of LWL section 200;

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LWL shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

LWL, including its employees and officers, shall comply with the (F) The provisions of any schoolwide dress code, pursuant to ~~Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.~~

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CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

LWL shall comply with all requirements of Education Code sections 44237 and 45125.1. LWL shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

~~EFC shall maintain on file and available for inspection evidence 35183 that (1) EFC has performed criminal background checks and cleared for employment all employees prior to employment; (2) EFC has obtained certification prohibits pupils from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of wearing "gang-related apparel." if the school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) EFC has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. EFC shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, EFC shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. has adopted that type of a dress code;~~

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~~EFC shall comply with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees.~~

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IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

~~EFC shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. EFC shall maintain TB clearance records and certifications on file.~~

EFC(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;

(H) A safe and orderly environment conducive to learning at the school;

(I) The rules and procedures on school discipline adopted pursuant to Education Code sections 35291, 35291.5, 47605, and 47605.6;

(J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.

Pupil Safety

Immunizations, Health Examinations, and Health Screenings

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. ~~EFC~~Charter School shall maintain student immunization, health examination, and health screening records on file.

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SAFE PLACE TO LEARN ACT

~~EFC shall comply with all applicable requirements of the~~ Suicide Prevention Policy (Grades 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, that meets the requirements of Education Code section 215, if it serves any of those grade levels. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: Youth bereaved by suicide; Youth with disabilities, mental illness, or substance use disorders; Youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth.

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Employee Training

Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.

Charter School ~~Safe Place to Learn Act, Education Code section 234 et seq.~~

GUN-FREE SCHOOLS ACT

EFCI shall comply with the federal Gun-Free Schools Act.

TOBACCO USE PREVENTION

EFC shall enact policies to prohibit the use of Tobacco near its school site in accordance with the provisions of California Health and Safety Code section 104495."

Comprehensive Sexual Harassment Policies and Procedures

Education for Change and LWL are committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Education for Change has a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in a sexual misconduct policy that will be developed prior to hiring any employees. All supervisors are required to participate in regular trainings around their legal responsibilities.

See Appendix B27 for the EFC Employee Handbook

Role of Staff as Mandated Child Abuse Reporters

~~All classified and certificated staff is mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by schools within the Alameda County Office of Education Service Area.~~

LWL shall provide all employees, and other persons working on behalf of LWL Charter School, who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014); Education Code section 44691.

TB-Testing

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EFC Employee Screening Requirements

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237, 44830.1 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Tuberculosis Screening

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. EFC Charter School shall maintain TB clearance records and certifications on file.

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Overview

EFC will follow clear procedures to ensure the health and safety of pupils and staff. Toward this end, the EFC Board of Directors has adopted and implements full health and safety procedures and risk management policies at the school site in consultation with insurance carriers and risk management experts. These include:

- Health and Wellness Policies, including immunizations, health screenings, administration of medication, emergency epinephrine auto-injectors, blood-borne pathogens, a drug free and tobacco free campus, and the role of staff as mandated child abuse reporters
- A School Safety Plan, including procedures for background checks, anti-discrimination and harassment policies, facility safety, and a disaster preparedness plan providing emergency procedures in case of fire, bomb threat, earthquake, flooding, crash, intrusion, or any other disaster

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These policies and procedures govern the behavior of both students and staff to ensure the safety of both. They are reviewed and updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff. The policies are maintained on the school site, available for Authorizer review on an ongoing basis, and incorporated into the Student and Family and the Employee handbooks, which are included in **Appendix 8 - Handbooks**. The Charter School shall ensure that staff are trained annually on the health, wellness, and safety policies and procedures.

The following is a summary of the health, wellness, and safety policies and procedures of the Charter School. In addition, please see **Appendix 9 - Health, Wellness, and Safety Plans** for the Learning Without Limits Emergency Operations Plan.

Health and Wellness

The following is a summary of the health and safety policies of the Charter School.

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Medication in School

The ~~school~~ Charter School adheres to Education Code Section 49423 regarding administration of medication in school.

~~LWL shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014).~~

Vision/Hearing/Scoliois

~~The school adheres~~ Charter School will adhere to Education Code Section ~~49450 et seq. as applicable to the grade levels served~~49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in

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annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Tuberculosis Risk Assessment and Examination

Employees and volunteers who have frequent or prolonged contact with students, shall comply with tuberculosis risk assessment and examination requirements prior to employment and working with students, and for employees at least once each four years thereafter, in accordance with Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Naloxone

The Charter School shall stock and maintain Naloxone nasal spray to administer in the event of an opiate overdose.

Blood-Borne Pathogens

The principal, or designee, meets Charter School shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The principal, or designee, EFC, has established a written "Exposure Control Plan" designed to protect employees and students from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. The Blood Borne Pathogen Exposure Plan is included in Appendix 7 - Health, Wellness, and Safety Plans.

Nutrition, Nutritionally Adequate Free or Reduced Price Meal

The Charter School is dedicated to promoting the health and wellness of its students. All students will have access to meals during the school day that are nutritious and meet all Federal

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Nutritional guidelines. The Charter School shall provide each needy student, as defined in Education Code Section 49552, with breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. The Charter School shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

- a) A description of type 2 diabetes.
- b) A description of the risk factors and warning signs associated with type 2 diabetes.
- c) A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- d) A description of treatments and prevention methods of type 2 diabetes.
- e) A description of the different types of diabetes screening tests available.

Athletics

The Charter School complies with the requirements of Education Code section 221.9 with respect to the posting and/or disclosure requirements regarding pupil participation in competitive athletics and complies with the requirements of Education Code section 33479 et seq. regarding recognition of signs of sudden cardiac arrest with respect to any athletic program that is offered.

The Charter School complies with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code Section 49475) offered by or on behalf of the Charter School.

Drug, Alcohol, and Smoke-free Environment

The Charter School maintains a drug-, alcohol-, and tobacco-free environment.

Suicide Prevention Policy

The Charter School shall adopt policies on pupil suicide prevention in accordance with Education Code section 215. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention,

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and postvention, and shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth. The policy for pupils in kindergarten and grades 1 to 6, inclusive, shall be age appropriate and shall be delivered and discussed in a manner that is sensitive to the needs of young pupils. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by January 1, 2025 to incorporate best practices identified by the California Department of Education’s model policy, as revised.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the school’s restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women’s restrooms and all-gender restrooms, and in at least one men’s restroom. The Charter School shall post a notice regarding the requirements of this section in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, pursuant to this section. This notice shall include the text of this section and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Safe Place to Learn Act

The Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module

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developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Supporting LGBTQ Students

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Recess

As of the 2024-25 school year and except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Workplace Violence Prevention Plan

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As of July 1, 2024, the Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Transportation Services

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Family Educational Rights and Privacy Act

EFC and the Charter School, including its employees and officers, shall comply with FERPA and Education Code section 49060 et seq. at all times.

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School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(L):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations.
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200

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- provisions of any school wide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
- procedures for conducting tactical responses to criminal incidents
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent. The training shall be conducted by a certified instructor and provided during a regularly scheduled staff development meeting. The training will occur at least bi-annually. The Charter School Safety Plan is included in **Appendix 9 - Health, Wellness, and Safety Plans.**

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Principal and, if there is merit to the concern, the Principal shall direct the School Safety Plan to be modified accordingly.

Emergency team roles and responsibilities are described in the School Safety Plan and are reviewed annually. Roles include the school site responsible official, the school site safety coordinator and the Central Office responsible officials. Other roles include team leaders for the site communications, assembly area, first aid, food and water, search and assessment, student release, traffic and security, utilities and hazards teams.

Safety plans are maintained on file and available for inspection. EFC adheres to these plans to address the needs of each school site. Emergency drills are held periodically and as required for fire, earthquake and code red/lockdown scenarios.

Additional Policies

Comprehensive Anti-discrimination and Harassment Policies And Procedures

EFC and the Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression,

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nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Misconduct of this nature is very serious and will be addressed in accordance with EFC policy and procedures.

EFC has established a comprehensive complaint and investigation procedure to centralize all complaints and concerns coming into the school, in order to prevent and immediately remediate any concerns about discrimination or harassment at EFC (including employee to employee, employee to student, and student to employee misconduct). Under the direction of the EFC Board of Directors, the Superintendent and/or the Chief Operating Officer or designee shall be responsible for investigation, remediation, and follow-up on matters submitted to EFC through this procedure. The EFC Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation and Complaint Forms is included in the Employee Handbook and the Student and Family Handbook, which are available in Appendix 8- Handbooks.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

Please see Appendix 9 - Health, Wellness, and Safety Plans for the EFC Uniform Complaint Policy, Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy, and Policy for Complaints Against Personnel.

Facility Safety

LWL shall ensure that all staff members receive annual training on EFC's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Facility Safety

LWL willThe Charter School shall comply with Education Code §Section 47610 by either utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the StateCalifornia Building Standards Code, including provisions for seismic safety. LWL

The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Fire, Earthquake, and Evacuation Drills

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~~Students and staff will participate in earthquake drills every other month, fire drills monthly, and at least one lock down drill annually.~~

Emergency Preparedness

~~The school adheres to an Emergency Preparedness Handbook drafted for LWL. This handbook includes but is not limited to the following responses: fire, flood, earthquake, terrorist threats, hostage situations, and heart attacks. Education for Change requires that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.~~

~~LWL shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of LWL.~~

~~See Appendix B28 for the LWL Safety Plan~~

Procedures

~~The school has adopted procedures to implement the policy statements listed above prior to operation. The school has developed a school safety plan. The school safety plan is guided by Education Code Section 35294(a). LWL shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.~~

~~The Charter School affirms that it will comply with the federal ADA access requirements and other applicable fire, health and structural safety requirements; will maintain on file readily accessible records documenting such compliance and facility inspection records; and that the site will be secured with an appropriate Certificate of Occupancy.~~

Employee Training

~~The Charter School shall ensure that all staff members receive annual training on the Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.~~

~~The Charter School shall also ensure that its employees receive the required sexual harassment training under Government Code Section 12950.1.~~

~~The Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, in accordance with Education Code Section 44691, which shall occur within the first six weeks~~

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of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

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ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE OF RACIAL, SPED, and EL STUDENTS

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Governing Law: *The means by which the charter school will achieve a balance of racial and ethnic balance among its pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils as defined by the evaluation rubrics in Section 52064, that is reflective of the general population residing within the territorial jurisdiction of the school district/District board of education, to which the charter petition is submitted. — California - Education Code Section 47605(b)(5)(G)*

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Overview

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Learning Without Limits serves will continue to serve approximately 420340 students in grades KTK-5. The school maintains Charter School will maintain a waiting list to ensure the school will meet enrollment goals. It is the absolute goal of LWL the Charter School to serve the general student population of Oakland, and the school Charter School will strive to achieve a balance of racial and ethnic balance pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, that will reflect the general population residing in the territorial jurisdiction of the Oakland Unified School District and the demographics of the local neighborhood elementary schools, consistent with the admissions preferences as required of conversion schools pursuant to California Education Code section 47605(d)(1). In 2012, LWL formally converted to become a charter school operated by Education for Change. As a conversion charter school, LWL is obligated to serving the traditionally underserved student population in the original LWL attendance boundary. — c)(5)(G).

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Each fall, the principal/Principal in conjunction with the Board and faculty/Home Office, will review the currently enrolled student demographics. If at any time a significant disparity among the racial and ethnic demographics of our students is identified relative to surrounding OUSD schools, the principal/Principal will initiate dialogue and meetings with community leaders from the underrepresented racial/student groups. The objective of that dialogue will be to guide LWL the Charter School into creating more culturally inclusive and competent marketing strategies, and ultimately, a more culturally inclusive and competent school. — The Director of Recruitment at the Home Office will take the lead with the Principal in developing and implementing a comprehensive recruitment and outreach strategy.

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Recruitment Strategies

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Enrollment Timeline

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The Charter School implements an enrollment timeline and process that allows for a broad-based recruiting and application process, enabling families throughout the district to learn about the EFC and Charter School program and make an informed decision.

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Earned Media

Earned Media is ~~the cheapest and~~ one of the most effective strategies for garnering widespread attention to a charter school. ~~LWL The Charter School~~ will utilize the experience and relationships of ~~EFC Home Office~~its team members to strategically get articles placed in local newspapers that focus on the innovative programs offered at the ~~Charter School~~.

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Social Media Advertising

~~EFC has initiated social media advertising to outreach to more families across Oakland and increase brand awareness of its schools. Families can reach out to EFC through these channels and receive follow up phone calls.~~

Collateral Materials/Leave Behinds

Professionally designed brochures, flyers, and posters will showcase the benefits and opportunities that an education from ~~LWL the Charter School~~ will provide. All materials will be created with the end reader kept in mind and will be assured to make no false claims. These collateral materials will be printed in English, ~~Arabic~~, and Spanish and will be designed to demonstrate the diversity and cultural appreciation that occur at ~~LWL the Charter School~~. All marketing material samples will be provided to ~~OUSD~~ upon request.

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Grassroots Community Outreach

~~Oakland Enrolls~~, the organization ~~EFC~~ has partnered with to facilitate a single Oakland-wide charter application for families, reports that families when considering and choosing schools are most influenced by other families in their communities. The Principal and other staff will ~~all~~ be tasked with conducting public presentations to the community ~~in an effort to gain~~increase awareness. ~~With~~The Charter School leadership will annually present to rising Kindergarteners at the local preschools and Head Starts, and with permission from ~~Oakland Unified, LWL~~ would ~~OUSD~~, the Charter School will present and/or leave brochures or other collateral materials at ~~any one of the neighborhood~~ Child Development Centers ~~within the district~~. EFC will provide presentations or collateral materials to ~~Oakland Head Starts and other pre-schools that allow access or opportunity to inform their parents of LWL~~ organizations that serve elementary-aged youth like recreation centers and after school programs. In addition, EFC will do targeted outreach throughout the Fruitvale community through the ~~Unity Council, the churches~~, libraries, stores, restaurants, ~~and~~ markets in the area, and community-based organizations like ~~Unity Council and the Josie de la Cruz Recreation Center~~.

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Targeted Outreach to Achieve Balance

~~LWL~~ is a neighborhood school that provides a preference or a weight for students residing in the original attendance boundary of the Hawthorne Elementary School. As such, unlike citywide charter schools, the student demographics at ~~LWL~~ reflects the immediate neighborhood and attendance boundary. To ensure students across the lower Fruitvale have access to ~~LWL~~, targeted recruitment is conducted through ~~LWL's~~ partners, including ~~La Clinica de la Raza~~.

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(which operates several clinics across the Fruitvale including an onsite clinic at LWL), Unity Council (which operates preschools), East Bay Agency for Children (which provides critical services for families including a 0-5 program), and the Alameda Food Bank which operates an on-site food pantry for the neighborhood. This recruitment ensures neighbors residing around LWL are aware of the school and its offerings resulting in a large English Language Learner, Mam-speaking, and Spanish-speaking population. Recently, we have seen an influx of Arabic families. To support Arabic and Mam speaking families and to facilitate recruitment and outreach, EFC employs Mam and Arabic speaking personnel. All online advertising includes translation, both written and oral, into all languages.

LWLTo ensure students with disabilities are getting access to Learning Without Limits, EFC presents at preschool programs serving students with low incidence disabilities, including Buildings Blocks for students with IEPs. We also partner with Seneca Family of Agencies and outreach to their preschool clients. For students with high incidence disabilities, EFC widely advertises its special education programming, its MTSS offerings, and our partnership with Alameda District Behavioral Health Services to provide mental health services.

Learning Without Limits Open Houses

In the spring and fall of every year, LWLthe Charter School will host community informational meetings, so that interested parents or community members can come and learn about the opportunities that will be provided by LWLthe Charter School, EFC Home Office leadership will be invited to attend and participate in all open houses, especially in the case should parents have specific questions that should be directed to Home Office personnel. Information for each of these open houses will be distributed to all the local daily current families and weekly newspapers, on radio where available preschools, via social media and platforms like Eventbrite, and via a concerted online and word of mouth grass roots grassroots strategy. Dates and times for the open houses have not yet been confirmed, but they will be set to maximize the number of parents that are able to attend. Proposed dates include meetings in December, February, March, and April of each year. Meetings will be held on weeknights and on weekends.

LWLThe Charter School also understands that as part of its oversight of the school, OUSD may conduct program review of federal and state compliance issues.

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Systems and Supports to Retain Target Student Groups

Learning Without Limits is committed to maintaining enrollment of students representing various racial and ethnic backgrounds, language groups, and students with disabilities. Our strategies and processes are designed to reflect and support the diversity of our community, ensuring that every student feels valued and has equal opportunities for educational success.

The school makes it a priority to hire staff directly from the surrounding community. By recruiting a workforce that reflects the demographics of our students and includes alumni from local schools like LWL, Lazear, and Arise, as well as others residing in local Oakland neighborhoods, we ensure that our team is culturally responsive and representative of the community we serve. This has proven effective in building trust with families, as students and their families see themselves mirrored in the staff and recognize the value of the relationships formed.

In addition, Learning Without Limits prioritizes using inclusive and welcoming language, programming, and materials that reflect and respect the diverse identities of our students and families. We have intentionally adopted curricula that reflect the diversity of our community. For example, our Fishtank curriculum deeply engages students in understanding their own history and culture as well as the experiences of other groups, and immerses students in such topics as civil rights, labor rights, and LGBTQ+ history. Another example is our grades 3-5 Advisory curriculum, which engages students in monthly heritage learning and celebrations that reflect the diversity of our community; this learning is reinforced by our grade 5 Student Council, which makes bi-weekly schoolwide morning announcements that include heritage learning and celebrations, and our monthly school assemblies.

Finally, Learning Without Limits, along with other Education for Change schools, explicitly prioritizes Student Belonging through our EFC-wide strategic initiatives. The school conducts student focus groups and surveys to identify practices that are contributing to a sense of belonging as well as those that must be shifted in order to ensure a deep sense of connectedness for all students, and in particular those that belong to student groups who have traditionally been underrepresented and/or “othered” in our society. Our Culture Leadership Team actively monitors this data and implements programming to address student needs.

We pay special attention to the following target groups, in order to ensure that our school environment is welcoming and that our programming meets their needs:

Black/African American Families

We engage our Black/African American students in affinity spaces and work as a team to unpack trends in Black student attendance and engagement. Affinity mentoring and small-group support takes place year round and is led by school leadership team members and ELO programming staff members.

We consistently engage in efforts to improve disproportionality in attendance, include direct communication with families, understanding their challenges, and providing solutions such as

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transportation assistance, flexible scheduling for family meetings, and more accessible communication with teachers and staff. To ensure that Black/African American students see themselves reflected in our curriculum and to build cross-cultural understanding between different student groups, all students engage in learning about Black/African American history and culture during Fishtank units of study as well as advisory lessons, and we support our educators with professional learning related to these topics.

Learning Without Limits students, staff, and families also actively participate in Black excellence events city-wide, such as the Black Joy Parade, and we facilitate our own celebrations of Black/African American history and culture, like the annual Black/African American Family Breakfast and schoolwide celebration during the Black History Month. Additional enrichment programs at the school are informed by student focus groups and surveys, which are disaggregated by race/ethnicity, and Learning Without Limits has responded to the input from Black/African American students by adding more youth sports programming like flag football and cheerleading.

Newcomers

In order to create a welcoming and supportive environment for our Newcomers, LWL very intentionally use a variety of systems and structures that increase the level of academic and social support experienced by students. We cluster our Newcomer students in homerooms by language, in order to promote a sense of connectedness with other Newcomers who share their language background. In addition, we bring our Newcomers together multiple times per week for small group English Language Development instruction, in addition to small group *Ignite!* English Language Arts instruction. Moreover, we automatically enroll our Newcomers in our After School Program, in order to facilitate peer relationship development during non-academic time and to provide additional opportunities to develop basic interpersonal communication skills in English. Finally, we ensure that staff are consistently available to translate both daily interactions with students and families as well as important structures like IEP meetings, student academic conferences, and family education and leadership events.

Students with Special Needs

Our most important strategy for retaining students with special needs is to provide high quality, responsive Tier 3 programming that meets their specific needs, and to approach our work with families collaboratively through thoughtfully designed services, communications, IEP meetings, and family education opportunities. We invest deeply in the full continuum of Special Education programming, including both full inclusion and Special Day Class models, robust academic and behavioral interventions for students with both Mild/Moderate and Extensive support needs, and Educationally Related Mental Health Services.

Our engagement with our community of exceptional learners is also facilitated through our partnership with Seneca Family of Agencies to implement the Unconditional Education model, in which “the most essential mission is to apply this lens of unconditional care to the most struggling students in our schools, prompting out-of-the-box thinking to remove barriers to school success . The willingness to “do whatever it takes,” even when doing so proves to be a

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tremendous challenge.”⁹⁷ Our Special Education and General Education teams strive to fulfill this promise to our students with disabilities every day by using a variety of strategies and services to develop individualized programming that truly meets the needs of the child and their family.

By constantly evaluating and refining our practices, we aim to create an environment where every student feels valued and supported, regardless of their background. Ultimately, our goal is to build a school community that reflects the rich diversity of our city, provides equitable opportunities for all, and gives students and families compelling reasons to stay at Learning Without Limits.

⁹⁷ Source: Seneca Unconditional Education Model Overview. <https://senecafoa.org/wp-content/uploads/2021/02/UE-Model-Overview.pdf>

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ELEMENT 8: ADMISSIONS REQUIREMENTS ADMISSION POLICIES AND PROCEDURES

Governing Law: “Admission Requirements, if applicable. California policies and procedures, consistent with subdivision (e) [of Education Code Section section 47605(b)].” – Ed. Code § 47605(c)(5)(H)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

LWL Documentation of Admissions and Enrollment Processes

Upon request, Charter School will notify the District in writing of the application deadline and proposed lottery date. Charter School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter, and a record of all written communications with parents related to admissions. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

LWLAs indicated in the affirmations included at the beginning of this petition, Charter School shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).

Homeless and Foster Youth

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths.

LWL Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that LWL Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

LWL Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

NON DISCRIMINATION

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~~LWL~~Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. LWLCharter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

~~LWL~~

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

~~PARENT ENGAGEMENT~~

~~LWL~~As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

Parent Engagement

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours or attend an orientation event, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her/their child’s admission, continued enrollment, attendance, or participation in the school’s educational activities, or otherwise discriminate against a student in any manner because his/her/their parent cannot, has not, or will not provide volunteer service to LWLCharter School.

As a non-sectarian, tuition-free public school, Learning Without Limits will admit all grade-level eligible pupils who wish to attend up to the school’s capacity, in accordance with Education Code §47605(d)(2)(A). LWL will be a school of choice, and in compliance with Education Code §47605(f), no student will be required to attend LWL Academy.

Overview

The Charter School is open to all students. Admission to the Charter School, except as provided by Education Code Section 47605(e)(2), shall not be determined based on according to the student’s place of residence or that of the pupil or of his/her/student’s parent or guardian. However, in, within the event/state of California, except in the case of a public random drawing, admissions preference may be granted as provided below or unless required by Education Code

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~~Section 51747.3. No test or assessment shall be administered to residents of the Oakland Unified School District and students prior to the students residing in the original LWL acceptance and enrollment into the Charter School. The Charter School will comply with all laws, establishing minimum and maximum age for public school attendance boundary in charter schools.~~

~~In accordance with Education Code §48000(a), children must meet minimum age Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements for enrollment. LWL will abide by of Section 47605(e)(4), and make this notice available to parents.~~

~~Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any future amendments to the Education Code regarding minimum age for public schools. Proof reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the child's age must be presented at the time of enrollment as characteristics described in Education code §48002 Code Section 47605(e)(2)(B)(iii) as listed above.~~

Admission Recruitment and Enrollment Application Process

~~Learning Without Limits is participating As discussed in Element 8, EFC implements a recruitment process aimed at ensuring the student population at the Charter School is reflective of the student population in the Oakland Common Enrollment process surrounding neighborhood.~~

~~The Charter School requires students who wish to attend the Charter School to complete an application form. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Applications are accessible online through a citywide single charter application process. Parents can receive direct assistance with the application process either over the phone or in person.~~

The application is comprised of the following:

- Basic contact information
- Grade level
- Eligibility for preferences, as detailed below

Applications are due mid-February each year. If the number of applicants exceeds the number of available spaces, a public random drawing is held in accordance with Education Code Section 47605(e)(2)(B). The application materials will specifically identify the application deadline and the proposed lottery date. All applicants are also informed of the date and location of the public random drawing, as detailed below.

Admission Process

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In order to ensure that all students will be placed appropriately and benefit fully from LWL the Charter School, parents will be strongly encouraged to participate in a pre-admission meeting and a school tour. Upon admission, parents will be encouraged to attend a family orientation.

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~~All students who wish to attend LWL Following the open enrollment period each year, applications shall be admitted, up to capacity. Admission to LWL shall not be determined by the place of residence of the student or his or her parent in the State, except as provided in Education Code Section 47605(d)(2). If the number of pupils who wish to attend LWL exceeds the school's capacity, attendance, except for existing pupils of the~~ counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School, shall be determined by will hold a public random drawing ("lottery"). Students currently enrolled in the to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school are exempt from year. All applicants will be notified via push notifications, and the date and time are posted publicly on the school website, at least two weeks prior to the public random drawing. This notification will also include information about the rules to be followed during the lottery. Families will be invited to attend the lottery but are not required to do so in order to secure their spot. Unless families are notified otherwise in writing, the lottery will be held each In the case of a public random drawing, the following will be exempt from the lottery for admission to the school:

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Siblings of students currently enrolled

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The following weighted numerical preferences will be employed during a public random lottery:

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- Applicants who reside in the former OUSD attendance boundary of the school will be given a 5:1 preference.
- Applicants who reside within Oakland Unified School District OUSD will be given a 10:1 preference.
- Applicants who attend a school in Program Improvement will be given a 4:1 preference.
- Applicants who live outside of Oakland will be given a 1:1 preference.

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The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv), that:

- Each type of preference shall be approved by the chartering authority at a public hearing.
- Preferences shall be consistent with federal law, the California Constitution, and Section 200.
- Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically-disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

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- In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Each of the above preferences are allowed pursuant to Education Code Section 47605 and is consistent with federal law, the California Constitution, and Education Code Section 200. Following the Charter School’s admission preferences for siblings of students already enrolled at the Charter School, the Charter School maintains admission preferences for students attending or residing within the boundaries of the former OUSD elementary school (the original LWL Elementary boundary, now the Cesar Chavez Campus attendance boundary) and students residing within the boundaries of the Oakland Unified School District. These preferences favor local students from historically underserved subgroups, as demonstrated by the Charter School’s current demographics, which were achieved under the same preferences, and do not act to limit enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. The Charter School will seek to ensure that its student body is reflective of those living in the geographic community it serves within the Oakland Unified School District, as described in Element 8. The Charter School will monitor the outcome of its lottery on an annual basis to ensure that the admission preferences are not, in practice or effect, limiting enrollment access for pupils as identified in Section 47605(e)(2)(B)(iii).

Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Superintendent). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

All applications drawn after reaching capacity will be placed on a ~~wait list~~waitlist, in order in which they are drawn. Any applications submitted by the deadline and not accepted through the public random drawing due to capacity limitations will be placed on the ~~wait list~~waitlist in the order determined by lottery. ~~Applications received after the deadline will be offered admission (or spots on the ~~wait list~~waitlist) in the order received AFTER all applicants who submitted by the lottery deadline have been served. The wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will the wait list carry over to the following school year.~~

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Families who submitted completed application forms prior to the deadline will be notified in writing regarding the date, time, and location of the public lottery, and rules for the lottery process. Date, time, and location of the public lottery and rules for the lottery process are included in site FAQs and are posted online. Parents do not have to be present to participate in the lottery. The lottery drawing will be held on the school grounds in spring. EFCEFC shall be responsible for ensuring that the Charter School maintains complete and accurate records of its annual admission and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter, and a record of all written communications with parents related to admission, by maintaining appropriate hard copy and electronic files of the same according to appropriate document collection and retention policies.

The EFC Board will ensure that the lottery process will be:

- Public, transparent, and fair
- Held in a public space large enough to accommodate all interested
- Facilitated by an uninterested party charged with conducting the process

Results will be published in Spanish and English and will be posted online and in hard copy in previously determined locations. Results will be communicated to all applicants and accompanied by follow-up phone calls. Families of students who are offered admission will have three weeks to confirm in writing their intent to enroll and submit an enrollment packet including proof of age, proof of address, and immunization records. Any families who decline admission or who fail to confirm will lose their position to have the next name on the waiting list offer of admission rescinded. The waiting list will be kept on file at the Charter School and will be valid for the duration of the school year. If a student leaves the school, that space will be offered to the next person on the waiting list by mail and by phone. A student who is offered a position off of the waiting list will be required to confirm in writing their intent to enroll. push notification and by phone.

Enrollment Process

Upon admission to Learning Without Limits the Charter School, the registration process is comprised of the following:

- Completion of a student registration form;
- Submission of an enrollment packet
 - Student Registration Form
 - Proof of Immunization;
 - Home Language Survey;
 - Completion of Emergency Medical Information Form;

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- ~~o~~ Proof of minimum and maximum age requirements, ~~e.g. birth certificate;~~
- ~~o~~ Authorization for the school to request and receive student records from schools the ~~student~~ ⁹⁸ has attended or is currently attending;
- A copy of any existing Student Study Team ~~(SST)~~ evaluations and recommendations for the student shall be ~~provided;obtained~~;
- A copy of any existing 504 ~~or Individual Education Plan (or IEP)~~ for the student shall be ~~provided;obtained~~;

Family Educational Rights And Privacy Act (FERPA)

~~Learning Without Limits, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.~~

~~See Appendix B29 for 16-17 EFC Student Application (paper based), Appendix B30 for the Common Enrollment Student Application (online), and Appendix B31 for 17-18 Enrollment Information Sessions Flyer~~

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⁹⁸ In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

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Regarding immunizations, California law requires that parents/guardians of all children must submit completed immunization records, or exemption materials, prior to admittance of their children to school. School verification of immunizations is to be by written medical records from a physician or immunization clinic. All new and transfer students must present a current immunization record at the time of enrollment. There is no grace period. Pupils who fail to complete the series of required immunizations will be denied enrollment until the series has been completed. Exceptions will be provided only to the extent authorized under the law.

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ELEMENT 9: FINANCIAL AND PROGRAMMATIC AUDITS

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Governing Law: "The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." — Education Code Section 47605(c)(5)(I)

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—California Education Code Section 47605(b)(5)(I)

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Budgets

Preliminary estimated budgets for the next five years and five years of cash flow for Learning Without Limits are attached.

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See Appendix B32 and Appendix B33 for Preliminary Estimated Budgets and Cash Flow
See Appendix B34 for Budget Narrative

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Fiscal Autonomy

Education for Change will maintain the highest level of integrity in fiscal management while seeking all available resources and using them effectively to support the instructional program.

The business philosophy of EFC is entrepreneurial and community based. Every effort will be made to maximize revenue from all sources while maximizing the effectiveness of all expenditures through the utilization of a "better, faster, cheaper" and "in the best interest of the students" test.

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Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Learning Without Limits shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

Budget Development/LCAP Development

Budget development will begin each year immediately following the January announcement of the governor's TK-12 State Budget Proposals and be continually refined through the May Revise to the Final State Budget Act. Budgeted resources will always be consistent with Learning Without Limits' goals as identified by the EFC Board and the annual site planning process guided by the ongoing cycles of data inquiry. A year-end estimate of actuals and interim reports will be submitted as well.

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EFC has developed and is implementing a comprehensive annual site planning process across all of its schools. Data inquiry takes place every trimester following benchmarks assessments. The timeline for the site planning process begins in mid January and continues through June when the EFC Board approves first the LCAP and then the aligned budgets. The goals for this process are as follows:

- Develop a clear vision
- Engage all stakeholders authentically
- Ensure all stakeholders have a clear and shared understanding of the instructional program, resource allocation, and priority focus moving forward
- State compliance to the LCAP
- Develop a transparent and strategic action plan and aligned budget that ensures resources (time, people, money) are prioritized to accelerate student outcomes and meet identified targets

Site Planning Process



The timeline and deliverables for developing the 2016-17 site plan were as follows:

Due	Action	HQ-Led Sessions	Data Available	Budget	Stakeholder Engagement	Deliverables	Compliance
11/30	T1 data available	-	*	-	-	-	-
1/4	Behavior dashboard live	-	*	-	-	-	-
1/5	LCAP dashboard shared	-	*	-	-	-	-

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1/15	Attendance dashboard live	-	*	-	-	-	-
1/15	Site Planning Launch: define core vs investments, stakeholder engagement calendaring (frame the process, engage with data, identify priorities, work in teams to create plans, action plan for feedback)	*	-	-	-	-	-
1/15	Create stakeholder engagement calendar	-	-	-	*	-	-
2/1	Initial stakeholder engagement complete: overview, visioning: ILT, FLC, Staff, Community	-	-	-	*	-	-
2/5	Site planning work session: master schedules and staffing plans	*	-	-	-	-	-
2/15	Initial budgets available	-	-	*	-	-	-
2/18	Review data with ILT, FLC, staff, community, and students: identify needs and proposed priorities (utilize surveys)	-	-	-	*	-	-
2/29	T2 data available	-	*	-	-	-	-
3/7	Review T2 data with ILT, FLC, staff, community, and students: focus on staffing plan decisions	-	-	-	*	-	-
3/11	Complete staffing plan and master schedule	-	-	-	-	*	-
3/11	Site planning work session: Review supporting documents (SPLAP, EL, curriculum, tech, family, facilities, culture)	*	-	-	-	-	-
3/11	Submit Master Schedule to CAO for approval	-	-	-	-	-	*
3/14	Complete data analysis needs assessment, annual review and identified priorities and targets sections of Site Plan	-	-	-	-	*	-
3/25	Staffing conversations complete	-	-	-	-	-	*
4/5	Complete interventions, SPLAP, EL, curriculum, technology, facilities plans	-	-	-	-	*	-
4/8	Site planning work session: open work session	*	-	-	-	-	-

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4/15	Stakeholder engagement as needed: ILT, FLC, Staff, community, students	-	-	-	*	-	-
4/20	SCAI data available	-	*	-	-	-	-
4/25	Complete SCAI data analysis and family and culture and climate plans	-	-	-	-	*	-
4/28	Present priorities and targets and action plan to ILT, FLC, Staff, Community	-	-	-	*	-	-
5/2	Submit Instructional Minutes to Director of Data for approval	-	-	-	-	-	*
5/2	Finalize priorities, targets and action plan	-	-	-	-	*	-
5/2	Site Plans due to CAO for review	-	-	-	-	-	*
5/9	Feedback from CAO to site leads	-	-	-	-	-	*
5/13	Final Site Plans due	-	-	-	-	-	*
5/16	May revise: finalize budgets	-	-	*	-	-	-
5/18	All 2016-17 budgets finalized	-	-	*	-	-	-
5/20	CAO populates LCAPs	-	-	-	-	*	-
5/21	Site plans/LCAPs sent for approval to Academic Accountability Committee	-	-	-	-	-	*
5/24	Budgets approved by Finance Committee	-	-	*	-	-	-
5/30	All last minute revisions complete	-	-	-	-	*	-
6/1	Site Plans and LCAPs approved by Board	-	-	-	-	-	*
6/2	Deadline for all Master Schedules to be inputted into Illuminate	-	-	-	-	-	*

See Appendix B35 for Learning Without Limits 16-17 LCAP

Financial Reporting

The Chief Operating Officer in collaboration with the principal of Learning Without Limits in coordination with the CEO of EFC submits an annual budget to the EFC Board of Directors during the spring of each year. The EFC annual fiscal period runs from July 1 through June 30.

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter:

- September 1—Final Unaudited Financial Report for Prior Year
- December 1—Final Audited Financial Report for Prior Year

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- *December 1—First Interim Financial Report for Current Year*
- *March 1—Second Interim Financial Report for Current Year*
- *June 15—Preliminary Budget for Subsequent Year*

EFC has developed financial planning, financial reporting systems and budgets. The school principal and Chief Operating Officer in conjunction with appropriate EFC staff are responsible for producing monthly financial reports and designing a policy of internal controls to ensure fiscal responsibility. The principal, EFC staff, and the EFC Board has also developed other policies and procedures including employee benefits, compensation, evaluations, dispute resolution, disciplinary actions, student information systems, and parental involvement.

Financial records will be regularly maintained and a financial report prepared quarterly for the EFC Board of Directors. The EFC Board Finance Committee will work closely with the COO and the Finance Team to ensure fiscal oversight.

EFC has established strict policies governing internal controls. These policies ensure that the internal control mechanisms address legal compliance, conflicts of interest, signature authorities, government access to records, accounting procedures, cash management, and budget development, financial reporting, property management and procurement.

Attendance Accounting

The school maintains contemporaneous documentation of attendance in a format acceptable to the State. Required reports regarding daily attendance will be completed and submitted to the requesting agencies.

Budget Allocation And Vendor Selection

The EFC Board is responsible for approving annual budgets, with substantial input from the Chief Operating Officer (COO) and the Chief Executive Officer (CEO). The COO and principal develop the budget proposals and have latitude in determining how funds are best used within budget categories. EFC may delegate authority to the principal to select vendors below a contract amount to be determined, but retains overall responsibility for contract approvals. EFC has created an economy of scale by creating a highly accountable internally staffed back office business service department.

Potential Users Of Financial Information

Financial statements such as a Balance Sheet, Income Statement, and Statement of Cash Flow are prepared by the Home Office. Financial statements are used by the independent auditors who the EFC Board contracts each year. The financial statements are also available for review as desired by any of the school's officers, managers, or Board members who want to assess the school's financial condition. In addition, Board members use the financial statements to confirm existing policies or to create new policies. Finally, EFC submits its annual audited financial

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each year. At the conclusion of the audit, any exceptions or deficiencies will be reviewed by the Audit Finance Committee with the Chief Operating Financial Officer. The Audit Finance Committee will report the findings and recommendations to the Board of Directors. The Board of Directors will then report to the District to address how the exceptions and deficiencies have been or will be resolved to the satisfaction of the Authorizing Entity. EFC chartering authority. The Charter School will agree to writing a timeline for resolution of audit exceptions and deficiencies. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law. The independent fiscal audit of Learning Without Limits the Charter School is a public record to be provided to the public upon request.

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EFC will be responsible for its own financial services (accounting, budgeting, and payroll) and personnel services.

EFC shall conduct all of its financial operations in a timely manner and for all programs (regular, categorical, and special education) through procedures established by the State of California and the Federal Government, as appropriate. For Federal programs, including Title I, the criteria for eligibility and fiscal guidelines will be as established by the Federal Government. In receiving this funding directly, EFC is responsible for meeting eligibility and fiscal requirements established by the Federal Government and for completing the Consolidated Application. EFC shall provide OUSD with all financial and related reports, including enrollment attendance, to enable OUSD to meet its requirements by law.

Audit and Inspection of Records

LWL agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- LWL is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of LWL.
- The District is authorized to revoke this Charter for, among other reasons, the failure of LWL to meet generally accepted accounting principles or if LWL engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit LWL books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,

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- ~~The accuracy, recording and/or reporting of LWL's financial information,~~
- ~~LWL's debt structure,~~
- ~~Governance policies, procedures and history,~~
- ~~The recording and reporting of attendance data,~~
- ~~LWL's enrollment process,~~
- ~~Compliance with safety plans and procedures, and~~
- ~~Compliance with applicable grant requirements.~~

~~LWL shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to LWL. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.~~

Federal Funds

To the extent that Learning Without Limits is a recipient of federal funds, including federal Title I, Part A funds, LWL has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. LWL agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not the limited to, the following:

- ~~Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified~~
- ~~Develop jointly with, and distribute to, parents of participating children, a school-parent compact~~
- ~~Hold an annual Title I meeting for parents of participating Title I students~~
- ~~Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy~~

~~LWL also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues."~~

~~LWL~~The Charter School shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding financial records, from OUSD and shall consult with OUSD regarding these inquiries.

Cash Reserves

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~~EFC acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.~~

~~Third Party Contracts~~

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~~EFC shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Learning Without Limits, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.~~

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Please see [Appendix 10 - Financial Documents](#) for the most recent approved audit.

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ELEMENT 10: SUSPENSION AND EXPULSION POLICY AND PROCEDURES

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” – Ed. Code § 47605(c)(5)(J)

Student Due Process Protections

Charter School’s student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(i) For suspensions of fewer than 10 days, Charter School shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

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(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, Charter School shall provide both of the following:

(I) Timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) A hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

Required ~~Special Education Revenue Adjustment/Payment for Services~~

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In the event that Learning Without Limits owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from LWL, LWL authorizes the District to deduct any and all of the in lieu property taxes that LWL otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. LWL further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to LWL. Should this revenue stream be insufficient in any fiscal year to cover any such costs, LWL agrees that it will reimburse the District for the additional costs within forty five (45) business days of being notified of the amounts owed.

Programmatic Audit

EFC will compile and provide to OUSD an annual performance report on behalf of Learning Without Limits. This report will include the following data:

- Summary data showing pupil progress toward the goals and outcomes specified in

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Element 2

- A summary of major decisions and policies established by the EFC Board during the year
- Data regarding the number of staff working at the school
- A summary of any major changes to the school's health and safety policies
- Data regarding the numbers of pupils enrolled, the number on waiting lists, and the number of pupils suspended and/or expelled

Revenue Flow/Depository/Accounting

As a directly funded charter school, most of the school's state and federal revenue flows directly from the state to the school's account in the District Treasury, which is administered through OUSD.

Funds flowing through OUSD (payments in lieu of property taxes, supplemental instructional hours, etc.) will be transferred via cash journal in the most expeditious manner possible.

All such revenue deposits will be recorded in the financial system at OUSD. All expenditures, including payroll, will be drawn on the District Treasury, which enables the OUSD financial system to account for all revenue and expenditures. Revolving accounts with a local financial institution may be established for day-to-day expenditures from the General Fund, Food Services, and other miscellaneous accounts. All expenditures over \$500.00 from local accounts will continue to require two signatures.

Attendance Accounting Procedures

Existing attendance accounting procedures that provide excellent checks and balances will continue to be used unless a more efficient system can be devised that will satisfy state requirements.

Mandated Costs Reimbursement Program

In order to meet the health, safety, and public accountability requirements of all public school children at OUSD, the school will be required to comply with the following programs and activities:

- Annual Parent Notifications
- Behavior Intervention Plans
- California English Language Development Test
- Comprehensive School Safety Plan
- Criminal Background Check
- Emergency Procedures: Earthquake and Disasters
- Habitual Truant Conferences

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- ~~Open Meeting Act/Brown Act~~
- ~~Pupil Classroom Suspension by Teacher~~
- ~~Physical Performance Tests~~
- ~~Pupil Exclusions~~
- ~~Pupil Health Screenings~~
- ~~Pupil Promotion and Retention~~
- ~~Suspensions and Expulsions~~
- ~~School Accountability Report Cards~~
- ~~School Bus Safety I and II~~
- ~~Standardized Testing and Reporting~~
- ~~STRS Creditable Compensation~~
- ~~Any other current or future mandates of charter schools~~

~~It is the expressed intent of EFC to comply with all of the aforementioned mandates and file directly for reimbursements. If a reimbursement claim can be filed only through OUSD, OUSD agrees to fold EFC's claim into its claim and pass through Learning Without Limits' funds when received.~~

~~Eligible expenses that OUSD incurs as a result of current charter school law, subsequent charter school legislation, or CDE interpretations of these laws are not the responsibility of LWL and should be addressed by OUSD through the State's Mandated Cost Reimbursement Program.~~

~~LWL in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. LWL acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of LWL it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Learning Without Limits by law or charter provisions.~~

Internal Fiscal Controls

~~EFC will develop and maintain sound internal fiscal control policies governing all financial activities.~~

Apportionment Eligibility for Students Over 19 Years of Age

~~EFC acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)~~

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EFC shall be deemed the exclusive public school employer of the employees of LWL for the purposes of the Educational Employment Relations Act. (Government Code section 3540 et seq.) Charter School shall comply with all applicable requirements of the EERA, and the exclusive employer shall comply with the duties and obligations of the exclusive employer under the EERA. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes."

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ELEMENT 10: SUSPENSION / EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled. — California As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student’s last known contact information.

Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District’s “Disciplinary and Expulsion Documentation Requirements Policy,” posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child’s educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child’s attorney and District social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child’s tribal social worker and, if applicable, District social worker. The written notice shall inform the pupil, the pupil’s parent or guardian, the homeless child’s educational rights holder, the foster child’s educational rights holder, attorney, and District social worker, or the Indian child’s tribal social worker and, if applicable, District social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent or guardian, the homeless child’s educational rights holder, the foster child’s educational rights holder, attorney, or District social worker, or the Indian child’s tribal social worker or, if applicable, District social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child’s educational rights holder, attorney, and District social worker and an Indian child’s tribal social worker and, if applicable, District social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.”

— Education Code Section 47605(bc)(5)(J)

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Code of Conduct

The goal of the Learning Without Limits Code of Conduct is to create conditions EFC is to operate schools that foster student self-discipline in a warm, supportive school climate that is conducive to maximum learning for all students. The Code All EFC schools develop site-specific Codes of Conduct is a general guide for behavior, but not a mechanism for rigid control. To ensure success for ALL children, the individual personalities of students or extenuating circumstances will always be considered before corrective measures are prescribed. (Reference Ed Code Sections 48900 Codes of conduct will be presented in the Student and 48915 Family Handbook. Every family will receive a new copy of the Student and Health Family Handbook annually, which will be available in English and Safety Code 11007) Spanish. Please see Appendix 8 - Handbooks for the current Student and Family Handbook. The following policy on suspension and expulsion will be included in all EFC schools' handbooks.

The code of conduct is presented in the student/parent handbook. Every family receives a new copy of the Parent-Student handbook annually.

See Appendix B36 for LWL Family Handbook. Note that this handbook is also available in Spanish.

Each student and his or her parent or guardian will be provided with a copy of the following discipline policies including suspension and expulsion and will be required to verify that they have reviewed and understand the policies prior to enrollment.

At LWL, all students will wear the approved LWL school uniform. The school uniform policy will be set by the Family Leadership Council at the school site, and the principal will be accountable for enforcing the approved uniform policy.

Suspension and, Expulsion, and Involuntary Removal

The following Student Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at LWL. When the policy is violated Education for Change Public Schools. In creating this policy, EFC has reviewed Education Code Section 48900 et seq. which describe the offenses for which students at non charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removals. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. EFC is committed to

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annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and, expulsion, and involuntary removal, and it may be amended from time to time without the need to amend seek a material revision of the charter so long as the amendments comport with legal requirements.

Staff EFC fundamentally believes that providing an orderly, safe, and warm classroom and school environment is the foundation for positive behavior in children and a comprehensive MTSS model is the vehicle through which to support ALL children to respond positively in that environment. When children break rules in an orderly, safe and warm environment, EFC believes there is a logical root cause for that behavior which must be addressed. There is minimal research to support suspending and expelling children, and research verifies that African-American and Hispanic students are disproportionately impacted. Therefore, EFC expects its schools to develop a positive school culture, provide social emotional learning, and implement the behavioral interventions necessary to minimize the need for out-of-school suspension or expulsion.

Charter School staff shall enforce disciplinary rules policies and procedures fairly, respectfully and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook, which is sent to each student at the beginning of the school year. The while considering the needs of individual children. Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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The EFC administration shall ensure that students and their parents/guardians are notified in writing⁹⁹ upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available on request at the Principal's office. The Policy and its Procedures will also be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

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A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA")/IDEA, or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504"), is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular/general education students except when federal and state law mandates/requires additional or different procedures. The School/EFC schools will follow all applicable federal and state laws, including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School/EFC schools has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

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No student shall be involuntarily removed by EFC for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian, and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. When no native written language exists, oral translation shall be provided to the student and their parent/guardian. If a student's parent/ guardian requests a hearing, the EFC shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until EFC issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited

⁹⁹ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child's or youth's educational rights holder, attorney, and District social worker, and an Indian child's tribal social worker and, if applicable, County social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

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to, failure to comply with the EFC attendance policy or the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to school activity, 2) or school attendance occurring at the School or at any other school, or 3) a School-sponsored event. A pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil/student:

- 1-a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- 2-b. Willfully used force or violence upon the person of another, except self-defense.
- 3-c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- 4-d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- 5-e. Committed or attempted to commit robbery or extortion.

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6-f. Caused or attempted to cause damage to school property or private property-, which includes but is not limited to, electronic files and databases.

7-g. Stole or attempted to steal school property or private property-, which includes but is not limited to, electronic files and databases.

Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.

8-h. ~~Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.~~ This section does not prohibit the use of his or her student's own prescription products by a pupil-student.

9-i. Committed an obscene act or engaged in habitual profanity or vulgarity.

Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

j.

12-k. Knowingly received stolen school property or private property-, which includes but is not limited to, electronic files and databases.

Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm

13. ~~Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.~~

14. Committed or attempted to commit a sexual assault as defined in Penal code 261, 266e, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

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~~15.m.~~ Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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~~16.n.~~ Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

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~~17.o.~~ Engaged in, or attempted to engage in hazing. For the purposes of this ~~subdivision policy~~, "hazing" means a method of initiation or pre-initiation into a ~~pupil/student~~ organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective ~~pupil-student~~. For purposes of this ~~section policy~~, "hazing" does not include athletic events or school-sanctioned events.

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~~18.p.~~ Made ~~terrorist/terroristic~~ threats against school officials and/or school property, ~~which includes but is not limited to, electronic files and databases~~. For purposes of this ~~section policy~~, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for ~~his or her/their~~ own safety or for ~~his or her/their~~ immediate family's safety, or for the protection of school property, ~~which includes but is not limited to, electronic files and databases~~, or the personal property of the person threatened or ~~his or her/their~~ immediate family.

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~~19.q.~~ Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this ~~section policy~~, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This ~~section provision~~ shall apply to ~~pupils/students~~ in any of grades 4 to ~~128~~, inclusive.

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~~20.r.~~ Caused, attempted to cause, ~~threaten/threatened~~ to cause or participated in an act of hate violence, as defined in ~~subdivision (e) of Section 233 of the Education Code~~. ~~Section 233(e)~~. This section shall apply to ~~pupils/students~~ in any of grades 4 to ~~128~~, inclusive.

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21.s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classworkclass work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student rights(s) by creating an intimidating or hostile educational environment. This sectionprovision shall apply to pupilsstudents in any of grades 4 to 128, inclusive.

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t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined.

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22.i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in subdivisions (f) and (g) writing or by means of an electronic act, and including one or more acts committed by a student or group of Section 32261 of the Education Code, students which would be deemed hate violence or harassment, threats, or intimidation, which are directed specifically toward a pupil or school personnel, one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

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1. A pupilPlacing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

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2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

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3. Causing a reasonable student to experience substantial interference with their academic performance.

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4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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ii. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

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1. A message, text, sound, video, or image.

2. A post on a social network Internet Web site including, but not limited to:

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a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

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b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

3. An act of cyber sexual bullying.

a. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

b. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

4. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

~~23-u.~~ A student who aids or abets, as defined in Penal Code Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a ~~pupil~~ student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)-(a)-(b).

v. Possessed, sold, or otherwise furnished any knife, or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

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2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion ~~for any of the following acts~~, when it is determined the ~~pupil~~:student:

- a) ~~a~~ Possessed, sold, or otherwise furnished any firearm, ~~knife~~, explosive, or other ~~dangerous object~~destructive device, unless, in the case of possession of any ~~object~~device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

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Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. ~~The conference may be omitted if the Principal or designee determines that an emergency situation exists.~~ An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. ~~Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension.~~ This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

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3. ~~Suspension Time Limits/Recommendation for Expulsion~~

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~~Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.~~

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Upon a recommendation of Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

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Expellable Offenses

b. Brandished a knife at another person.

c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: -Students may be expelled or any of the following acts recommended for expulsion when it is determined the pupil/student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force of violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her student's own prescription products by a pupil student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

~~j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.~~

~~k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.~~

~~j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5~~

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

~~n) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.~~

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~~o)m.~~ Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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~~p)n.~~ Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

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~~o)o.~~ Engaged in, or attempted to engage in hazing. For the purposes of this ~~subdivision~~ ~~policy~~, "hazing" means a method of initiation or pre-initiation into a ~~pupil~~ ~~student~~ organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective ~~pupil~~ ~~student~~. For purposes of this ~~section~~ ~~policy~~, "hazing" does not include athletic events or school-sanctioned events.

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~~o)p.~~ Made ~~terrorist~~ ~~terroristic~~ threats against school officials and/or school property, ~~which includes but is not limited to, electronic files and databases~~. For purposes of this ~~section~~ ~~policy~~, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for ~~his or her~~ ~~their~~ own safety or for ~~his or her~~ ~~their~~ immediate family's safety, or for the protection of school property, ~~which includes but is not limited to, electronic files and databases~~, or the personal property of the person threatened or ~~his or her~~ ~~their~~ immediate family.

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~~o)q.~~ Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this ~~section~~ ~~policy~~, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This ~~section~~ ~~provision~~ shall apply to ~~pupil~~ ~~students~~ in any of grades 4 to ~~128~~, inclusive.

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~~o)r.~~ Caused, attempted to cause, ~~threaten~~ ~~threatened~~ to cause or participated in an act of hate violence, as defined in ~~subdivision (e) of Section 233 of the Education Code~~ ~~Section 233(e)~~. This section shall apply to ~~pupil~~ ~~students~~ in any of grades 4 to ~~128~~, inclusive.

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Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classworkclass work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student rights(s) by creating an intimidating or hostile educational environment. This sectionprovision shall apply to pupilsstudents in any of grades 4 to 128, inclusive.

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Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

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i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
3. Causing a reasonable student to experience substantial interference with their academic performance.
4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

ii. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A ~~pupil~~message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
3. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

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4. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

5. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

1. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

2. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

iv. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u. A student who aids or abets, as defined in Section 31 of the Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)-subdivisions (3)(a)-(b).

v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

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4. Non -Discretionary Expellable Offenses: Students must be ~~expelled~~recommended for any of the following acts~~expulsion~~ when it is determined pursuant to the procedures below that the ~~pupil:~~student:

a) ~~a.~~ Possessed, sold, or otherwise furnished any firearm, ~~knife,~~explosive, or other ~~dangerous~~ ~~object~~destructive device unless, in the case of possession of any ~~object~~device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b. Brandished a knife at another person.

c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289, or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel or Governing Board that a student has brought a ~~firearm~~fire\arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, ~~on to~~to campus or to have possessed a firearm or ~~dangerous~~destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means ~~(A)~~any explosive, incendiary, or poison gas, including but not limited to: ~~(+A)~~ bomb, ~~(+B)~~ grenade, ~~(+C)~~ rocket having a propellant charge of more than four ounces, ~~(+D)~~ missile having an explosive or incendiary charge of more than one-quarter ounce, ~~(+E)~~ mine, or ~~(+F)~~ device similar to any of the devices described in the preceding clauses.

The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

C. Suspension Procedure

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Suspensions shall be initiated according to the following procedures:

1. Conference

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Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal’s designee with the student and their parent/guardian and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student’s right to return to school for the purpose of a conference.

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At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i).

This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to participate in the conference. Penalties shall not be imposed on a student for failure of the student’s parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

2. Notice to Parents/Guardians

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At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by email, telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date when the student may return to school following the suspension.

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If EFC officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

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Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

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Upon a recommendation of expulsion by the principal or designee, the student and the student’s parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when EFC has determined a suspension period shall be extended, such extension shall be made only after a conference is held

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with the student and the student's parents/guardians, unless the student and the student's parents/guardians fail to attend the conference.

This determination will be made by the principal or designee upon either of the following determinations: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Student Work/Homework during Out-of-School Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

A student mayAs required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial EFC Board following a hearing before it or by the EFC Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board Superintendent as needed. The Administrative Panel shouldshall consist of at least three (3) members who are certificated and neither a teacher of the pupilstudent or a Board member of the EFC's governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the PupilStudent has committed an expellable offense, and recommends the student for expulsion.

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In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the ~~pupil~~ student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the ~~pupil~~ student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the ~~school~~ Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person and/or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

~~The School/EFC~~ may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined only by the School, Panel Chair/EFC, or the hearing officer in the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the ~~pupil~~ student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her/their right to (a) receive

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five days notice of his/her/their scheduled testimony, (b) have up to two (2) adult support persons of his/her/their choosing present in the hearing at the time he/she/the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

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2. The School EFC must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

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3. At the discretion of the person or panel/entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she/the complaining witness may leave the hearing room.

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4. The person/entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

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5. The person/entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she/the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

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6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person/entity presiding over the hearing from removing a support person whom the presiding person/entity finds is disrupting the hearing. The person/entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her/the complaining witness to the witness stand.

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7. If one or both of the support persons is also a witness, the School EFC must present evidence that the witness' presence is both desired by the witness and will be helpful to the School EFC. The person/entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her/their discretion to remove a person from the hearing whom he or she believes/they believe is prompting, swaying, or influencing the witness.

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8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

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9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil/student being expelled, the complaining witness shall have the right to have his/her/their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person/entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Students With Disabilities

A pupil identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. The School will follow the IDEIA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Notification of District

The School shall immediately notify the District and coordinate the procedures in this policy with the District the discipline of any student with a disability or student who the School or District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

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Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. ~~Procedural Safeguards~~/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the School, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- A. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability.
- B. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

1. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement
2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior
3. Return the child to the placement from which the child was removed, unless the parent and the School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the School, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the School may apply the relevant disciplinary procedures

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to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. ~~Due Process Appeals~~

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the School agree otherwise.

5. ~~Special Circumstances~~

LWL personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

1. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
2. ~~Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function, or~~
3. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. ~~Interim Alternative Educational Setting~~

The student's interim alternative educational setting shall be determined by the student's IEP team.

7. ~~Procedures for Students Not Yet Eligible for Special Education Services~~

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the School had knowledge that the student was disabled before the behavior occurred.

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The School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to The School's supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
2. The parent has requested an evaluation of the child.
3. The child's teacher, or other School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other School supervisory personnel.

If the School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay put. If the School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the School pending the results of the evaluation.

The School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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If, due to a written request by the expelled ~~pupil~~ student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have ~~his or her~~ their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The ~~final decision by the~~ Board shall ~~be made~~ make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. ~~The Decision of the Board is final.~~

If the ~~expulsion hearing panel~~ Administrative Panel decides not to recommend expulsion, ~~or the pupil~~ Board ultimately decides not to expel, the student shall immediately be returned to ~~his/her~~ their educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student ~~or~~ and student's parent/guardian. This notice shall also include the following:

1. a. Notice of the specific offense committed by the student.
2. b. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with ~~the School~~ EFC.

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The Principal or designee shall send a copy of the written notice of the decision to expel to the District chartering authority.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

The Board's decision to expel shall be final.

K. Disciplinary Records

The SchoolEFC shall maintain records of all student suspensions and expulsions at the SchoolEFC. Such records shall be made available to the District chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Board of Directors' decision to expel shall be final.

M. Expelled ~~Pupils~~Students/Alternative Education

~~Pupils~~Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the District or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the SchoolEFC shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupilstudent may reapply to the SchoolEFC for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a pupilstudent at the end of the student's expulsion term or to admit a previously expelled pupilstudent from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term shall be in the sole discretion of the Board following a meeting with the Principal or designee and the pupilstudent and student's parent/guardian or representative to determine

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whether the pupil/student has successfully completed the rehabilitation plan and to determine whether the pupil/student poses a threat to others or will be disruptive to the school/EFC environment. The Home Office team/Principal or designee shall make a recommendation to the Board following the meeting regarding his/the Principal or her/designee's determination. The pupil's Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the School's/EFC's capacity at the time the student seeks readmission- or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

EFC shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA the discipline of any student with a disability or student who EFC or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services during Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP or 504 plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards

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Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, EFC, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 plan

If EFC, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If EFC, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that EFC had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and EFC agree to a change of placement as part of the modification of the behavioral intervention plan

If EFC, the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504, then EFC may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent /guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or EFC believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or EFC, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration

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of the forty-five (45) day time period provided in 20 U.S.C. Section 1415(k)(1)(c), whichever occurs first, unless the parent/guardian and EFC agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the EFC believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or EFC may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. *Special Circumstances*

Education for Change Public Schools personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C Section 930, to or at school, on school premises, or to or at a school function

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

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c. Has inflicted serious bodily injury, as defined by 20 U.S.C Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students not yet eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if EFC had knowledge that the student was disabled before the behavior occurred.

EFC shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to EFC's supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of Special Education or to other School supervisory personnel

If EFC knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If EFC had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. EFC shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by EFC pending the results of the evaluation.

EFC shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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ELEMENT 11: RETIREMENT PROGRAMS SYSTEMS

Governing Law: "The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or the federal social security. — California. — Education, Code Section 47605(b)(5)(K)

Work Basis

Employee hours per week at Learning Without Limits will be based upon individual employee work agreements. The standard work week for ~~at most~~ staff is ~~forty (40)~~ hours per week.

Compensation

EFC provides total compensation to individual employees that is competitive with other private and public schools for comparably qualified and experienced employees, i.e., Learning Without Limits the Charter School offers compensation that assures the successful recruitment of employees that enable the school to fulfill its mission and goals. Specific salaries and stipends are identified ~~within~~ pursuant to the collective bargaining agreement for the Charter School's certificated employees and individual ~~work~~ employment agreements— for all other employees.

See Appendix B37 for the EFC Teacher Salary Schedule

Benefits

Mandatory benefits such as workers compensation, unemployment insurance, Medicare and social security (for non-STRS ~~or non-PERS~~ employees) are provided by EFC, as well as life, health, dental, vision, and related benefits as part of the total compensation package for each employee determined ~~as part of the individual work agreement~~ pursuant to the collective bargaining agreement for the Charter School's certificated employees and individual employment agreements for all other employees.

See Appendix B38 for EFC Benefits Guide

Retirement

EFC will make any contribution that is legally required of the employer including STRS, PERS, and federal social security.

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Eligible certificated employees participate in ~~the State Teachers' Retirement System ("STRS;")~~, in which the employer and the employee each contribute the statutory amount. Eligible classified employees participate in Public ~~Employee Employees' Retirement System ("PERS;")~~, in which the employer and the employee each contribute the statutory amount. All employees, with the exception of STRS participants, participate in the Federal Social Security Program. EFC also currently provides an option to participate in a ~~403b~~403(b) retirement plan with no employer match. ~~If the IRS decides in the future EFC will make any contribution that Public Charter Schools are not eligible to participate in is legally required of the employer including STRS or PERS, EFC plans to provide an employer match via a 403b retirement plan or 457 retirement plan or both, that would be competitive in the market place. Also note that certificated employees would participate in the Federal Social and federal social security program if they are ruled ineligible for STRS by the IRS. Currently, EFC eligible employees participate in PERS and STRS.~~

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ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: *"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.—California Education."—Ed. Code Section 47605(b)(5)(L)*

~~As a conversion charter school, Learning Without Limits shall keep its attendance area boundary. However, students of Oakland Unified School District (OUSD) are free to attend other OUSD schools with available spaces rather than LWL under its choice policy. Alternatively, students may wish to seek inter- or intradistrict attendance alternatives in accordance with OUSD policy. Parents/guardians will be informed that no student shall be granted an automatic right to enrollment in any school or program of OUSD on the basis of that student's enrollment or application to LWL.~~

~~Pupils who choose not to attend LWLthe Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in LWLthe Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the ~~charter school~~Charter School, except to the extent that such a right is extended by the LEA~~District~~.~~

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ELEMENT 13: EMPLOYEE RETURN RIGHTS

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Governing Law: A description of the "The rights of any an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. — California Education. " — Ed., Code Section § 47605(bc)(5)(M)

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Education for Change shall be deemed the exclusive public school employer of Learning Without Limits teachers, staff and other employees of LWL for purposes of the Educational Employment Relations Act. EFC recognizes the employees' rights under the EERA provisions to organize for collective bargaining. No employee shall be required to work at LWL or EFC.

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Employees of the District who choose to leave the employment of the District to work at EFC Charter School shall have no automatic rights of return to the District after employment at EFC Charter School unless specifically and explicitly granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with EFC Charter School, if any, will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

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Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

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ELEMENT 14: DISPUTE RESOLUTION PROCEDURES PROCESS

Governing Law: "The procedures to be followed by the charter school and the entity granting the charter chartering authority, to resolve disputes relating to provisions of the charter. — California Education." — Ed., Code Section § 47605(b)(5)(N)

Internal Disputes

EFCC Procedures for Complaints against Charter School

Charter School will establish complaint procedures that address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. EFCC Charter School will ensure that its complaint processes are fair and accessible for families. Charter School will not, at any time, refer such complaints to the District— for handling.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint— or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

EFCC Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with EFCC Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. EFCC Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

EFCC will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

EFCC Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the

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rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

EFC is deemed the exclusive public school employer of all employees of LWL for collective bargaining purposes. As such, EFC shall comply with all provisions of the Educational Employment Relations Act ("EERA"), and shall act independently from OUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

Complaints by Students and Employees

Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Disputes ~~withbetween~~ the District and the Charter School

The staff and Governing Board members of ~~LWL and EFC~~ Charter School agree to attempt to resolve all disputes between the District and ~~LWL~~ Charter School regarding this ~~charter~~ Charter, pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the ~~charter agreement~~ Charter between the District and ~~LWL~~ Charter School, except any controversy or claim that in any way related to revocation of this ~~charter~~ Charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the ~~charter agreement~~ Charter, except any controversy or claim that in any way related to revocation of ~~this charter~~ the Charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(e), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify

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the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, *by facsimile mail*, or *by certified electronic mail*. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received (a) if personally delivered, or sent by electronic mail, upon date of delivery to the address of the person to receive such notice if *delivered/received by the District* by 5:00 PM *or otherwise on the business day following personal delivery*; (b) if by *facsimile, upon electronic confirmation of receipt; or (c) if by mail*, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To ~~EFC~~, [Charter School Name], c/o ~~CEO~~ School Director;

Learning Without Limits
% Education for Change
3265 Logan Street
Oakland, CA 94601

[Charter School Name]

[Charter School Address]

To ~~Coordinator~~ Director, Office of Charter Schools:

1000 Broadway, 6th Floor, Suite 639
1011 Union Street #947
Oakland, CA 94607

(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party’s position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, *by facsimile mail*, or *by certified mail*. *The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00pm, or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.*

The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party

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shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 calendar days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed.

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

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Internal Disputes

EFC has established an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures and Title IX Complaint Policy as required by state and federal law. If the District receives any complaints relating to the Charter School, it shall immediately refer the complaint and the complainant directly to the Charter School.

Please see **Appendix 9 - Health, Wellness, and Safety Plans** for the EFC Uniform Complaint Policy, Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy, and Policy for Complaints Against Personnel. Please see **Appendix 10 - Handbooks** for the Student and Family Handbook.

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ELEMENT 15: SCHOOL CLOSURE PROTOCOL PROCEDURES

Governing Law: A description of the "The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." – Ed. Code § 47605(c)(5)(O)

— California Education Code Section 47605(b)(5)(p)

REVOCATION OF THE CHARTER

The District may revoke the Charter if LWL commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of LWL if the District finds, through a showing of substantial evidence, that LWL did any of the following:

- LWL committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.*
- LWL failed to meet or pursue any of the pupil outcomes identified in the Charter.*
- LWL failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.*
- LWL violated any provision of law.*

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the OUSD Board of Education will notify LWL in writing of the specific violation, and give LWL a reasonable opportunity to cure the violation, unless the OUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

Closure Action

The decision to close LWL, either by the governing board of EFC or by the OUSD Board of Education, Charter School, must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(h)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of LWL Charter School, votes to close LWL, or Charter School; the

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Charter lapses— or is surrendered; or the Charter School ceases to serve students for at least six consecutive months.

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CLOSURE PROCEDURES

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure - Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to LWL Charter School, including its nonprofit corporation and governing board.

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Designation of Responsible Person(s) and Funding of Closure

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Prior to or at the time of the taking of a Closure Action by either the governing board of EFCC Charter School, or the OUSD Board of Education, the governing board of EFCC Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how LWL Charter School will fund, these activities.

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Notification of Closure Action

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Upon the taking of a Closure Action, LWL Charter School shall send written notice of its closure to:

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1. The OUSD Office of Charter Schools (OCS—LWL). Charter School shall provide ~~the~~ OCS with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the funding for such activities. ~~If~~ the Closure Action is an act of LWL, LWL Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.

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2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in LWL Charter School within 72 hours of the Closure Action. LWL Charter School shall simultaneously provide a copy of the written parent notification to ~~the~~ OCS.

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3. Alameda County Office of Education (ACOE). LWL Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72

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hours of the Closure Action. LWL Charter School shall simultaneously provide a copy of this notification to the OCS.

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4. 4. The Special Education Local Plan Area (SELPA) in which LWL Charter School participates. LWL Charter School shall send written notification of the Closure Action to the SELPA in which LWL Charter School participates by registered mail within 72 hours of the Closure Action. LWL Charter School shall simultaneously provide a copy of this notification to the OCS.

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5. 5. The retirement systems in which LWL's Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, LWL Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Alameda County Office of Education ACOE of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. LWL Charter School shall provide a copy of this notification and correspondence to the OCS.

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6. 6. The California Department of Education (CDE). LWL Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. LWL Charter School shall provide a copy of this notification to the OCS.

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7. 7. Any school district that may be responsible for providing education services to the former students of LWL LWL Charter School Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. LWL Charter School shall provide a copy of these notifications, if any, to the OCS.

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8. 8. All LWL Charter School employees and vendors within 72 hours of the Closure Action. LWL Charter School shall simultaneously provide a copy of the written employee and vendor notification to the OCS.

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Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

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1. 1. The effective date of the closure of LWL Charter School

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2. 2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

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3. 3. The students' school districts of residence

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4. 4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts,

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including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of LWW Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of LWW Charter School, by which LWW Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, LWW Charter School shall provide all employees with written verification of employment. LWW Charter School shall send copies of all such employee verification letters to the OCS.

Records Retention and Transfer

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LWL Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of LWL Charter School records, including student records. These requirements include:

1. — LWL Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of LWL Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. — LWL's? Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.

3. — LWL Charter School shall prepare and provide an electronic master list of all students to ~~the Charter Schools Division~~ OCS in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the LWL Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be ~~delivered~~ submitted to ~~the~~ OCS ~~in the form of a CD or otherwise~~ in accordance with District procedures.

4. LWL Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. LWL Charter School will coordinate with ~~the~~ OCS for the delivery ~~and/or pickup~~ of student records.

5. — LWL Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. — LWL Charter School must provide to OCS ~~the OCS a copy of student attendance records, teacher gradebooks, LWL payroll~~ name, title, and contact information of the person designated to maintain all Charter School personnel records, and Title I records (if applicable), after the closure. Personnel records ~~to be transferred to and maintained by the designee~~ must include any and all employee records, including, but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of employment, role, salary, and any other information

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LWLCharter School shall pay for the financial closeout audit of LWLCharter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by LWLCharter School will be the responsibility of LWLCharter School and not OUSD. LWLCharter School understands and acknowledges that LWLCharter School will cover the outstanding debts or liabilities of LWLCharter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. LWLCharter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which LWLCharter School participates, and other categorical funds will be returned to the source of funds.

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LWLCharter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

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1. Preliminary ~~budgets~~ budget
2. Local control and accountability plan and annual updates
3. Interim financial reports
- 3.4. Second interim financial reports
- 4.5. Final unaudited reports

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These reports must be submitted to the CDE and the authorizing entity in the form required. If EFCCCharter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed LWLCharter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

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Disposition of Liabilities and Assets

The closeout audit ~~must~~ shall identify the disposition of all liabilities of LWLCharter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with LWL's the Charter School's governing board bylaws, fiscal procedures, and any other

applicable laws and regulations, of any net assets remaining after all liabilities of LWLCharter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

~~1.~~ LWL1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to LWLCharter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and LWLCharter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

~~2.~~ 2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

~~3.~~ 3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

~~4.~~ 4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

5. The submission of an inventory of equipment log in coordination with the charter school's independent auditor about the proper procedures for liquidating the assets, consistent with federal regulations. The inventory log shall include:

a. Name and contact of person(s) handling the liquidation;

b. Each item in excess of \$500 (computers, laptops, printers, and other equipment);

c. An identification number that corresponds to a tag on that item;

d. The cost of the item and whom/where/date of the item that was donated/sold.

If LWLCharter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of LWLCharter School, the corporation shall be dissolved according to its bylaws.

LWLCharter School shall retain sufficient staff, as deemed appropriate by the EFCCharter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

EFC'sCharter School's governing board shall adopt a plan for wind-up closure of LWLCharter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

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LWL

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which LWL Charter School will make the payments.

Prior to final close-out, LWL Charter School shall complete all actions required by applicable law, including but not limited to the following:

- A. 1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- B. ~~File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).~~
- C. 2. Make final federal tax payments (employee taxes, etc.)
- D. ~~File its final withholding tax return (Treasury Form 165).~~
- E. ~~File its final return with the IRS (Form 990 and Schedule).~~

3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).

This Element 4615 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end LWL's Charter School's authorization to operate as a charter school or cause LWL Charter School to cease operation. LWL Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should LWL Charter School breach any obligation under this Element 4615. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 4615 or any provision of this Element 4615 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

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FACILITIES

Governing Law: The description of facilities to be used by the charter school shall specify where the school intends to locate. — California Education Code Section 47605(g)

~~Pursuant to Proposition 39, as a conversion charter school, Learning Without Limits intends to occupy the same facility that it occupied prior to its conversion to charter status at 2035 40th Avenue, Oakland, CA 94601, and will occupy it consistent with the requirements and obligations of Proposition 39. Currently, Education for Change maintains a Joint Use Agreement with Oakland Unified School District for the LWL facility at 2035 40th Avenue. The terms of this agreement are from July 1, 2012 through June 30, 2017 with a five year renewal term from July 1, 2017 through June 30, 2022. A letter was submitted to Oakland Unified School District on September 7, 2016 providing written notice that LWL was exercising its options to renew the Agreement for five more years.~~

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See Appendix B39 for OUSD LWL ASCEND Facilities Use Agreement and Option to Renew Letter

~~Since LWL is using District facilities as of the date of the submittal of this charter petition, renewal petition, or request for material revision, or takes occupancy of District facilities prior to the approval of this charter petition, LWL has executed an agreement provided by the District for the use of the District facilities. If at any time after the approval of this charter petition, renewal petition, or request for material revision, LWL will occupy and use any District facilities, LWL shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. LWL shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between LWL and the District.~~

~~Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition unless otherwise stated in the agreement. The circumstances of LWL's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.~~

~~Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument, unless otherwise agreed to by the District. There is no automatic renewal.~~

~~For any other use agreement, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter, and may be one (1) school year in duration, at the option of the District unless the District and Charter School agree to a longer term for the use agreement. LWL and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the OUSD Board of Education~~

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with the renewal of the charter petition. If LWL and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, LWL shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if LWL and the District cannot agree upon and execute an amendment or new use agreement by said deadline, LWL shall vacate the District facilities on or before June 30th of said school year.

LWL agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent LWL from conducting its educational programs. If LWL will share the use of District facilities with other District user groups, LWL agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use:** LWL will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to LWL.
- **Furnishings and Equipment:** The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to LWL for use. LWL, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- **Leasing; Licensing:** Use of the District facilities by any person or entity other than LWL shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**

(i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

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(ii) — Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than LWL), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

• ~~Minimum Payments or Charges to be Paid to District Arising From the Facilities:~~

(i) — ~~Pro Rata Share: The District shall collect and LWL shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and~~

(ii) — ~~Taxes: Assessments: Generally, LWL shall pay any assessment or fee imposed upon or levied on the OUSD facilities that it is occupying or LWL's legal or equitable interest created by the use agreement.~~

• ~~Maintenance & Operations Services: In the event the District agrees to allow LWL to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by LWL.~~

(i) — ~~Co Location: If LWL is co locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and LWL shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.~~

(ii) — ~~Sole Occupant: If LWL is a sole occupant of District facilities, the District shall allow LWL, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and OUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and LWL shall pay OUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.~~

• ~~Real Property Insurance: Prior to occupancy, LWL shall satisfy requirements to participate in OUSD's property insurance or, if LWL is the sole occupant of OUSD facilities, obtain and maintain separate property insurance for the OUSD facilities. LWL shall not have the option of obtaining and maintaining separate property insurance for the OUSD facility IF LWL is co locating or sharing the OUSD facility with another user.~~

~~Non-District Owned Facilities
Occupancy and Use of the Site:~~

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ADDITIONAL PROVISIONS

Facilities

Prior to occupancy or use of any school site or facility, LWL Charter School shall provide ~~the~~ OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows ~~LWL to use and occupy the site as a charter school. LWL shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. LWL may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the OCS. If LWL intends to move or expand to another facility during the term of this Charter, LWL shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, LWL shall provide an appropriate Certificate of Occupancy to the OCS for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.~~

~~Facility Compliance: Prior to occupancy or use of any school site or facility, LWL shall provide adequate documentation to the~~ Charter School to use and occupy the site as a charter school. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which LWL Charter School is to be located, ~~federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements.~~ This requirement shall also apply, upon request by the District, to the construction, reconstruction, alteration or addition to the facility. LWL Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. LWL Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. LWL Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to ~~the~~ OCS upon request.

Pest Management: LWL Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: LWL Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. ~~AHERA~~ requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

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~~If LWL fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the OCS and/or the local planning department or equivalent agency. If LWL moves or expands to another facility during the term of this charter, LWL shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. LWL shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the OCS and/or the local planning department or equivalent agency.~~

~~Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.~~

ADMINISTRATIVE SERVICES

~~Governing Law: The manner in which administrative services of the School are to be provided.
— California Education Code Section 47605(g)~~

~~With the exception of services performed by OUSD in providing supervisorial oversight to EFC as defined by Education Code Section 47604.32, all charter requested services from OUSD are likely to be on a fee for service basis. Mutually agreed upon fees must be in place prior to the charter requested service. EFC will establish a competitive bid process balancing quality and price to outsource many of the services not retained from OUSD.~~

~~EFC may contract with the district for some of its administrative services. The EFC staff will cooperate fully with OUSD staff in the preparation and reporting of all required data and financial information. The district and the charter school may enter negotiations to provide services to the charter school. Such services will be mutually agreed upon. Neither party is obligated to provide or accept such services, but may do so by mutual agreement. The Superintendent of OUSD or the designee of the district is authorized to negotiate and enter into an agreement to provide services to the charter school.~~

Hold Harmless/Indemnification Provision

~~Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities including but not limited to attorneys’ fees that may be asserted or claimed by any~~

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person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of supervisory oversight of *Learning Without Limits* Charter School, not to exceed 1% of the *charter school's* Charter School's revenue, or the District may charge for the actual costs of supervisory oversight of *the LWL* Charter School, not to exceed 3% if *Learning Without Limits* Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including, but not limited to, licensing and permit requirements as well as requirements related to protection of health and safety. Charter School shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

Special Education Revenue Adjustment/Payment for Services

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DISTRICT IMPACT STATEMENT

Learning Without Limits must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools...

"The District may revoke the charter of Learning Without Limits in accordance with Education Code Section 47607, any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

Learning Without Limits agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Learning Without Limits is subject to District oversight.*
- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of Learning Without Limits.*
- The District is authorized to revoke this charter for, among other reasons, the failure of Learning Without Limits to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.*

Accordingly, the District

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

The Charter School's financial statements, proposed budgets, projections, expenditures, and cashflow shall include the Charter School's anticipated expenditures for special education services, including any projected funding received for special education services, the average cost per pupil of providing special education services, and the extent to which the Charter School projects that it will have to incur special education expenditures from its unrestricted general fund revenues. If the Charter School does not belong to a SELPA as an LEA, it must also provide its projected equitable contribution to Districtwide special education costs.

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Audit and Inspection of Records

~~The District~~ hereby reserves the right, ~~at District cost,~~ pursuant to its oversight responsibility, to audit ~~Learning Without Limits~~ Charter School's books, records, data, processes and procedures through the Office of Charter Schools ~~or other means,~~ or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the ~~charter~~ Charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- ~~The school's~~ Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- ~~The school's~~ Charter School's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

~~Learning Without Limits~~ Charter School shall cooperate fully with such audits and ~~to~~ shall make available any and all records necessary for the performance of the audit upon 30 ~~day's~~ business days notice to ~~Learning Without Limits.~~ ~~When~~ Charter School. In extreme circumstances when 30 business days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 ~~hour's~~ hours notice.

In addition, if an allegation of waste, fraud, or abuse of power related to ~~Learning Without Limits~~ Charter School operations is received by the District, ~~Learning Without Limits~~ Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, ~~at District cost.~~ ~~This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District.~~

~~Data and~~ is not otherwise required to be completed by Learning Without Limits by law or charter provisions. Information Reporting

Education for Change agrees to permit the District to inspect and receive copies of all records relating to the operation of the school, including financial, personnel, and pupil records. EFC shall promptly comply with all such reasonable written requests. The records of the School are public records under shall comply with the California Public Records Act.

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~~Learning Without Limits shall be operated by a California nonprofit public benefit corporation, Education for Change. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.~~

~~Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the School or for claims arising from the performance of acts, errors or omissions by the School if the authority has complied with all oversight responsibilities required by law. The School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District requested protocol to ensure the District shall not be liable for the operation of the School.~~

~~The corporate bylaws of EFC shall provide for indemnification of the School's Board, officers, agents, and employees, and EFC has purchased general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks. Insurance amounts are determined by recommendation of EFC's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of LWL.~~

~~The EFC Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.~~

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TERM, RENEWAL AND INDEMNIFICATION

The term of this charter shall be for five years beginning July 1, 2017, and expiring on June 30, 2022. Education for Change will comply with all processes and timelines set forth by the Oakland Unified School District for charter renewal.

LWL must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

The District may revoke the charter of Learning Without Limits in accordance with Education Code Section 47607, any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

Severability

The Charter School shall provide the following data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:

- Fall Census Day enrollment spreadsheet
- Reports required by Education Code section 47604.33:
 - Preliminary budget
 - Local control and accountability plan
 - First interim financial report
 - Second interim financial report
 - Final unaudited report
- Other audit-related, attendance, and/or enrollment information and reports:
 - Annual independent audit report (Ed. Code § 47605(m))
 - Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
 - 20 day attendance report (Ed. Code § 47652(a))
 - Monthly attendance reports
 - Principal Apportionment Data (P1, P2, and P-Annual)
 - Monthly student exit reports (Ed. Code § 47605(e)(3))
- Information/documentation related to Charter School's facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies)

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Additionally, Charter School shall notify OCS in writing in a timely manner of all changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

Term of Charter Renewal Petition

The Charter School's renewal term shall begin on July 1, 2025 and expire five years thereafter on June 30, 2030. Any material revisions to Charter School's charter shall be made by the mutual agreement of the governing board of the Charter School and the District in accordance with Education Code Section 47607. The Charter School may present a petition to renew or materially revise the Charter, and the District agrees to respond to such petitions pursuant to the process, criteria and timelines specified in Education Code Sections 47605, 47607, 47607.2, and applicable provisions of the California Code of Regulations.

Interpreting the Charter

All terms of the charter that can be interpreted as within the intent of the Education Code shall be interpreted in such a manner.

The terms of this charter contract are severable. ~~this charter contract are severable.~~ In the event that any of the provisions are determined to be unenforceable or invalid under the provisions of the California State Charter Schools Act or other relevant state and or federal statutes for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by OUSD the Charter School and the EFC Board District. The District and EFC the Charter School agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion in accordance with the dispute resolution procedures set forth in the charter.

Changes in the law or the District administration related to charter schools occur from time to time. The Charter School shall fully comply with all such legal and/or administrative changes.

Modifications to this charter pursuant to such changes shall be deemed administrative amendments and shall not be considered "material revisions" requiring approval pursuant to Education Code Section 47607(a)(3).

Revoking the Charter

The District may revoke the charter of the Charter School in accordance with Education Code Section 47607 and its implementing regulations.

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Finance and Operations

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. - Education Code Section 47605(h).

Budget And Financial Plan

The Charter School has been financially healthy and stable since opening, with positive fund balances and a reserve far in excess of the state minimum. Please see the enclosed budget documents for further detail. To support review of this renewal petition, the following documents have been included in **Appendix 11 - Financial Documents**.

- Projected Budget
- Projected Cash Flow
- Annotated Budget Narrative and Assumptions

The budget and cash flow projections are based on the best data available to the petitioners at the time of submission and include many key assumptions, as outlined in the annotated budget narrative.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. - Education Code Section 47605(h)

EFC employs a full-time Chief Strategy Officer to perform many of the accounting and budgeting operations of the Charter School. The CSO reports directly to the Superintendent. The CSO's responsibilities include to establish, implement, coordinate, control, and maintain the Charter School's financial accounting system; to process and maintain records of fiscal actions, other business records, and accounts; and to prepare a variety of financial reports and documents in support of school operations. The organization outsources some financial services such as payroll processing and uses a competitive bid process to select vendors with experience in charter schools or other public finance.

EFC will provide financial reports, in the manner prescribed by California's Standardized Account Code Structure (SACS) for all reports to the District including the First and Second Interim Reports, Adopted Budgets, and Unaudited Actuals as required by the Education Code. EFC will also provide an annual audit, including financial schedules in the aforementioned formats to the District Superintendent of Education, the California Department of Education and to any other official or entity as required by law.

Annually, no later than December 15th, EFC shall supply the District with a statement of assets and liabilities. It is expected that this information will be included in the annual independent

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fiscal audit. However, in the event that it is not contained in the audit or that the audit is not completed by this date, EFC shall submit a separate document to the District containing this information.

Sources of Funds

The majority of funds for the Charter School’s operations come from the State of California and local in-lieu of property taxes, in the form of the standard per-student allocation under Local Control Funding Formula (“LCFF”) based on Average Daily Attendance (“ADA”). The Charter School also receives other state and federal funds for special populations and specific programs. Additional sources of funds include grants and fundraising, and food service revenue.

Financial Reporting

By July 1 of each calendar year, the Charter School provides a draft budget for the following school year to the District, including its estimate for enrollment and its Average Daily Attendance assumptions. The Charter School shall comply with all other financial reports required by Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and District Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

The Charter School will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from the District and other authorized reporting agencies.

Insurance

Indemnification

To the fullest extent permitted by the law, Education For Change does hereby agree, at its own expense, to indemnify, defend, and hold harmless OUSD and the Board of Education and their members, officers, directors, agents, representatives, employees, and volunteers from and against any and all claims, damages, losses, and expenses, including but not limited to

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~~attorney's fees, bought by any person or entity whatsoever, arising out of, or relating to, this charter agreement, except for any such claims, damages, losses, and expenses, including but not limited to attorney's fees, that result from the actions or omission of actions of OUSD. EFC further agrees to the fullest extent permitted by law at its own expense to indemnify, defend, and hold harmless OUSD and the Board of Education and their members, officers, directors, agents, representatives, employees, and volunteers from and against any and all claims, damages, losses, and expenses, including but not limited to attorney's fees, brought by any person or entity whatsoever for claims damages, losses, and expenses arising from or relating to acts or omissions of acts committed by EFC and its officers, directors, employees, or volunteers, except for any such claims, damages, losses, and expenses, including but not limited to attorney's fees, that result from the actions or omission of actions of OUSD. Moreover, EFC agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts between EFC and its vendors, contractors, partners, or sponsors.~~

EFC will secure and maintain commercially reasonable general liability, workers' compensation, and other necessary insurance coverage. EFC will secure and maintain in full force and effect with an insurance company or companies admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A-/VII", very low, in the current Best Insurance Rating Guide, at a minimum, the insurance as set forth below to protect EFC from claims that may arise from its operations:

1. Workers' Compensation Insurance, as required by the California Labor Code, with not less than statutory limits
2. General Liability, Comprehensive Bodily Injury, and Property Damage Liability which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance for combined single limit coverage of not less than \$1,000,000 for each occurrence.

The Charter School will provide evidence of the above insurance coverage to the chartering authority. These amounts may be altered upon recommendation of the Insurer or as required by agreement between the District and EFC.

Direct Funding

The Charter School shall receive funding pursuant to Education Code Section 47630 et seq. and elects to receive its funding directly from the state pursuant to Education Code Section 47651. Any funds due to the Charter School that flow through the District shall be forwarded to the Charter School in a timely fashion. During the term of this charter petition, the Charter School and the District shall negotiate in good faith to develop a Memorandum of Understanding that establishes the specific financial and service relationship between the two parties.

Concurrent Enrollment

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The Charter School will not seek funding for any pupil who also attends a private school that charges the pupil's family tuition.

LWL Facilities

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate.

Pursuant to Proposition 39, as a conversion charter school, Learning Without Limits intends to occupy the same facility that it occupied prior to its conversion to charter status at 2035 40th Avenue, Oakland, CA 94601, and will occupy it consistent with the requirements and obligations of Proposition 39. Currently, Learning Without Limits has an In Lieu of Proposition 39 Facilities Use Agreement with Oakland Unified School District for the period July 1, 2024 through June 30, 2025. EFC is interested in negotiating another facilities use agreement for the length of the upcoming charter term.

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Education *for* Change

Education for Change Public Schools
333 Hegenberger Rd., Ste 705
Oakland, CA 94621
510.568.7936

JULY 1, 2024

Via Email
charteroffice@ousd.org

Kelly Krag-Arnold, Director
Office of Charter Schools
Oakland Unified School District
1011 Union St., #947
Oakland, CA 94607

Re: Learning Without Limits Charter Renewal Petition

Dear Director Arnold:

Education for Change Public Schools (“EFC”), which operates Learning Without Limits (“LWL” or the “Charter School”), authorized by the Oakland Unified School District (the “District”), submits this request for a renewal of LWL’s charter petition for a five (5) year term, from July 1, 2025 to June 30, 2030. The EFC Board authorizes submission of the charter renewal request to the District Board, and deems the submission to be complete, as attested below.

Learning Without Limits is a dynamic TK-5 charter school serving 366 students in the heart of the Fruitvale neighborhood. Over 85% of the Charter School’s students are socioeconomically disadvantaged and more than half of its student population are English Learners. The Charter School fuses data-driven and knowledge-based learning, guided by culturally relevant pedagogy, to create a transformative educational experience for its students. At LWL, students acquire both academic mastery and essential character traits, setting them on a path to excel not just in college but throughout life. Through skillful guidance from teachers and staff, the Charter School’s students evolve into compassionate leaders who champion their beliefs and support their peers. In submitting this request for renewal, LWL is pleased to share its designation as a middle-performing school by the California Department of Education which thereby entitles the Charter School to a default renewal standard for a five-year term.

CONTENTS OF THE SUBMISSION

In compliance with the District's submission process for considering a charter petition received for renewal, the following items are enclosed along with this letter:

1. **Final Renewal Petition** – A final copy of the renewal petition, including all District Required Language (provided by District staff) and all content required by newly enacted laws and regulations pertaining to charter schools since the previous petition, enclosed on page 4;
2. **Performance Report** – A performance report using the current Charter Renewal Performance Report template provided by District staff, enclosed on page 247;
3. **Financial Packet** – Financial statements including the annual operating budget and 3-year cashflow and financial projections, as well as backup and supporting documents and budget assumptions (i.e. anticipated revenues and expenditures, including special education, and projected ADA), enclosed on page 261;
4. **Red-Line Petition** – A red-line copy of renewal, showing all changes made to the charter school's most recent District Board-approved petition, submitted through Epicenter;
5. **Initial Public Hearing Presentation** – A PowerPoint presentation for the initial public hearing, submitted through Epicenter;
6. **Verified Data** – as defined by the State Board of Education demonstrating measurable increases in academic achievement or strong postsecondary outcomes, enclosed on page 281.

Certifications

In compliance with Section 47605(b), I make the following certifications:

1. That I am the authorized representative, and that I am competent and qualified to certify the matter herein;
2. That, as an authorized representative, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for the purposes of Education Code Section 47605(b) only; and
4. That I deem the revised charter petition to be complete.

Timeline

According to Education Code Section 47605(b), no later than 90 days after receiving a complete petition package, the Oakland Unified School District shall grant or deny the charter petition. We anticipate that the District will adhere to this timeline during its consideration of the charter petition.

* * *

The Charter School is excited to continue nurturing empowered learners. We look forward to working with the District during consideration of the charter renewal petition. Please feel free to contact me at ladam@efcps.net or 510.326.1677 if you have any questions.

Sincerely,



Nick Driver, Board Chair



Larissa Adam, Superintendent of Schools

ENCLOSURES
4883-2104-1351, v. 1



Education *for* Change

Public Schools

Learning Without Limits

Renewal Charter Petition

Submitted to:

Oakland Unified School District Board of Education

July 1, 2024

For the term July 1, 2025 - June 30, 2030

Submitted by:

Larissa Adam and Education for Change Public Schools

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AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Larissa Adam, hereby certify that the information submitted in this petition for a California public charter school named Learning Without Limits (“LWL” or the “Charter School”), operated by Education for Change Public Schools (“Education for Change” or “EFC”), submitted to the Oakland Unified School District (“OUSD”), and to be located in Oakland, California is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School shall follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

Affirmation of Conditions Described in Education Code Section 47605(e)

Learning Without Limits (also referred to herein as “Charter School”):

1. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (“Ed. Code”) § 47605(e)(1))
2. Shall not charge tuition (including fees or other mandatory payments for attendance at Charter School or for participation in programs that are required for students except as authorized by those Education Code provisions that explicitly apply to charter schools). (Ed. Code § 47605(e)(1))
3. Shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status. (Ed. Code § 47605(e)(1))
4. Except for legally permissible admission preferences [as provided in Education Code section 47605(e)(2)], admission to Charter School shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. (Ed. Code § 47605(e)(1))
5. Shall admit all pupils who wish to attend Charter School. However, if the number of pupils who wish to attend Charter School exceeds its capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Oakland Unified School District (“OUSD” or “District”) except as provided for in Education Code section 47614.5. Priority order for any preference shall be determined in the charter petition in accordance with all of the following: (Ed. Code § 47605(e)(2)(A)-(B))
 - a. Each type of preference shall be approved by OUSD at a public hearing. (Ed. Code § 47605(e)(2)(B)(i))

b. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200. (Ed. Code § 47605(e)(2)(B)(ii))

c. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. (Ed. Code § 47605(e)(2)(B)(iii))

d. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B)(iv))

6. If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. (Ed. Code § 47605(e)(3))

7. Shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(A))

8. Shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to Charter School before enrollment. (Ed. Code § 47605(e)(4)(B))

9. Shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(C))

10. Shall post the California Department of Education's Charter School Complaint Notice on Charter School's website and Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years old, a copy of this notice at all of the following times: When a parent, guardian, or pupil inquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. (Ed. Code § 47605(e)(4)(D))

Declaration Required by Education Code Sections 47611.5(b) and 47605(c)(6)

Charter School is and shall be deemed the exclusive public employer of the employees of Charter School for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, and shall meet the requirements of Government Code sections 3540-3549.3 related to collective bargaining in public education employment (Ed. Code § 47611.5)

Other Assurances

Charter School:

1. Shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools. (Ed. Code § 47605(d)(1))
2. Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))
3. Shall at all times maintain all necessary and appropriate insurance coverage.
4. Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 *et seq.* and the Political Reform Act. (Ed. Code § 47604.1(b)(3) and (4))
5. Shall require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. (Ed. Code § 47605(l))
6. Shall not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check. (Ed. Code §§ 44830.1, 45122.1, and 45125.1)
7. Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Government Code § 12940; Title 5 CCR §11967.5.1(f)(5))
8. Shall adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; Section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990, and serve students with disabilities in the same manner as such students are served in other public schools. (Ed. Code §§ 47646, 56145)
9. Shall adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, section 5; and MGL c. 89, 71 sections (f) and (I).
10. Shall follow the provisions of the McKinney–Vento Homeless Assistance Act of 1987 (42 U.S.C. ch. 119 § 11431 *et seq.*) and Education Code sections 48850-48859 to ensure that homeless students and foster youth have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.
11. Shall provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (Ed. Code § 222)

12. Shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code §§ 48907 and 48950)

13. Shall comply with all other applicable federal, state and local laws and regulations that pertain to the applicant or operation of the charter school, including, but not limited to, the following:

- a. The California Code of Regulations
- b. The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)
- c. Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 *et seq.*)
- d. Displaying all required postings at school site and online
- e. Following the minimum and maximum age requirements for enrollment
- f. Providing the minimum number of instructional minutes

ELEMENT 1: OVERVIEW OF EDUCATIONAL PROGRAM

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” – Ed. Code § 47605(c)(5)(A)(i)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” – Ed. Code § 47605(c)(5)(A)(ii)

“If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A to G” admissions criteria may be considered to meet college entrance requirements.” – Ed. Code § 47605(c)(5)(A)(iii)

Local Control Accountability Plan (LCAP)

Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1, in accordance with Education Code section 47604.33. In accordance with Education Code section 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time, including but not limited to the following:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.
- To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.

Charter School shall comply with all other requirements of Education Code section 47606.5,

including but not limited to the requirement that Charter School ‘shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update...’ (Ed. Code § 47606.5(d))

Western Association of Schools and Colleges (WASC) Accreditation

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

Mathematics Placement Policy

If Charter School serves ninth grade, Charter School shall comply with the requirements of Education Code section 51224.7 with respect to implementing a fair, objective and transparent mathematics placement policy for pupils entering the ninth grade.

Independent Study

Charter School recognizes that a long-term independent study program (greater than 14 days per school year), is a material term of the educational program described in Charter School’s petition. Therefore, if offered, Charter School’s petition will contain a reasonably comprehensive description of the long-term independent study program, including how the school will comply with the legal requirements in providing such a program.

Home and Hospital Instruction

Charter School is responsible for providing both its general education and special education students with individual home instruction during any period of temporary disability when the student is unable to participate in on-campus instruction. In the case of a parent notifying Charter School of a request for home instruction, Charter School shall determine the appropriateness of home instruction services within five days of the request and shall begin home services within five days of determining eligibility. If a student disenrolls from Charter School in order to enroll with their school district of residence for home instruction, Charter School shall re-admit such students if they request re-enrollment within one calendar year from disenrollment from Charter School.

If a student with an IEP is unable to attend school due to a temporary or ongoing medical or psychological disability, Charter School shall continue to be responsible for the provision of special education and related services during that time. Home instruction for a student with an IEP or Section 504 plan shall only be provided under the following circumstances (5 CCR § 3051.4): the IEP team has recommended home instruction based on a medical report which is from the student’s attending physician, surgeon, or psychologist; states the diagnosed condition; certifies that the student’s condition prevents attendance in a less restrictive setting; and contains a projected calendar date for the student’s return to school.

Home instruction shall be provided only by teachers with valid California teaching credentials who consent to the assignment. There is no provision in statute that specifically addresses

instructional content; however, the goal of home instruction should be maintenance of the pupil's former level of performance.

A student with a temporary disability, who is in a hospital or other residential health facility within the boundaries of OUSD, excluding a state hospital, shall receive educational services by OUSD. A pupil with a temporary disability, who is in a hospital or other residential health facility outside the boundaries of OUSD, excluding a state hospital, shall receive educational services by the school district in which the hospital is located. Pursuant to Education Code § 48207, Charter School shall continue to enroll such students while they are receiving Hospital Instruction. Average daily attendance shall be calculated consistent with the law.

Student Enrollment and Grade Levels Served

Charter School will serve a maximum student enrollment at each grade level and at all grade levels combined in each of the years of the term of the Charter as follows in **Figure 1:**

Figure 1: Enrollment by Grade Level

Projected Student Enrollment for Each Year by Grade Level and Total Enrollment					
	FY26	FY27	FY28	FY29	FY30
Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
TK	30	36	42	48	48
K	48	48	48	48	48
1	48	48	48	48	48
2	40	48	48	48	48
3	55	40	48	48	48
4	55	55	40	48	48
5	65	55	55	40	48
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
9	0	0	0	0	0

10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0
Other	0	0	0	0	0
Total	341	330	329	328	336

Maximum Enrollment for Charter Term: 420

Charter School will submit a petition to materially revise its charter if any of the following occur:

1. The Charter School seeks to serve any grade levels not already approved by the District on the schedule approved by the District;
2. The total enrollment in a given year exceeds the maximum enrollment by 5% or more.
3. The total enrollment in a given year is more than 15% below the projected enrollment per the schedule above.

Special Education

The Charter School shall continue to comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504, the ADA and the IDEA.

The Charter School is its own LEA for purposes of special education, in conformity with Education Code Section 47641(a) and is a member in good standing of the El Dorado District Charter (“EDCOE”) Special Education Local Plan Area (“SELPA”).

The Charter School complies with all state and federal laws related to the provision of special education instruction and related services, and all SELPA policies and procedures, and utilizes appropriate SELPA forms. The Charter School shall not discriminate against any pupil with a disability in the admission process or any other aspect of operation. The Charter School shall not ask or require students or parents to waive the right to a free appropriate public education in order to attend the Charter School.

The Charter School shall continue to be solely responsible for its compliance with the IDEA, Section 504 and the ADA. The facilities utilized by the Charter School shall be accessible for all students with disabilities.

Services for Students under the IDEA

The Charter School participates as a member of the EDCOE SELPA in accordance with Education Code section 47641(a) and makes the following assurances:

- *Free Appropriate Public Education* – The Charter School assures that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been expelled from school.
- *Child Find* – The Charter School assures that all students with disabilities are identified in accordance with the policies and procedures of the SELPA.
- *Full Educational Opportunity* – The Charter School assures that all students with disabilities have access to the full range of programs available to students without disabilities.
- *Least Restrictive Environment* – The Charter School assures that students with disabilities are educated with students without disabilities to the maximum extent appropriate. This is addressed through the use of supplementary aids and services in the general education environment in accordance with each student’s IEP.
- *Individualized Education Program* – The Charter School assures that an Individualized Education Program is developed, reviewed and revised for each eligible student under the IDEA.
- *Assessments* – The Charter School assures that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years, in accordance with the IDEA, and more often if conditions warrant or requested by the student’s parents or teacher. Parents receive reports on their individual student’s progress toward IEP goals and progress at the IEP meeting and student-led conferences.
- *Confidentiality and Procedural Safeguards* – The Charter School assures that the confidentiality of identifiable data is protected at the collection, storage, disclosure and destruction stages. In addition, students and their parents are provided with safeguards through the identification evaluation and placement process and provisions for a free appropriate public education.
- *Personnel Standards* – The Charter School attracts, recruits and hires appropriately trained and credentialed personnel to provide special education services to children with disabilities.
- *State Assessments* – The Charter School assures that students with disabilities either under the IDEA or Section 504 are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

The following description regarding how special education and related services shall be provided and funded is being proposed by Learning Without Limits for the sole purpose of providing a reasonably comprehensive description of the special education program in this charter renewal petition and is not binding on the District. The specific manner in which special education and related services shall be provided and funded shall be as set forth in the SELPA MOU.

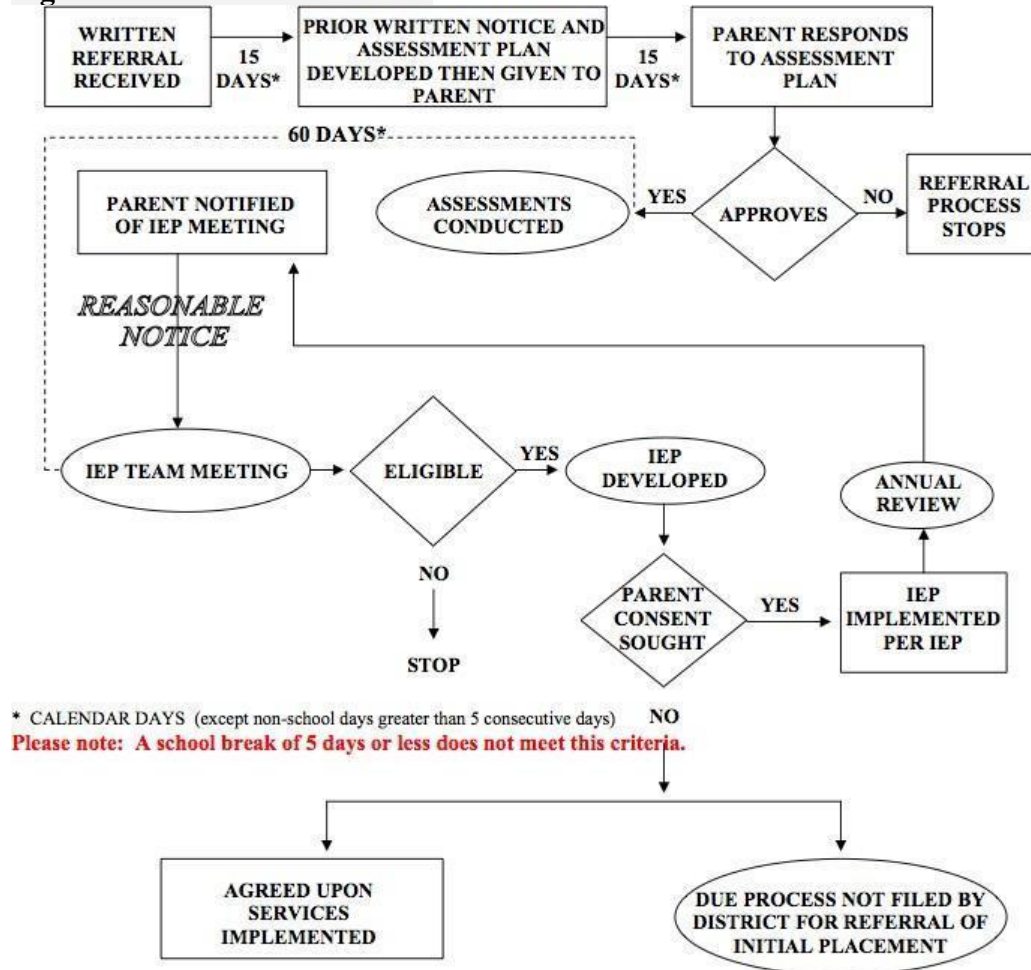
Learning Without Limits agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Learning Without Limits students, staff, facilities, equipment and records as required or imposed by law.

Identification and Referral

Learning Without Limits actively and systematically seeks out all individuals with exceptional needs and provides for the identification and assessment of an individual's exceptional needs and the planning of an instructional program to meet the assessed needs in a timely method, in accordance with the policies and procedures of the EDCOE SELPA. Identification procedures include systematic methods of utilizing referrals of students from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Identification procedures are coordinated with school site procedures for referral of students with needs that cannot be met with modification of the general instructional program. Learning Without Limits obtains the cumulative files, prior and/or current IEP and other special education information on any student upon completion of the enrollment process.

A student shall be referred for special education instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Parents have the right to request in writing that their child be assessed to determine eligibility for special education services. Through the COST process, a student may be referred for assessment to determine eligibility for special education services. The flowchart in **Figure 2** below outlines the process once a referral has been.

Figure 2 EFC Referral Process



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The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by Learning Without Limits within fifteen (15) days. Parents will be informed via the Student Support Services Coordinator that special education and related services are provided at no cost to them.

Upon receiving a parent request for assessment, Learning Without Limits contacts the parent to inform them of receipt of the written requests and schedules a meeting with the parent to further discuss the request (meeting to take place within 15 days of receiving the request). If Learning Without Limits and the parent determine they want to move forward with granting the request for assessment, the parent will receive a written Assessment Plan within fifteen (15) days (of the original request). The parent will be given at least fifteen (15) days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission.

The assessment will be completed, and an IEP meeting held within sixty (60) days of receipt of the parent's written consent for assessment.

If for any reason Learning Without Limits determines assessment is not appropriate, LWL meets with the parent to discuss the request and responds in writing with a Prior Written Notice ("PWN") documenting why the assessment request is not being granted. If Learning Without Limits determines an assessment is **not** appropriate, in addition to providing a PWN documenting why the AP is not being granted, Learning Without Limits also provides information to the parent regarding COST/SST and how their student may benefit from this process as well as information about Section 504 plans (and the possibility of eligibility for a Section 504 plan).

Assessment

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not be limited to:

- Individual testing
- Teacher observations
- Interviews
- Review of school records, reports, and work samples
- Parent input

Unless conflicting with EDCOE SELPA policies and procedures, LWL will follow the following assessment guidelines. If a conflict with EDCOE policies and procedures exists, then EDCOE SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment.
- The assessment will be completed, and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment.
- The student must be evaluated in all areas related to the student's suspected disability.
- Assessments must be conducted by a person with knowledge of the student's suspected disability and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist.

- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory.
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed.
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable.
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills.
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. Learning Without Limits will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

LWL will assure that the confidentiality of identifiable data shall be protected at the collection, storage, disclosure, and destruction stages. In addition, students and their parents shall be provided with safeguards through the identification evaluation and placement process and provisions for FAPE.

Development and Implementation of IEP

Once assessments are completed, a meeting will be held within the 60-day timeline, to review the results and determine special education eligibility. If the student is found eligible, the team will develop an Individualized Education Program which is designed to identify what areas will be targeted for intervention and how such an intervention will actually be carried out. Before the student receives any special education services, this program must be developed at the IEP team meeting, and parents must provide written consent. LWL will ensure that the IEP is implemented.

LWL provides a range of special education programs and services for eligible students in grades TK (transitional kindergarten) through eighth grade. Students receiving special education and related services will be educated with general education peers to the maximum extent appropriate. These students will be integrated as much as possible in school activities and general education classroom activities as determined by the IEP team. Special education and related services will be provided on behalf of the student, without cost, except for those fees that are charged to general education students.

At LWL, each student's IEP team considers the full continuum of program options to ensure that all students are provided FAPE in the least restrictive environment. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other

care facilities, are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Each student who has an IEP will have an IEP team that oversees the IEP development, implementation, and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

- The student's parent(s)/legal guardian(s)/surrogate parent, or an individual selected by the parent. It is important to note that no individual or agency is authorized to sign with consent to an IEP unless they possess educational rights for the student.
- The student, if appropriate
- An administrator or an administrative designee (other than the student's teacher) who is knowledgeable of program options appropriate for the student. This person must be authorized to make decisions and allocate resources.
- Not less than one special education teacher of the student, or, if appropriate, not less than one special education provider of the student.
- Not less than one general education teacher. Generally, the student's current general education teacher attends the meeting. If the student does not have a general education teacher, the teacher with the most recent and complete knowledge of the child and who is qualified to teach a student of their age should attend. Any assessor(s) who conducted an assessment and is presenting their report for the IEP team or an individual with the appropriate qualifications to present the assessment report on behalf of an assessor.
- For students with suspected learning disabilities, at least one member of the IEP team other than the student's general teacher who has observed the student's educational performance in an appropriate setting.
- Other persons who possess expertise or knowledge necessary for the development of the IEP.

Learning Without Limits views the parent/guardian as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. Learning Without Limits will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure the parent's participation using other methods, such as conferencing by telephone or meeting at the parent's home. A copy of the IEP will be given to the parent in accordance with state laws and SELPA policies. Upon the parent or guardian's written consent, the IEP will be implemented by Learning Without Limits, in cooperation with the EDCOE SELPA in which Learning Without Limits is a member. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance
- Statements of yearly goals
- Individuals responsible for helping to accomplish the goals
- Criteria and evaluation procedures for measuring the achievement of the educational goals
- A statement of the specific special education program, the related services needed by the student, and the degree of participation anticipated in the general education program
- The rationale for placement decisions
- The date that special education service(s) will begin and how long the service(s) should continue; and
- Determination of participation in state and Charter LEA -wide assessments
- The services the student will receive and the means for delivering those services
- A description of when services will begin, how often the student will receive them, who will provide them, and where and when they will be delivered
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals

Learning Without Limits understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Learning Without Limits students in accordance with the policies, procedures and requirements of the SELPA and state and federal law.

Learning Without Limits shall be responsible for all school site implementation of the IEP. Learning Without Limits shall also provide all home-school coordination and information exchange. Learning Without Limits shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

IEP Meetings, Review, and Reporting

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting the student's needs and make any necessary changes. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed, and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress. If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, Learning Without Limits will have thirty (30) days, not including school vacations greater than five days, to hold the IEP meeting in alignment with state and federal laws.

IEP meetings are also held when an Individual Transition Plan ("ITP") is required at the appropriate age and when LWL seeks to suspend or remove a student for a period of ten (10) days or more, in order to determine if the student's misconduct was a manifestation of the student's disability.

Unless otherwise specified on the student's IEP, parents will be informed three times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet their annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal. Parents will receive additional reports on their individual student's progress at student-led conferences.

In addition, Learning Without Limits complies with the EDCOE Local Master Plan and performs all corrective actions deemed necessary by the EDCOE SELPA. The principal will work with EFC Student Support Services department and Finance team to manage the budget and contract for appropriate services and take responsibility for meeting the special education compliance and quality requirements.

Special Education Staffing and Professional Learning for Special Ed and General Ed Staff

Learning Without Limits will attract, recruit, and hire appropriately trained and credentialed personnel or agencies to provide special education services for students with disabilities as required by the Education Code and the IDEA. Learning Without Limits shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. Learning Without Limits shall ensure that all special education staff hired or contracted by Learning Without Limits is qualified pursuant to SELPA policies, as well as meet all legal requirements. Learning Without Limits shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Learning Without Limits students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

The Student Support Services Coordinator and other team members will work with the EDCOE leadership to provide regular professional development that builds the capacity of the special education and general education staff in the areas of evidence based instructional practices, compliance with state and federal statutes, reporting requirements and use of instructional data. Learning Without Limits will send its Special Education staff to the Education for Change special education trainings, in addition to strategic EDCOE trainings. In addition, all staff members will be provided a personalized professional learning plan that will identify high leverage capacity-building learning activities for the teacher. Special Education teachers will receive training to ensure they have research-based instructional strategies specific to supporting Special Education students – strategies like breaking down learning concepts and presenting information in a variety of ways and training in particular approaches/ curriculum such as SIPPS, Wilson Reading, Orton-Gillingham, Unique Learning, and Edmark Reading. This is to ensure that all students receive the targeted academic interventions as well as the interventions specific to supporting their disabilities.

In addition, all General Education teachers receive annual training on MTSS and the COST process, assessment and identification of students with disabilities, accommodations and modifications in the classroom and other topics as needed (identified through the COST Process). For example, this year, the Learning Without Limits team received intensive professional development on PBIS to build capacity around Tier 1 behavior support. Additionally, all staff have access to a number of PD/workshop series personalized to teachers as appropriate.

Interim and Initial Placements of New Charter School Students

Learning Without Limits shall comply with Education Code Section 56325 with regard to students transferring into Learning Without Limits within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in Learning Without Limits from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, Learning Without Limits shall provide the pupil with FAPE, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Learning Without Limits shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into Learning Without Limits from a district operated program under the same special education local plan area of Learning Without Limits within the same academic year, Learning Without Limits shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and Learning Without Limits agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to Learning Without Limits with an IEP from outside of California during the same academic year, Learning Without Limits shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously

approved IEP in consultation with the parents, until Learning Without Limits conducts an assessment pursuant to paragraph (1) of subsection(a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by Learning Without Limits, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

Learning Without Limits shall be solely responsible for selecting, contracting with, and overseeing all non- public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children shall have access to Learning Without Limits and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of their disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

Learning Without Limits has policies for responding to parental concerns or complaints related to special education services. Learning Without Limits shall receive any concerns raised by parents/guardians regarding related services and rights.

The Learning Without Limits's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

Learning Without Limits may initiate a due process hearing or request for mediation with respect to a student enrolled in Learning Without Limits if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, Learning Without Limits shall defend the case.

SELPA Representation

Learning Without Limits understands that it shall represent itself at all SELPA meetings.

Funding

Learning Without Limits understands that it shall be subject to the allocation plan of the SELPA.

Section 504 of the Rehabilitation Act

Learning Without Limits recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Student Services Coordinator or Dean of MTSS and includes the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and its impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.
- Medical diagnosis and doctor's recommendations

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives FAPE. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Student's 504 Plan will be reviewed at least once

per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Parents with Disabilities

Communications with parents with disabilities must be as effective as communications with other parents. Appropriate auxiliary aids and services (such as Braille materials or a sign language interpreter) will be made available whenever they are necessary to ensure equally effective communication with parents with hearing, vision, or speech disability.

End of District Required Language for Element 1

Education for Change Mission and Vision

The Education for Change mission is straightforward. Education for Change Public Schools believes it is the right for every child to have access to a high-quality, 21st century education. The EFC mission puts this belief into action.

We will provide a superior public education to Oakland's most underserved children by creating a system of public schools that relentlessly focuses on our students' academic achievement.

We believe that high quality instruction, and its continuous refinement, will lead to success for our students. When our students succeed, they will be prepared to make thoughtful and informed choices that will set them on a path for a successful life.

By doing so, we believe we will achieve the EFC vision:

EFC students challenge the predictable patterns of performance and access to opportunity in this country by demonstrating the essential academic competencies, personal agency, and integrated identity necessary to be prepared for a meaningful and productive life.

Through our unique model, **we transform** neighborhood schools into high performing organizations for the children that are most dependent upon them and build strong secondary school options to ensure all children in the neighborhood have access to a powerful K-12 pipeline to success in college and career. **We recruit and develop** the most talented, passionate teacher leaders aligned around a common vision of excellence for instruction, committed to improving their practice and disrupting the predictable outcomes in cities like Oakland. **We invest** in building the capacity of educators to deliver a powerful, aligned, and impactful instructional program that dramatically accelerates learning for our children. **And we build and maintain** strong partnerships with dedicated parents and community organizations, allowing us to provide a full spectrum of education services to ensure success for ALL of our children.

We believe this work must be guided by the following common set of core values:

1. Connected

We continually work to build trusting relationships among students, families, staff, and the Oakland community at large. We are an all-hands-on-deck network driven by empathy. We value our collective identity and the individual identities of our community members and scholars such that we have a sense of collective ownership and responsibility for each other and for our scholars.

2. Inclusive

We proactively disrupt predictable patterns of opportunity, power, privilege, and performance. We create an inclusive environment where multiple perspectives are not only valued but sought, where people from all backgrounds feel seen and heard and can thrive, and where we all feel a deep sense of accountability to our mission.

3. Interdependent

Our success at every level is dependent on our individual and collective sustainability. To that end, we are transparent, creative, and collaborative problem-solvers who seek to build trusting relationships. We are curious and are open to new ideas while also putting systems in place to ensure continuity so that our employees can stay, grow, thrive, and help make good on our promise to our students and families.

4. Learners

We support each other to develop and grow so that we can leverage our collective power, intelligence, and passion on behalf of our students. We lean on home-grown leaders who are rooted in our community. Individuals feel known and are provided opportunities to maximize their potential in alignment with their passions and goals.

EFC Public Schools is committed to *improving outcomes* for our students, their families and the communities in which they live. Our children will become self-motivated learners, critical-thinkers and resilient leaders prepared for the academic and professional challenges that await them in life.

Please see [Appendix 1 - the EFC 2023-2028 Strategic Plan](#), which further details the EFC Theory of Action.

Learning Without Limits Mission

Our mission at Learning Without Limits is to provide all students with rigorous, culturally relevant, and empowering education - grounded in caring, leadership, achievement, and perseverance - developing liberated students as lifelong learners.

Learning Without Limits Vision

Learning Without Limits believes authentic, caring relationships develop a joy for learning that allows students to achieve. When students feel seen, valued, and understood, they are able to bring their full selves to the classroom. In this context, students grow into leaders who are problem solvers, who set good examples, and who communicate effectively. LWL students are resilient, persevering through challenges because they are self-directed, self-motivated learners, who drive and advocate for their own learning.

Our school was founded through a partnership between families and teachers who shared a dream of what a school should be. This ongoing partnership, as well as our partnership with Education for Change Public Schools, drive our school's decisions as we relentlessly focus on the continuous refinement of high-quality instruction, strive to close the opportunity gap, and raise empowered leaders who will exit our doors, ready for higher education and a thriving future.

Learning Without Limits Core Values

Learning Without Limits develops and sustains an exceptional school culture that teaches and rewards positive skills and behaviors. Our culture of positive academic and behavior

achievement is grounded in the teaching and practice of our CLAP core values. Our CLAP core values are listed below:

- Caring;
- Leadership;
- Achievement; and
- Perseverance.

At Learning Without Limits, we will live and exercise our CLAP core values each and every day.

Morning Chant

Every morning, we affirm and celebrate our vision for how our students will regard themselves as they leave our doors with our Morning Chant below.

*We stand on the shoulders,
Of those who came before us,
As we grow into leaders,
Who are passionate
And care about making our world better.
We are equipped with skills and knowledge,
Filled with curiosity,
And we know that even when we face challenges,
...We. Will. Achieve! (staccato)*

Students to be Served

History

Learning Without Limits and the co-located Global Family are the former OUSD-operated Jefferson Elementary School, located in Census Tract 4071. LWL is a conversion charter school, and because it was a neighborhood school when it was operated by OUSD, Education for Change operates LWL as a neighborhood school, providing students residing in the former Jefferson Elementary School boundary a weighted preference for admission.

Located in the Greater Fruitvale, the LWL campus is located at 2035 40th Ave, and is a neighborhood school that primarily draws its student population from the surrounding area. This area is distinguished by significant racial, cultural and ethnic diversity. The Greater Fruitvale is a two and a half square mile area bounded by 14th Avenue to the west, the Oakland Estuary to the south, High Street to the east and Interstate 580 to the north. The 2020 US Census places the

94601 population at 50,369, comprising 14,930 households of which 68% were families. 37.3% of households in 94601 have children under 18, a drop of 7% since the last US Census.

The Fruitvale has the most racially, ethnically and culturally diverse population in Oakland, which is one of the most diverse cities in California and the nation. In 2010, 44% of people living in the Fruitvale zip code of 94601 were foreign born. 51% of residents identified themselves as Hispanic, 17% as Black, 18% Asian, 9% White, 4% Mixed and 1% as Other. The median household income in the Fruitvale was \$41,900 as compared to \$79,800 in Alameda County. At LWL, 87% of students are eligible for free/reduced lunch, an indicator of relative poverty.

The Fruitvale neighborhood also contains a vibrant and active commercial area filled with locally- owned stores and restaurants and several well-established community-based organizations that provide a range of health, housing, legal, economic, and educational resources for Fruitvale residents.

The area in which Learning Without Limits is located continues to experience numerous community stressors as reported by the City of Oakland. The City developed a stressor model that uses multiple data sources to provide a rank for every census tract in Oakland and indicates the relatively high or low levels of 'stress' in a neighborhood. The indicators of stress include arrests, crime reports, food stamp recipients, youth incarceration and probation, housing affordability, homelessness, health insured, and reading levels and chronic absence for OUSD students. In 2019, the census tract where Learning Without Limits is located had an overall rank of "medium stressed" with respect to community stress with an overall rank of 58 out of 111. This is a dramatic shift from 2010 when the neighborhood ranked in the top 20.¹ The census tract's lowest community stressors scores are for third grade students reading at grade level where they ranked 19 of 111, and arrests among youth ages 12-17 where they ranked 24 out of 111. While Oakland has not updated its stressors map in the last four years, the Fruitvale community, particularly the high poverty immigrant families residing around LWL, was disproportionately and negatively impacted by the Pandemic. 94601 consistently had the highest rates of COVID in Alameda District throughout 2020 and 2021. Crime in the Fruitvale reportedly increased 31% from 2022 to 2023.² Miles of homeless encampments can be seen along East 12th Street and the commercial corridors.

The former Jefferson Elementary School was built in 1912 and has served the Fruitvale neighborhood since then. During the 1990s and early 2000s, Jefferson Elementary saw declining student performance and increasing enrollment, making the campus overcrowded with temporary portable buildings. In 1998, families with children in many Oakland public "flatland" schools, including families at Jefferson Elementary, started working with Oakland Community Organizations (OCO) to begin organizing for smaller and better schools for their children. The parents felt that some of their children were getting lost in huge schools with a thousand or more children. A visit to the small schools in New York and Chicago inspired these organizers to push

¹ <https://public.tableau.com/app/profile/rda2020/viz/2019OaklandStressorsIndexRDA/2019>

² <https://cbsnews.com/sanfrancisco/news/oaklands-fruitvale-district-business-owners-hopeful-for-turnaround-from-crime-ridden-2023/>

for small and safe schools in Oakland. In response, in March of 2000, the Oakland Unified School District passed the New Small Autonomous Schools policy, granting the schools autonomy of curriculum and instruction, calendar, budget (and thus class size), hiring and staffing. OUSD formed the New School Development Group to incubate new schools over the course of several years. In 2006-07, parents and teachers came together to design two new schools on the Jefferson campus through the New School Development Group’s process. In 2011, the LWL staff and families submitted and received approval for a conversion charter petition to convert LWL into a charter school operated by Education for Change Public Schools.

Today, LWL is a robust TK-5 charter school with an enrollment of approximately 375 students and a student population experiencing accelerated academic growth. LWL is higher performing than the OUSD schools our students would have otherwise attended in the Fruitvale neighborhood and continues to make accelerated gains on all measures.

Figure 3: SBAC Comparison

	LWL TK-8	Global Family (OUSD elem)
2023 SBAC ELA proficiency	29%	15%
2023 SBAC Math proficiency	21%	6%

Student Demographics of Target Population

As required by Education Code Section 47605(e)(2)(A) EFC schools are open to all students who wish to attend EFC’s charter schools. Learning Without Limits will serve all families that submit an application for their children in available grades up to its enrollment capacity, including the students currently attending in grades TK-5, their siblings, and those students in the aligned OUSD attendance area, as well as all others, who wish to attend the Charter School. Should applications exceed the number of available spaces, a random public lottery is held. As Learning Without Limits replaced Jefferson Elementary, the school has adopted and maintains a policy of giving an admission preference for students living within the Global Family (OUSD school to which our students would be assigned) attendance boundary. Please see **Element 9** (Admission Policy) for details on this process, including these preferences.

Learning Without Limits primarily serves the same student population as the former Jefferson Elementary School and is similar in demographic composition as the OUSD and Oakland charter schools in the immediate neighborhood (as demonstrated in **Figure 4**). Learning Without Limits is co-located with Global Family at the Jefferson campus, and approximately one mile from three district and charter elementary schools, Horace Mann, Allendale Elementary School, and Achieve Academy.

Figure 4: 2023-24 Demographics for Learning Without Limits; OUSD; Global Family, Horace Mann, and Allendale (OUSD elem schools in the immediate neighborhood), Achieve Academy (EFC school in the immediate neighborhood)

Demographic Subgroups	Learning Without Limits (TK-5)	Achieve Academy (TK-5)	OUSD (TK-12)	Global Family (TK-5)	Horace Mann (TK-5)
Ethnicity / Race	2023-24	2023-24	2023-25	2023-24	2022-23
Latinx	78.3%	88.8%	47.1%	95.7%	60.4%
African American	11.3%	3.4%	22.4%	0.7%	23.6%
American Indian or Alaskan Native	0.0%	0.2%	0.3%	0.9%	0.5%
Native Hawaiian or Pacific Islander	1.1%	0.2%	0.9%	0.2%	0.5%
Asian	5.9%	2.0%	11.8%	0.7%	3.8%
Two or More Races	1.4%	0.6%	4.3%	0.2%	2.7%
White	1.4%	3.8%	10.3%	0.7%	6.0%
Filipino	0.16%	0.8%	0.9%	0.0%	0.0%
Program Participation	2023-24	2023-24	2023-24	2023--24	2023-24
Low-income (FRML)	87.3%	88.3%	74.4%	97.7%	98.4%
English Learner	54.4%	81.3%	34.5%	78.6%	52.2%
Special Education	12.7%	9.0%	11.9%	N/A	N/A
Homeless	3.9%	6.0%	2.1%	N/A	N/A

Source: Data for OUSD is from www.ed-data.org. LWL data is from EFC Aeries (SIS). Some 2023-24 data for comparison school is not yet publicly available.

In summary, the majority of Learning Without Limits students, and EFC students, are and have been:

- Students from low-income families,
- Students who are English Learners (“ELs”) and Newcomers,
- Students who reside in communities with a high degree of community stress for young people, and/or
- Students who would be the first in their families to attend college, and perhaps the first to graduate from high school

This will continue to be the target student population over the next charter term.

What it Means to be an Educated Person in the 21st Century

At Learning Without Limits, we recognize that we live in a world of increasing technological, economic, environmental, and social change, requiring a set of emerging skills to navigate successfully. Information is multiplying at an accelerating pace, while the realization of our interdependence becomes more pronounced. We live in a time that requires great flexibility and great creativity. Citizens of this millennium must have a strong foundation of knowledge and skills to engage in the constantly evolving world of ideas and must be able to analyze and synthesize this information. They must have a strong sense of curiosity and engagement in the world and the creative intelligence and self-confidence to act.

First and foremost, a 21st Century Learner possesses a strong foundation of basic academic skills and a broad knowledge base in the core disciplines of Reading/Language Arts, Mathematics, Science, and Social Studies.

LWL’s overarching goal is to develop students who have the skills, confidence, and knowledge to succeed in middle school and beyond. They will be:

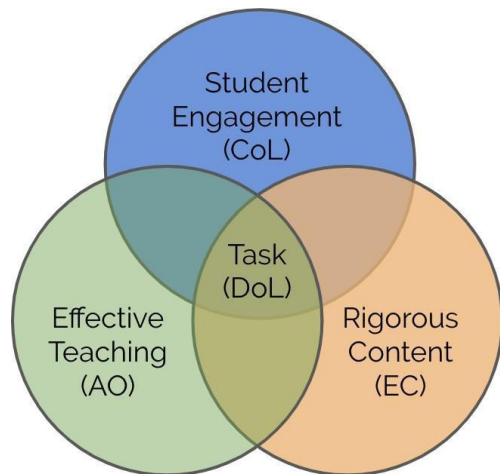
- Academically and technologically capable young people who are prepared to succeed and compete with their peers when they move on from Education for Change Public Schools
- Self-motivated, self-aware, competent, and confident lifelong learners with a high level of resilience who strive for excellence
- Critical thinkers who know how to solve problems, make informed decisions, and generally navigate life in the 21st century
- Powerful, culturally-competent, and positive citizens of the world
- Collaborative team players who can both facilitate and participate in collective efforts
- Fit young people who are able to make good choices to maintain a healthy and safe life

How Learning Best Occurs

Educational Philosophy

The EFC theory of action is grounded in Richard Elmore’s concept of the instructional core, as seen in **Figure 5**, which states that increases in student learning occur only as a consequence of improvements in the levels of content, teacher knowledge and skill, and student engagement.

Figure 5: Elmore’s Instructional Core



Further, our theory of action builds on Jim Collins’s concept of “the flywheel”—namely, that good-to-great transformations do not occur in one fell swoop, but through a consistent, disciplined focus on the key actions that drive outcomes.³

These two concepts come together in the following educational philosophy and theory of action:

If teachers employ standards-aligned, coherent curricular and assessment resources, engage in data analysis and deep planning, and develop content knowledge and pedagogical skill, then students will engage in rigorous learning and reach their academic potential.

Strategic Drivers

To “win” on our priorities, our educational philosophy names three core drivers:

- **Instructional Coherence** - Support all teachers in building an instructional program that includes horizontally and vertically aligned research-based curricula, assessments, and instructional practices in our priority grades and content areas.
- **Instructional Leadership Development** - Build our instructional leaders’ capacity to drive student outcomes by (1) developing teacher knowledge of standards, content, and pedagogy, (2) using data to drive continuous improvement and decision-making, and (3) building a culture of collective efficacy and continuous improvement.
- **Data-driven Instruction** - Build our teacher and leader practice to utilize quantitative and qualitative data to make strategic decisions in teacher support and instructional practice.

³ Collins, Jim (2001). *Good to Great*.

As detailed in the Educational Philosophy and visualized in **Figure 6**, Education for Change believes that having a coherent instructional program, informed by a data-driven practice and driven by strong instructional leaders, is essential for student success. Instructional Coherence ensures that students experience a program that builds on previous knowledge and skills, and has uniformly high expectations to allow students to focus on the new content in their Zone of Proximal Development (“ZPD”).⁴



Figure 6: EFC Strategic Drivers

The standards movement was “developed out of the common sense notion that student effort and achievement are directly affected by expectations set by parents, teachers, schools and society at large” and that by setting clear objectives for each grade level and content area, all students could achieve at high levels.⁵ All curricular areas within EFC schools and at Learning Without Limits are aligned with the Common Core State Standards (“CCSS” or “Common Core”), Next Generation Science Standards (“NGSS”), California State Standards (“CSS”), English Language Development Standards (“ELDS”), and the California frameworks (collectively referred to herein as the “State Standards”).

Clear and specific academic objectives are set at each grade level in alignment with these standards, with intensive intervention provided for those not at grade level. Learning Without Limits believes that when a coherent standards-driven instructional program is delivered with high quality instruction and is assessed with standards-aligned assessments, the results are high academic outcomes for students. Please see [Appendix 1 - EFC 2018-21 Strategic Plan](#), which further details the EFC Theory of Action.

Learning Without Limits Core Beliefs

⁴ Vygotsky, L.(1978) *Mind and Society*. Cambridge, MA: Harvard University Press, 79-91.

⁵ McLaughlin, M. and Shepard, L. (1995). *Improving Education through Standards*.

Our mission and each core belief of our educational philosophy is aligned to our vision at Learning Without Limits. Our philosophy, supported by research and proven best practices, inform our academic program elements, which are aligned to our core beliefs.

The LWL Team believes that learning best occurs when students have access to, and experience, a rigorous academic program based on the core beliefs listed below. These key practices and structures, aligned to our core beliefs, are all built around supporting the students and families we serve and make up our program at Learning Without Limits.

Core Beliefs

- All students can excel at high levels.
 - Grade-level appropriate, standards-aligned curriculum and instructional practices.
 - Individualized student support for all learners through intentional use of data.
 - Targeted, responsive intervention to facilitate acceleration.
- Competence as a reader, writer, and speaker translates to confidence as a learner.
 - Structured literacy as a foundation for mastering word recognition skills and language comprehension skills.
 - Integration of literacy across content areas through academic discourse and text.
 - Cultivation of classroom cultures of thinking through academic discourse.
- A culture of learning allows all students and adults to grow and thrive.
 - Frequent, comprehensive coaching and observation-feedback loops.
 - Professional learning communities focused on student learning and reflective instructional practice.
 - Strategic and relevant professional development centered on instruction.
- Relationships and values are at the center of everything we do.
 - Intentional cultivation of a values-driven community.
 - Restorative justice and circle practices strengthens our relationships with ourselves, each other, and our community.
 - Integration of socioemotional learning skills and habits to support students' long-term success.
 - Families are key partners in ensuring the academic and character growth of our students.

All students can excel at high levels

High-quality curriculum and instruction require students to have access to and engage with grade-level appropriate, standards-aligned work. LWL provides and constantly seeks to refine facilitation of meaningful, rigorous learning experiences, as demonstrated by students' ability to apply and achieve a given learning objective aligned to grade-level standards.

LWL offers a curricular and instructional program aligned to Common Core State Standards and California Content Standards beginning in transitional kindergarten so that every student can excel in any academic setting of their choice. The Education for Change (EFC) Academic Team intentionally selects high-quality core curricula (see **Element 1: Curriculum and Instruction**) and assessments for LWL to use, and throughout the year provides educators with high-level, effective supports that will continue to improve the quality of instruction across our school. These core curricula and assessments are aligned with grade-level Common Core State Standards (CCSS).

Within and across all grade-level classrooms at LWL, our teachers study, prepare, and implement grade-level appropriate, standards-aligned curriculum and assessments. Prior to the beginning of the year, teachers at LWL participate in New Teacher Training and spend several professional development days and professional learning communities (PLCs) over the course of the year unpacking and internalizing their respective grade-level, disciplinary curriculum aligned to Common Core State Standards (CCSS).

Providing grade-level, standards-aligned curricula must also be combined with grade-level, standards-aligned instruction in order to best prepare our students to meet and exceed grade-level standards. Planning for and executing high-level standards-aligned instruction necessitates deep internalization of the curricula and assessments from teachers. To plan and deliver this instruction, teachers engage in intellectual preparation protocols (IPPs), which include identifying and scripting purposeful questions, planning for academic discourse, integrating strong academic routines and structures, and incorporating Universal Design for Learning (UDL) and language development strategies based on the specific learner profiles teachers have in their classrooms. LWL teachers intellectually prepare for their grade-level appropriate, standards-aligned lesson plans by reviewing focus standards for the lessons, identifying students to support based on data, developing effective high-level questions that place the cognitive load on students, and providing an explicit connection between the instructional task, lesson objective, and grade-level standards.

Individualized student support for all through intentional use of data

Aligned with our core belief that all students can excel, highly effective teachers hold high expectations while ensuring appropriate levels of support for all of their students. At Learning Without Limits, we use data to make intentional decisions in service of, and for, our students. At all levels, decision-making is centered on what will drive and advance student learning outcomes for all of our students.

Effective data-driven instruction can have a significant impact on student learning, and, in turn, academic and life outcomes. Therefore, our data-informed approach at Learning Without Limits includes planning and including Data Days after interim assessments within our annual academic

calendar, employing frequent formative assessments paired with responsive, targeted small-group instruction across content areas, providing individualized, tiered student supports based on data, and administering, reflecting on, and planning for corrective instruction after interim assessments and curriculum-embedded assessments throughout the academic year. For details regarding our instructional model and assessment approach, see **Element 3: Assessment System** and **Element 3: Data Analysis**.

We formally analyze our students' performance on grade-level Common Core State Standards (CCSS) to monitor progress and determine the need for interventions multiple times during the academic year, using CCSS-aligned interim assessments, FastBridge assessments, and curriculum-embedded formative assessments. Our school also administers a variety of grade-level, subject-specific diagnostic assessments, or screeners, to ensure that teachers and staff members have a strong understanding of each student's current skills and knowledge as well as their gaps in order to provide appropriate interventions and supports targeted to each student's identified needs.

Ongoing, frequent formative assessments for learning provide teachers with the opportunity to plan for intentional, targeted support for specific students. Teachers at LWL use common curriculum-embedded formative assessments that measure students' learning progress on grade-level standards throughout the year to target interventions and accelerate learning. These curriculum-embedded formative assessments (e.g., exit tickets in math and target tasks in ELA) also allow students to monitor their own learning progress. Students reflect on which learning targets and standards they have already mastered and which learning targets and standards they still need to practice. Professional learning around responding to student data and providing feedback to students takes place frequently in content area-specific professional development sessions, Department Team Time, and coaching meetings.

Targeted, responsive intervention to facilitate acceleration

Our data-informed practices allow us to provide targeted, responsive intervention to facilitate acceleration for students. At Learning Without Limits, we leverage our Multi-Tiered System of Support (MTSS) program and our assessment windows to provide targeted student support and to drive towards accelerated student outcomes. Intervention at Learning Without Limits is additive and extends core instruction; intervention does not replace core instruction. This is aligned to our belief that all students can excel with targeted, responsive intervention and intentional use of data.

In an academic year, there are five assessment windows used to provide diagnostic, screening, and current learning progress of students on grade-level standards. In the beginning of the year, the assessments are diagnostic and act as screeners. In addition to academic assessments, we also administer a socioemotional screener so that our team can identify socioemotional strengths and areas of growth for individual students and for the grade level as a whole.

Following each assessment window, we analyze assessment results, reflect on our practice, and create strategic action plans in response to the assessment data. Teachers, tutors, interventionists, instructional coaches, and education specialists collaborate to plan for interventions and develop

action plans for students needing additional support in a specific area. Small groups are often adjusted to reflect the targeted skill students' need more practice or support with. By providing targeted skills practice through small-group instruction within a class, "we account for missed learning opportunities and concurrently develop students' capacity for persistence with grade-level expectations."⁶

To support learners not yet making adequate growth, Learning Without Limits employs a comprehensive multi-tiered system of support (MTSS) program to monitor student development academically, behaviorally, and socioemotionally and to implement interventions as needed to ensure all students meet expected levels of performance and excel academically, behaviorally, and socioemotionally. If a student is identified as not making adequate growth and multiple interventions have been implemented with fidelity by the team, then a referral to the Multi-Tiered System of Support (MTSS) Team may be made to initiate the MTSS process. Students who need additional support beyond the general education classroom receive research-based, high-quality interventions, and the effectiveness of all support is evaluated using data. Our MTSS program and process includes data analysis, coordination of services, support teams, and data-based intervention progress-monitoring to ensure student needs are met. By carefully identifying students in need of additional support, purposefully planning strategic interventions, and consistently implementing MTSS, Learning Without Limits' ensures all our students experience academic, behavioral, and social success.

Competence as a reader, writer, and speaker translates to confidence as a learner

Structured literacy as a foundation for mastering word recognition skills and language comprehension skills.

We believe that a strong foundation of literacy is paramount to lifelong learning. When students have strong foundations in reading and writing, they are more likely to experience academic success in the classroom. With each subsequent year following third grade, the gap between strong and struggling readers widens even more, and struggling readers fall even further behind compared to their counterparts on grade-level.⁷

Because we know that literacy is by far the greatest predictor of a student's success in higher education, career, and life, and because we commit to developing strong readers at an early age, Learning Without Limits provides a minimum of 150 minutes of literacy instruction daily in grades transitional kindergarten through grade two, and a minimum of 90 minutes of literacy instruction daily in grades three through five. In the lower grades (grades transitional kindergarten through grade two), literacy instruction is aligned to core pillars of structured literacy (see **Element 1: Curriculum and Instruction**). According to key findings declared by American Institutes for Research, "children in programs that devoted a greater than average proportion of academic time to reading instruction relative to the total academic instruction time

⁶ Alice Wiggins et al., "Equitable ELA Instruction: Immersing Students in Grade-Level Reading & Thinking," UnboundEd, March 4, 2020, <https://unbounded.org/resources/unbounded-concept-paper-equitable-instruction-in-ela/>, 11.

⁷ McNamara, J.K., Scissons, M., and Gutknecht, N. (September/October 2011). A longitudinal study of kindergarten children at risk for reading disabilities: The poor really are getting poorer. In *Journal of Learning Disabilities*, 44(5), 421-430.

made more reading progress.”⁸ Schools that have been effective at improving the literacy outcomes of large populations of students who identify as having low socioeconomic status, learning disabilities, and black or Latinx racial backgrounds structure their literacy instructional program into 90- or 120-minute blocks during the school day.⁹

Our literacy instruction model at Learning Without Limits includes the daily components of ELA and literacy rotations for reading foundational skills in grades kindergarten through grade two, and the daily components of ELA and intervention for reading foundational skills grades three through five. This model is aligned to our vision that all students leave the third grade as proficient readers.

Integration of literacy across content areas through text and academic discourse

Aligned with Common Core State Standards (CCSS), we believe that the responsibility of literacy instruction does not belong solely to humanities instructors; teachers of other content areas – mathematics, science, and others – also teach literacy skills relevant to their subjects.¹⁰ All teachers at Learning Without Limits are literacy teachers, and we teach and practice with students to use targeted literacy strategies in all classes. For example, students will engage in close-reading protocols of primary and secondary sources in a fourth-grade ELA informational text unit as a way to refine literacy skills, approach the text with a historical lens, and deeply understand informational text. In a first-grade mathematics class, students might use a shared grade-level annotation strategy to make sense of a mathematical word problem.

At Learning Without Limits, we are constantly learning and refining how we promote academic discourse in all of our learning spaces because we believe that academic discourse supports students with making meaning of and understanding what they learn from text. A 2010 practical guide released by the U.S. Department Education identified high-quality text discussion as one of the five recommendations to support reading comprehension and literacy skills among students in kindergarten through third grade.¹¹ There is also value in oral literacy and verbal outputs to support emerging readers, especially those who are acquiring English proficiency as a second, or third, language. Language acquisition skills – reading, writing, speaking, and listening – are all intertwined; people learn languages effectively when they practice all four consistently and regularly. Because Learning Without Limits serves a significant student population of English learners, our academic model and instructional practices emphasize oral literacy and academic discourse.

⁸ Rathbun, Amy. “Making the Most of Extra Time: Relationships Between Full-Day Kindergarten Instructional Environments and Reading Achievement.” *American Institutes for Research*, Nov. 2010.

⁹ Underwood, Steve. “Education Northwest Literacy Brief: What Is the Evidence for an Uninterrupted, 90-Minute Literacy Instruction Block?” *Education Northwest*, Jan. 2018.

¹⁰ Gewertz, Catherine. (2012, November 14). Common standards drive new reading approaches. *Rethinking literacy: Reading in the Common-Core Era*. Retrieved from www.edweek.org/go/common-reading, p. S2.

¹¹ Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). *Improving reading comprehension in kindergarten through 3rd grade: A practice guide* (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from whatworks.ed.gov/publications/practiceguides.

Cultivation of classroom cultures of thinking through academic discourse

Learning Without Limits' instructional model and practices are grounded in our core belief that confidence as a reader, writer, and speaker translates to confidence as a learner. If we are to produce students who are engaged learners and active thinkers well-versed in communicating, innovating, collaborating, and problem-solving, then we must actively advance and promote students' thinking.¹² We emphasize the use of instructional practices that require students to deeply engage with the learning by pushing their thinking, trying out new skills, and taking on different cognitive challenges.

Academic discourse at Learning Without Limits also includes discussions and presentations of concepts, ideas, and models. Planning for and facilitating high-quality, structured academic discourse is one instructional practice that places most of the cognitive load on students. In a well-facilitated academic discussion and classroom environment, "the group's thinking as well as each individual's thinking was valued, visible, and actively promoted as part of the regular day-to-day experience of all group members."¹³ Part of this equation involves teacher preparation and strong instructional practice. Before students can participate and lead a productive academic discussion, they must encounter a question worth thinking about. As part of our intellectual preparation process (IPP), teachers at Learning Without Limits work within their Department Teams and their coaches to identify and plan for meaningful, discussion-worthy questions within a read aloud or when engaging with the text in ELA, for example. The opportunity for students to engage in academic discourse then drives their learning, exposes their thinking, and deepens their understanding.

A culture of learning allows all students and adults to grow and thrive

At Learning Without Limits, our vision includes relentlessly focusing on the continuous refinement of high-quality instruction and consistently practicing lifelong learning habits. Students learn best when they have exceptional teachers in front of them who are constantly learning, reflecting, and refining their practice. Research consistently demonstrates that effective teachers are the most predictive and significant factor contributing to student achievement. One of the key conclusions from the 1966 "Equality of Educational Opportunity" report, widely known as the Coleman Report, was that teacher quality is the strongest driver of student achievement, especially for students most marginalized: "...for any groups whether minority or not, the effect of good teachers is greatest upon the children who suffer most educational disadvantage in their background, and that a given investment in upgrading teacher quality will have most effect on achievement in underprivileged areas."¹⁴ Therefore, we invest heavily in the growth and development of our teachers and staff members through various structures such as

¹² Ritchhart, Ron. *Creating Cultures of Thinking: the 8 Forces We Must Master to Truly Transform Our Schools*. Jossey-Bass & Pfeiffer Imprints, Wiley, 2015.

¹³ Ibid.

¹⁴ Coleman, James S. *Equality of Educational Opportunity (COLEMAN) Study (EEOS)*, 1966. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 2007-04-27. <https://doi.org/10.3886/ICPSR06389.v3>.

coaching, observation/feedback cycles, professional learning communities (PLCs), and professional development.

All teachers and staff members at Learning Without Limits engage in coaching and regular informal and formal observations that push our team to refine their teaching craft or role-specific skills through intentional practice, thoughtful reflection, and deliberate application. Our coaching model for teachers includes a minimum of one informal observation with written feedback and one 30- to-45-minute coaching session each week, during which teachers work with their instructional coach to plan upcoming lessons, preview assessments and conduct assessment analysis, debrief lesson executions, analyze student work samples, or practice instructional strategies. All other staff members also develop their role-specific skills with their coach through one-on-one coaching sessions and regular informal/formal observations throughout the academic year.

Professional learning communities focused on student learning and reflective instructional practice

At Learning Without Limits, we are urgent about raising our students' level of achievement so that all students are prepared for middle school and ready for the future, and we believe that we get better together through collaboration focused on student learning and reflective instructional practice. Since we know the power of effective collaboration and learning as a community, our professional learning community (PLC) structure includes Win PD, during which teachers learn and collaborate within content areas and weekly Grade-Level Team Time, during which teachers and staff members learn and collaborate within grade levels. Our PLC structure includes the regular practice of analyzing student data, developing plans to support all students based on their needs, and sharing best instructional practices to support and grow each other's practice. We constantly ask ourselves the following questions when looking at student work or reflecting on an observation:

- What is the grade-level, standards-aligned learning target we want students to learn?
- How will students demonstrate their learning on the learning target and how will we know?
- Who are the students who have not yet demonstrated proficiency on the learning target and what will we do to support them?
- Who are the students who have demonstrated proficiency on the learning target and what will we do to support them?

Strategic and relevant professional development centered on instruction

Learning Without Limits believes that high-quality instruction is developed through professional development focused on high-impact instructional practices that can be modified based on teacher experience and observed need. This belief is supported by a recent research brief on effective teacher professional development, which outlines essential elements of effective professional development: “(1) is content focused, (2) incorporates active learning utilizing adult learning theory, (3) supports collaboration, typically in job-embedded contexts, (4) uses models

and modeling of effective practice, (5) provides coaching and expert support, (6) offers opportunities for feedback and reflection, and (7) is of sustained duration.”¹⁵ To this end, we structure our academic calendar, operational systems, and professional program to maximize teacher support and strategic professional development. Our annual school calendar includes New Teacher Training during the summer, beginning of year (BOY) professional development, weekly professional development and collaboration, and network- and site-release days.

Our New Teacher Training program for incoming teachers new to education and/or new to Education for Change supports teachers to begin developing the skills necessary to become an effective teacher, aligned to our vision at Learning Without Limits and Education for Change. Learning covered at New Teacher Training includes, but is not limited to, content-specific curriculum and instruction, strong classroom culture strategies and routines, and culturally responsive teaching practices and approach.

We launch the start of the school year with our beginning-of-year (BOY) professional development week with all of our staff members. Professional learning during the beginning-of-year (BOY) professional development entails building connections with our school team and community; internalizing our mission, vision, core beliefs, and practices; understanding how to live out language and actions aligned to our CLAP core values; unpacking grade-level and content-specific Common Core State Standards (CCSS) and California Content Standards; and learning and practicing systems and routines critical to a strong start to the school year.

Every Wednesday, we have an abbreviated bell schedule during which students leave school early so that staff can convene and engage in weekly professional learning that is content-specific, job-embedded, focused on student learning, and provides opportunities for collaboration, reflection, and application – all components of effective professional development.¹⁶

Additionally, after the administration of interim assessments, teachers at Learning Without Limits participate in a Data Day, where teams examine interim assessment results for both individual classes and their grade-level cohort. Our Leadership Team and Instructional Leadership Team develops an annual scope and sequence for professional learning each year that is aligned to the year’s schoolwide goals and maintains coherence with students’ needs and teachers’ professional goals. Our professional development learning systems and structures are intentionally designed to support and continually enhance our teachers’ instructional practices so that all students at Learning Without Limits can excel at high levels and make significant achievement gains at each grade level.

Relationships and values are at the center of everything we do

Brain research is clear that students learn best when they feel a sense of belonging, physical and emotional safety, and of feeling known and valued. At Learning Without Limits, we take every opportunity to get to know and build relationships with our students and their families through

¹⁵ Darling-Hammond, Linda, et al. Research Brief: Effective Teacher Professional Development. Learning Policy Institute, 2017.

¹⁶ Ibid.

frequent communication, daily rituals, restorative justice and circle practices, and socioemotional learning. Relationships and values set the foundation for our work and are at the center of everything we do.

Intentional cultivation of a values-driven community

Learning Without Limits has daily rituals, ongoing traditions, and strong systems in place to affirm and reaffirm a fundamental sense of purpose, values, and connection with all students and staff members. Aligned with our mission, Learning Without Limits places a high value and a strong emphasis on our core values. Our **CLAP core values** – caring, leadership, achievement, and perseverance – is interwoven into the fabric of our school. When school communities are values-driven, students are more likely to experience academic success and personal excellence. A growing body of research indicates a correlation between a whole-school approach to values and enhanced academic diligence: "...there were observable and measurable improvements in students' academic diligence, including increased attentiveness, a greater capacity to work independently as well as more cooperatively, greater care being invested in schoolwork and students assuming more responsibility for their own learning as well as classroom 'chores.'"¹⁷ Schools that create an environment in which values constantly shape interactions, relationships, and language experience more substantial student learning, happier teachers and students, and calmer school environments.¹⁸

Starting each morning with a communal recitation of our school vision, our students then engage in morning meetings and Community Circles in their classroom. Each month, we teach one of our CLAP values in Community Circle and we celebrate one student from each classroom who most embodies the CLAP value. Additionally, we explicitly align student actions and behaviors to our CLAP values, so that students gradually understand that their actions and behaviors communicate and demonstrate values.

Restorative justice and circle practices strengthens our relationships with ourselves, each other, and our community

At Learning Without Limits, we center and attend to relationships by practicing restorative practices and circles as part of our school culture framework. Our discipline framework incorporates elements of restorative practices and socioemotional learning to help students develop an internal moral code. By ensuring our students experience spaces that allow them to exemplify core values, opportunities to demonstrate expected behaviors, a management system rooted in relationships and restoration, our students learn to make choices that allow them to be positive, engaged leaders of our community.

¹⁷ Lovat, T., Toomey, R., Dally, K., & Clement, N. (2009a). *Project to test and measure the impact of values education on student effects and school ambience*. Report for the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) by The University of Newcastle, Australia. Canberra: DEEWR. Available from http://www.valueseducation.edu.au/values/val_articles,8884.html.

¹⁸ DEST. (2006b). *Implementing the national framework for values education in Australian schools: Report of the Values Education Good Practice Schools Project–Stage 1: Final report*, September 2006. Melbourne: Curriculum Corporation. Available from http://www.curriculum.edu.au/verve/_resources/VEGPS1_FINAL_REPORT_081106.pdf.

Recognizing that behavior is a form of communication, our schoolwide management ladder at Learning Without Limits aims to understand the root causes of a student's behavior and problem-solve with stakeholders to meet the unmet needs of the student and support the student in making positive behavioral changes. When a student engages in the same behavior repeatedly in the classroom or receives a behavior referral, then the student engages in a restoration circle with the teacher to address what happened and to attend to their relationship. During a restoration circle, the student meets with the teacher while that teacher is available, and both parties seek to understand each other's experiences, acknowledge each other's feelings, and problem-solve ways they could have done the moment differently. These restoration circles serve as a method for both the student and the teacher to better understand each other, recognize each other's humanity, and continue to build a learning partnership with each other.¹⁹ The restorations also act as learning opportunities for the student because the student engages in both self-reflection and shared problem-solving with an adult.

Similarly, whenever students experience breaches in their relationships with other peers, we employ restoration circles to support students with helping students involved understand each other's experience and the impact the situation had on each of them. Students are then supported by our Dean of Culture or another administrator to make things right with each other by identifying what students need and making shared commitments. By having our students engage in a facilitated dialogue whenever breaches in relationships occur, our students develop respect for diverse perspectives, backgrounds, and experiences; conflict resolution through community skills; agency in making ethical choices; and personal responsibility and commitment to the relationships in our school community.

Integration of socioemotional learning skills and habits to support students' long-term success

In recent years, substantial evidence has highlighted the benefits of socioemotional skill development for students. Schools that provide effective socioemotional learning programs have the potential to develop students' socioemotional skills and classroom behavior; enhance association and attitudes toward school; reduce rates of aggression, violence, discipline, and substance use; and increase student learning and academic performance.²⁰ Early childhood programs that integrated and explicitly taught socioemotional learning showed positive effects on executive-functioning, reasoning, engagement, and self-regulation – all of which encompass school readiness skills – as well as dramatic improvements in academic performance in reading, vocabulary, and mathematics that began at the conclusion of kindergarten and persisted through first grade.²¹ Developing our students' socioemotional learning skills, then, is paramount to our work and mission of closing the opportunity gap at Learning Without Limits.

Learning Without Limits embeds socioemotional learning in curricula and instruction, teacher training, and disciplinary approach – three components of highly effective socioemotional

¹⁹ Hammond, Zaretta, and Yvette Jackson. *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor among Culturally and Linguistically Diverse Students*. Corwin, a SAGE Company, 2015.

²⁰ DePaoli, Jennifer L., et al. *Ready to Lead: A National Principal Survey on How Social and Emotional Learning Can Prepare Children and Transform Schools*. Civic Enterprises with Hart Research Associates: A Report for CASEL, 2011.

²¹ "Social and Emotional Learning." *American Institutes for Research*, 10 Sept. 2019.

learning programs and implementation as evidenced by research and supported by the California Department of Education’s strategic priority areas.^{22, 23} Instruction of socioemotional learning skills takes place in students’ classrooms during Community Circles and Advisory at Learning Without Limits. We use the curriculum *The Toolbox Project*, which is a well-designed and classroom-based socioemotional learning program that provides students with repeated opportunities for students to practice and develop the skills.

Families are key partners in ensuring the academic and character growth of our students

Family involvement and partnerships are fundamental to meeting the needs of the whole child. At Learning Without Limits, we believe that families are our partners in educating children and are critical to advancing our mission and vision of developing liberated students as lifelong learners. Part of our school vision states, “Our school is founded through a partnership between families and teachers who shared a dream of what a school should be.” Aligned with this belief and our vision, we strive to involve, engage, and partner with families at every opportunity.

Strong relationships between teachers and students as well as staff and families form the foundation of our culture at Learning Without Limits. These relationships are cultivated through our frequent family communication, leadership opportunities, family workshops, schoolwide events, and family engagement opportunities. We engage families in regular conversations about their child’s learning progress, communicate with families whenever restorations are necessary, hold family conferences a minimum of three times per year, conduct home visits, and regularly hold events that bring families into the school for leadership and learning opportunities.

Families also have ongoing opportunities to communicate, collaborate, and engage with school leadership through monthly Coffee with the Principal, Family Engagement Committee, and Family Leadership Council (FLC). Our Family Leadership Council (FLC) is a structure that empowers family voices in school as they engage with, review, and plan for site-level and organization-wide policies and strategies. Additionally, our families have the opportunity to learn, develop, and practice their leadership skills through workshops that are held several times throughout the year, designed by Families In Action (FIA), and co-facilitated by our Family & Community Coordinator, school leadership, and Families In Action (FIA). A couple times of the year, our families can engage in a Family Accountability Walk, which allows families to observe essential instructional practices in classrooms, debrief their reflections, and provide feedback on students’ learning experiences to our school.

Educational Program

Academic Day and Year

In compliance with Education Code 47612.5, the Learning Without Limits academic calendar includes, at a minimum, the following instructional minutes:

²² Garcia, Emma, and Elaine Weiss. *Education Inequalities at the School Starting Gate*. Economic Policy Institute, 2017.

²³ “C. Strategic Priority Areas.” *C. Strategic Priority Areas - A Blueprint For Great Schools (CA Dept of Education)*, California Department of Education, <https://www.cde.ca.gov/eo/in/bp/bp2strategic.asp>.

- For students in Transitional Kindergarten and Kindergarten: 36,000 instructional minutes.
- For students in 1st, 2nd, and 3rd Grade: 50,400 minutes.
- For students in 4th to 5th Grade: 54,000 minutes.

The academic calendar and instructional minutes are approved annually by the EFC Board of Directors (“Board of Directors” or “EFC Board”) and sent to OUSD and EFC families.

School Year

EFC schools run on a calendar that includes school holidays and vacations that are relatively similar to those of the Oakland Unified School District. This is done in order to accommodate families who may have a student at an EFC school and another student at an OUSD school. EFC’s school calendar does differ from the OUSD calendar in two key ways:

1. The EFC calendar currently includes 14 days dedicated to professional development and planning. In addition to 5 staff development, planning, and preparation days prior to the launch of the school year, the EFC calendar includes 9 student release days embedded throughout the school year. These student release days are utilized to guide staff through data analysis to inform instructional planning, as well as lesson and unit internalization.
2. The EFC calendar includes 2 disaster make-up days at the end of the school year. The purpose of these days is to ensure that in the event of air quality- or other emergency-related school closures, EFC schools will be able to ensure that the minimum number of instructional days and minutes are completed.

EFC retains the right to modify this draft calendar to coordinate with the calendar of OUSD and the calendars of EFC’s professional development partners and such modification shall not be considered a material revision of the charter.

Key features of the EFC calendar over the past two years post-COVID have included the following:

- 177 instructional days
- 14 paid staff development and prep days
- 5 days Fall Recess
- 10 days Winter Recess
- 5 days Spring Recess
- Other holidays throughout the year
- Minimum days, to provide school site and organization-wide staff professional development

Please see [Appendix 2 - EFC 2024-2025 School Calendar and Sample LWL Bell Schedule](#)

School Day

The instructional day at Learning Without Limits is currently from 8:15 am until 2:50 pm for TK-2, and 8:30 am until 3:00 pm for 3rd-5th grades, Monday, Tuesday, and Thursday. On Wednesdays and Fridays, the instructional day is 8:15 am until 1:40 pm for TK-2 and 8:15 am until 1:50 pm for 3rd-5th grades, as students are dismissed early to provide professional development and collaborative planning time for teachers and staff. Each grade level has a unique bell schedule.

EFC retains the right to modify this bell schedule and such modification shall not be considered a material revision of the charter.

Please see [Appendix 2 - EFC 2024-2025 School Calendar and Sample Bell Schedule](#)

Basic Learning Environment

Learning Without Limits offers a site-based learning program. If circumstances require (e.g. individual health needs or a public health event or disaster), independent study is offered to existing students as necessary and appropriate. Students are expected to attend school daily. This is due not only to California law, but because regular and punctual attendance contributes to student success. The EFC Student and Family Handbook, included in [Appendix 8 – Student and Family Handbook](#), is disseminated to families annually and outlines the policies and procedures surrounding student attendance. EFC implements a student attendance recording and accounting system which complies with state law, to ensure contemporaneous record keeping, support for state average daily attendance claims, and to satisfy audits related to attendance that may be conducted.

Transitional Kindergarten Program

As part of teaching the whole child and starting students as early as possible with both academic and social-emotional skills, Learning Without Limits provides a modified kindergarten program that is both play-based and teaches fundamental and foundational numeracy, literacy, and social-emotional skills.

Research has demonstrated that early childhood education is key to later success in both education and in life. It can significantly reduce the achievement gap and the “30 million word gap” for disadvantaged youth.²⁴ The Common Core standards require students to have a strong vocabulary as a basis for literacy skills, most of which is taught in the early years. Equally as important, research shows that the life skills taught in TK programs are also indicators of future success. Students in heavily studied programs, such as the Perry Preschool project, had lower rates of suspension and expulsion, unemployment, and arrests as well as higher levels of schooling, higher monthly earnings, higher home ownership, and received a lower percentage of social services.²⁵ Based on overwhelming success in the states of Oklahoma and New Jersey, the

²⁴ Rich, M. (2013) Language Gap Study Bolsters a Push for Pre-K. New York Times.

²⁵ Heckman, J., Moon, S., Pinto, R., Savelyev, P., Yavitz, A. “The Rate Of Return To The High/Scope Perry Preschool Program, National Bureau Of Economic Research, Cambridge, MA 2009.

state of California and the federal government are considering legislation for universal preschool to improve access and achievement for all students, particularly low-income students. The TK program at Learning Without Limits uses best practices from programs across the nation.

Goals

The TK team at Learning Without Limits works closely with the Kindergarten team to implement the SEEDS Framework and implement content units in alignment with the California Preschool Foundations. The social-emotional and school readiness goals include:

- Identify and write first and last name (SEEDS Sign-In)
- Participate in conversation with peers and school adults
- Be able to follow school-wide expectations for behavior within the classroom and around campus
- Build emotional capacity to be in a classroom and away from home
- Demonstrate basic conflict resolution skills and developmentally appropriate skills in self-regulation

Descriptions of TK goals for each of the content areas, as applicable, are listed in those sections below.

Curriculum

The program at LWL is based on the California Preschool Learning Foundations standards. It includes content and skills from ELA, math, PE, art, and science. Learning Without Limits has formally partnered with the Rainin Foundation around building the capacity of our TK teachers and implementing the SEEDS of Early Literacy Program. Descriptions of TK curriculum for each of the content areas, as applicable, are listed in those sections below.

Instructional Strategies and Materials

The TK program focuses on supporting students to achieve academically in Kindergarten and beyond via high-quality, targeted, concise, and explicit instruction in early literacy and numeracy skills. The program also intentionally integrates instruction into authentic play-based learning experiences. Teachers implement research-based practices aligned with the science of reading. There are significant amounts of choice play to assist in social-emotional learning, including the development of self-awareness, self-management, positive social interactions, and relationship building.

Math: The TK program uses the HighScope approach to support the development of the whole child and hands-on engaging math curriculum with Numbers Plus.

Play-based Learning: Through play, children engage in exploration, experimentation, and problem-solving as they construct concepts, build skills, and develop thoughtfulness, empathy, and agency. Teachers observe, interpret, and scaffold child-directed play in order to plan and implement embedded learning experiences and integrate play with curriculum.

Literacy and Content-Rich Environment and Instruction: Play spaces are intentionally designed and include materials that facilitate exploration, investigation, experimentation, problem-solving, and social interaction. In addition, each play area includes materials that support integrating early literacy into play-based learning. Teaching teams incorporate engaging content units to build knowledge and explicit instruction in phonological awareness and foundational literacy skills.

The TK program also has its own schedule, which is developmentally appropriate for the students. A sample schedule for Transitional Kindergarten is provided in **Figure 7**. LWL shall maintain the adult to student ratio for transitional kindergarten classrooms as required by Education Code Section 48000(g).

Figure 7: Sample TK Schedule

Time	Activity
8:30-9:30	Morning Meeting, Art
9:30 - 10:10	Play-based centers
10:10-10:40	Foundational Literacy Skills
10:40-11:00	Recess
11:00-11:20	Lunch
11:20-12:55	Math, Play-based centers
12:55-1:55	Recess, Rest
1:55-3:00	Repeated Read Aloud, Content Unit, Writing, Closing Circle

Assessment

In addition to curriculum-embedded, standards-based benchmark assessments, TK students take the FastBridge earlyReading assessment three times annually, one-on-one with their teacher. The following foundational skills are assessed:

- Concepts of Print
- Phonological Awareness (Onset Sounds)
- Letter Names
- Letter Sounds

Teachers also administer a Phonological Awareness screener one-on-one four times per year. The following concepts are assessed:

- Rhyming
- Segmentation
- Blending
- Initial Sounds
- English Language Arts

English Language Arts

A Vision of Excellence

Our vision at Education for Change is a lofty one: **EFC students challenge the predictable patterns of performance and access to opportunity in this country by demonstrating the essential academic competencies, personal agency, and integrated identity necessary to be prepared for a meaningful and productive life.** We realize this vision through relentless focus on achieving fluency of knowledge and skill, building student agency, fostering relevant engagement, and ensuring academic acceleration. This vision is intricately tied to our literacy program; our students must be critical, compelling and thoughtful readers, writers, speakers and listeners. Indeed, our literacy program must serve not just to promote foundational skills to ensure that scholars are well-prepared for a rigorous college experience, but to stretch their knowledge, perspective and character to deeply understand themselves and the world around them. It is important to note that the critical work of our literacy program does not simply happen within the confines of ELA classrooms.

Standards and Research Alignment

The EFC Reading Program is aligned with the Common Core in Literacy and grounded in the science of reading. This research points to six key programmatic elements that intertwine to develop strong literacy. These are:

1. **Developing strong foundational decoding reading fluency skills.** Elementary educators must address the foundational skills needs of students to foster access to grade-level text. This work is emphasized in grades K-2, but continues in grade 3-8 with grade level phonics and word analysis identified in the common core ELA standards. This goal is for students to read grade-level text with enough fluency to grapple with a variety of complex text. In response to the significant challenges identified in foundational reading skills among students in grades 3-8, we have Tier 2 small group support. Reading screener and curriculum progress monitoring assessments are used to identify students in need of additional small group, systematic phonics support.
2. **Developing and maintaining a standard for coherence for evaluating our models of meaning.** The term “standard for coherence” refers to an expectation that what one reads should make sense. Providing students opportunities to practice reading complex text carefully, closely, and on a regular basis, parsing language and syntax to make meaning, fosters the development of this expectation.

3. **Employing cognitive strategies to repair comprehension when it breaks down.** Reading strategies should be in service of understanding what is being read, not an end in itself. Reading strategies should be taught sparingly and reinforced from time-to-time to ensure readers are monitoring for understanding. These include inferencing, summarization, self-questioning, re-reading when confused, and monitoring comprehension, and are best applied after students have achieved strong reading fluency.
4. **Building models of what we think texts say and mean.** Standard 1 of the CCSS in Reading requires students to read closely to determine what the text says explicitly. In order to successfully master this, students must construct a genre-aligned model that integrates knowledge students bring with information from the text to build a coherent understanding. In this way knowledge drives comprehension which in turn drives knowledge.
5. **Using knowledge to propel and assess comprehension.** Knowledge of words and knowledge about the world are tightly connected. We must ensure that students gain world and word knowledge through the use of both literary and informational text. Students should experience direct instruction, voluminous reading at a range of complexity, academic discourse, and independent reading and analysis to help develop strong conceptual knowledge and comprehension.
6. **Synthesis and application of learning.** Throughout the day, students have multiple opportunities to gather evidence and develop and express complex ideas related to readings and discussions. These opportunities consist of authentic discourse, quick writes, narratives, informational pieces, and argument or opinion work. Keys to implementation of these programmatic elements are the convergence of quality curriculum and professional development for implementation of this curriculum.

School districts across the country are searching for evidence-based pathways to improve student outcomes. Faced with rigorous state standards and persistent racial and economic educational inequalities,²⁶ as well as three decades of stagnant reading skills,²⁷ many leaders have embraced professional development as a means of improving teacher practices and student learning.

Yet, studies show that professional development initiatives alone often do not correspond with better teacher performance or higher student outcomes.²⁸ In response, the field is now converging in a new direction: grounding professional learning in engaging, standards-aligned, content-rich curriculum.²⁹

²⁶ Musu-Gillette, L., de Brey, C., McFarland, J., Hussar, W., Sonnenberg, W., and Wilkinson-Flicker, S. (2017). Status and Trends in the Education of Racial and Ethnic Groups 2017 (NCES 2017-051). U.S. Department of Education, National Center for Education Statistics. Washington, DC

²⁷ McFarland, J., Hussar, B., Zhang, J., Wang, X., Wang, K., Hein, S., Diliberti, M., Forrest Cataldi, E., Bullock Mann, F., and Barmer, A. (2019). The Condition of Education 2019 (NCES 2019-144). U.S. Department of Education. Washington, DC: National Center for Education Statistics

²⁸ TNTP (2015) The Mirage: Confronting the Hard Truth About Our Quest for Teacher Development. New York: TNTP

²⁹ Darling-Hammond, L., Hyster, M.E., Gardner, M. (2017) Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute: Learning Forward. (2018). High-Quality Curricula and Team-based Professional Learning: A Perfect

Goals

The ELA program is designed to support students in becoming:

Fluent Decoders

- Build the foundation for decoding by mastering the alphabetic principle and critical phonemic awareness skills aligned to grade level standards
- Strengthen decoding skills through the application and manipulation of spelling patterns and word recognition strategies in reading and writing
- Foster strong academic habits to ensure that scholars tackle texts and tasks with increasing independence and awareness

Foster Voracious, Lifelong Readers and Writers

- Build a love of reading through exposure to rich, relevant high-interest text and genuine enthusiasm for the discipline
- Enhance student capacity and motivation to sustain a volume of engaged reading
- Creatively engage with self-discovery as well as new worlds and ideas while exploring text and their own writing

Critical Consumers of Complex Text: Academic Independence and Thinking Skills

- Build critical thinking skills by asking and answering oral and written text dependent questions that allow access to the big ideas of the text and core comprehension and engagement with critical text demands, including author's purpose and craft
- Build ability for students to navigate texts of different purposes, genres and styles
- Foster strong academic habits of close reading to ensure that students tackle complex texts and tasks with increasing independence and awareness
- Where applicable, use thoughtful accommodations and modifications – such as audiobooks – to further foster critical consumption of text

Encourage Rigorous, Evidence-Based Thinking to Ensure Students Communicate Persuasively: Clear, Concise Communication

- Demonstrate the ability to clearly plan and communicate strong ideas and produce argumentative, informative, and other types of writing across the curriculum
- Write fluently and with clarity through attention to directly addressing the writing prompt, word choice, content vocabulary and sentence composition (grammar, syntax, and punctuation)

Partnership for Equity. Oxford, OH: Learning Forward.; Wiener and Pimental. (2017). Practice What You Teach: Connecting Curriculum and Professional Learning in Schools. Washington, DC: Aspen Institute.

- Find, evaluate, and incorporate evidence from literature, informational texts, and external resources
- Utilize technology for both research and production of writing
- Incorporate feedback and revise work accordingly

Encourage Rigorous, Evidence-Based Thinking to Ensure Students Communicate Persuasively: Academic Language Development

- Develop a robust academic vocabulary by building word knowledge through direct acquisition of roots and words and through indirect acquisition by volume of reading in all classes
- Deepen understanding of syntax, namely how sentences are put together and the author’s intent in doing so
- Build thinking, listening and speaking skills through rich discussion of text and application of the habits of discussion; adapt conversation to the demands of the situation
- Ensure the constant development of oral language through expression and synthesis of ideas in presentation and conversation

Build Knowledge of Words and the World Grounded in Critical Topics and Transferable Themes

- Build world knowledge intentionally and systematically to deepen student understanding of essential and relevant topics across the day;
- Where applicable, intervention texts selected should reinforce critical topics and themes being discussed in ELA, history, science, etc.

Support All Students in their Endeavors to Become Stronger Readers, Writers, and Speakers

- Thoughtfully bridge connections between reading intervention and core humanities classes, both via programmatic clarity and teacher-to-teacher discourse about student needs (e.g., the Ed Specialist and the ELA Teacher know how to support their shared students and communicate frequently about reinforcing strong literacy habits)

Curriculum

EFC has clearly articulated a vision for ELA instruction aligned to the science of reading, with recommended instructional components, curricular resources, and daily time allocations as detailed in **Figure 8**. Because Education for Change is an outcomes-oriented organization committed to data-based inquiry, EFC is constantly reviewing its curricular selections for rigor, cultural relevance, and academic outcomes delivery. As part of that process, EFC does reserve the right to deviate from and/or supplement these selections as determined by our inquiry process without need for material revision.

Figure 8: ELA Curricular Framework and Resources

Component	Description	Resources	Grades TK-5
Foundational Literacy (TK-2)	<ul style="list-style-type: none"> ● Phonemic awareness, explicit phonics, morphology, spelling 	<ul style="list-style-type: none"> ● Being a Reader ● Michael Heggerty Phonemic Awareness 	35-50 min (TK-2)
Complex Text Work	<ul style="list-style-type: none"> ● Repeated readings of and discussions about complex texts through close listening and close reading ● Frequent use of grade appropriate complex text for all students ● Multiple reads of grade level complex text to support independent reading and high level thinking ,and ● The use of academic discourse to help students develop listening and speaking skills, while deepening their understanding of the text and ELA concepts. ● The use of the use of text evidence to support their thinking ● Teacher led close reading or close read alouds of content-based text, carefully developed text-dependent questions, and reading annotation for deepening comprehension ● Collaborative protocols, small group discussion, accountable talk structures, (sentence frames and conversation cues) for scaffolding 	<ul style="list-style-type: none"> ● Fishtank ELA (K-2) ● Fishtank Learning 	60-90 min

Writing	<ul style="list-style-type: none"> ● Systematic approach to writing standards ● Regular short writing opportunities with feedback. ● Curriculum based performance task with longer writing opportunities ● Opportunities for revision 		
Vocabulary Instruction	<ul style="list-style-type: none"> ● Direct instruction on content-based academic vocabulary 		
Accountable Independent Reading	<ul style="list-style-type: none"> ● Independent reading of range of genre and text levels to build volume of words read and love for reading 	<ul style="list-style-type: none"> ● Being A Reader controlled texts ● Student Novels aligned to content units 	15-30 min
Supplemental Reading/ Designated ELD Intervention and Support	<ul style="list-style-type: none"> ● Supplemental, based on individual need and ELD levels ● Systematic, mastery-based personalized instruction in foundation reading skills ● Small group or individual practice through interventions and/or personalized online learning programs 	<ul style="list-style-type: none"> ● SEEDS ● SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) ● Being a Reader small group instruction ● Lexia ● Implementation of GLAD ELD strategies 	30-75 min

Instructional Practices

Core instructional practices within the EFC ELA program are as follows:

- **Foundational Literacy (K - 2)** - All students must be able to read fluently, defined as the ability to decode with accuracy, rate and prosody, to effectively engage in the comprehension and analysis of complex texts. We believe that students must have a strong foundation in literacy to engage in critical thinking and analysis inside the classroom and beyond. A strong foundation in decoding and language comprehension are precursors to reading comprehension. To achieve fluency, explicit data-driven instruction and accountable practice with phonological awareness, phonics, sight words, and oral reading fluency are required.

- **Small Group Differentiated Reading** - The purpose of the differentiated reading block is to provide targeted and systematic instruction in the National Reading Panel's components of later reading success. Differentiating this instruction allows teachers to address skill gaps and move toward proficiency at an appropriate rate.
- **Phonics and Word Work/Word Study**
 - Build the foundation for decoding by mastering the alphabetic principle and critical phonological awareness skills.
 - Strengthen decoding skills through the application and manipulation of spelling patterns and word recognition strategies in reading and writing.
 - Phonics instruction teaches students to match sounds with their corresponding written representation. Fluency in decoding and encoding is typically developed in grades K-2.
- **K-2 Literacy Centers** - Literacy centers provide students with targeted, differentiated practice in foundational literacy, including phonics, word study, and writing.
- **Complex Text Work** - In ELA classrooms, students will have the opportunity to deeply analyze and grapple with complex texts and ideas in a shared setting. They will flex their reading, writing, discussing, and thinking muscles as they explore texts they may not be able to access completely independently. In this setting, students learn to:
 - Distill the meaning of any text and to articulate the central message in oral and written form.
 - Analyze the choices an author makes to convey the central idea and to articulate this connection to the central meaning of text in oral and written language.
- **Writing** - As a scholar's ability to write is the single greatest predictor of college success, the development of this skill is critical. Through writing instruction, students learn to:
 - Write Common Core-aligned argumentative, explanatory, and narrative texts over both extended and shorter periods of time to build clarity of thought, independence, stamina, and fluency.
 - Build not only writing skills but also the habits necessary to independently manage the writing process. Improve the quality of their writing, including writing conventions, through whole class methods, such as direct instruction and mentor text analysis, and more targeted methods like feedback, conferring, individual progress goals, small group instruction, and metacognitive reflections.
- **Vocabulary Instruction** - Vocabulary acquisition is key to our students becoming stronger readers and writers and understanding the world. EFC teachers ensure students can analyze morphology, context, and use resources to determine the meaning of

unknown words. Additionally, key vocabulary that unlocks the meaning of a text or the content of a unit is explicitly taught.

- To explicitly teach key Tier 2 vocabulary to students so that they may access complex text and new content.
 - To teach students morphological rules, patterns, and cognates (when available) to discern the meaning of unknown words.
 - To teach students to utilize contextual clues (when available) to determine the meaning of unknown words.
 - To build skill in efficiently utilizing resources to determine the meaning of an unknown word.
- ***Accountable Independent Reading*** - Independent reading develops readers who enjoy reading, gain a wider world knowledge and vocabulary base, increase interests, and increase fluency. Students not only get miles on the page during this time, they also develop their preferences for genres, topics, and authors. Independent reading is meant for a larger group of students who already read on or above grade level. These students are generally highly motivated and will engage in sustained reading with strong accountability and access to highly engaging text.
 - ***Small Group Differentiated Reading*** - The purpose of the differentiated reading block is to provide targeted and systematic instruction in the National Reading Panel's components of later reading success. Differentiating this instruction allows teachers to address or eliminate content and skill gaps and move toward proficiency at an appropriate rate.
 - *Small Group Phonics Intervention* - Wilson and SIPPS exist as interventions, meant to ensure that students show reading growth and work on decoding and encoding strategies specific to their needs and their decoding abilities. It is a time for students to learn and practice effective phonics skills to become independent and fluent decoders and encoders.
 - *Adaptive Software* - Students struggling with decoding and fluency can also benefit from consistent accountable time on research-based adaptive software, such as Lexia's Core6.
 - ***Project Based Learning*** - PBL at LWL is built into the ELA curriculum and leveraged to provide an opportunity for students to authentically apply their skills and content learning in deeper multidisciplinary projects. PBL builds student capacity to gather and evaluate information, use evidence and criteria, justify choices, work collaboratively, communicate effectively, and organize work.

Assessment Practices

Students will consistently be formally and informally assessed throughout ELA classes.

- **Foundational Literacy (K-2)**
 - **FastBridge Reading** - Students take a one-on-one reading screener at the beginning, middle, and end of the year. Students who are High-Risk and Some-Risk are progress monitored an additional two times in the Fall and Spring. TK-1 students take earlyReading, consisting of four foundational reading subtests, and 2nd grade students take CBMReading, consisting of three highly controlled and predictive grade-level oral reading fluency passages. Teachers analyze and plan based on this data.
 - **Phonics and Word Work / Word Study** - Student work aligned to learning targets serves as the daily assessment. Teachers analyze this student work daily, provide feedback, and address student misconceptions in the moment.
 - **Small reading intervention groups**- Students use SIPPS curriculum and take Mastery Tests every two-to-three weeks to monitor progress in decoding and high-frequency word reading. Additionally, prosody is measured once students reach a specific section of the scope and sequence using controlled running records. This data is analyzed and used to plan reteach lessons during Data Meetings.
- **Complex Text Work** - Curriculum-embedded assessments and trimester interim assessment blocks are administered to determine students' ability to transfer skills and habits developed during all of the ELA blocks to independently read texts and questions.
- **Writing**
 - **Mid- and End-of-Unit and Interim Block Assessments (3-5)** - Curriculum embedded assessments and mid-year performance task are administered to determine student ability to transfer skills and habits developed during all of the ELA blocks to writing goals. Other Interims have short constructed responses that will be analyzed using a standards-aligned rubric.
 - **Curriculum-Embedded Assessments** - Students take a content assessment at the end of each unit (approximately every 6-8 weeks. Through each curriculum embedded assessment , students will be completing at least one process- based piece of writing and at least one on-demand piece of writing. These are scored on an SBAC-aligned rubric, based on genre.
 - **Daily** - Daily assessments include progress monitoring, such as teachers monitoring with a purpose and keeping notes on student progress and formative assessment such as exit tickets.
 - **Projects** - Student projects regularly include writing and communication tasks, and the LWL PBL rubric specifically evaluates students' communication skills.
- **Vocabulary Instruction** - Vocabulary knowledge assessment is integrated in daily student work, curriculum-based assessments, and in interim block assessments.

- ***Accountable Independent Reading*** - There are no formal assessments for Independent Reading, but teachers track the volume and quality of reading by students. Over time, as readers extend their independent reading practice, we see measurable growth on their literacy and interim assessments.

ELA in Transitional Kindergarten

Learning Without Limits aligns the TK program to the California TK Standards and measures growth for students utilizing the FastBridge literacy screener and progress monitoring tools. The TK teachers work closely with the Kindergarten teachers to develop core foundational skills and knowledge within the play-based program. Goals for ELA and literacy include the ability to:

- Identify capital and lowercase letters by name and know corresponding sounds
- Write capital/lowercase letters (appropriate letter formation)
- Introductory understanding of books (concepts of print, words and letters, reading from left to right, basic comprehension strategies, etc.)
- Write words and label pictures

Curriculum selections are detailed in **Figure 8** above. Please see [Appendix 3 – EFC Vision of Excellence in ELA for TK-5](#)

Mathematics

EFC ensures that all schools, including Learning Without Limits, are accountable for providing students access to a high quality, standards-aligned mathematics program. Toward that end, EFC has established the following for its mathematics program:

- A Vision of Excellence
- Clearly articulated standards alignment
- Curriculum
- Instructional Practices
- Assessment Practices

Vision of Excellence

We are accountable to make sure that all students have access to common-core aligned mathematics. We develop agency in our students by striving to foster students who have **strong mathematical mindsets, who have confidence in making sense of math problems, and who apply what they learn in their math classrooms to their lives and the world around them.** We are student-focused by promoting instruction where teachers place the demand on the students, allowing them to make their own sense of mathematical ideas. We endeavor to support teachers in their ceaseless mission to deliver rigorous math content, using strong instructional practices and **grounding all their instructional decisions in data in order to get students to**

mastery. We stay rooted in our community by supporting all adult stakeholders as lifelong learners of mathematics.

Standards Alignment

EFC ensures all schools, including Learning Without Limits, are accountable for ensuring students have access to standards-aligned content in mathematics. Toward that end, it has established a Vision of Excellence (“VOE”) that supports schools in meeting each of the three shifts in the CCSS for Mathematics (“CCSSM”).

1. *FOCUS: Focus strongly where the standards focus*

- Significantly narrow the scope of content and deepen how time and energy is spent in the math classroom.
- Focus deeply on what is emphasized in the standards, so that students gain strong foundations.

Figure 9: Grade-Level Focus Areas

Grade	Focus Areas in Support of Rich Instruction and Expectations of Fluency and Conceptual Understanding
K–2	Addition and subtraction - concepts, skills, and problem solving and place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving

2. *COHERENCE: Across grades and linked to major topics*

- Carefully connect the learning within and across grades so that students can build new understanding on foundations built in previous years’ instruction.
- Begin to count on solid conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.

Figure 10: Example of staircases to Algebra

One of several staircases to algebra designed in the OA domain.

Expressions and Equations 6.EE

3. Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.

Operations and Algebraic Thinking 5.OA

2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.

Operations and Algebraic Thinking 3.OA

5. Apply properties of operations as strategies to multiply and divide.¹ Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)

Operations and Algebraic Thinking 1.OA

3. Apply properties of operations as strategies to add and subtract.¹ Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)

3. RIGOR: In major topics, pursue conceptual understanding, procedural skill and fluency, and application

The CCSSM require a balance of:

- Solid conceptual understanding
 - Conceptual understanding supports the other aspects of rigor (fluency and application)
- Procedural skill and fluency
 - The standards require speed and accuracy in calculation (see **Figure 11** for example of procedural fluency requirements by grade level).
- Application of skills in problem solving situations
 - Students can use appropriate concepts and procedures for application even when not prompted to do so

Pursuit of all three requires intensity in time, activities, and resources.

Figure 11: Procedural fluency requirements

Grade	Standard	Required Fluency
K	K.OA.5	Add/subtract within 5
1	1.OA.6	Add/subtract within 10
2	2.OA.2 2.NBT.5	Add/subtract within 20 (know single-digit sums from memory) Add/subtract within 100
3	3.OA.7 3.NBT.2	Multiply/divide within 100 (know single-digit products from memory) Add/subtract within 1000
4	4.NBT.4	Add/subtract within 1,000,000
5	5.NBT.5	Multi-digit multiplication

Curriculum

EFC and Learning Without Limits have adopted the research-based Eureka Math program for the base of its mathematics instruction, as it supports each of the key shifts illustrated above. Math Story Problems and additional supplements are added in order to meet the five core pillars of the program as described below.

1. **Conceptual Understanding** (*Eureka*) *comprehension of mathematical concepts, operations, and relations*
 - While developing conceptual understanding, students make meaning of mathematics and make connections across mathematical ideas which allows for rapid acquisition of new knowledge, greater retention, and ability to apply in novel contexts.
 - Focus SMPs 1, 2, 3, 4, 5, 6, 7, 8
2. **Procedural Fluency** (*Eureka/Supplements*): *skill in carrying out procedures flexibly, accurately, efficiently, and appropriately*
 - The development of procedural fluency allows students to focus mental energy on flexibly approaching and thinking through problems, rather than the steps to perform an accurate calculation.
 - Focus SMPs 5, 6, 7
3. **Strategic Competence & Adaptive Reasoning** (*Math Story Problems*): *ability to formulate, represent, and solve mathematical problems; capacity for logical thought, reflection, explanation, and justification*

- The development of these habits of mind prepares students to solve mathematical problems that they may encounter throughout the rest of their academic and social lives.
 - Focus SMPs 1, 2, 3, 4, 5, 7, 8
4. ***Productive Disposition*** (Eureka and MSP) habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.
- Students approach challenging situations as opportunities to learn and mistakes made along the way as times for feedback and reflection, not representations of personal failure. This productive disposition is the hallmark of having a growth mindset as opposed to one that is fixed.
 - Focus SMPs: 1
5. ***Problem Solving*** (Eureka and MSP): the umbrella under which all the opportunities to increase proficiency and expertise with the mathematical practices fall
- While students engage in problem solving they are making sense of problems, thinking strategically about concept and skill applications, planning and executing a viable approach, and reflecting on process and solutions.
 - Focus SMPs: 1, 2, 3, 4, 5, 6, 7, 8

Because Education for Change is an outcomes-oriented organization committed to data-based inquiry, EFC is constantly reviewing its curricular selections for rigor, cultural relevance, and academic outcomes delivery. As part of that process, EFC does reserve the right to deviate from and/or supplement these selections as determined by our inquiry process without need for material revision.

Goals

Goals are used for students to self-assess and understand what they are working towards.

- Students will deeply understand the math concepts in order to make sense of problems and persevere in solving them.
- Students' procedural fluency will be flexible, accurate and efficient so that they can model mathematics with precision.
- Students will be able to formulate, represent, and solve mathematical problems; students will demonstrate their capacity for logical thought, reflection, explanation, and justification.
- Students will talk, listen and problem solve together in order to construct viable arguments for their solutions and work together to solve mathematical problems.
- Students will engage in problem solving, making sense of problems, thinking strategically about concept and skill applications, planning and executing a viable approach, and reflecting on process and solutions.

EFC grounds its math program in the eight Standards for Mathematical Practice (“SMPs”), rooted in CCSSM:

- SMP1: Make sense of problems and persevere in solving them
- SMP2: Reason abstractly and quantitatively
- SMP3: Construct viable arguments and critique the reasoning of others
- SMP4: Model with mathematics
- SMP5: Use appropriate tools strategically
- SMP6: Attend to precision
- SMP7: Look for and make use of structure
- SMP8: Look for and express regularity in repeated reasoning

Instructional Strategies

1. Math Lesson (Eureka):

Purpose: Through the use of guided inquiry, students develop conceptual understanding of math topics and strategies to persevere by making connections to previously learned content, applying mathematical practices, and solving real-world problems.

Key Indicators of Excellence:

- **Aligned to Eureka Curriculum:** Eureka curriculum has a clear structure of lesson for K-8. The lesson starts with fluency practice, then dives deeply into the concept that is being taught. Concepts are sequenced so that students build on their own learning from previous years, previous modules, and previous lessons. Each lesson is structured so that teachers engage students in a new concept, students have an opportunity to practice the concept with the teacher, and then students independently practice solving problems aligned with the concept. The problems they are attempting to complete grow more rigorous. Each lesson ends with students completing an exit slip and then debriefing the days learning with the whole class.
- **Aligned Objective and Questions:** Teachers backwards plan in order to plan lessons. Teachers start their planning process with doing the math in the exit slip and problem set. Then teachers plan purposefully to make sure that the students are being asked to complete student work that is aligned to the objective. In addition, the questions that are chosen to ask questions throughout the lesson are aligned to the objective and the intended outcome. Students are asked to collaborate with peers throughout the lesson in different formats. Teachers create specific opportunities for students to have productive student to student interactions where students actively listen to each other.
- **Collecting and Responding to Data:** Throughout the lesson, students respond to oral and written questions of varying levels of cognition. The teacher gauges student understanding

of the key concepts and skills being taught through checks for understanding during the lesson, monitoring academic work, and collecting data at the end of the lesson. During the lesson the teacher responds effectively, including a follow-up CFU or required revision to ensure a misconception has been clarified.

- **Student Practice:** Students are given time and multiple opportunities to engage with grade-level problems and activities independently or in pairs. There are opportunities to solidify conceptual understanding, develop fluency in application, and engage in novel problems
- **Alignment of Time to Activity:** The appropriate amount of time is spent introducing new material, giving students practice time, and discussing learned content. While this may vary from lesson to lesson, combined student practice time should be at least 40% of the block.

2. Math Flex Days

Purpose: Lessons are devoted to concepts and skills for which students have previously demonstrated unacceptable levels of mastery (<65%), evidenced by exit slips, fluency checks, topic quiz assessments, tasks, or interim data.

Key Indicators of Excellence:

- **Building on Skills/Concepts/Procedures Taught:** Lessons being taught are based on data and are backwards planned to ensure students mastery of the concept. Lessons are building on what students know and allow students opportunities to have discourse with peers and the class, and also individually engage in the math.
- **Appropriate Visual Anchor:** Visual anchors are created and discussed to illustrate any combination of core concepts, strategies, vocabulary and CFS. VAs remain posted as long as appropriate to facilitate connections between concepts.
- **Collecting and Responding to Data:** Throughout the lesson, students respond to oral and written questions of varying levels of cognition. The teacher gauges student understanding of the key concepts and skills being taught and responds effectively, including a follow-up CFU or required revision to ensure a misconception has been clarified.
- **Student Practice:** Students are given time and multiple opportunities to engage with grade-level problems and activities independently or in pairs. There are opportunities to solidify conceptual understanding, develop fluency in application, and engage in novel problems.
- **Alignment of Time to Activity:** The appropriate amount of time is spent introducing new material, giving students practice time, and discussing learned content. While this may vary from lesson to lesson, combined student practice time should be at least 40% of the block.

3. Math Fluency

Purpose: Skill & Fact: Students develop automaticity over time with repeated exposure and practice with grade-level content. Students will develop flexibility and strategies to solve all problems.

Key Indicators of Excellence:

- **Based on Grade Level Fluency Standards:** Lessons are based on ensuring mastery of fluency standards by the end of the year. Teachers strategically check for mastery of the standard to be able to target specific instruction.
- **Collecting and Responding to data:** During the fluency routine teachers are actively monitoring and responding to data. Teachers also regularly collect data points and plan strategically to support students based on the data.

4. Math Stories:

Purpose: Students develop conceptual understanding of math stories by representing problems, making connections to previously learned content, applying mathematical practices, and solving real-world problems.

Key Indicators of Excellence:

- **Funneled and Scaffolded Questioning:** Questions asked of students encourage them to think critically and flexibly about the problems presented as well as to share their developing thinking about the content of the lesson. Funneled questions are used as a tool to focus student observation and contemplation to the most important ideas of the day while ensuring that students do the heavy lifting and make connections to previously acquired skills and knowledge. Scaffolded questions are used as needed to break down complex, demanding questions to develop student understanding.
- **Aligned to Problem Solving Approach:** When attempting problems individually, in groups or as a class, students utilize the thinking behind the MSP grade-level problem solving approach (Visualize, Represent & Retell, Solve in ES) in order to make sense of, represent, and solve a problem. While solving problems, students choose and use appropriate tools.
- **Representations:** Teacher and student representations are aligned to the story problem type and representations sequence. Students can articulate why they are using the representation and what it links to in the problem.
- **Discussion:** Students are explaining their thinking to one another in large and small groups as a means of processing new information, exploring patterns and structures as they emerge, and sharing variations in solution methods in order to strengthen students' understanding of the content. Habits of discussion emphasize making sense of mathematics, constructing arguments, and critiquing the reasoning of others. Through this, students also develop presentation and public speaking skills. The teacher facilitates this discussion in a fashion that promotes student heavy-lifting and leads towards a summary of the mathematics discussed and used in student work.
- **Alignment of Time to Activity:** The appropriate amount of time is spent in each part of the agenda based on the focus of the particular agenda (early, middle, later). Student thinking, discussion, and work are the vast majority of the agenda time. The teacher is a facilitator following a protocol.

- **Progression of Learning (CPA):** The story problem fits into a sequence that moves from and makes connections between the concrete, pictorial, and abstract. For example, while one lesson may focus on the pictorial, links should be made back to the concrete to solidify the understanding for students. As students struggle with and learn new problem types, they should fluidly move between different C/P/A representations as needed. CPA representations should target aspects of rigor called for by the standard and as appropriate within the sequence of learning.
- **Increasing Efficiency:** Over time and with greater exposure to a type of story problem, students become more efficient – needing less questioning support. They can articulate why and how they are representing and solving in the way they’ve chosen, and get to a solution in less and less time and with more abstract representations.

Assessment

Math teachers use a combination of formative and summative assessments to inform instruction. Formative assessments that are embedded in the Eureka curriculum are used to inform daily instructional decisions and include daily exit tickets, quizzes, assigned independent and collaborative work, and performance on math discussions. Teachers provide frequent feedback using these formative assessments and students have opportunities to set goals and revise their work. Teachers also give Interims and Fastbridge aMath three times a year to assess and benchmark students' progress toward mastery.

Math in Transitional Kindergarten

Learning Without Limits aligns the TK program to the California TK Standards. The TK teachers work closely with the Kindergarten teachers to develop core foundational skills and knowledge within the play-based program. Goals for mathematics and numeracy include the ability to:

- Count 20 objects
- Count by rote to 30
- Identify numbers 0-20
- Write numbers 0-20
- Understand vocabulary pertaining to size
- Know basic shapes by name and attribute

Please see [Appendix 3 - EFC Vision of Excellence in Mathematics](#).

Science and History/Social Studies

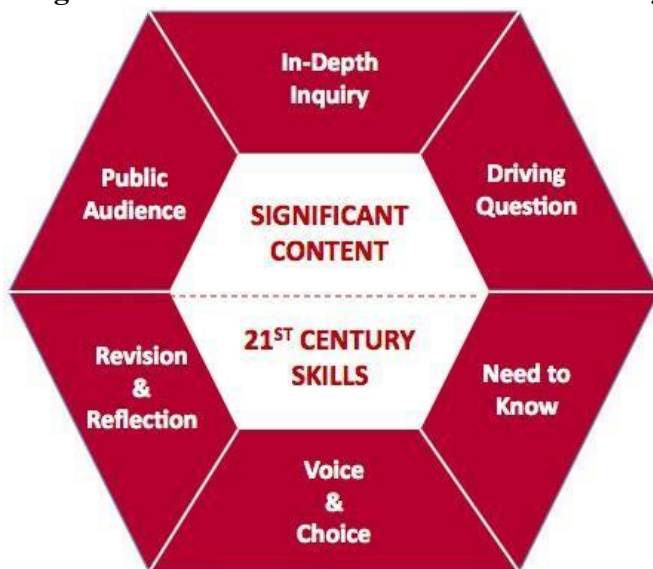
Overview - Integrated Learning

In order to best prepare students for a 21st century world, as well as to provide opportunities for deeper, more engaging and relevant learning, Learning Without Limits implements

multidisciplinary integrated learning opportunities through the humanities and science instructional blocks. During these instructional blocks, teachers facilitate student inquiry through projects that create authentic and relevant opportunities to apply skills and knowledge across English Language Arts, Science, and Social Studies. Learning Without Limits seeks to improve the quality and consistency of project-based learning by creating school wide themes or guiding questions and a universal unit and lesson planning document and process.

“There is forty years of accumulated evidence that the instructional strategies and procedures that make up standards-focused Interdisciplinary learning are effective in building deep content understanding, raising academic achievement and encouraging student motivation to learn.”³⁰ The Buck Institute, a leading research institute and provider of curriculum for Interdisciplinary Learning, has found that inquiry learning is proven to be more effective in preparing students for standardized tests, in assisting students to integrate and explain concepts, and in improving students’ mastery of 21st-century skills. It has also been found to be particularly effective with lower-achieving students, because of the focus on personalization and the larger, long-term projects focus on a wider range of skills and interests. As Jeff Robin from High Tech High states, students “get to work on what is sticky for them,” or what they are most interested in and what best aligns with their competencies. Perhaps most importantly, students and teachers seem to be more satisfied with cross-curricular learning than traditional instruction, due to the element of choice and the opportunity for deeper learning. The process is outlined in **Figure 12** below.

Figure 12: Buck Institute Framework for Integrated Learning



Furthermore, integrating Science and History/Social Studies with English Language Arts in a more inquiry-based project enables students to then learn and apply the Common Core reading standards using informational text. Reading complex text lies at the heart of these standards, with the text complexity demand growing steadily over the course of a student’s K-12 education. A key requirement of the Anchor Reading Standard 10 of the CCSS in ELA & Literacy is that all

³⁰The Buck Institute is considered an expert on Project Based Learning: <http://www.bie.org/>.

students must be exposed to texts of steadily increasing complexity. Close reading is the methodical investigation of a complex text through answering text dependent questions geared to unpack the text's meaning. Close reading directs students to examine and analyze the text through a series of activities that focus students on the meanings of individual words and sentences as well as the overall development of events and ideas. It calls on students to extract evidence from the text as well as draw non-trivial inferences that logically follow from what they have read.

This sort of careful attention to how the text unfolds allows students to assemble - through discussion and in writing - an overarching picture of the text as a whole as well as grasp the fine details on which that understanding rests. It prepares students for the kinds of detailed reading tasks they will encounter after graduation while leveling the playing field for all students by not privileging background knowledge. It motivates students by rewarding them for reading inquisitively and discovering the meaning and insight within the text that makes it worthy of attention.

Science

Providing all students with hands-on science experiences that are appropriate to their cognitive stage of development and serve as a foundation for more advanced ideas is a central tenet in Learning Without Limits Charter Academy's science instruction.

Goals

- ❖ Students will develop 21st Century Skills that will prepare students for higher education, rewarding careers, and the challenges of an ever-changing world
- ❖ Students will recognize the vital role that Science and Engineering play in shaping our future world and use their knowledge to make informed decisions in their daily lives.
- ❖ Students will develop and use models to demonstrate understanding of core concepts.
- ❖ Students learn to plan and conduct investigations, analyze and interpret data and construct explanations using evidence collected from these activities.
- ❖ Students demonstrate mathematical and computational thinking to demonstrate understanding of relevant core science concepts.
- ❖ Students will understand and implement key Engineering Practices.
- ❖ Students will use technology as a tool to strengthen science learning

In line with the integrated learning approach, science is taught in an inquiry-based method integrating literacy skills and mathematics as appropriate in all grades. The application of literacy and mathematics content and skills in science and engineering provides authentic learning experiences for students.

Instructional Strategies and Materials

All of the science curriculum used by LWL teachers involve an inquiry and discovery approach. Units and lessons follow NGSS guidelines and include grade appropriate CCSS Literacy and Mathematics skills. These units are formulated around observation of specific scientific phenomena and answering questions that are posed around the associated phenomena. Student questions are key drivers of inquiry. Lessons then ask students to investigate these phenomena to try and answer these driving question(s). These investigations can take the form of or include experimentation, observation, simulations, data analysis, model creation or research, and reporting and presentation. Students showcase and publicly share their inquiry projects or builds with an authentic audience. These presentations focus on both the accuracy and clarity of understanding of the scientific content and processes as well as the quality of the actual presentation skills. These skills include compelling visuals, clear explanations and engaging presentation skills.

Curriculum

Kindergarten - 3rd Grade

K-3 core teachers use multi disciplinary units integrating ELA and Science content. Young learners will learn about different scientific topics, and apply their learning to novel, meaningful tasks. Through hands-on activities and experiments, students will demonstrate proficiency and deeper understanding, exploring the mysteries of life sciences, physical sciences, earth sciences, and environmental sciences. Critical thinking will be fostered as students analyze, evaluate, and synthesize complex ideas, considering multiple perspectives and engaging in scientific discourse. Effective communication will be honed as students learn to express their thoughts and findings clearly and effectively, whether through writing, speaking, or presenting ideas. Thus, integrating literacy into science learning will enhance comprehension and engagement for all students, fostering a deeper connection to scientific concepts while promoting language development and literacy skills.

Kindergarten	A World of Animals Ocean Life Living vs Non-Living Things
1st Grade	Living Things: What do they have in common? Organisms Structure Function to Meet Their Needs Change Over Time: Then and Now
2nd Grade	Earth’s Features Identifying the Properties and Structures of Matter

	Making Your Environment Work For You Seed Dispersal
3rd Grade	Adaptations and the Wide World of Frogs: Students will form research groups to become experts on various "freaky" frogs--frogs that have unusual adaptations that help them to survive in extreme environments throughout the world. Water Around the World: This module focuses on the importance of clean freshwater around the world including access to water, demands on water, and water pollution.

4th - 5th Grade

In 4th and 5th grade the Amplify Science curriculum is rooted in the Lawrence Hall of Science’s Do, Talk, Read, Write, Visualize model of learning. This research-based approach presents students with multiple modalities through which to explore the curriculum. Students take on real-world problems and roles. Each unit introduces students to a realistic problem that they must solve by developing the ability to explain a surprising or mysterious phenomenon. The focus on “understanding phenomena” rather than on “teaching topics” provides structure and context to student investigations.

The Do, Talk, Read, Write Visualize approach entails:

- ❖ Learners engage with scientific phenomena by conducting student-centered investigations.
- ❖ Students engage in collaborative discussions and scientific argumentation.
- ❖ Students engage in reading science text as an act of inquiry.
- ❖ Having an authentic purpose for writing both motivates students’ interest in writing and drives their need for evidence to be convincing.
- ❖ In addition to hands-on activities, reading, and writing, students study a given phenomenon through carefully illustrated science texts, vivid digital simulations where they can manipulate variables, hands-on activities, and videos, as well as through modeling tools that allow them to visually represent their thinking.

4th Grade	Energy Conversions
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	<p>Vision and Light</p> <p>Earth's Features</p> <p>Waves, Energy, and Information</p>
5th Grade	<p>Patterns of Earth and Sky</p> <p>Modeling Matter</p> <p>The Earth System</p>

Assessment

Students' mastery of key science standards will be assessed through a combination of formative and summative assessments that are standards-aligned. In K - 3rd grade the EL curriculum assessments are utilized. In 4th and 5th grades Amplify assessments are used.

Student performance expectations will be assessed in multiple ways taking into consideration the engineering practices, disciplinary core ideas, and cross cutting concepts expressed in the NGSS. These practices will include but not be limited to students formulating hypotheses, testing these through experimentation, developing, describing and using models, as well as accurately collecting and interpreting data. These skills will be assessed through curriculum embedded assessments as well as CAST practice assessments for 5th grade.

History and Social Studies

History and social studies at Learning Without Limits is primarily designed to develop students' curiosity and awareness about the world around them, both past and present while developing student mastery of key grade-level content standards. Within the English Language Arts classes, social studies is integrated through various activities and assignments that promote literacy skills and historical understanding simultaneously. In doing so, Learning Without Limits fosters a holistic approach to learning that emphasizes critical thinking, historical understanding, and language proficiency. This interdisciplinary approach equips students with the skills and knowledge necessary to become informed citizens and effective communicators in our ever-changing world.

Goals

- Students apply literacy skills, particularly those for non-fiction and expository texts to the discipline of social studies.
- Students develop knowledge of history, cultural and historical empathy, an understanding of democracy and constitutional heritage and the critical thinking skills to prepare them for American citizenship.

- Students better understand themselves from the literature they read and the history they study.
- Students are prepared to succeed in middle school, high school, college and beyond as highly literate and civic-minded citizens.

Curriculum

Learning Without Limits recognizes the intrinsic connection between social studies, history, and English language arts. In an effort to foster interdisciplinary learning and critical thinking skills, Learning Without Limits implements the Fishtank curriculum, which integrates these subjects. This approach not only enhances students' understanding of historical events but also enriches their language art skills through analysis, interpretation, and argumentation.

The Fishtank curriculum at Learning Without Limits is designed to engage students in historical inquiry through the analysis of primary and secondary sources. Each unit focuses on a specific historical period, event, or theme relevant to the grade level curriculum. For instance, students may explore topics such as the American Revolution or Civil Rights Movement.

Each unit of study presents an essential question to students. Students read, analyze, and synthesize information from these sources to form a claim about the question. The Fishtank curriculum prompts students to defend their claim by supporting it with strong evidence from the readings. The Fishtank curriculum provides opportunities for students to develop argumentative writing skills by crafting thesis statements, organizing their ideas logically, and effectively supporting their claims with evidence.

This curriculum also helps hone students oral communication skills by engaging in Socratic seminars to discuss and debate historical questions. These discussions encourage critical thinking, active listening, as well as practicing respectful discourse among students.

Because Education for Change is an outcomes-oriented organization committed to data-based inquiry, EFC is constantly reviewing its curricular selections for rigor, cultural relevance, and academic outcomes delivery. As part of that process, EFC does reserve the right to deviate from and/or supplement these selections as determined by our inquiry process without need for material revision.

Assessment

Students are assessed using formative and summative assessments. Teachers evaluate students' comprehension of historical content, their ability to analyze primary sources and their proficiency in written and oral expression using rubrics to assess the mastery of these skills.

Visual & Performing Arts

The arts place significant emphasis on creativity and require students to engage in higher order thinking skills involving creative practices. Frequent exposure to and consistent engagement with visual & performing arts cultivates and strengthens creative practices inherent in arts education, including flexible thinking, creative problem solving, inquisitiveness, perseverance, problem

identification, research, interpretation, communication, precision, and accuracy.³¹ These creative practices provide opportunities for students to learn within another discipline and transfer knowledge, skills, and habits to other contexts and settings.³²

At Learning Without Limits, we believe in educating the whole child and that the arts serve as a powerful vehicle for creative expression and artistic literacy. Our visual & performing arts program and approach at Learning Without Limits provide students with the opportunity to explore their unique talents, foster creativity and self-expression, and develop artistic literacy.

Goals

Our visual & performing arts program at Learning Without Limits promotes the development of artistic skills and knowledge aligned to California visual & performing arts grade-level standards and the California Arts Education Framework.

As defined by the California Arts Education Framework, “Artistic literacy is the ability to understand, create, perform/present/produce, respond, and connect through the arts, and transfer knowledge and skills learned from authentic experiences in the arts that transcend historical, cultural, and societal contexts.”³³ By engaging in and being exposed to a diverse array of artistic disciplines, from visual arts to dance and theater, students gain confidence, collaborate with peers, and enhance their academic experience, ensuring they grow into well-rounded student leaders.

Curriculum

Visual & performing arts at Learning Without Limits is both a dedicated program and a vital part of our academic program. Once a week, students engage in a visual & performing arts class taught by a specialized arts teacher with an internally developed curriculum aligned to the California California visual & performing arts grade-level standards and the California Arts Education Framework.

Instructional Strategies and Materials

Learning Without Limits’s visual & performing arts program involves two instructional models. The first model offers a traditional structure for enrichment electives in elementary schools. In this model, students receive visual & performing arts instruction during the school day as a Specials class. Each grade-level class participates in a visual & performing arts class during their weekly designated Specials time with a specialized arts teacher, while the general education teacher has designated preparation/planning time.

The second part of our visual & performing arts model involves our community partners and supplementary enrichment program. Students have the opportunity to engage in performing arts-

³¹ California Arts Education Framework for Public Schools, 2021, <https://www.cde.ca.gov/ci/vp/cf/documents/caartsfwchapter1.pdf>, 8.

³² Ibid.

³³ California Arts Education Framework for Public Schools, 2021, <https://www.cde.ca.gov/ci/vp/cf/documents/caartsfwchapter1.pdf>, 1.

based clubs as part of our supplementary enrichment program and/or as part of our After School Program (ASP) provider's enrichment curriculum. These performing arts-based opportunities include dance, theater, choir, poetry, music, and creative writing.

Assessment

Assessments in visual & performing arts provide an opportunity for students to demonstrate their creativity and arts-aligned skills and knowledge in multiple ways, including artwork, performances, presentations, and showcases. These modes of assessment take into account students' artistic literacy, effort, and growth over time.

We assess the effectiveness of our visual & performing arts approach and program through the following measures:

- Seneca-developed Socioemotional Screener;
- Community partner-developed student and staff surveys; and
- EFC-developed student and staff surveys.

Physical Education/Health and Wellness

Goals

Learning Without Limits' physical education program uses standards-based instruction to support student mastery of grade level physical education standards. LWL's health, wellness, and life skills program form the components of a Coordinated School Health Program (CSHP) as outlined by the Center for Disease Control (CDC). Respectively, the program seeks to:

- ❖ Systematically provide students with increasingly sophisticated health related knowledge aimed to motivate and support students to maintain and improve their health
- ❖ Identify and promote environmental factors that increase the wellbeing of staff and students, and identify and mitigate environmental factors that negatively affect the school community
- ❖ Develop emotional awareness, conflict resolution techniques, high self-esteem and self-control.

Curriculum:

Learning Without Limits' physical education program uses standards-based instruction to support student mastery of grade level physical education standards. Physical education (PE) curriculum in the elementary program is developed by LWL teachers and backwards planned from state grade level physical education standards. LWL's PE program is designed to build students' skills and positive sportsmanship through both cooperative and competitive games. We provide daily opportunities for students to practice the important components of health-related fitness: aerobic capacity, muscular coordination, strength, endurance and flexibility. Teachers provide regular PE classes daily..

In the spirit of becoming a full-service community school, we provide dental and counseling services to our students. Responsive Classroom and Second Step Violence Prevention programs support the development of empathy and conflict resolution skills. We have begun a partnership with Mindful Schools to teach children mindfulness, which helps with attending to task and presentation. The county Harvest of the Month program and the Fresh Fruit and Vegetable Program expose students to a wide variety of fruits and vegetables and uses for them. All teachers supplement these programs with a wide array of their own life skills and wellness resources. All fourth graders participate in the Too Good For Drugs program. Fifth graders participate in puberty classes.

Instructional Strategies:

Learning Without Limits teachers provide students with standards-based instruction in physical education, health, and nutrition. Instruction in these areas meets minimum requirements for state-mandated instructional minutes. Students receive healthy snacks and nutrition education through Harvest of the Month and through a partnership with Alameda County Nutrition, which provides LWL students with a morning snack of fresh fruits and vegetables three times a week. Our newly formed safety patrol supported by Champions for Change and Safe Routes to School develops student leadership and models safe practices for travel to and from school.

The Physical Education program focuses on sports-related activities and exercises to enhance physical fitness as well as after-school sports programs. Students develop competency in a variety of sports techniques, develop motor skills and coordination, and learn different strategies for different sports. The physical education program teaches students the essential skills for a variety of sports, beginning with the motor skills necessary and then building on those skills with the ultimate goal of students engaging in the sport itself. LWL includes the following in its physical education program:

- ❖ Stretching
- ❖ Aerobic activity
- ❖ Explicit instruction of skills outlined in CA grade-level content standards, with opportunities to practice and apply these skills in authentic ways (e.g., during a soccer unit, basketball unit, etc.)
- ❖ Explicit instruction of vocabulary (e.g., “dribbling,” “foul,” etc.) with opportunities to practice and apply these words in authentic ways
- ❖ Incorporation of explicit strategies to build students’ collaboration skills and sportsmanship
- ❖ Explicit focus on developing a healthier body and positive body awareness (e.g., through goal-setting, readings on health/nutrition, etc.)

- ❖ Developing skills and strategies to both recognize the signs and reduce the effects of stress on the physical body

EFC believes that competency and excellence in athletics can lead to confidence and mental well-being in life, and that team sports instill dedication and a sense of working for the collective good. The physical education program therefore focuses on improving the physical and mental health of the students as well as on building an understanding of and appreciation for collaboration and shared outcomes through structured recreational activities.

In addition to PE instruction, all LWL students will be provided with structured activities during morning and lunch recesses. Organized sports activities such as dance, running club or basketball will be provided as an option for after school activities.

PE class will also assist students in recognizing the value of physical activity for health, enjoyment, challenge, self-expression and social interaction. Additionally, many teachers use cooperative learning games to facilitate collaborative skills and positive sportsmanship. Students will engage in cooperative play that requires problem solving, decision-making, and game strategies. Students will be given opportunities to develop leadership skills while risk-taking within the safe environment of team activities. In addition, character education traits such as following rules, knowing equipment safety procedures, respect for others, sportsmanship, and self-discipline will be reinforced. The topic of bullying will also be addressed during PE class through the establishment of a positive school culture, developing a sense of personal responsibility for school climate, norms against bullying, and respect for diversity.

Assessment

Learning Without Limits students will be assessed by the President's Physical Fitness test in 5th grade.

Social-Emotional Learning

Former California State Superintendent of Public Instruction Jack O'Connell asked, "Is our only objective to get students ready for success in the workforce? Do we not also have a responsibility to prepare students to be active and engaged citizens? Don't we want our next generation to be caring neighbors, effective parents, and strong role models for the generation after theirs? Aren't we obligated to provide them with the skills they need to successfully pursue and achieve happiness and joy in their lives? I think we are, and I believe technological change and the global economy make it more important than ever that we focus on these things."³⁴

Academic skills alone will not suffice in a world that is growing in complexity and increasingly becoming interdependent. Schools must also equip students with the character traits and values that will help them to succeed, advocate, and empathize even in the face of adversity. The key 21st century skills of collaboration, communication, flexibility, and critical thinking are closely aligned with socioemotional skills of self and social awareness as well as relationship skills. To

³⁴ "The Role of Character Education in Public Schools." The Role of Character Education in Public Schools - Character Education (CA Dept of Education), California Department of Education, 27 Aug. 2019, <https://www.cde.ca.gov/ls/yd/ce/charactered.asp>.

navigate college, career, and life, students must develop socioemotional habits and skills informed by life-sustaining values. At Learning Without Limits, we believe that we must explicitly teach socioemotional skills and support students with the development of their socioemotional competencies.

Goals

Socioemotional learning, as defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL), “involves the processes through which adults and children develop social and emotional competencies in five areas: self-awareness, like knowing your strengths and limitations; self-management, like being able to stay in control and persevere through challenges; social awareness, like understanding and empathizing with others; relationship skills, like being able to work in teams and resolve conflicts; and responsible decision-making, like making ethical and safe choices.”³⁵ Combining socioemotional skills with strong academic foundations helps students develop agency, empowering them to be active participants and meaningful contributors in their classrooms, communities, and workplaces.

Learning Without Limits’ socioemotional learning program supports the development of student leaders who possess strong emotional intelligence, can navigate and resolve conflicts constructively, collaborate effectively, demonstrate empathy and compassion, and rally others in a shared goal. The Collaborative for Academic, Social, and Emotional Learning (CASEL) advocates for the following skills in terms of socioemotional learning (SEL):

- **Self-awareness:** The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations, taking responsibility for one’s own actions, and possessing a well-grounded sense of confidence and optimism, and maintaining the strength of character needed to make choices that may be unpopular, to avoid succumbing to negative peer pressure and to counter bias.
- **Self-management:** The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, persevering through challenges, displaying motivation to set goals, and working towards achieving personal and academic goals.
- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand ethical norms for behavior, and to recognize family, school, and community resources and supports. Additionally, to treat others with respect and demonstrate tolerance and appreciation for others’ differences, whether cultural, linguistic, socio-economic, or personal.
- **Relationship skills (interpersonal skills):** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes

³⁵ Civic Enterprises., Bridgeland, J., Bruce, M., & Hariharan, (2013). *The Missing Piece: A National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools*. Collaborative for Academic, Social, and Emotional Learning. Chicago: Author.

communicating clearly, listening actively, collaborating effectively, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

- **Responsible decision-making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others. This includes consistently demonstrating honesty and integrity in all situations.

Curriculum

Learning Without Limits explicitly builds and develops students' socioemotional competencies by using the *Responsive Classroom* framework, *Toolbox Project* curriculum, and character education. *Responsive Classroom* and *Toolbox Project* are formal programs designed to build classroom communities and develop students' socioemotional skills. Our character education program is internally developed and emphasizes our core values.

Responsive Classroom is a research-based approach to teaching and discipline that emphasizes engaging academics, a positive community, effective management, and developmentally responsive teaching. The framework helps teachers create safe, joyful, and engaging classroom communities in which all students can thrive and develop strong social and academic skills.

Toolbox Project is a curriculum used for students in grades transitional kindergarten through grade six. It supports children in understanding and managing their own emotional, social, and academic success. This curriculum is used for socioemotional learning across all grade levels at Learning Without Limits.

Our character education program and curriculum is internally developed. Many of the practices and structures as part of our character education program are internally developed and modified from Valor Collegiate Academies' circle processes. Our character education program emphasizes relationship work - relationship with self, with others, with the community - and character-building through core values.

Instructional Strategies and Materials

Learning Without Limits embeds socioemotional learning in our daily schedule, curricula and instruction, teacher training, and disciplinary approach – four components of highly effective socioemotional learning programs and implementation as evidenced by research and supported by the California Department of Education's strategic priority areas.^{36, 37} Instruction of socioemotional learning skills and knowledge and character education take place in students' classrooms during Morning Meeting, Community Circle, and Advisory at Learning Without Limits.

³⁶ Garcia, Emma, and Elaine Weiss. Education Inequalities at the School Starting Gate. Economic Policy Institute, 2017.

³⁷ "C. Strategic Priority Areas." C. Strategic Priority Areas - A Blueprint For Great Schools (CA Dept of Education), California Department of Education, <https://www.cde.ca.gov/eo/in/bp/bp2strategic.asp>.

Language aligned to our CLAP core values, an essential component of our character education program, is visible in every classroom and much of the physical space throughout our school. Our schoolwide discipline framework is also based on students' ability to demonstrate CLAP core values academically and behaviorally. We teach, model, and practice our CLAP core values within the framework of our academic program, Morning Meeting, Community Circles, and CLAP Assemblies.

We intentionally include approximately 30 minutes each day for socioemotional learning and character education, which exists in a variety of forms and structures. The morning chant recited everyday at our schoolwide Morning Meeting gives students a sense of pride and purpose for their learning; it is a ritual that serves as a daily reminder of what it means to be a student leader at Learning Without Limits and what we aspire our student leaders to do and become. Students also engage in a Morning Circle or Community Circle within their classrooms at the beginning and end of the day, and once a week, the entire school engages in a schoolwide community meeting for 30 minutes.

The opening Community Circle at Learning Without Limits provides an opportunity for students and adults to provide a preview of the day; share academic, behavioral, and emotional progress; reflect on embodiment of the school's CLAP core values; set individual and collective goals for academic and behavioral improvement; and engage in a mini-lesson centered on the school's CLAP core values or a socioemotional learning skill from *Toolbox Project*. The closing Community Circle and Advisory time offers space and time for students and adults to reflect on the day. This time is also an opportunity for students and adults to practice socioemotional skills and character education learnings. Our bi-monthly schoolwide community meetings provide our school community an opportunity to celebrate individual and collective achievements, cultivate relationships, and teach and cultivate CLAP core values.

We embed socioemotional learning skills and competencies by teaching and modeling the skills from *Toolbox Project* in all settings, and integrating the skills within our academic curriculum framework. We begin implementation of the *Toolbox Project* curriculum in transitional kindergarten, and modify the curriculum appropriately for grades three through five.

Assessment

We assess the effectiveness of our socioemotional learning approach and program through the following measures:

- School Climate Assessment Instruments (SCAI) survey;
- EFC-developed Sense of Belonging Student Survey (for grades three through five);
- Seneca-developed Socioemotional Screener;
- Schoolwide discipline data (i.e., referrals, suspensions, etc.); and
- Longitudinal data from LWL alumni.

Expanded Learning Opportunity Program

At Learning Without Limits we offer After School Education and Safety (“ASES”)-funded and Expanded Learning Opportunity Program (“ELOP”)-funded after school, intersession, and summer expanded learning programs. The mission of our Expanded Learning Opportunity (“ELO”) program is to provide transformative, high-quality, and inclusive programming that ignites inspiration among young individuals in Oakland. Through immersive learning, purposeful experiences, and impactful initiatives, we nurture excellence in academics, athletics, and the arts. Concurrently, we cultivate civic engagement and community awareness, equipping young individuals with life-navigating skills that guide them toward upward economic mobility and foster compassionate leadership. Our ultimate aim is to nurture well-rounded achievers who contribute significantly to society, emerging as influential, compassionate leaders within their communities.

Vision of Excellence for ELO

We envision a world where every student at EFC not only recognizes but actively unleashes their boundless potential. We aim to cultivate a community where these students embody essential skills, resilient attitudes, and personal agency, preparing them to thrive in an ever-evolving world. Our graduates will stand as exemplars of personal empowerment, possessing vital competencies and a harmonious identity. They will emerge as compassionate and perceptive leaders, catalysts for positive change within their communities, driving progress through their actions and insights.

ELO Underlying Beliefs:

- **Potential in Every Student:** Every student possesses untapped potential that can be realized through transformative experiences.
- **Holistic Development:** Academic, athletic, artistic, and civic dimensions are integral to fostering well-rounded individuals.
- **Community Impact:** Positive change within communities is driven by compassionate and perceptive leaders.

ELO Program Goals:

The ELO program aims to have both direct and indirect impact on students and the school as a whole. The following are indicators of a successful implementation of our program:

- Increased pride in self, community, and school
- Increased student to student connections
- Increased family to family, and family to school connections
- Positive impact on school-wide academic gains
- Positive impact on student attendance, behavior, and in class participation
- Increased level of emotional intelligence amongst students

- Increased number of students participating in after school activities
- Lower the impact of summer slide through summer programming

ELO Program Core Components:

- ***Academic Adventures***

We provide need-based and enrichment-based academic programs, such as Sylvan Learning’s “Ace It Math” program, and a creative writing program entitled “Reading With A Rapper.” These programs fall under one of two specific foci:

- **Academic Intervention:** Programs like Sylvan Learning give students an academic boost to help them meet or surpass typical growth patterns. These programs are targeted towards students most in need.
- **Academic Enrichment and Acceleration:** These enrichment/acceleration programs are choice based and designed to help students fall in love (or more in love) with a subject or topic.

- ***After School Program***

All students have access to our traditional after school program funded through the ASES grant. This program is operated by a Community Based Organization, Ujimaa Foundation, which serves as our lead agency. This program runs until 6pm everyday and includes academic intervention and enrichment programming such as martial arts, in-line skating, science and more. Students who enroll in this program receive a healthy snack and opportunities to build strong student to student connections via recess and other play-based opportunities. Students enrolled in this program are expected to attend daily.

- ***Clubs (Student-Interest and Leadership)***

All students are offered the opportunity to participate in extracurricular activities (clubs) such as chess, Disney musical, Lego club, boys/girls club, rainbow club, etc.

- ***EFC Outdoors***

- Immersive and increasingly challenging Outdoor Adventure programming is offered for all students in grades TK-8 across Education for Change Public Schools.
- These programs will increase in complexity over the course of a young person's nine years in EFC. These programs will align to a young person's developmental needs for place-based learning.
- This program includes hikes, bike workshops, and overnight camping trips.

- ***Elementary and Middle School Athletics***

- Through our EFC Elementary Athletic League we offer all students the opportunity to participate in a free school sports team. We currently offer flag football, basketball, soccer, and cheerleading.
- Our middle school students participate in the Oakland Athletics League. We currently offer flag football, basketball, soccer, and cheerleading.
- ***Summer Program***
 - The centerpiece of our ELO program is our summer “camp.” During summer camp students build their class schedule based on their personal interest from a set of well crafted classes. Some of our past offerings included California Academy of Science’s Science Action Club, clay and ceramic arts, sports skills classes, folklorico, creative writing, and many more.

Full-Service Community School

Vision of Excellence for Full-Service Community Schools

The U.S. Department of Education defines a full-service community school as providing “comprehensive academic, social, and health services for students, students’ family members, and community members that will result in improved educational outcomes for children.”³⁸

Education for Change Public Schools is dedicated to strengthening its six community schools to ensure every child has access to a high-quality education that responds comprehensively and holistically to all of their needs. Learning Without Limits, in response to the needs of the community indicated above, has secured a Full-Service Community Schools grant from the California Department of Education, and they have partnered with critical partners like Alameda Food Pantry, Families in Action for Quality School, Seneca Family of Agencies, and Unity Council to provide invaluable services to a very high need community. LWL acts as a hub for essential services and ensures there are systems in place to identify and provide services to families in need. Our work is rooted in the four community school cornerstone commitments of (1) assets-driven and strength-based practices, (2) racially just and restorative school climates, (3) powerful, culturally proficient, and relevant instruction, and (4) shared decision making and participatory practices. LWL has all four community school pillars in place, but the specific pillars of focus are (a) improve students’ attendance and holistic wellness, a necessary result to enable (b) an improvement in student literacy outcomes.

The Community School Program Model

Case Management

EFC schools’ multidisciplinary teams utilize a multi-tiered system of supports (“MTSS”) and whole-child approach that takes into consideration their diverse socio-emotional, academic, and behavioral needs. School staff are deeply knowledgeable about their focus areas while

³⁸ <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/school-choice-improvement-programs/full-service-community-schools-program-fscs/>

simultaneously valuing and prioritizing the overlap of focus areas and the collaboration amongst all types of staff. Each school’s Student Support Services Coordinator (who holds the functions of a Community School Coordinator) and Dean of Culture oversee the effective coordination of services. They implement schoolwide practices such as Coordination of Services Team (“COST”) meetings, Positive Behavioral Interventions and Supports (“PBIS”), and the School Culture Assessment Instrument (“SCAI”). EFC schools partner with Alameda District Behavioral Healthcare to provide direct access to mental health and wellness services to students and families within the school setting. EFC also has strong ties to a network of community-based organizations to support families, build the capacity of its school team, and provide extended learning services.

Family Engagement at the Core

Research shows that strong home-school partnerships are important for student academic achievement³⁹, and for teacher retention.⁴⁰ There is a perception, however, that low-income parents of color are too busy, too overwhelmed or too apathetic to get involved in their children’s school. More than a dozen years of community organizing in Oakland schools by EFC has proven this perception to be false. As such, EFC has developed a structure for encouraging close relationships between parents and educators, promoting shared decision-making within schools, and leveraging the strengths and resources of the community in service of the students. EFC schools have been recognized for their deep commitment to leveraging families as leaders at the student, classroom, school, and organizational level.

Our Fully Service Community Schools model builds on our commitment to family engagement and focuses on removing the barriers preventing students from (1) getting to school and (2) being in a ready-to-learn state once at school—two current areas of need distinctly connected to the continued challenges of re-engaging students and families post-pandemic.

Family engagement services will include Tier 1 schoolwide efforts to increase family engagement. Services offered to school staff will include training and capacity building on family engagement strategies to promote connection, sharing, and trust between staff and families. Services offered to families will include schoolwide workshops that will support parents and caregivers to learn (1) strategies to support their own mental health and (2) how to respond to the mental health needs of their child(ren). Examples of covered topics include coping with stress, practicing mindfulness, the social-emotional foundations of development, and age-appropriate behavioral strategies to use at home. Schoolwide events that celebrate families’ cultures and strengths, promote a strong sense of community, engage families in their students’ learning, and solicit input from families about key decisions that drive the culture and learning environment of the school will also be offered. Examples of potential events include culturally-responsive family reading nights, principal breakfasts, Family Leadership Council meetings, family movie nights, college-readiness workshops, health classes, computer classes, and Zumba.

³⁹ Henderson and Mapp, A New Wave of Evidence

⁴⁰ Futernick/West Ed Study

Case management for students and families is a Tier 2-3 service that aims to widen the family's net of resources, coordinate communication among providers, and link families to services that address chronic or acute needs. Examples include care coordination with a student's primary care physician, support with applying for food stamps or Women, Infants, and Children benefits, referring families to affordable childcare resources, and linking families to organizations that support with housing instability. As needed, case management will also include supporting families to strengthen their network of informal supports (e.g., supportive family members, friends, and community members).

Tiered social-emotional supports for students and families include Tier 2 services such as (1) clinician-led support groups for families experiencing similar challenges (e.g., navigating the special education system as a caregiver, addressing their child's mental health needs, and parenting adolescents) and (2) behavioral and social-emotional student groups addressing skills related to academic success including self-management, self-awareness, social awareness, relationship skills, and responsible decision-making. Students who require additional supports to be successful in the school environment will have access to Tier 3 targeted mental health supports such as individual and/or family therapy with a school clinician. Areas frequently addressed in therapy include trauma-related symptoms, emotional regulation, coping skills, depression, anxiety, and risky or self-harm behaviors, as well as addressing needs related to the student's family relationships and functioning.

Family Leadership focused on Literacy Development

We also believe that it is important to support a variety of parent partnership practices, and to link parent activities to student learning. The current parent leadership focus across EFC is around student literacy development and engaging families as partners in teaching reading to their children and as advocates for high quality literacy instruction.

The Family Literacy Leadership Institute ("FLLI") is a centralized opportunity for schools to opt into, offered through the EFC-Families In Action partnership. The FLLI builds family leaders' instructional capacity in the areas of literacy student data, practices, and skills to use at home. The FLLI includes two phases. The first phase focuses on building the leadership capacity of a large group of family leaders from all participating schools by developing their leadership and organizing skills to conduct family peer outreach and moderate small group breakout sessions. Phase one participants interested in further developing their literacy leadership capacity participate in the second phase. Phase two provides family leaders with the opportunity to observe literacy practices at school sites, participate in structured debriefs following observations, and build their family advocacy capacity by engaging with community and elected leaders.

Family literacy engagement Tier 1 services are available to families who do not send participants to the FILL. Staff trainings are offered to enhance family engagement staff members' ability to support families in further participating in their students' literacy development. Staff use these enhanced skills to collaborate with teachers, administrators, and other school staff to facilitate literacy education. Family training is also offered and focuses on (1) developing children's

literacy skills at home and (2) navigating the school system and understanding relevant academic expectations and resources to support and advocate for their children effectively.

Family Involvement Structures

Family involvement and community partnerships are fundamental to meeting the needs of the whole child. We believe in equal participation of and appreciation for all the individuals and organizations who work for and with our children. We recognize the challenge of developing a culture and program that is authentically inclusive of families and community members.

Towards our goal of valued and integral partnership, Learning Without Limits employs the following successful strategies:

- **Family conferences** - These conferences take place two to three times annually, depending on student academic/social-emotional need. At these conferences, teachers facilitate students presenting their progress, learning, and challenges to their families. The conference is also an opportunity for students to practice being reflective, celebrating what they have learned and setting new goals.
- **Family Education on Curriculum and Academic Standards** - The Principal and teachers facilitate regular meetings with the parents on the curriculum and academic standards at each grade level. In addition, Learning Without Limits works to ensure that parents can access the content students are learning and monitor student progress. Many of the programs used provide important information to parents about how their child is progressing.
- **Family Volunteer Opportunities** - Led by our Family Resource Center, Learning Without Limits offers families multiple opportunities to volunteer in classrooms, on our playground, in our cafeteria, at school events, and in support of school-wide initiatives.
- **English Learner Advisory Committee (“ELAC”)** - The Learning Without Limits English Learner Advisory Committee is another elected body that has at least 50% of its parent members with a student who is classified as an EL. The purpose of the ELAC is to advise the Administration on initiatives and programs that support the success of EL students.
- **The Family Leadership Council (“FLC”)** - The Family Leadership Council, which consists of two representatives from each classroom, is a vital voice in every important decision made at Learning Without Limits, in areas such as budgeting, student programs, and curriculum. Representatives from the Learning Without Limits Family Leadership Council are members of the Education for Change Family Leadership Council, which has representation on EFC’s Board.
- **School and Family Communications** - LWL regularly communicates with families using a combination of Parentsquare, Instagram, and paper fliers. LWL will publish a regular newsletter to communicate important upcoming events, necessary action items, and highlight exciting happenings.

Please see [Appendix 8 - EFC Family Leadership Council Guidebook](#)

Professional Development

Our professional development (“PD”) approach leads our teachers to:

- Deepen content knowledge and instructional pedagogy aligned to instructional priorities.
- Analyze formative student data to create data-driven action plans that meet the needs of all students and address gaps in content knowledge or skills.
- Utilize observation data to drive teacher development in individual coaching and team professional development sessions.
- Implement strategies for Integrated ELD to successfully scaffold instruction, so all students can access the core curriculum.
- Collaboratively plan lessons and units that maximize the engagement of all students.

Goal/Mission

- To create powerful, collaborative learning communities where high-quality instruction and student achievement are the driving forces.
- To provide professional development opportunities that allow instructional staff to grow professionally and hone the craft of teaching.
- To ensure staff have the capacity and content knowledge to fully implement the instructional program developed in this charter petition.

Strategies and Structures

Education for Change sees professional development as a key driver to improving instruction and student outcomes. Our experience with the current schools has shown that as teachers and administrators gain deeper content and pedagogical knowledge, the results for students improve. As a cornerstone for all EFC schools, all staff professional development is developed and conducted with the intent of creating collaborative, supportive, continuous learning environments at each school. Just as we encourage our students to achieve through high expectations and by providing the best educational services possible, we look similarly at building this same culture of instruction for teachers.

We define professional development broadly, not simply as workshops that deliver new content, although they are one form of professional development, but all professional learning community activities (grade-level meetings, data analysis, enhancement planning, mitigation planning, formative assessment), coaching, observing colleagues, teacher inquiry.

There are four primary structures that Learning Without Limits leverages towards our teacher development goals:

Observation, Feedback and Practice and Real-Time Coaching

EFC utilizes The New Teacher Project (“TNTP”) rubric of teacher effectiveness to more systematically align teacher observations and evaluations and to collect data on practice to inform schoolwide professional development and teacher practice. Our teacher evaluation tool

aligns with content- specific walkthrough tools that are utilized at least weekly. These tools allow Learning Without Limits to collect and monitor data on identified high priority practices. They also allow site leadership to provide immediate feedback on teacher practice and track growth over time.

Instructional leaders regularly observe teacher practice and utilize in-the-moment coaching strategies to adjust instruction. At the start of the year, coaching focuses on setting a strong foundational classroom culture. Once strong culture is established, individual coaching focuses on implementation of coherent, rigorous, and engaging instruction. Resources such as *No Nonsense Nurturer* and *Get Better Faster* are leveraged to differentiate coaching stances and activities in a responsive way.

Intellectual Engagement and Preparation

With the support of instructional leaders, teachers regularly come together to engage in protocols that unpack units of instruction and intellectually prepare for lessons. During these protocols, teachers deconstruct learning targets, analyze student work and assessment for potential misconceptions, and internalize pedagogy. Prior to lesson delivery, teachers often practice facilitation moves, providing and receiving feedback.

Building of Knowledge and Skill through Weekly Professional Development

EFC has developed a strong instructional management team that includes a Chief Academic Officer and Content Directors. This team, in addition to our Chief of Schools and Superintendent, supports Learning Without Limits in building and implementing a strong core program in ELA/ELD, mathematics, science, and engineering. These leads work closely with site-level Instructional Deans and teachers at the school to analyze student growth data, assess the implementation and effectiveness of the instructional program, identify strengths and gaps in practice and programming, align professional development, and facilitate inquiry. Instructional leaders design and deliver high-impact professional development aligned to school priorities for teachers in department, grade-span, or school-wide configurations. The focus of these meetings is to experientially build teacher knowledge and skill aligned to instructional priorities. After PD, instructional leaders assess “uptake” of PD by collecting low inference observational data and following up in coaching conversations and one-on-one coaching conversations.

Data Driven Instruction

A core team practice is to monitor ongoing achievement data at the weekly, unit, and interim levels to ensure all scholars, including scholars with individualized education programs (“IEP”), make ambitious and achievable academic progress each year. Teachers and instructional leaders utilize these data to inform programmatic, structural, and intervention decisions. Student work analysis and curriculum embedded assessments drive the intellectual preparation cycle, while analysis of interim assessments drive teacher and school-wide action planning that work to adjust interventions, teacher development, and classroom differentiation to ensure the needs of all students are met.

All EFC schools participate in frequent data inquiry cycles. Time is allotted for teachers to analyze their data, develop targeted instructional responses, and then reflect on the results of those instructional plans. Assessments are analyzed through the lens of both whole-class and individual learning gaps.

Instructional Leadership Development

EFC takes a multipronged approach to developing the instructional leadership competencies of our principals and assistant principals. We have designed a vision of excellence for our site leaders aligned to KIPP's Leadership Competencies Rubric that puts an emphasis on instructional leadership while also capturing the breadth of the work. The KIPP Leadership Competencies are organized around four domains: Student Focus, Managing People, Building Relationships; Drive Results; Role- Specific Competencies. To support leaders in their development toward our vision of excellence, we have one-on-one leadership coaching aligned to our leadership competencies rubric; bi-monthly professional learning communities ("PLCs") focused on our network-wide instructional priorities and on building leader capacity in relationship to our rubric; and a robust supervision process that is oriented toward developing leaders in their role as instructional leaders. Supervision includes regular observation-feedback cycles with principals to collect data in all areas of the rubric and to develop principals as needed.

Supporting All Students

Philosophy

EFC's Department of Student Support Services serves the greater EFC mission at Learning Without Limits. It has two primary foci:

1. Provide quality services to students with IEPs - services that facilitate access to and success with the General Education program, accelerates growth towards personalized goals, and meets all the requirements of the law.
2. Build capacity of school site leaders to develop, manage, and implement a powerful and comprehensive MTSS that provides quality academic, socio-emotional, behavioral, health, and other personal interventions and mitigations for students not making adequate progress in the general education program.

Our work is grounded in the following set of beliefs:

- We believe that ALL students are general education students first! We believe that special education is a service, not a place; and therefore, all students have the right to be fully included in the general education classrooms with their peers for the greatest extent possible (least restrictive environment).
- We believe that the focus of our work as educators should be ensuring children get what they need to be successful in school.

- We believe that a school-based support team can achieve tremendous success for students if they collaborate to develop and implement an appropriate plan that documents areas of need and outlines culturally relevant supports and goals to address the areas of need.
- We believe that through thoughtful planning and collaboration, all students can access a rigorous curriculum.
- We believe that real accelerated growth in academic, social-emotional, and behavioral areas requires students to have a strong sense of hope and self-efficacy.

Our general belief is that ALL children can excel and succeed if instruction is aligned and differentiated to their needs and designed to accelerate and individualize.

Therefore, the best way to support the great majority of students who qualify for Special Education services is through differentiated, scaffolded, and individualized instruction in general education settings where children have access to appropriate content and concepts and are provided the support and accommodations many of our other populations also require to access the curriculum. Our MTSS program addresses academic, behavioral, and social-emotional learning in a fully integrated system of support. Our interventions system, in partnership with our comprehensive assessment system, supports students with disabilities by providing them maximum interventions and supports through the general education program. We offer a full continuum of services and supports for students with disabilities at Learning Without Limits and truly craft and execute IEPs and 504s to meet the needs of each learner with a disability.

EFC is proud of its Special Education programs. Our belief is that the great majority of Special Education students can be served effectively in a general education setting with targeted support. EFC has leveraged District mental health, MediCal and SELPA low incidence resources to effectively serve students with moderate to severe disabilities. EFC has a memorandum of understanding with Alameda District Behavioral Health services to leverage MediCal reimbursement for mental health services.

Multi-Tiered System of Supports

In 2012, EFC collaborated with the Seneca Family of Agencies (“Seneca”) to develop the All In! Partnership, a nationally recognized MTSS approach that merited a federal Invest in Innovation (I3) grant at four of six schools. The Unconditional Education model (“UE”) focuses its resources on using data to coordinate early intervention, supporting students before they fail, and facilitating the provision and coordination of both academic and non-academic services, thereby removing barriers to student success. Although the grant funding has ended, Learning Without Limits continues to implement the MTSS model that was developed.

MTSS establishes criteria for decision-making around three tiers of services, with Tier 1 services implemented school-wide, and Tier 2 and 3 targeting students who require additional services to succeed as seen in **Figure 13**.

All-In! Multi-Tiered Model for Intervention



TIER 3 • INTENSIVE:

The most intensive of the three tiers often requires one-to-one support or addresses a considerable skill gap for students at the lowest levels of academic or social emotional achievement. Included in this group are many students with IEPs for a range of disabilities.

TIER 2 • TARGETED:

Students receiving targeted interventions have demonstrated the need for support to supplement what is offered in the classroom. These are most often small group interventions delivered to special or general education students within the classroom or as a pull-out.

TIER 1 • UNIVERSAL:

As part of high quality instruction, in a climate of positive classroom culture, students receive interventions at many points throughout the day. Skillful teachers plan for and execute interventions that adjust and accommodate to the unique behavioral and academic needs of their students.

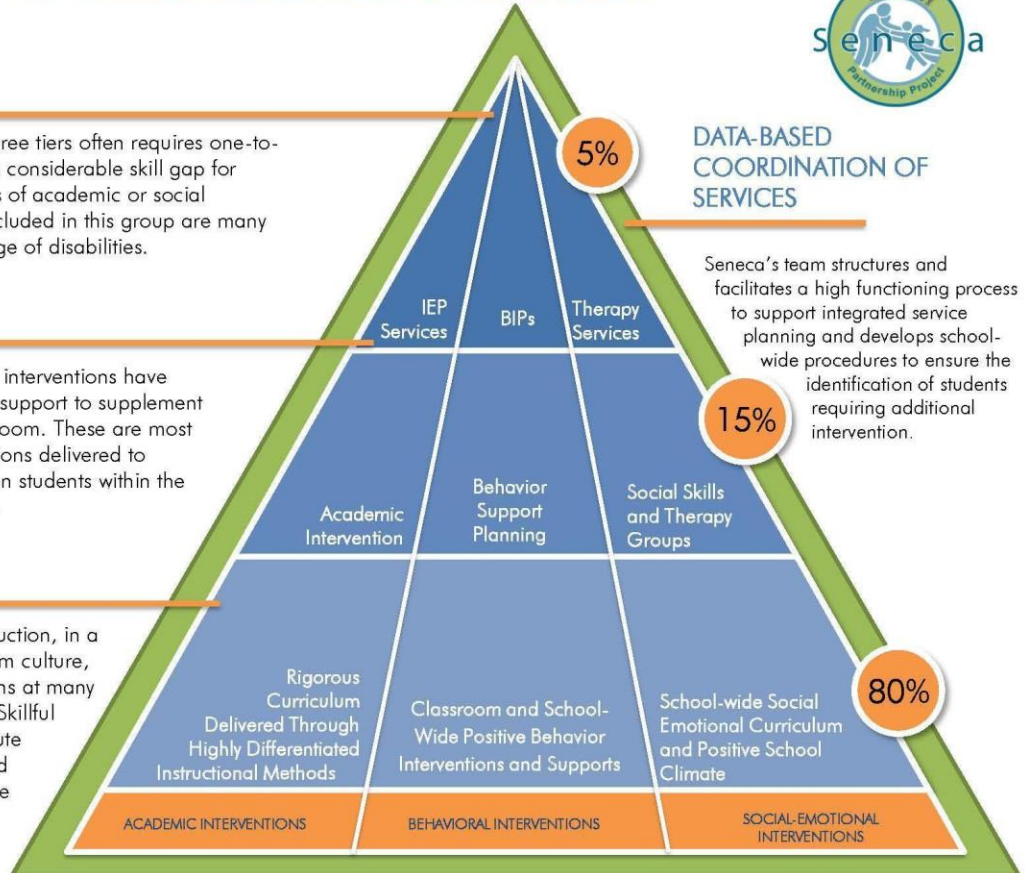


Figure 13 Seneca All-In! Multi-Tiered Model for Intervention

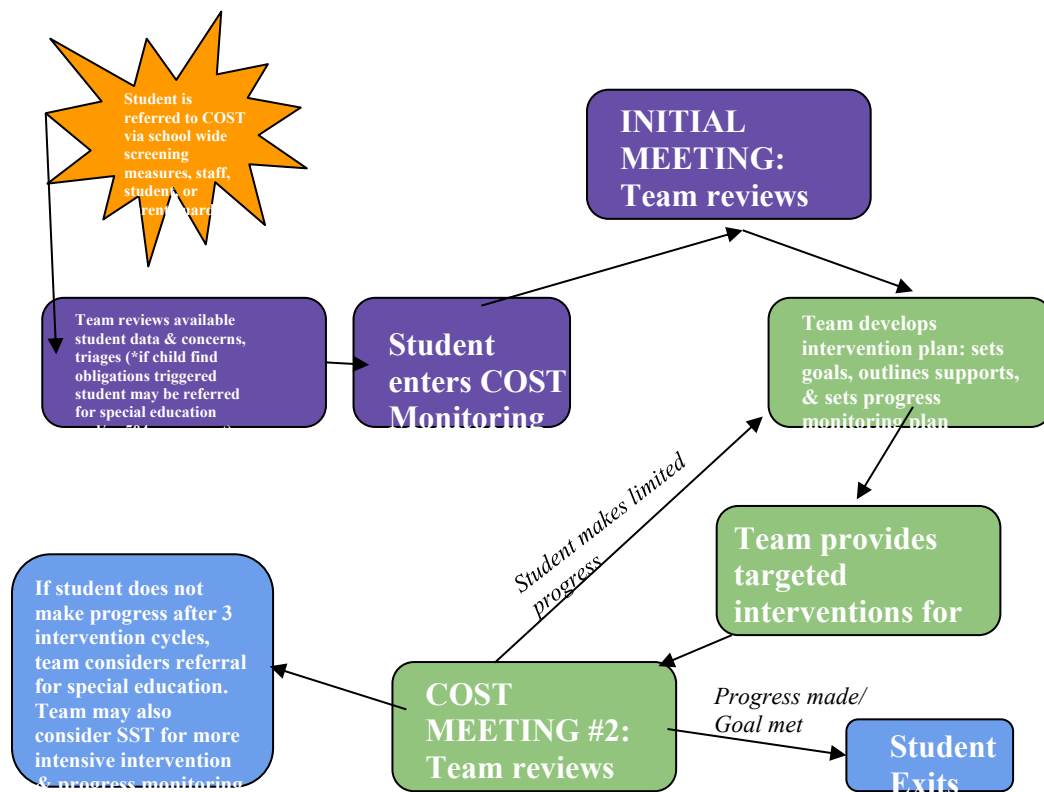
The integrated, data-driven approach of MTSS has been shown to be effective in enhancing student achievement school-wide, but its implementation is often hindered by the level of expertise required for implementation, coordination, and provision of the different levels of service. Over the first five years, EFC leveraged the capacity of Seneca, whose core competency lies in service coordination and the delivery of more intensive education and social emotional services, as the primary lead in managing the MTSS system. Together, Seneca and EFC have created and implemented a MTSS model, and EFC has worked with Seneca to bring MTSS leadership into EFC. Beginning in 2017-18, EFC launched a Department of Student Support Services which formally manages the implementation of MTSS across all its schools. Seneca continues to be a significant partner, particularly around behavioral health systems for our youth, and Seneca leadership continue to sit on the EFC Department of Student Support Services leadership team.

Coordination of Services Team

Learning Without Limits facilitates a COST that oversees the implementation of the MTSS, as seen in **Figure 14**. This team consists of 4-5 key stakeholders, including administration,

intervention staff (representatives delivering Tier 2 and 3 interventions including members of the special education and mental health teams), and classroom teachers. The team creates a uniform, comprehensive referral form for teachers to use when concerns arise about a student’s academic, behavioral, or social- emotional challenges. Each week, the team discusses specific teacher referrals, triaging students for more in- depth discussion and matching them with correct support services, including supportive interventions that can be implemented by teachers within the classroom. Teams also spend time focusing on school-wide academic, behavioral, and social- emotional data (including academic assessment scores, office discipline referral data, and attendance rates) to determine priorities, establish thresholds for different levels of intervention, and match resources to needs.

Figure 14 LWL’s Coordination of Services Team Process



Students with the most critical need for support, including those with disabilities, are often served by multiple providers both on and off site, and may receive support in more restrictive settings as dictated by their IEPs. The MTSS program and COST structure ensures that expertise and services are provided by mental health and educational experts. Child welfare and probation agencies are seamlessly integrated into a student’s school-based intervention plan. This includes

providing education to teachers and school staff around the role of these public agencies and coaching them around their responsibility and opportunities for coordination on individual cases.

Tiered Services

The primary focus of MTSS is to ensure that high quality, universal interventions are implemented at Tier 1, through the provision of training and support in school-wide academic, behavioral, and social- emotional curricula. Tier 2 and Tier 3 services are managed by a team of credentialed and licensed service professionals (i.e., special education providers, school psychologists, reading specialists, tutors, therapists, social workers, speech-language pathologists, occupational therapists, physical therapists, and behavioral analysts) as well as parents, EFC staff, administrators, and other skilled adults.

High quality, customized, data-driven interventions are designed to reduce the need for later referral to higher levels of service. The multi-tiered framework serves as a vessel for the delivery of evidence- based practices that are selected based on the unique needs of the school and students. Students identified for Tier 2 services engage in eight-week cycles of intervention focused on remediating specific gaps using research based and data-driven interventions. All intervention specialists engage in regular progress monitoring to evaluate the effectiveness and to gain valuable information about adjustments needed. With such prompt and targeted intervention, many students quickly improve and can be sufficiently supported by school-wide or classroom-based Tier 1 interventions. Students who do not respond to Tier 2 interventions after a COST cycle are considered candidates to receive support at the third tier of intensive services.

Tiered Academic Services

Tier One, Academic

Our academic leadership team, composed of administrators, coaching staff, Instructional Leadership, and the Special Education Leadership Team, works to build the capacity of Learning Without Limits teachers to implement research-based curricula, instructional methods, and assessments focused on differentiation and the engagement of diverse learners. Fidelity to the implementation of identified curricula and assessments are monitored by regularly observing classrooms and helping the school to establish systems to track classroom data. Use of data to personalize instruction is a focus at LWL Academy. Teachers leverage the multiple access points and diverse instructional strategies inherent in inquiry-based learning to facilitate student engagement and investment, leverage heterogeneous grouping to facilitate scaffolding and peer support, technology for modification, adaptation and text access, and targeted project-aligned mini-lessons to provide strategic direct instruction.

LWL has built in a daily differentiated reading block across 3rd to 8th grade classrooms. This differentiated block is utilized by Classroom teachers, Reading Interventionists, and MTSS staff to provide targeted reading interventions. Depending on their reading level, students may use a blended learning program, such as Lexia or Imagine. While students are reading, teachers check in with students, read alongside them, and ask questions. The online programs provide teachers with data that they use to monitor student progress, target specific instruction, and differentiate reading materials to meet student needs.

During Math, students work with targeted math curricula based on grade level common core skills & foundational skills at their level. Teachers provide each student the right level of support. While students are working on the targeted curricula, teachers coach them on relevant learning strategies. Instruction is often supplemented with small group learning or other instructional strategies designed to give students quick, targeted feedback. Depending on their level, students may use a program designed for targeted math remediation or acceleration including, e.g., ZEARN, FRAX, and Reflex.

Tier Two, Academic

The COST system works to develop thresholds for the initiation of Tier 2 services, considering data gathered from formative and summative assessment measures. Students are identified to participate in 8-week cycles of push-in or pull-out academic groups, targeting the specific content gaps revealed through assessment data. Tier 2 services include additional reading groups (SIPPS), or content driven groups for 3-8th graders. Progress is measured through appropriate, standardized tools. Each student's progress is assessed at the end of the cycle and reviewed by the COST team to determine if they are ready to return to Tier 1 levels of support, if they need an adjustment to the intervention or an alternative type of intervention, or if they may be candidates for Tier 3 services.

Example: Dyslexia screening and Intervention.

Regarding the assessment and identification of students with dyslexia, the assessments administered through a tiered intervention process can be completed in the general education setting, before referral for a special education assessment, to determine whether a student may meet eligibility criteria for special education services under the category of a specific learning disability ("SLD"). LWL uses a tiered assessment process:

Tier 1 Universal Screening. All students are screened in TK–8th grade. Subsequently, students participate in high-quality, research-based reading instruction in the general education setting.

Tier 2 Progress Monitoring. Targeted Small-Group Intervention. Students with targeted skill needs in the areas of reading, spelling, and writing receive more intensive instruction. If a student has been referred to Tier 2 interventions because of her dyslexia screening, the student receives an evidence based, multisensory, direct, explicit, structured, and sequential approach to instruction. In addition, evidence-based techniques and strategies designed to target specific language deficits (e.g., phonological awareness) may be implemented.

Tier 3 Individualized Intervention with Intensified Progress Monitoring. Students with the most intensive needs receive even more intensive instruction. Students who are not showing growth may require instructional adjustments beyond the core curriculum and may need special education assessment.

Tier Three, Academic

Tier 3 academic services are provided for students who require intensive intervention. This includes students who are not making adequate progress in an evidence-based Tier 2 program, students with IEPs who require intensive intervention/support, and students who have persistently low academic achievement. LWL’s approach to intensive intervention is Data-Based Individualization (“DBI”).

DBI is a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies. The DBI process is used by both COST and IEP teams. The first step of the DBI process is identifying a validated intervention program or instructional practice that provides targeted instruction in a specific skill or set of skills (e.g., phonemic awareness, vocabulary, math problem solving, social skills) matched to students’ needs and delivered with fidelity. Within a DBI process, this serves as a “platform” (or starting point) that the teacher will modify to meet the student’s unique needs through DBI.

When evaluating the validated intervention program that will represent the platform, teachers consider a series of dimensions that are part of a *Taxonomy of Intervention Intensity* to help guide the initial intervention selection:

- **Strength:** the evidence of effectiveness for students with intensive needs.
- **Dosage:** the number of opportunities the student has to respond and receive feedback from the teacher.
- **Alignment:** how well the intervention matches the targeted academic skills or behaviors of concern, as well as incorporates grade-appropriate standards or behaviors we would expect for a particular context.
- **Attention to transfer:** whether the intervention is explicitly designed to help students make connections between the skills taught in the intervention and skills learned in other contexts and environments.
- **Comprehensiveness:** how well the intervention incorporates a comprehensive array of explicit instruction principles; and
- **Behavioral or academic support:** whether an academic intervention incorporates behavioral strategies that may support students with self-regulation, motivation, or externalizing behaviors that may impact their ability to learn, or whether a behavioral intervention considers academic components as part of the intervention.

The final dimension of the taxonomy, **individualization**, focuses on the ongoing use of progress monitoring data and other diagnostic data sources to intensify and individualize the intervention based on student need. This approach mirrors the remaining steps of the DBI process that consist of data collection and modification in an iterative process until improvement is seen.

Progress monitoring occurs throughout the DBI process to assess responsiveness to the validated intervention platform, as well as adaptations to the intervention.

- **Prior** to delivering the validated intervention platform, intervention teams develop a progress monitoring plan that outlines the progress monitoring tool, student goal, and frequency of data collection and review.
- **During** delivery of the validated and adapted intervention, educators should collect and graph frequent progress monitoring data.
- **After** sufficient data are collected, they are graphed and evaluated against the student's instructional goal to determine whether the student is making sufficient progress. If so, the teacher continues to implement the validated or adapted intervention. If the student's progress is insufficient, the teacher consults with a team to determine how to further intensify the intervention. This cycle repeats regularly throughout the DBI process, with adaptations to the intervention indicated using phase change lines on the progress monitoring graph.

Progress monitoring data also may be reviewed along with other diagnostic data to assist teams in developing a hypothesis about why the student may not be responding. As part of the diagnostic data review, the team may conduct an error analysis or look for other trends in the progress monitoring data.

When a student fails to respond to a validated intervention, teams need to identify why the student is not responding to determine how to adapt the intervention. Diagnostic data can assist teams in this process. They may be used to understand a student's specific skill deficits and strengths.

Diagnostic data may be collected through various formal and informal approaches. These may include standardized tools available through publishers; more informal approaches, such as error analysis of frequent progress monitoring data; or review of class assessments and work samples. Other sources of diagnostic data may include feedback from parents, teachers, and others who work with the student.

Educators use diagnostic data to develop a hypothesis about the potential cause(s) of the student's academic difficulties. This hypothesis drives the team's decisions about how best to support the student and adapt the intervention.

Using multiple data sources, the teacher or team makes a decision to adapt the intervention program to better meet the student's individual needs. The teacher or team outlines these adaptations in an individual student plan (created by the Student Study Team, "SST," or pursuant to an IEP). The plan may include adaptation strategies along several dimensions. These strategies may include quantitative changes, such as providing more opportunities for a student to respond by increasing the length or frequency of the intervention or decreasing the size of the intervention group. The strategies also may include qualitative changes, such as altering the way content is delivered (e.g., more carefully selecting instructional foci aligned with students' needs), changing how a student responds (e.g., providing more opportunities to practice orally and in writing), arranging environmental variables (e.g., arranging for instruction in a setting that allows students to focus without distractions), or adjusting the type of adult feedback and error correction a student receives. Often, a qualitative adaptation in combination with a quantitative

change is necessary to meet a student’s unique needs. In some cases, the diagnostic data may indicate that the student requires a different intervention program or approach.

When making decisions about adaptations, the teacher or team may consider the dimensions of the Taxonomy of Intervention Intensity (strength, dosage, alignment, attention to transfer, comprehensiveness, behavioral or academic support, and individualization). The dimensions help provide a systematic approach to intensification.

In addition to using the DBI process, there are some students with IEPs who require intensive daily instruction in a curricular program that replaces the general education curriculum in a specific content area because the general education curriculum even with modification is not appropriate based on the individual student’s needs. These may be push-in and/or pull-out services and are provided by trained special education teachers as indicated by the students’ IEP and progress on IEP goals are closely monitored over time. IEP goals are reviewed at least annually, and students are reassessed for special education every three years.

Tiered Behavioral Services

The foundation of the school culture approach is Positive Behavioral Interventions and Supports, an approach utilized in many EFC schools and supported by the EFC Department of Student Support Services. PBIS is not a curriculum or a program. It is part of our larger MTSS framework for behavior support. It is an approach designed to intervene effectively and prevent escalation of problematic behaviors. PBIS emphasizes four integrated elements: (a) using data strategically to inform decisions, (b) setting clear measurable outcomes, (c) identifying practices that will deliver those outcomes, and (d) establishing systems that efficiently and effectively support implementation of these practices. At the foundation of PBIS is classroom-level support and training to ensure teachers are creating supportive and rigorous classroom cultures with clear systems and procedures in place to promote positive behavior and that they have a strong toolkit of strategies to prevent and address problematic behaviors at a Tier 1 level. The school then needs a set of support systems at Tiers 2 and 3 to ensure students with more intensive behaviors have access to those resources.

Learning Without Limits utilizes School-Wide Positive Behavioral Interventions and Supports (“SWPBIS”), an evidence-based practice that has proven effective at reducing behavioral challenges for students, including students with disabilities.⁴¹ SWPBIS provides the architecture for building system change within a school that is aimed at bringing about a positive school climate. A Culture and Climate Team is formed, consisting of six to ten key stakeholders with representation from administrative leadership, intervention and support staff, general education teachers, and family/community liaisons. The team is supported in building their understanding of the model’s core features, exploring various behavioral intervention strategies at each tier, and learning about the tools and process of monitoring progress and fidelity.

Tier One, Behavioral

⁴¹ Bradshaw et al., 2010; Cheney & Walker, 2004; Eber et al., 2002

The Cultural and Climate team plays a key role in the development and implementation of Tier 1 practices. Through a collaborative process that considers the unique culture and climate of the school, the team works to (1) identify school-wide behavioral expectations, (2) create a clear picture of what these expectations look like and (3) ensure that these behavioral expectations are explicitly taught to students. Once these expectations are clearly articulated and taught to the entire school community, the team creates a system in which students can be positively acknowledged for demonstrating these behaviors. Another important role of the Culture and Climate team is to review the school's disciplinary practices for clarity and consistency and to ensure that discipline referral information is collected in such a way that data can be easily monitored and aggregated for the purpose of tracking outcomes and making informed decisions about referring students to higher levels of intervention.

Tier Two, Behavioral

The COST and the Behavioral Referral Team (an adjunct team that analyzes individual student behavior data and recommends behavioral supports) work to develop thresholds for the initiation of Tier 2 services, considering data gathered office discipline referrals and attendance. These teams work to create behavior support plans for students in need of additional or alternative support strategies in the classroom. One such evidence-based practice that facilitates this process is Check-In Check-Out ("CICO"). This approach offers additional motivation and counseling support for students who struggle to meet the school-wide expectations. Students on CICO receive two daily "check-ins," or 10-minute counseling sessions, from a trusted staff member around a small set of behavioral goals. These goals are created based on the school-wide expectations and the individual student's strengths and growth areas. Staff work with the student to create an incentive menu that incorporates the student's interests. Students can then use the points that they earn by meeting their behavioral goals to purchase incentives. Each student's progress is assessed after eight weeks to determine if they are ready to return to Tier 1 levels of support, the intervention should be continued/adapted/changed, or if they may be candidates for Tier 3 services.

Tier Three, Behavioral

Learning Without Limits uses the DBI process described in the *Tier Three, Academic* section above for students who need more intensive behavioral intervention. Intensive behavioral intervention supports may include Functional Behavioral Analysis ("FBA"), and wraparound services. FBAs identify antecedents to problem behaviors, the purpose or function of the problem behavior, possible replacement behaviors that could be taught to the student, and strategies for ensuring that desirable behaviors are reinforced, and problem behaviors are not. The process culminates in the development of an individualized behavior plan that is carried out and closely monitored by the team. This plan outlines support staff, de-escalation techniques, incentives, consequences, and communication protocols. Trained staff deliver Behavior Intervention Services to aid students in utilizing replacement behaviors, remaining engaged in class activities, and accessing classroom curriculum. LWL uses the DBI process (detailed above) to monitor the effectiveness of intensive interventions and respond to student needs/make adaptations to the intervention as needed.

Tiered Social-Emotional Services

Tier One, Social-Emotional

To assess school-wide climate and social-emotional needs, Learning Without Limits collects data annually through the School Climate Assessment Instrument. The Learning Without Limits leadership team develops and coordinates action steps toward improving identified areas for growth highlighted by SCAI survey results. These steps may include implementing trauma-informed school-wide social emotional curriculum, conflict resolution strategies, and/or bullying prevention policies and procedures. Research supports that children growing up in communities with higher levels of stress and high poverty are more likely to experience a level of stress that limits their abilities to excel academically. Research also supports that adolescents' developmental struggles can become barriers for academic success. Therefore, Learning Without Limits has identified Tier 1 social emotional learning as an area of need.

Once needs are identified, curricula and/or interventions are chosen that align with the school's culture and current practices. Learning Without Limits currently utilizes Wayfinder, described under the section on Social-Emotional Learning above, to provide Tier 1 services. Throughout the year, the LWL staff seeks to identify both internalizing and externalizing behaviors exhibited by students and provides the opportunity to consider any contextual and/or traumatic experiences that may impact the student's social-emotional well-being.

Tier Two, Social-Emotional

The COST works to develop thresholds for initiation of Tier 2 social-emotional services, considering office discipline referral and attendance data, as well as information gathered through the Social-Emotional Screener. Teachers and Tutors also provide referrals and qualitative data on students who are struggling. Students are identified to participate in 8-week cycles of group therapy, targeting the specific risk-factors revealed through assessment data. Progress is measured through appropriate, standardized tools such as the Strengths and Difficulties Questionnaire. Each student's progress is assessed at the end of the cycle to determine if they are ready to return to Tier 1 levels of support, the intervention should be continued/adapted/changed, or if they may need intensive Tier 3 services.

Tier Three, Social-Emotional

Learning Without Limits uses the DBI process (described in the *Tier Three, Academic* section above) for students in need of more intensive social-emotional interventions. These services include individual and family therapy, provided by licensed clinical professionals. LWL has a Memorandum of Understanding with Alameda District Behavioral Health Services to leverage Medi-Cal dollars for mental health services. East Bay Agency for Children ("EBAC") provides a variety of clinical services. LWL also partners with Seneca Family of Agencies to support students' social and emotional needs. Clinicians collaborate with youth and families to complete the Children and Adolescent Needs and Strengths assessment to identify the domains of greatest need for intervention. The assessment provides a basis for the development of an individualized treatment plan, which consists of measurable goals that are used to monitor treatment progress. Clinicians also utilize the Partners for Change Outcome Measurement System to track clients'

own view of their progress throughout the course of treatment. Should students require more intensive support, the clinicians will work with Alameda District Behavioral Health Services to access wraparound support for families.

Assessment

The COST utilizes multiple data sources to evaluate student progress. At Tier 1, we look at data to track student engagement, suspension, reading growth, math growth, benchmark and SBAC performance, attendance, and grades. At Tier 2, we evaluate reading and math growth, growth in targeted SEL areas, attendance, office referrals and suspensions. At Tier 3, every student has their individualized plan that outlines the targets and goals for that specific student, and we progress monitor to ensure growth (frequency of progress monitoring is determined on an individual basis by COST, SST, or IEP Team but ranges from every 2-12 weeks).

In addition, assessment data is used to support continuous improvement of our MTSS program. On an annual basis, the EFC's Student Support Services (the Home Office team that supports sites in managing their students support services programming) leadership examines the current status of student supports and creates an intervention plan that builds on the particular strengths, challenges and aspirations of the school community. The assessment process provides the opportunity to dive deeply into the culture of the school, build trusting relationships with staff, and pose questions that inform the collaborative creation of shared goals and strategies for the following school year.

The leadership team ensures that systems are in place to promote continuous performance improvement through the collection and analysis of multiple sources of data and feedback. Tools used in the past have included:

1. Key Performance Indicators (ELA SBAC, Math SBAC, Reading Proficiency, Attendance, and Suspension).
2. Data on statewide special education performance indicators.
3. An annual staff survey, to gather insight from staff members regarding the effectiveness of current interventions, including whether services are integrated, data-driven, and youth-centered.
4. Data on the distribution of staff and student time across the three tiers of service, to inform decisions about the future allocation of resources.
5. The School Wide Positive Behavioral Interventions and Supports Self-Assessment Survey ("SAS"), to identify staff perceptions of the status and priority for improvement in behavioral interventions at the school-wide, classroom, and individual student levels.
6. The SCAI, which considers climate across eight dimensions - physical environment, faculty relationships, student interactions, leadership and decisions, management, and discipline, learning and assessment, attitude and culture, and community relations -

effectively encompass the critical components of school climate identified in current research.⁴²

All these assessment components are synthesized into a summative report and the Student Support Services leadership team uses this information to create a responsive implementation plan that contains prioritized goals and strategies for each new school year.

MTSS in Transitional Kindergarten

The TK program leverages mental health clinicians and student support assistants for its behavioral interventions. For academic interventions, the TK program uses 1:1 instruction as well as differentiated instruction and activities provided by the TK tutor trained in SEEDS interventions. Additionally, program specialists, speech and language pathologists and occupational therapists collaborate and consult with the TK teacher on universal design, Tier 1 & Tier 2 strategies, and creating an inclusive and responsive classroom environment for all learners.

Professional Development and Coaching

An essential goal of the Student Support Services team is to build internal capacity for sustained implementation within each school community. This is done in large part through ongoing and responsive professional development on a wide range of topics. Some topics in the past have included *Recognizing and Responding to the Effects of Trauma* and *Self-care for Teachers Experiencing Vicarious Trauma*. All training is aimed at supporting teachers' capacity to meet the needs of struggling students and students with disabilities within the classroom/school setting. A customized professional development structure is set each school year, with additional content adjustments made throughout the year to respond to the emerging needs of teachers. At Learning Without Limits, student support staff participate in select trainings provided by the Student Support Services team as appropriate.

Caregiver Involvement

In a review of the literature, the National Center for Family and Community Connections with Schools found that parent involvement has been shown to benefit students' academic, behavioral, and social outcomes.⁴³ EFC works to promote active caregiver involvement both at the school-wide community level, and the individual student level. Processes are in place to enable family members to experience themselves as active participants in the education of their children. In some cases, this might include building bridges, by supporting leadership in establishing welcoming environments (family resource centers, communication in parents' primary language, etc.) and events (parent meetings, cultural performances, fairs, etc.), and working with active parents to serve as family liaisons and perform outreach work with the larger parent community. Based on the expressed need of each school community, EFC provides training and workshops

⁴² Bradshaw et al., 2010; Cheney & Walker, 2004; Eber et al., 2002

⁴³ National Policy Forum for Family, School, & Community Engagement. New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Available at: https://www.sedl.org/connections/engagement_forum/resources.cgi?item=29

for parents to address such topics as child development, positive parenting, and behavior management.

Support for Students with Disabilities

Overview

Learning Without Limits assures that a Free Appropriate Public Education (“FAPE”) shall be provided to all enrolled students. Learning Without Limits complies with all applicable state and federal Laws in serving children with disabilities, including, but not limited to, Section 504, the ADA and the IDEA. California law gives schools various options on how to deliver special education and related services either as (1) a public school of the chartering authority, (2) an independent local education agency, or (3) as a charter SELPA. Learning Without Limits is its own local education agency (“LEA”) for purposes of special education, in conformity with Education Code Section 47641(a). Learning Without Limits is a member in good standing of the El Dorado District Office of Education (“EDCOE”) Charter Special Education Local Plan Area (“SELPA”). See [Appendix 5 – Letter from SELPA](#) for verification of standing.

LWL complies with all state and federal laws related to the provision of special education instruction and related services and all EDCOE policies and procedures and utilizes appropriate SELPA forms. LWL does not discriminate against any pupil with a disability in the admission process or any other aspect of operation. LWL recognizes its responsibility to enroll and support students with disabilities. It is understood and agreed that all children shall have access to LWL Academy and no student shall be denied admission nor counseled out of Learning Without Limits due to the nature, extent, or severity of the student’s disability or due to the student’s request for, or actual need for, special education services.

Since LWL operates as an LEA of the EDCOE SELPA in accordance with Education Code Section 47641(a), the Alameda District Board of Education shall have no responsibility to ensure that the students who attend Learning Without Limits are provided FAPE. In accordance with state and federal law, each student eligible under the IDEA will be provided FAPE in the Least Restrictive Environment (“LRE”). The decisions regarding the specific services each student will receive are the responsibility of the IEP team. The team includes the involvement of parents, and the decisions are formulated in a written plan (i.e., an IEP).

As discussed above, Education for Change Public Schools has a strategic partnership with Seneca and Alameda County Behavioral Health Services. We are also a Full-Service Community School, providing a range of programming and services to the whole family. Our Special Education program is in alignment with a larger schoolwide student support system. The foundation of this system is a comprehensive assessment program that regularly assesses students using a variety of tools to track progress and growth every eight weeks. The MTSS program in alignment with the COST process integrates with this assessment calendar. Teachers and the administration receive regular data reports communicating student growth, and a lack of progress is flagged immediately. Through the MTSS program, teachers are coached and supported in developing both behavioral and academic intervention plans for their students. Students not making adequate progress through the in-class Tier 1 interventions within six to

eight weeks can receive either a revised Tier 1 intervention plan or more intensive supports called Tier 2 services. Should the team observe evidence that a child may be eligible for Special Education services after numerous Tier 1 and Tier 2 interventions, they can submit a referral for Special Education to the Special Education team who will develop an assessment plan if appropriate.

A student with an IEP has access to ALL the services and supports delineated in their IEP as well as interventions available schoolwide. The Coordination of Services team partners strategically with IEP teams to ensure students with IEPs are getting both the services outlined in their IEPs, as well as access to other school-wide interventions and supports as necessary. For example, a student with an IEP could have as part of their IEP specialized academic instruction in reading, receive strategic instruction from the Education Specialist twice a week specific to organizational and processing skills, and participate in a counseling group to address socio-emotional goals. This same student may also participate in a cycle of a Tier 2 math intervention available to all general education students to address some gaps that the student's teachers recently noticed in mathematics. While this student is receiving strategic services from designated and appropriately credentialed special education providers, s/he is also receiving services and interventions available to all general education students as part of his plan. The EFC Special Education program is designed specifically to accelerate a student's growth in target areas and ensure that student's ability to succeed in the General Education setting both academically and socially.

EFC and Learning Without Limits are proud of their Special Education program. We have been recognized for implementing quality special education programming and integrating resources from special education, mental health, and general education to ensure special education students receive the services and support they need to be successful. Our belief is that the great majority of special education students can be served effectively in a general education setting with targeted support.

Learning Without Limits has leveraged District mental health and SELPA low incidence resources to effectively serve students with low incidence disabilities. Learning Without Limits has committed to training special education paraprofessionals in the Tier 1 and 2 interventions programming in addition to disability-specific training. One example is a young man we have renamed Joseph Starr who entered an EFC school as a fourth grader scoring Far Below Basic (on the now-defunct API) in both mathematics and ELA with an IEP indicating he required a non-public school placement for extreme behavior challenges. We supported him in the general education setting with targeted support services, and he ultimately graduated from the school proficient in both mathematics and ELA and meeting all of his academic and behavioral goals.

Please see Element 4 - Special Education for details on the Learning Without Limits Special Education Program and 504 implementation.

Support for Students Who Are Academically Low-Achieving

EFC utilizes the MTSS tiered framework, described in detail above, to provide aligned academic, behavioral, and social emotional approaches to prevent student struggle and remedy existing gaps. EFC assesses all students every trimester using formal interim assessments. Additionally,

teachers can at any time identify through the COST process students who are struggling to make gains in class. The school’s Instructional Leadership reviews student progress data quarterly to identify students who require additional support. The rigorous prevention system provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. This system includes three levels of intensity or three levels of prevention, which represent a continuum of supports. More than one intervention is often used within a given level of prevention.

- Primary (*Tier 1*) - High quality core instruction that meets the needs of most students.
- Secondary (*Tier 2*) - Evidence-based intervention(s) of moderate intensity that addresses the learning or behavioral challenges of most at-risk students.
- Tertiary (*Tier 3*) - Individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention.

EFC has established a Department of Student Support Services which manages the MTSS and Special Education for the organization. Please see the sections on MTSS, COST, and Tiered Services above for a full description of these systems and how they are leveraged to support students who are academically low achieving.

Targeted Differentiated Instruction

All LWL students access a daily instructional period where students receive targeted differentiated instruction. The table below outlines what diagnostic assessments we use to target support, and what types of learning activities can be assigned during this block to students.

Figure 15: Sample Instructional Strategies Aligned to Performance

ELA	Math
Diagnostic Data <ul style="list-style-type: none"> ● aReading 	Diagnostic Data <ul style="list-style-type: none"> ● aMath
Level 1: At or Above Grade Level <ul style="list-style-type: none"> ● Blended Learning: Lexia ● 1:1 check-ins with teachers on self-directed learning 	Level 1: At or Above Grade Level <ul style="list-style-type: none"> ● Blended Learning: ZEARN ● 1:1 check-ins with teachers on self-directed learning
Level 2: One to Two GLs Behind <ul style="list-style-type: none"> ● Blended Learning: Lexia 	Level 2: One to Two GLs Behind <ul style="list-style-type: none"> ● Blended Learning: ZEARN

<ul style="list-style-type: none"> ● IR ● Small group check-ins with teachers to goal-set and progress monitor ● SIPP's small group reading ● Fluency groups 	<ul style="list-style-type: none"> ● Correcting math misconceptions ● 1:1 check-ins with teachers to goal-set and progress monitor ● Small group workshops to address specific needs/ misconceptions from Eureka, MSP, and/or IABs
<p>Level 3: Far Below (MTSS teachers)</p> <ul style="list-style-type: none"> ● Blended Learning: Lexia ● Small group instruction with MTSS teachers using LLI or BAR, to address foundational literacy skills. ● Teaching Academic Literacy Strategies ● 1:1 check-ins w/ interventionists to goal-set, progress monitor, & teach study habits 	<p>Level 3: Far Below (MTSS teachers)</p> <ul style="list-style-type: none"> ● Blended Learning: Zearn and/or Happy Numbers ● Small group instruction with MTSS teachers to address/ cultivate foundational numeracy skills. ● Do the Math! ● 1:1 check-ins w/ interventionists to goal-set, progress monitor, & teach study habits

Support for Students Who Are High-Achieving

Learning Without Limits believes that all children possess gifts and talents that are unique and precious. The high-achieving students at Learning Without Limits will benefit from all the same programmatic structures that low-achieving students will. LWL's Instructional Leadership team reviews trimester benchmark data to identify students who are performing above grade level who might benefit from challenge activities. The curricula selected in all content areas has multiple opportunities for the high-achieving students to expand their knowledge and skills through higher level inquiry and small group instruction. As student capabilities expand, the state content standards will be met at an ever-increasing rate and the pace of the rigorous curriculum will accelerate.

Most of the curriculum for high-achieving students will be within core instruction. Lessons and assessments will be designed for different levels of performance with high-achieving students expected to stretch and reach for the more demanding work. LWL uses a rubric to score student responses that extends beyond the regular "proficient" score. Students who are excelling academically are expected to meet the criteria for advanced in their responses.

Data driven practices are a critical and core component of LWL staff practices. These practices help to identify students who are above grade level and use the intervention block to accelerate their progress by pushing them academically or spiraling new knowledge. LWL's use of blended

learning programs allow educators to differentiate lessons students work on, assigning work that is beyond the grade level students may be in.

The major pedagogy that will serve high achieving students is inquiry learning, mostly through cross-curricular learning during our learning projects and events. The inquiry model of instruction utilized in all classrooms incorporates many strategies specific to high-achieving students. Inquiry learning offers students the opportunities to pursue topics to greater depth through both individual and small group work, giving students the opportunity to become experts on a particular subject. This inquiry model also offers the element of choice, as students can choose a particular focus (e.g. which animal habitat to develop expertise in, which historical artifacts to recreate and interpret for their Ancient Egypt museum exhibit). Finally, inquiry learning offers multiple opportunities for students to self-assess and make judgments about their work as they engage in group and individual projects. Additionally, during the A² block, as specified in the table above, students performing at or above grade level have the opportunity to identify individual goals and reflect on their progress.

Support for Students Who Are English Learners

English language proficiency is critical for our children. English proficiency in our society serves as a powerful gatekeeper, opening doors to opportunity for those who reach proficiency and limiting or closing doors to opportunity for those who do not. Access to high quality English instruction for English Learners (“EL”) is an issue of equity. Learning Without Limits is committed to effectively serving children who are ELs through a comprehensive approach to language instruction.

The EL program outlined below addresses the process for student identification, curriculum, assessments, reporting, and redesignation as well as professional development and teacher qualifications for working with EL students. EFC and Learning Without Limits will comply with all applicable legal requirements for EL students, including long-term ELs or ELs at risk of becoming long-term ELs, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Learning Without Limits will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. In addition, EFC and Learning Without Limits will meet all requirements of federal and state law relative to equal access to the curriculum for EL students.

Our Commitment to Language Diversity

The Learning Without Limits team believes that having fluency in multiple languages, including English, is critical to 21st Century success. We anticipate that a significant percent of Learning Without Limits students will continue to be classified as “ELs” when they enroll at Learning Without Limits, who then become multilingual citizens of an increasingly global world. We recognize the importance of valuing students’ native languages, and will actively reinforce an appreciation for the cultures, customs, and languages of all our students.

The goal of the Learning Without Limits EL plan is to utilize high-quality instructional programs and services for ELs that allow them, as quickly as possible, to achieve at the same challenging grade level standards as native English-speaking students. The Charter School is dedicated to providing these students with an exceptional education, facilitating English proficiency as soon as possible.

Introduction and Vision

Learning Without Limits aims to ensure educational equity for English Learners, which means that each child receives what he or she needs to develop his or her full academic and social potential. To effectively educate ELs, Learning Without Limits strives to create an educational program that:

- Promotes the students' sociocultural integration.
- Cultivates their language proficiency.
- Holistically supports their academic achievement.

Learning Without Limits's approach to supporting English Learners is based on the understanding that children who have recently immigrated to the United States, arriving with limited proficiency of English are emergent bilingual citizens and have a large array of abilities, knowledge, and experiences - linguistic, cognitive, artistic, social - in many other spheres. Learning Without Limits's instructional model recognizes the importance of focusing on emergent bilinguals' social, emotional, and academic development beyond that of just learning English, leveraging the many gifts they bring to their classrooms. Building on the students' existing strengths, Learning Without Limits's approach focuses on preparing English Learners to succeed in secondary school, college, and careers in the United States, and on the development of the complex language practices required in both.

Learning Without Limits will meet all state and federal requirements for English Learners as pertains to annual notification to parents, student identification, placement, program options, English Language Development ("ELD") and academic content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. English Learners have access to all programs, services and resources described in this document.

Identification, Designation, and Notification

The Charter School will administer the home language survey upon a student's initial enrollment into a California public school (on enrollment forms).

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"), which is aligned with the 2012 California ELD Standards.

Students with the most significant cognitive disabilities who have been identified for alternate state assessments participate in the Alternate ELPAC, which allows students to better engage with the material and accurately indicate their language fluency.

The ELPAC consists of two separate assessments:

1. *Initial Assessment (“IA”)*

The ELPAC IA is used to identify students as either an EL or as initially fluent in English (“IFEP”). The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The writing and speaking portions are locally scored, which allows the state to generate the official score. The IA is given to students in grades TK–12 whose primary language is not English or ASL and has the following three proficiency levels: Level 3 is Initial Fluent English Proficiency, Level 2 is Intermediate English Learner, and Level 1 is Novice English Learner. Students in Levels 1 and 2 are ELs who are subsequently required to take the Summative ELPAC annually until they are reclassified.

2. *Summative Assessment (“SA”)*

The Summative ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed). ELs will take the SA every year until they are reclassified as fluent English proficient (“RFEP”). The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains: Reading, Writing, Speaking, and Listening. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered across multiple grade spans—TK–K, 1, 2, 3–5, 6–8, 9–10, and 11–12 (with the IA combining 9-12). In grades TK–2, all domains are administered individually. In grades 3–12, the test is administered in groups, exclusive of Speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for TK through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year. The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English or ASL (as determined by the home language survey) and who has not previously been identified as an EL or IFEP by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency. The IA must occur within 30 calendar days after the date of first enrollment in a California public school or up to 60 calendar days before the date of first enrollment but not before July 1 of that school year.

The SA testing window will be a four-month window from February 1 to May 31. The English language proficiency of all currently enrolled ELs shall be assessed by administering the test during the annual assessment window. EFC will notify families of the school’s responsibility for ELPAC testing and will provide ELPAC results within thirty days of receiving scores from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Upon receipt of initial scores, students are designated as either IFEP or EL using the guidelines in **Figure 16** based on the Initial ELPAC. Should the State of California adjust its recommendations for initial classification of EL and IFEP, LWL will adopt the state recommendations, and this change will not be considered a material change of the charter.

Figure 16 Designation Criteria

English Learner	Initial Fluent-English Proficient
Overall Initial ELPAC Proficiency Level is level 1 or 2	Overall Initial ELPAC Proficiency Level is level 3

Learning Without Limits’s notification to parents or guardians regarding their child’s EL status shall include:

- Annual English language proficiency level and how it was assessed
- Official language classification
- Instructional program placement
- Progress expectations for the student’s program option
- Reclassification, or program exit criteria
- Instructional program for ELs with a disability (with an IEP) and how such program will meet the objectives of the IEP

Parents and guardians of ELs and IFEP students are informed of the above information via Learning Without Limits’s Initial Parent Notification of Language Test Results letter and the Parent Notification of Reclassification Criteria. Learning Without Limits translates materials into Spanish (based on the 15% threshold of language groups) as needed to ensure that parents and guardians of ELs understand all communications and are involved in all processes related to the English language development of their child. Parents and guardians are advised to contact the Charter School if they need additional information.

In addition, EFC provides parent outreach services and meaningfully informs parents with limited English proficiency of other important information regarding Charter School matters to the same extent as other parents.

Ongoing Assessment, Monitoring, And Reclassification Procedures and Criteria

EFC will comply with all applicable state and federal laws regarding the testing and service requirements for English Learners. Students who are identified as ELs will take the assessment for English language proficiency annually to determine growth in English language proficiency until they are reclassified. A combination of annual assessment for English language proficiency scores; teacher and staff input and evaluation; parental opinion and consultation; and a comparison of pupil performance in basic skills as compared to English proficient students are used to determine eligibility for reclassification of students, as detailed in **Figure 17**. Pending State Board of Education approval, this will ultimately include use of the Observation Protocol for Teachers of English Learners (“OPTEL”) for Criteria 2 and 3. Should the State of California change its tools and/or recommendations for reclassification, EFC will adopt the state tools and/or recommendations, and this change will not be considered a material change of the charter.

Learning Without Limits recognizes that English Learners might also have additional challenges learning to read. Therefore, Learning Without Limits will collect biweekly to monthly data (depending on reading level) on ELs’ reading progress to ensure ELs not making progress receive targeted interventions during small group reading or intervention blocks.

Figure 17 Reclassification Criteria

Criterion 1: Assessment of English Language Proficiency	Criterion 2: Teacher Observation & Assessment	Criterion 3: Parental Opinion & Consultation	Criterion 4: Mastery of Basic Skills
Assessment of language proficiency, including but not limited to performance on the ELPAC	Teacher evaluation, including but not limited to a review of the pupil's curriculum mastery and, pending approval, use of the OPTEL	Parental opinion and consultation, including but not limited to a review of the pupil's curriculum mastery and, pending approval, use of the OPTEL	Analysis of basic skills mastery to determine if the student is sufficiently proficient to participate effectively in the curriculum without EL supports and scaffolds (e.g., ELA CAASPP, CAA, FastBridge)

Aligned to California Guidelines for Reclassification, available at: <https://www.cde.ca.gov/sp/el/rd/>

Strategies for Supporting English Learners

EFC and Learning Without Limits have adopted the California ELD Standards, which focus on ELs interacting in meaningful ways with the content as well as learning about how English works. Designated and Integrated ELD instruction are also components of Tier I instruction for all English learners under the Multi-Tiered System of Supports and incorporate the principles of Universal Design for Learning. Anchored in these standards and framework, Learning Without Limits’s strategy for supporting ELs takes a dual pronged approach:

1. Integrated English Language Development

LWL teachers and staff have received training on integrated ELD through BeGLAD (Guided Language Acquisition Design). This research-based program provides and models strategies for language acquisition and academic achievement for English Learners. The strategies provided through BeGLAD include TPR strategies (Total physical response), pictorial input charts, process grids, student expert groups, color coding and co-construction of knowledge and anchor charts between students and teachers. These strategies are integrated into lesson planning and daily classroom instruction.

2. Designated English Language Development

LWL provides small group literacy and language instruction for all levels of EL students. LWL leadership has been trained to look at ELD standards and proficiency levels (emerging, expanding, bridging) and identify what a student needs to move between proficiency levels. Based on ELPAC, SBAC and internal assessments LWL matches the designated ELD instruction to student academic needs.

Teachers are involved in program development, and families are informed of the plan and provided opportunities for feedback through existing parent leadership structures.

Integrated ELD

Learning Without Limits practices a full inclusion model for all students, including ELs, in which teachers engage students in standards-aligned curriculum. Embedded within grade-level instruction are core pedagogical practices grounded in research on English language acquisition and academic literacy, ensuring ELs receive consistent Integrated ELD strategies.

Instructional Model

Learning Without Limits utilizes an Integrated ELD model in which all students are instructed in English by teachers who are specially trained in methods and strategies that promote rapid acquisition of English as well as academic knowledge in academic subjects. These methods and strategies, drawn from such resources as GLAD and Quality Teaching for English Learners (“QTEL”), front load the content vocabulary and the forms and functions of language students will need to explore and express their understanding of content. Students then practice these within such classroom structures as heterogeneous cooperative grouping and inquiry- based learning, which each provide an authentic context and desire for the production of English.

Teachers are supported in analyzing formative and summative assessment data to inform instruction for ELs based on English language level in alignment with ELDS and California Framework for ELD.

EFC emphasizes the following core tenants in implementation of practices to serve ELs:

- EL students need multiple opportunities for structured, oral English-language practice about academic topics and text.
- EL students need increased opportunities to develop sophisticated academic English vocabulary.
- Especially for ELs, it is important to access students' prior knowledge and build background (content) knowledge before and during reading challenging text.
- Acquiring Reading skills in a second language (L2) is similar to the process of acquiring Reading skills in a first language (L1).
- Formative assessments are essential for gauging progress, strengths, and weaknesses and for guiding instruction.
- Academic English-Language Development (“AELD”) instruction cannot be separated from English Language Arts or other academic content-area instruction.
- Teachers need extensive professional development and support in using curriculum materials effectively to teach academic English.
- Teaching academic English includes providing students with access to the curriculum, explicitly teaching them academic vocabulary and grammar, and including both content and language objectives for instructional planning and teaching.

Key Principles

Three key principles, drawn from research on language development, lie at the core of Learning Without Limits's instructional design for English Learners:

1. Leveraging Heterogeneity & Collaboration
2. Experiential Learning
3. Language and Content Integration

Leveraging Heterogeneity & Collaboration

Learning Without Limits's approach to supporting ELs is based on the understanding that children who are emergent bilinguals and arriving with limited knowledge of English, still have a large array of abilities, knowledge, and experiences - linguistic, cognitive, artistic, social - in many other spheres. Learning Without Limits's instructional program is designed to leverage cultural and linguistic diversity by using heterogeneous and collaborative structures that build on the strengths of every member of the school community. Students who are not proficient in

English or who have low literacy skills generally do not lack cognitive or intellectual capacity and come to school with rich and varied experiences and perspectives to offer. The challenge for teachers is how to leverage this diversity for all students in the classroom.

It is for this reason that heterogeneity and collaboration are inextricably linked. Well-designed collaborative groupings enable students of different levels to access material, learn from one another, and broaden their perspectives. Heterogeneity in a classroom is not only a challenge to be overcome; it is an asset to be leveraged. If students are not organized into collaborative groupings and not working on projects that require joint effort, there is little opportunity for them to benefit from the diversity their classmates bring. In contrast, when students work on collaboratively structured projects, they have the opportunity to study a problem in depth, and to work in an environment in which variety is expected.

GLAD teaching strategies that provide structures for discussion and collaboration support with this work. strategies such as sentence stems, color coding, expert groups, and total physical response strategies provide support for students who need native language support to grasp the content. Through small group discussions, students have the opportunity to first comprehend the content in their native language (thereby developing their native language) before needing to articulate their understanding (through discussions, projects, presentations) in English.

Research indicates that content knowledge in one language transfers to another, and that developing students' native languages supports growth in English.

Strategies for leveraging Heterogeneity & Collaboration for ELs at Learning Without Limits include, but are not limited to, the following:

- Students are grouped heterogeneously with respect to English proficiency level, academic background, native language, and literacy level.
- GLAD strategies and structures are used to scaffold and support interaction and learning among students in the heterogeneous groups.
- Lessons are carefully structured but are also open-ended enough to provide multiple access points for different levels of students to meaningfully engage.
- Adoption of a knowledge building/ ELA curriculum in which topics spiral through the grade levels
- Instruction is student-centered, draws on students' prior experiences, including their experience of immigration and knowledge of their native languages and countries, and provides ample room for student discussion and collaborative work.
- Native languages of students are acknowledged positively and used as a resource. Projects that require students to read and write in their native languages are incorporated into the curriculum.
- Instruction is collaborative so that students have multiple opportunities to interact with one another using oral language (both English and native languages) to discuss content.

- Teachers are organized in teams and have time on a weekly basis to collaborate to plan curriculum, review student data, and address the academic and social needs of students.

Experiential Learning

The experiential learning component of Learning Without Limits’s model is supported by language acquisition research that indicates conceptual understanding precedes language. Accordingly, language emerges most naturally in purposeful, language-rich, interdisciplinary study. Conceptual understanding often cannot come just from reading words off a page, especially when those words are not in a student’s first language. Providing students with rich experiences offers multiple entry points into texts, engaging them in ideas and learning, from which language and content understanding can emerge. Classroom experiences provide students with the opportunity to apply and extend their developing linguistic, socio-cultural, and cognitive skills in meaningful settings.

The following language acquisition research informs the design of Learning Without Limits’s experiential learning:

- Merrill Swain’s work⁴⁴ highlights the importance of meaningful output. According to Swain, meaningful output is central to language acquisition because it provides learners with opportunities to work with developing language in contextualized, meaningful situations. At Learning Without Limits, ELs have rich context and authentic purposes for their interactions. They regularly engage in group tasks which allow them to negotiate meaning and produce meaningful output in English. In short, our students are constantly engaged in conversations with peers and teachers that foster meaningful output.
- Researcher Jim Cummins⁴⁵ underscores the importance of embedding academic language in context, making academically demanding content easier for ELs to understand. At Learning Without Limits, academic content is regularly embedded in rich context. Students frequently engage in hands-on learning, with materials, tools, and manipulatives that give ELs context for their academic learning.
- Stephen Krashen⁴⁶ asserted that learners have an affective filter that influences how much learning can take place. Students who have high learner anxiety, low self-confidence, and low motivation are said to have high affective filters that can prevent them from learning. ELs are especially prone to having a high affective filter. At Learning Without Limits, the design principle of personalization, as well as our focus on social-emotional learning, creates a school culture in which our ELs can experience a lower affective filter, making the learning more accessible to them. The high motivation that results from engaging in relevant learning also reduces this filter for ELs.

⁴⁴ Swain, M. (1985), “Communicative competence: Some roles of comprehensible input and comprehensible output in its development”.

⁴⁵ Cummins, J. (1984), “Bilingualism and special education: Issues in assessment pedagogy”

⁴⁶ Internationals Network for Public Schools (2012), “Great Minds Think Differently: Strategies for Helping ELLs Thrive in Heterogeneous Classrooms”.

- Krashen also hypothesized that English learning requires comprehensible input - meaningful input based on real communication that is immediately comprehensible to the language learner. His theory is represented by the formula $i + 1$, with the “i” representing the input and “+1” representing the next level where language is advanced just enough so that the learner is challenged but able to learn. Embedded within Learning Without Limits’s program are ample opportunities for students to receive comprehensible input. English Learners are strategically grouped with peers who can provide this $i + 1$ input.

Language and Content Integration

The practice of integrating language and content is connected to experiential learning and collaboration. Providing ELs with rich experiences and tangible, hands-on ways to access materials builds their knowledge of a content area and provides a need to develop the language to explain the acquired knowledge. Language in this sense is an outgrowth of content. However, when ELs negotiate the meaning of the content and clarify understanding, the language becomes a vehicle for deepening content comprehension. In order to discuss the content effectively, teachers need to provide support for students to develop the necessary vocabulary and language structures. These are acquired through multiple opportunities to apply them in conversations and activities.

Practices that support language and content integration for ELs include, but are not limited to, the following:

- Every teacher teaches content, and every teacher teaches language.
- Teachers in all content areas integrate GLAD strategies into their lessons. This includes strategies such as visual representations, graphic organizers, total physical response (“TPR”), co-constructing work and meaning.
- Teachers proactively seek language learning opportunities in all content (e.g. identifying language features of content and eliciting or explaining rules and providing students with opportunities to apply them in context).
- Projects/activities during academic instruction and ACT include clear content and language objectives.⁴⁷

CCSS and NGSS

The CCSS and NGSS raise the expectations for all students and require a higher level of expertise and support for our ELs. Learning Without Limits will use the English Language Development Standards in tandem with the CCSS and NGSS. Teachers will use research-based instructional strategies to support ELs in the content areas.

Common Core English Language Arts

⁴⁷ p.80, Chapter 2, California Draft ELA/ELD Framework.

Specific strategies will be used to support ELs as they tackle the CCSS in ELA and the English Language Development Standards. Teachers will provide instruction in units of study to assist students in building vocabulary and analyzing complex text. Our curriculum spirals and builds knowledge on specific topics over grade spans. Different sources on one topic help build context and accelerate vocabulary acquisition. To support writing, students will practice writing daily and students will be exposed to different types of writing, assignments will be meaningful to the student, and assessment will focus on content and not only mechanics. Speaking and listening for English learners will require other conversation protocols.

Common Core Mathematics

During mathematics instruction, the overall focus will be on mathematical thinking. This oral discourse is key for ELs as noted in the ELA/ELD Framework. Just as teachers focus on meaningful and engaging activities designed to build content knowledge before strategically delving into specific information about the language of this content, the California ELD Standards are organized with the focus on meaning and interaction first and the focus on knowledge about the English language and how it works afterward. Mathematical vocabulary will be taught within context and not in isolation. Through the Eureka curriculum teachers will employ a variety of conceptual strategies and use of manipulatives to allow EL's to access and understand math concepts. Finally, the software used in our blended learning program allows students to manipulate models and hear feedback orally in a differentiated way.

Next Generation Science Standards

In science integrated instruction will involve support through extensive models and diagrams. This strategy will allow learners to describe functions and relationships before acquiring the technical vocabulary. Additionally, ELs will have extensive academic discourse to build their ability to reason orally before moving onto writing. As ELs progress along the ELD continuum, teachers can adjust the level of support they provide students in the academic vocabulary of science. Finally, examples of journaling, reports, and other written assignments along with opportunities to revise language will support learners as they master the NGSS.

Social Studies

Learning Without Limits will build the competence of students in ELD and content in anticipation of a rigorous set of expectations aligned with the CCSS. This preparation includes practice with academic discourse, units of study, extensive use of maps and graphic organizers.

Designated ELD

EFC's Designated ELD program recognizes that academic language proficiency is a separate skill from everyday speech and writing. It is the language of texts, of academic discussion, and professional writing. Without it, students will not achieve long-term success in school and beyond. Formal, academic English is used to problem-solve, weigh evidence, and think critically. It is required to negotiate the dense-print paperwork associated with adult independence, such as: banking, healthcare, and property rental. Yet, once many students reach the Intermediate and Advanced levels of ELD, they no longer receive formal language

instruction. When students learning English transition into core content courses, increased emphasis on subject matter knowledge allows little time for language instruction.

Learning Without Limits's Designated ELD model supports English Learners with daily, explicit language instruction targeted at their developmental level. Teachers are trained in designated ELD approaches, to provide differentiated targeted ELD instruction in alignment with students' English proficiency levels and areas of need. Additionally, EFC's designated ELD focuses on teaching language that explicitly prepares ELs to engage in learning across all subject areas and in real-life situations.

As part of designated ELD, EL students receive explicit Academic English language instruction. Academic English language instruction at Learning Without Limits includes three components: cognitive tasks, academic language, and proficiency.

1. **Cognitive tasks** include explicit teaching of language functions. Learning Without Limits will teach language functions by explicitly teaching ELs to:

- Describe
- Ask questions
- Estimate
- Infer
- Identify cause & effect
- Predict
- Compare & contrast
- Persuade
- Summarize

2. Academic language includes linguistic functions. Learning Without Limits will teach linguistic elements by teaching ELs:

- Academic vocabulary
 - Domain-specific and general
- Morphology
- Syntax and grammatical features
- Sentence structures
- Parts of speech
- Verb tense/mood
- Subject/verb agreement

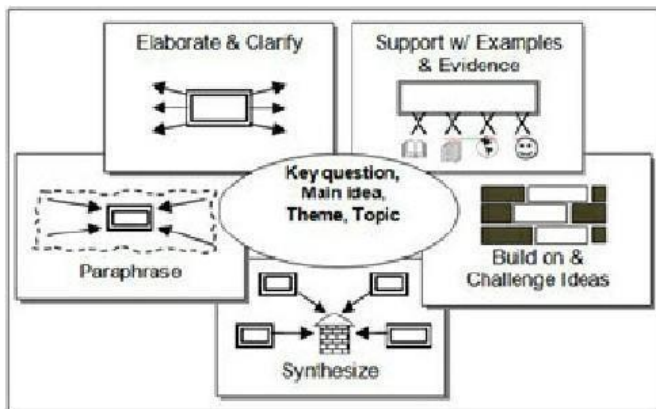
- Discourse patterns
3. Proficiency includes language fluency. Learning Without Limits will maximize student opportunity to practice Listening, Speaking, Reading and Writing to accelerate the development of fluency in each of these areas and emphasizes receptive and expressive related to academic tasks.

Instructional Strategies

EFC’s Designated ELD instructional strategies include:

- Teachers re-teach strategies through modeling, think-alouds, and guided practice across a variety of appropriate-level texts.
- Teachers use grade-level texts and, when at a student’s frustration level, they read the content to the student, and guide and practice comprehension orally.
- Students have multiple opportunities throughout the day to build their oral language by engaging in accountable talk protocols like think-pair-share.
- Facilitate academic discussions using resources from Jeff Zwiers’ *Academic Conversations* (see diagram below).

Figure 18 Academic Conversations



ELD Interventions

EFC’s MTSS system is designed to target the root cause of a student’s individual challenges. Students not making progress academically because there are specific challenges with their English language development, will receive a targeted ELD intervention at Tier 1.

The teacher will be able to pinpoint language development gaps and provide targeted direct instruction in the gap area. Should that student not make adequate progress and require additional ongoing Tier 2 support in addition to the Tier 1 targeted ELD instruction, they would receive Tier 2 ELD interventions.

LWL uses blended learning and will continue to research and seek out strong English Language Development programs that are online and adaptive. In addition to finding a strong online adaptive program to supplement and support our interventions programming, Learning Without Limits will provide targeted Tier 2 instruction using a research-based comprehensive interventions curriculum like Lexia, and SIPPS Plus.

Learning Without Limits currently resources an additional tutor across all its general education classrooms (Board approval required annually). K-2 tutors are trained in early literacy interventions like SIPPS and developing academic language. 3-5 tutors are also trained in programs like SIPPS. Developing academic language, and targeted vocabulary instruction leveraging programs like Flocaulary.

Monitoring Reclassified Students

Learning Without Limits will use the ELA CAASPP/CAA/FastBridge as well as teacher assessments and observations to annually monitor the progress of RFEP students for a period no less than four years after reclassification. Student performance shall be reviewed at least at each school year. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need.

Monitoring and Evaluation of Program Effectiveness

Learning Without Limits evaluates the effectiveness of its education program for ELs by:

- Adhering to Learning Without Limits-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Newcomers

Students new to the country and/or English language have unique and personal needs. In recent years, Learning Without Limits has received an increasing number of students who identify as a “newcomer.”⁴⁸

Our education program is designed to integrate the California English Language Development (ELD) standards into our instructional framework and meet our legal obligations to English learners and newcomers. Aligned with the California Department of Education’s ELA/ELD Framework, Learning Without Limits provides both integrated and designated ELD to

⁴⁸ Throughout this petition, we use the term “newcomer” specifically for students who meet the following criteria: (1) born outside of the United States; (2) first enrolled in U.S. schools on or after April 15 of the prior year; and (3) classified as an English Learner (EL) based on the initial ELPAC.

newcomers.

Newcomers across all grade levels are supported in classrooms by general education teachers who are trained, and are receiving continual professional development, on oral and written language development for English learners. Integrated ELD is “provided to ELs throughout the school day and across all subjects by all teachers of ELs”⁴⁹ as our teachers intellectually prepare lesson plans to include both an academic and a language objective – an approach aligned with the *Specifically Designed Academic Instruction in English (SDAIE)* model. The SDAIE model involves “the teaching of grade-level subject matter in English specifically designed for speakers of other languages...including planning, classroom management, lesson delivery, and assessment.”⁵⁰

In grades TK through two, newcomers receive targeted literacy instruction and designated ELD from literacy tutors and general education teachers during Literacy Rotations. In grades three through five, newcomers receive designated ELD support from literacy tutors and support staff during the intervention portion of their blocks. Newcomers are identified early on based on ELPAC level and assessment screeners, and are then assigned to a designated ELD small group.

To support the social transition and provide cultural support, newcomers are also clustered together across classrooms with other peers who speak the same language as they do and with general education teachers who have demonstrated success in supporting English learners at early English language proficiency levels. Research on students new to the country identifies a few important elements for newcomer success. LWL addresses each of those elements below.

Systematic Support of Students

All students identified as newcomers are assessed for language and content knowledge upon enrollment at Learning Without Limits. Based on initial ELPAC scores and assessment screeners, students are given a personalized learning plan that may include a designated, supplemental English Language Development (ELD) class.

Heterogeneous Grouping

Informed by best practices from the International Network of Public Schools, which serve 100% newcomers, Learning Without Limits’s approach to serving newcomers includes grouping newcomers heterogeneously with other students at varying levels of language acquisition during core content instruction. Newcomers are supported by general education teachers, literacy tutors, and other support staff through the use of integrated ELD strategies. Students also learn and practice English through formal and informal interactions with peers at different levels of English language proficiency.

Comprehensive, Personalized Language Approach

Newcomers receive both integrated and designated ELD during the school day during core

⁴⁹ “Using the CA ELD Standards.” ELA/ELD Framework, Sonoma County Office of Education, www.scoe.org/pub/htdocs/el-framework.html.

⁵⁰ Genzuk, Michael. "Specifically Designed Academic Instruction in English for Language Minority Students." Center for Multilingual, Multicultural Research-Occasional Paper Series (2011); University of Southern California: Rossier School of Education.

instruction and intervention blocks from general education teachers and trained staff members such as literacy tutors and interventionists. Newcomers also engage in a blended learning program specifically for students identified as newcomers as part of our blended learning program offerings.

Culture of Language as an Asset

Creating a welcoming environment is essential for newcomers and their sense of belonging in schools.⁵¹ At Learning Without Limits, we cultivate a culture in which newcomers, their families, and their language(s) are valued, respected, and seen as assets. We do this by fostering community connections among newcomers during designated ELD, forming affinity groups and clusters between newcomers and other students who speak the same language within grade-level classrooms; encouraging, inviting, and celebrating newcomers when they engage in academic discourse and informal social dialogue; and highlighting and celebrating their successes, growth, and achievements with their families.

Charter School Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Section 47605(c)(5)(A)(ii), please refer to Learning Without Limits's Local Control and Accountability Plan ("LCAP"), attached as [Appendix 4- LCAP](#) for a reasonably comprehensive description of the Charter School's annual goals and specific annual actions to achieve those goals, for all pupils (i.e., schoolwide) and for each subgroup of pupils as identified in Education Code Section 52052, for each of the eight (8) state priorities identified in Education Code Section 52060(d).

⁵¹ Massachusetts Department of Elementary and Secondary Education, ESL Best Practices Quick Reference Guide: Newcomers, n.d, 3.

ELEMENT 2: MEASURABLE PUPIL OUTCOMES

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” – Ed. Code § 47605(c)(5)(B)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” – Ed. Code § 47605(c)(5)(C)

Increases in Student Academic Achievement, Overall and by Subgroup

In accordance with Education Code section 47605(c)(5)(B), Charter School’s pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in paragraph (4) of subdivision (c) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Charter School’s LCAP goals will serve as the goals for this section unless Charter School’s LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below.

LWL’s LCAP does include increases in student academic achievement by subgroup. Please see [Appendix 4 - LCAP](#).

Charter School hereby grants authority to the State of California to provide a copy of aggregated (by school, numerically significant subgroups, etc.) test results directly to the District. Test results for the prior year, if not provided directly to the District by the State in a timely manner, will be provided by the Charter School to the District, upon request, no later than September 1 of each year.

Measurable Pupil Outcomes

LWL is not adopting the District’s Collective MPOs. LWL’s adopted MPOs are presented in **Figure 19**.

Figure 19 Academic MPOs

Category	Measure	Target
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<p>Student Proficiency in ELA</p>	<p>Distance from Standard (DFS) on the SBAC</p>	<p>Improve annually overall and for all significant subgroups using the following criteria:</p> <ul style="list-style-type: none"> ● DFS < -90, then annual target = -70 average DFS ● DFS = -90 to -50, then annual target = increase of 20 points ● DFS = -49 to -20, then annual target = increase of 15 points ● DFS = -19 to -8, then annual target = -5 average DFS ● DFS = -7 to +7, then annual target = increase of 3 points ● DFS > +7, then annual target = +10 average DFS
<p>Student Proficiency in Mathematics</p>	<p>DFS on the SBAC</p>	<p>Improve annually overall and for all significant subgroups using the following criteria:</p> <ul style="list-style-type: none"> ● DFS < -115, then annual target = -95 average DFS ● DFS = -115 to -70, then annual target = increase of 20 points ● DFS = -69 to -40, then annual target = increase of 15 points ● DFS = -39 to -28, then annual target = -25 average DFS ● DFS = -27 to -3, then annual target = increase of 3 points ● DFS > -3, then annual target = 0 average DFS
<p>Progress towards English fluency</p>	<p>ELPAC</p>	<p>Percent of ELs making progress towards English language proficiency will either be at or above 55% (high) or increase by at least 1.5 points annually as reported by the California Dashboard.</p>
<p>Early Literacy</p>	<p>FastBridge Early Reading Assessment</p>	<p>Percent of K-2nd grade students making 25th+ growth percentile in foundational literacy will either be at or above 60% or increase by at least 5 points annually.</p>

Figure 20 Culture MPOs

Category	Measure	Target
Student Satisfaction with Academic Program	SCAI Survey, Domain 6 (Learning & Assessment)	In grades 3+, an average of 3.5 or higher
Family Satisfaction with Academic Program	SCAI Survey, Domain 6 (Learning & Assessment)	Average 3.5 or higher
Attendance Rate	P2-ADA	94% or higher
Chronic Absenteeism	CBEDS and reported on the Dashboard	<p>Decrease annually overall and for each numerically significant subgroup, using the following criteria:</p> <ul style="list-style-type: none"> ● If > 25.9%, then annual target = 20% ● If 20% to 25.9%, the annual target is a 6-point reduction. ● If 13% to 19.9%, then the annual target is a 3-point reduction ● If 10% to 12.9%, then the annual target is a 1.7-point reduction ● If 4.6% to 9.9%, then the annual target is a 0.5-point reduction ● If < 4.6%, then the annual target is to maintain
Suspension Rate	CBEDS and reported on the Dashboard	<p>Decrease annually overall and for each numerically significant subgroup, using the following criteria:</p> <ul style="list-style-type: none"> ● If > 9%, then annual target = 6% ● If 6% to 9%, then the annual target is a 3-point reduction ● If 3.3% to 5.9%, then the annual target = 3% ● If 0.8% to 3.2%, then the annual target is a 0.3-point reduction ● If < 0.8%, then annual target = 0.5%

Expulsion Rate	CBEDS and reported on the Dashboard	0%
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Application of Education Code section 47607.3

Under Education Code section 47607.3, if Charter School meets certain criteria outlined in section 47607.3(a), the following shall apply:

- Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The entity providing technical assistance may request assistance from the California Collaborative for Educational Excellence, which may, after consulting with the Superintendent and with the approval of the State Board, provide advice and assistance to the charter school.
- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

The Charter School provides a challenging and comprehensive education that prepares students to be engaged global citizens. The education program is designed to enable all students to meet the following measurable pupil outcomes:

Outcome 1: English Language Arts Goals

- Students will demonstrate mastery of eighth-grade level State Standards in ELA.
- Students will apply literacy skills, particularly those for non-fiction and expository texts, to all disciplines, including math, science, and social science.
- Students will develop a better understanding of themselves from the literature they read.
- Students will be prepared to succeed in high school, college, and beyond as highly literate and civic-minded citizens.

Outcome 2: English Language Development Goal

- Multilingual learners will meet annual EL growth targets until they reclassify as Fluent English Proficient.

Outcome 3: Mathematics Goals

- Students will demonstrate mastery of eighth-grade level State Standards in math, preparing them for higher mathematics in high school, college, and the workplace.

- Students will utilize a conceptual understanding of mathematics to solve problems using multiple strategies.
- Students will communicate an understanding of mathematical logic in the problem-solving process.
- Students will apply mathematical concepts to real-world scenarios.
- Students will exchange mathematical ideas, collaboratively solve problems, and engage in peer teaching.

Outcome 4: History/Social Science Goals:

- Students demonstrate mastery of eighth-grade level State Standards History/Social Science and English Language Arts & Literacy in History/Social Studies.
- Students apply literacy skills, particularly those for non-fiction and expository texts, to social studies.
- Students will develop knowledge of history, cultural and historical empathy, an understanding of democracy and constitutional heritage, and the critical thinking skills to prepare them for American civic engagement.
- Students better understand themselves from the literature they read and the history they study.
- Students are prepared to succeed in high school, college, and beyond as highly literate and civic-minded citizens.

Outcome 5: Science Goals

- Students will demonstrate mastery of eighth grade-level State Standards in science.
- All students will develop 21st-century skills in alignment with Frameworks for 21st-century Learning, which will prepare them for higher education, rewarding careers, and the challenges of an ever-changing world.
- All students will cultivate an appreciation of science's vital role in today's world and be able to apply their analytical skills to their daily lives.
- Students will demonstrate the process of scientific inquiry through experimentation, data collection and analysis, and problem-solving.
- Students will apply mathematics in authentic learning experiences within the science core content.
- Students will recognize the role of science in the world and use that knowledge to solve complex engineering tasks.

Outcome 6: Technology Goals

- Students will demonstrate mastery of eighth-grade level ISTE and NETS standards:
 - Creativity and Innovation

- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking, Problem-Solving, and Decision Making
- Digital Citizenship
- Technology Operations and Concepts
- Students will use technology to communicate, collaborate, and conduct research effectively.
- Students will learn basic computer skills such as word processing, arranging presentations, creating spreadsheets, developing simple websites, basic communications, and using Google Drive.
- Students will learn basic keyboarding skills.

Outcome 7: Visual Art Goals

- Students will demonstrate mastery of eighth grade-level State Standards in Visual Arts.
- Students will apply artistic skills to core ELA, science, and social science disciplines.
- Students will engage in artistic pursuits to cultivate creativity and collaboration skills.

Outcome 8: Physical Education Goals

- Students will demonstrate mastery of eighth-grade level Physical Education State Standards.
- Students will demonstrate an understanding of how nutrition and exercise impact their physical and emotional health.
- Students will make healthy choices concerning their diet and exercise.
- Students will identify at least one fitness activity that they enjoy.

Outcome 9: Social-Emotional Goals

- Students will develop self-awareness and self-management skills to achieve school and life success through:
 - Identifying and managing one’s emotions and behavior
 - Recognizing personal qualities and external supports
 - Demonstrating skills related to achieving personal and academic goals
- Students will use social-awareness and interpersonal skills to establish and maintain positive relationships through:
 - Recognizing the feelings and perspectives of others
 - Recognizing individual and group similarities and differences

- Using communication and social skills to interact effectively with others
- Demonstrating an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways
- Students will demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts through:
 - Considering ethical, safety, and societal factors in making decisions
 - Applying decision-making skills to deal responsibly with daily academic and social situations
 - Contributing to the well-being of one’s school and community

To best serve our students and community, the Charter School examines and refines its list of student outcomes, metrics, and targets regularly to ensure alignment with its mission, curriculum, assessments, and state or local standards.

Methods to Assess Pupil Progress Towards Meeting Outcomes

Summary

The Charter School shall meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools in accordance with Education Code Section 47605(d)(1). The Charter School will administer all applicable state-mandated assessments including, but not limited to, the California Assessment of Student Performance and Progress (“CAASPP”) assessment system using Smarter Balanced Assessment Consortium (“SBAC”), California Science Test (“CAST”), California Alternate Assessments (“CAAs”), the Physical Fitness Test (“PFT”) and the ELPAC. The Charter School will comply with applicable federal assessment and accountability requirements of the Every Student Succeeds Act.

Please refer to [Appendix 4 - LCAP](#) for a reasonably comprehensive description of the assessments the Charter School shall utilize in its educational program. These assessments are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area. The Charter School affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in its LCAP, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(c)(5)(C).

Theory of Action on Assessments

EFC will support teachers at Learning Without Limits in providing instruction that develops student mastery of grade-level content standards. EFC and Learning Without Limits believe that high-quality instruction should yield high levels of learning and performance on multiple forms of assessments. Further, ongoing monitoring of student performance on assessments informs educators on progress toward grade-level mastery. Through strengthening our data practice:

- Teachers can adjust instruction to meet student needs and design instruction to achieve measurable pupil outcomes.

- Students can monitor and reflect upon their progress toward learning targets.
- Families can understand their child’s needs and how to support growth at home.

Assessment is only sometimes a formal, scheduled activity. Assessment takes place continuously through observation of student learning, teacher and student reflection, analysis of student work, discussions between teachers and students, and formal and informal testing. We aim to capture as much of that data as possible so that instructional support staff, students, and families have as much information as possible to guide their learning and decision-making.

Multiple Measures/Assessments Selected

The Assessment Matrix provided in **Figure 21** below includes multiple assessments to be used at Learning Without Limits and supported by EFC. This formal assessment system is designed to ensure all students make adequate and consistent progress toward measurable pupil outcomes and that teachers at Learning Without Limits and administrators and staff at EFC can monitor that progress for each student. Teachers will regularly use additional assessments specific to their content areas. Additionally, students who are academically behind may be assessed more frequently in their intervention areas as part of our MTSS plan.

Figure 21 Assessment Matrix

Subject	Grade Levels	Assessment	Annual Frequency
ELA	TK-5	Curriculum Embedded Assessments	8 - 10x
	TK-5	Writing Performance Tasks	2 - 4x
	K-5	FastBridge Literacy Screener and Progress Monitoring	3 - 4x
	3-5	CAASPP Summative Assessment	1x
	3-5	EFC Interim Assessments	2 - 3x
	K-5	Blended Learning usage and progress data (e.g., Lexia)	Ongoing
Math	TK-5	Curriculum Embedded Assessments	8 - 10x
	3-5	CAASPP Summative Assessment	1x
	3-5	EFC Interim Assessments	2 - 3x

	K-5	Blended Learning usage and progress data (e.g., Zearn)	Ongoing
ELD	K-5	ELPAC	1 - 2x
Science	5	California Science Test	1x
Physical Fitness	5	Physical Fitness Test	1x
Multiple	TK-5	Report Cards	3x

These assessment tools draw upon the State Standards. They drive specific, measurable, attainable, results-based, and time-bound goals to ensure that school improvement efforts are concrete, motivating, and realistic. Performance on these measures, taken together, will indicate each child’s progress toward “meeting statewide standards,” as required by law. However, no one measure alone will constitute a sole indicator of satisfactory or unsatisfactory progress.

The assessment landscape is rapidly changing, with new and innovative products emerging in alignment with the State Standards. Assessment tools must be considered iterative except for assessments mandated within the CAASPP. EFC and Learning Without Limits do not commit to using the specific assessment tools listed. Instead, the Charter School commits to using assessments that can be given frequently, allow instant reporting, and drive growth toward grade-level standards mastery.

State Assessments

Pursuant to Education Code Section 47605(d)(1), Learning Without Limits, with support from EFC, will annually administer and report each assessment measure required under CAASPP, or legal equivalent, to all applicable students, i.e., SBAC, CAA, CAST, ELPAC, and PFT.

The results of these state assessments will indicate overall school-wide performance, class performance, grade-level performance, and subgroup performance. These tests will be one of multiple assessment methods used to document and monitor student growth on an achievement continuum.

EFC will adjust this list as changes are made at the state and federal levels to ensure continued compliance with accountability requirements outlined in the Education Code and federal accountability law to the extent applicable. Any changes in assessments conducted by Learning Without Limits to comply with state and federal mandates shall not be considered a material revision of the charter.

Assessment Modifications and Accommodations

The Charter School will ensure that students with disabilities under the IDEA or Section 504 are included in State standardized assessment programs with appropriate accommodations and

modifications when necessary and appropriate. These assessments include, but are not limited to the CAAs in accordance with their IEP or Section 504 plan.

School-wide Outcomes and Methods of Measurement

In addition to measures of individual student progress toward outcomes, the Charter School has the long-term goal that 90% of students will meet or exceed the standard or make significant annual growth on the SBAC in math and English Language Arts, make annual progress in English language proficiency, and demonstrate strong socio-emotional skills.

External Reporting

The Charter School will maintain sufficient staff and systems to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from OUSD and other authorized reporting agencies.

Use and Reporting of Data

Students, Teachers, and School

EFC leverages Cycles of Inquiry to support practice at Learning Without Limits. Teachers and administrators at Learning Without Limits inquire into their practice and its connection to the measurable pupil outcomes described above. A cycle of inquiry begins every 6 to 8 weeks. In grade-level or department teams, teachers are guided to examine student performance on multiple measures during that six-to-eight-week cycle to identify underperformance or high-performance patterns and focal students who need targeted support to make accelerated progress. It includes reviewing benchmark data in ELA and mathematics and performance in writing, science, history/social studies, ELD, and social-emotional learning. Collaborative teams use these opportunities to form questions from the data, develop hypotheses around the questions, create an instructional response plan, and pursue different strategies or actions to improve student outcomes. Instructional strategies for re-teaching may be identified and implemented, pacing guides may be adjusted, and intervention services may be assigned for specific students as needed. Teacher coaching on using various inquiry protocols helps to ensure Learning Without Limits is building the capacity to conduct high-quality cycles of inquiry.

The instructional leadership team also uses walkthrough data to determine whether high-priority instructional practices are improving. This data supports the leadership team in aligning coaching resources, administrative focus, and professional development as appropriate.

Students are informed about their assessment results by the teacher and via report cards at the end of each marking period. Individually and by class, students look at their performance data, set goals, examine outcomes, and develop action plans responding to the data.

Students and Families

EFC and Learning Without Limits aim to ensure every family has regular access to student performance data. EFC will support Learning Without Limits in regularly communicating student progress with students and their families. Parent communications include school-wide meetings for families and quarterly learning team meetings with students, families, advisors, and mentors.

Formal reporting to families includes Report Cards, Assessment Results Reports, and Student-Parent-Teacher Conferences, as detailed in **Figure 22**. Reports are provided in both English and Spanish and are designed to be easily accessible by families. In addition, parents have access to all internal assessments listed in **Figure 21** upon request and at Student-Parent-Teacher conferences.

In accordance with Title III, Learning Without Limits adheres to all mandated reporting guidelines about ELs. Parents of English Learners receive mandated communications on reclassification per Title III through annual ELPAC testing results. In accordance with IDEA, Learning Without Limits will comply with all state and federal laws regarding reporting requirements for children with IEPs. Parents of students with IEPs receive reports according to the plan specified in each IEP. All students with disabilities are entitled to the reports and assessment data described in this section, which are provided to all students.

Figure 22 Formal Reporting to Caretakers

Type	Purpose	Frequency
Report Cards	Share indicators of academic progress and engagement: <ul style="list-style-type: none"> ● Attendance data ● Mastery of grade-level standards ● Assessment data 	Each trimester
Mailings and Information Sessions	<ul style="list-style-type: none"> ● Share key assessment data with families as collected to ensure families have access to data on their children (i.e., SBAC, ELPAC). ● Provide information sessions to support families in understanding assessment results 	Ongoing
Learning Team Meetings (Parents, Students, Teachers)	<ul style="list-style-type: none"> ● Develop and revisit goals and strategies for school and home to achieve those goals. ● Review student work and measure progress toward grade-level standards ● Share student performance and progress on state and internal assessment measures ● Develop agency and ownership of learning for the student and family 	Quarterly

EFC and Learning Without Limits will utilize multiple streams of data to review program effectiveness and inform programmatic decisions regularly. EFC will provide Learning Without Limits with disaggregated data by subgroups, grade level, individual class, and student. Data will be collected, analyzed, and disseminated transparently, promoting accountability and continuous improvement among school community members.

EFC and Learning Without Limits will continuously review academic content and instruction in light of the data. They will improve curriculum, teaching, and professional development as appropriate. To this end, a school improvement plan will be developed each year with input from the Charter School's community, staff, and board as part of the annual Site Planning process.

Charged with stewardship of public school funds, the EFC Board will systematically review Learning Without Limits's data to monitor trends in student learning outcomes and ensure that sufficient and appropriate financial and human resources exist to properly enact the Charter School's program and remain faithful to the charter. The Board will work in conjunction with the Learning Without Limits leadership and community to make necessary changes in response to identified needs as reflected in the Charter School's data streams.

Local Control and Accountability Plan

The Charter School shall submit the LCAP to the District Office of Education annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled board meeting. The Charter School will use multiple forms of data to assess progress toward the goals outlined for **Element 2** of this charter above, which will be consistent with its annual development and implementation of the LCAP, as discussed above.

School Accountability Report Card

EFC will compile data for the charter school each academic year to produce a School Accountability Report Card ("SARC"). Student achievement data will be disaggregated annually to identify students' academic performance by sub-groups (e.g., ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). This report will include required school data for the District, families, Board of Directors, FLC/SSC, ELAC, and community.

Promotion and Retention Policies

Education for Change has a board-approved EFC Student Intervention and Promotion Policy aligned with Education Code Sections 48070-48070.5, which apply to traditional public schools.

Theory of Action

While previous research has shown conflicting evidence regarding the efficacy of retention as an academic acceleration strategy, there is emerging support for its effectiveness under certain conditions. EFC acknowledges that retention can benefit struggling students when paired with a targeted and strategic acceleration program. However, EFC remains cautious about endorsing retention without a comprehensive consideration of individual circumstances, including the child's age, access to specialized programming, and the family's perspective.

Retention Policy

As such, EFC's retention policy is as follows:

- Students will be promoted from Transitional Kindergarten through grade eight unless they meet the retention criteria below.
- No student will be retained within Learning Without Limits more than once during that student's TK through grade eight progression.
- No student will be retained unless a comprehensive intervention plan has been implemented and failed to support the student's mastery of grade-level English Language Arts and Math power standards.
- No student will be retained for non-academic reasons.
- If a student has received comprehensive academic and social/emotional interventions and fails to make adequate progress, and if all of the retention criteria below are met, then a site may consider that student for retention. The COST team will make final retention decisions for students meeting the indicated criteria at the site level with the Home Office's final approval.

Criteria:

1. The COST team must conclude that retention is in the student's best interests and consider the emotional and social consequences.
2. The School must have provided a retained student with a comprehensive intervention plan the year prior and followed the intervention requirements outlined in the intervention policy (including parent contact and progress reporting in the timeline outlined).
3. A distinct and targeted retention plan must be developed for that student—one that provides a master teacher with a track record of accelerating instruction. This comprehensive intervention plan includes summer school, before/after-school programming, in-school interventions, and social/emotional support that academically motivates the student.
4. Identifying students at risk of retention must occur at least eight weeks before the end of the school year. The parent(s) or guardian(s) of identified students must be notified in writing at least six weeks before the end of the school year.
5. The COST team must develop retention plans and have them approved by the Home Office at least three weeks before the end of the school year.
6. Retention decisions will be reversed in the fall if the student scores at levels 3 or 4 on the CAASPP in either English Language Arts or Mathematics.
7. Retention of English Learners: English Learners at EL levels 1, 2, or 3 who have enrolled in schools in the United States for three years or fewer may not be retained. Should a teacher or parent feel retention would benefit a student who meets this criteria, they must formally request the Home Office.

8. Retention of Students in the Programs for Exceptional Children: Special education students can only be retained as part of their IEP

District Visitation/Inspection

The Charter School shall comply with a District-requested visitation process to enable the District to gather information needed to validate the Charter School's performance and compliance with the terms of this charter. The Charter School agrees to and submits to the right of the District to make random visits and inspections or observations to carry out its statutorily required oversight in accordance with Education Code Section 47604.32.

The District may receive data on student achievement through Charter School reports and presentations to the District in accordance with the District's standard process for reviewing and evaluating charter school performance.

Response to Inquiries

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records from the County Office of Education, the District Board of Education, and the State Superintendent of Public Instruction.

ELEMENT 3: STATE PRIORITY AREA GOALS AND ACTIONS

The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

- Education Code Section 47605(c)(5)(C)

Annual Academic Goals Aligned to State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), LWL has established annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d). In addition to **Figures 23 and 24** identified below, **Appendix 4 - LCAP** contains the full Learning Without Limits LCAP, which is incorporated herein, and provides a reasonably comprehensive description of the aforementioned goals, actions, and measurable outcomes.

Toward this end, four core goal areas have been identified. These long-term goals have articulated anticipated average annual outcomes, metrics for assessing progress, and actions and services to support achieving the goals. These Goals, Outcomes, Metrics/Measures, and Actions/Services as listed shall be reviewed and revised, as needed, annually as part of the LCAP process and as dictated by the state adopted LCAP template. This annual update will specifically include “a description of any changes made to this goal, expected outcomes, metrics, or actions, and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics” in alignment with the LCAP process and state mandated LCAP template. Revisions to the goals, outcomes, metrics, or actions and services stated above that are necessary to implement the LCAP and to maintain alignment with the California School Dashboard as it evolves shall not be considered a material revision to the charter, shall be submitted to the authorizer on an annual basis in accordance with Education Code Sections 47604.33 and 47606.5, and shall be maintained by the Charter School at the school site.

In accordance with Education Code Section 47605(c)(5)(B), the Charter School’s pupil outcomes are set based on increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the Charter School, as that term is defined in Education Code Section 52052(a)(2).

In setting goals for student achievement, EFC has considered the California Accountability System and its desire to see continuously improving student results. In cases where the Charter School is meeting or exceeding the standard for a particular measure, goals are set to maintain that level of accomplishment. In areas where the Charter School is not yet meeting the standard, annual growth goals are established to ensure continuous improvement and work to achieve subgroup parity in alignment with the state’s 5 x 5 grids.

LWL engages with its school community, including families, the Board of Directors, and other stakeholders, to develop its LCAP. The following goals align with the Charter School’s mission and the state’s eight priority areas. Goals, measurable outcomes, and actions will be revisited and updated annually.

Figure 23 Goal Alignment with Eight State Priorities

	Priority 1: Basic Conditions of Learning	Priority 2: Implementation of State Standards	Priority 3: Parental involvement	Priority 4: Pupil Achievement	Priority 5: Pupil Engagement	Priority 6: School Climate	Priority 7: Course Access	Priority 8: Other Pupil Outcomes
Goal 1 - Core Instruction: Provide engaging, high-quality, rigorous, standards-aligned curriculum in a broad course of study that incorporates 21st-century learning opportunities, including math, science, social studies, targeted ELD, and ELA; further, teachers will receive high-quality professional development aligned to high priority instructional practices that positively impact student academic achievement and social-emotional development.		X		X			X	X
Goal 2 - Multi-Tiered Systems of Support: Implement a rigorous whole-child approach that not only meets the basic needs of our students but also takes into consideration their socio-emotional, academic, behavioral, and linguistic needs.		X		X				X
Goal 3 - Community & Culture: All students and families feel welcome at school. Students attend school in a safe, engaging, and nurturing environment. Families are empowered to participate in decisions regarding curriculum implementation, school culture, and community engagement.			X		X	X		

Goal 4 - Operations: All students have access to a safe and clean learning environment and appropriate educational resources, learning opportunities, and services.	X							
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Figure 24 Goals, Outcomes, Actions, and Alignment to State Priorities

Goal 1: Core Instruction	
Goal & Alignment	Outcomes
<p>Goal 1: Provide engaging, high-quality, rigorous, standards-aligned curriculum in a broad course of study that incorporates 21st-century learning opportunities, including math, science, social studies, targeted ELD, and ELA; further, teachers will receive high-quality professional development aligned to high priority instructional practices that positively impact student academic achievement and social-emotional development.</p> <p>This work is aligned with the following State Priorities:</p> <p><u>State Priority #2 - Implementation of State Standards</u></p> <p>Implementation of State Standards, including how the programs and services will enable ELs to access the CCSS and the ELD standards to gain academic content knowledge and English language proficiency.</p> <p><u>State Priority #4 - Student Achievement</u></p> <p>Pupil Achievement as measured by all of the following: statewide assessments, the percentage of EL pupils who progress toward English language proficiency as measured by the ELPAC, and the English learner reclassification rate.</p>	<ul style="list-style-type: none"> ❖ Student proficiency in ELA, as measured by Distance from Met (DFS) on the SBAC, will improve annually, overall and for all significant subgroups, using the following criteria: <ul style="list-style-type: none"> ➤ DFS < -90, then annual target = -70 average DFS ➤ DFS = -90 to -50, then annual target = increase of 20 points ➤ DFS = -49 to -20, then annual target = increase of 15 points ➤ DFS = -19 to -8, then annual target = -5 average DFS ➤ DFS = -7 to +7, then annual target = increase of 3 points ➤ DFS > +7, then annual target = +10 average DFS ❖ Student proficiency in Mathematics, as measured by DFS on the SBAC, will improve annually or maintain proficiency, overall and for all significant subgroups, using the following criteria: <ul style="list-style-type: none"> ➤ DFS < -115, then annual target = -95 average DFS ➤ DFS = -115 to -70, then annual target = increase of 20 points ➤ DFS = -69 to -40, then annual target = increase of 15 points ➤ DFS = -39 to -28, then annual target = -25 average DFS ➤ DFS = -27 to -3, then annual target = increase of 3 points

<p><u>State Priority #7: Course Access</u></p> <p>The extent to which pupils have access to and are enrolled in: a broad course of study including courses described under Education Code Sections 51210 and 51220(a)-(i), as applicable; programs and services developed and provided to unduplicated pupils; and programs and services developed and provided to individuals with exceptional needs.</p> <p><u>State Priority #8: Other Pupil Outcomes</u></p> <p>Student outcomes, if available, for the adopted course of study for grades K to 8, as applicable.</p>	<ul style="list-style-type: none"> ➤ DFS > -3, then annual target = 0 average DFS ❖ Percent of K-2nd grade students making 25th+ growth percentile in foundational literacy on the FastBridge EarlyReading Assessment will either be at or above 60% or increase by at least 5 points annually. ❖ Student satisfaction (Grades 3 and above) with the academic program, as measured by responses on the SCAI Survey for Domain 6 (Learning & Assessment), will average 3.5 or higher. ❖ Family satisfaction with the academic program, as measured by responses on the SCAI Survey for Domain 6 (Learning & Assessment), will average 3.5 or higher. ❖ Teacher rating of the academic program, as measured by responses on the Insight Survey for the Academic Opportunity Domain, will either be at or above 5.0 (national average) or increase by at least 0.1 points annually with a minimum target of 3.0 (1 standard deviation below the national average). ❖ The Charter School will meet EFC instructional requirements, as measured by the EFC Annual Evaluation ❖ The Charter School will meet EFC curricular requirements, as measured by the EFC Annual Evaluation
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<p>Actions</p>
<p>The Charter School will engage in the following actions to support the achievement of the goal, as set forth and subject to annual revision as defined in the Charter School's LCAP:</p>

- ❖ Identify, develop, and purchase curriculum materials to ensure alignment to the State Standards.
- ❖ Conduct an annual curriculum evaluation to evaluate alignment with the State Standards and make adjustments as necessary.
- ❖ Implement a foundational reading program integrated with adaptive online software to provide dedicated time for students to develop literacy skills within their Zone of Proximal Development.
- ❖ Develop teacher practice by providing regular, high-quality instructional coaching and feedback, site-based professional development, structured collaboration time, and cycles of inquiry to support:
 - Planning and implementation of standards-aligned units of study
 - Best practices in supporting student engagement with literacy-rich learning units, complex text work, and academic discourse, and writing across the curriculum, with an emphasis on claim/evidence structures
 - High-priority instructional practices development
 - Data-driven instruction grounded in student work and assessment analysis
- ❖ Provide Induction Coaching to all teachers holding a preliminary credential as needed to keep them on course to clear their credentials during the term of their licensure.
- ❖ Retain teachers by:
 - Building ample time into the daily and yearly schedule for planning, preparation, and collaboration
 - Creating opportunities for teacher leadership to continue career growth
 - Providing a competitive salary and benefits proposal
- ❖ Provide one-on-one weekly coaching to instructional leaders and the Principal and convene a monthly Instructional Leader Professional Learning Community (PLC) to develop and advance instructional leadership practices.

- ❖ Administer an assessment system, including formative assessments (i.e., performance tasks, internal benchmarks, SBAC IABs) and summative assessments (i.e., SBAC, CAST, ELPAC) that allows students to demonstrate subject-area mastery, aligned to the State Standards and provides stakeholders with actionable reporting tools.
- ❖ Align and leverage data management systems to track student progress toward proficiency and growth targets.
- ❖ Support ongoing student and benchmark data analysis by teachers during professional development and one-on-one instructional coaching to inform instruction.
- ❖ Monitor student proficiency data on an ongoing basis in the School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in the State Standards. Actions and distribution of resources specifically include coaching to elevate teacher practice.
- ❖ Engage stakeholders—staff, families (including FLC/SSC and ELAC), and Board—in analyzing qualitative and quantitative data to evaluate the effectiveness of actions in achieving goals. Then adjust goals, actions to achieve goals, measurable outcomes, and methods of measurement for these outcomes as needed to address gaps.

Goal 2: Multi-Tiered Systems of Support	
Goal & Alignment	Outcomes
<p>Goal 2: Implement a rigorous whole-child approach that not only meets the basic needs of our students but also takes into consideration their socio-emotional, academic, behavioral, and linguistic needs.</p> <p>This work is aligned with the following State Priorities:</p>	<ul style="list-style-type: none"> ❖ Student proficiency in ELA, as measured by Distance from Met (DFS) on the SBAC, will improve annually, overall and for all significant subgroups, using the following criteria: <ul style="list-style-type: none"> ➤ DFS < -90, then annual target = -70 average DFS ➤ DFS = -90 to -50, then annual target = increase of 20 points ➤ DFS = -49 to -20, then annual target = increase of 15

State Priority #2 - Implementation of State Standards

Implementation of State Standards, including how the programs and services will enable ELs to access the CCSS and the ELD standards to gain academic content knowledge and English language proficiency.

State Priority #4 - Student Achievement

Pupil Achievement as measured by all of the following: statewide assessments, the percentage of EL pupils who progress toward English language proficiency as measured by the ELPAC; and the English learner reclassification rate.

State Priority #8: Other Pupil Outcomes

Student outcomes, if available, for the adopted course of study for grades K to 8, as applicable.

points

- DFS = -19 to -8, then annual target = -5 average DFS
- DFS = -7 to +7, then annual target = increase of 3 points
- DFS > +7, then annual target = +10 average DFS
- ❖ Student proficiency in Mathematics, as measured by DFS on the SBAC, will improve annually or maintain proficiency, overall and for all significant subgroups, using the following criteria:
 - DFS < -115, then annual target = -95 average DFS
 - DFS = -115 to -70, then annual target = increase of 20 points
 - DFS = -69 to -40, then annual target = increase of 15 points
 - DFS = -39 to -28, then annual target = -25 average DFS
 - DFS = -27 to -3, then annual target = increase of 3 points
 - DFS > -3, then annual target = 0 average DFS
- ❖ Percent of K-2nd grade students making 25th+ growth percentile in foundational literacy on the FastBridge EarlyReading Assessment will either be at or above 60% or increase by at least 5 points annually.
- ❖ The percent of ELs progressing towards English language proficiency will either be at or above 55% (high) or increase by at least 1.5 points annually on the English Language Progress Indicator reported on the CA Schools Dashboard.

Actions
<p>The Charter School will engage in the following actions to support the achievement of the goal, as set forth and subject to annual revision as defined in the Charter School’s LCAP:</p> <ul style="list-style-type: none"> ❖ Implement and refine a MTSS program and COST process to identify students and align supports for Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELs, services for foster youth, and services for students from low-income families). ❖ Implement small-group foundational reading instruction and leverage adaptive online software to provide dedicated time for students to work within their ZPD ❖ Provide wrap-around social-emotional support through case managers who support relationships among students, families, and staff. ❖ Provide individual and group therapy by school counselors through the MTSS program. ❖ Provide all English Learners with designated ELD instruction targeted to their proficiency level, aligned to the new ELD standards, and designed to move them toward English proficiency. ❖ Provide teachers and leaders professional development on using Integrated ELD practices within core subjects, with ongoing coaching and feedback to support implementation. ❖ Provide teachers and leaders with professional development on Universal Design for Learning to support a range of learners. ❖ Support homeless students and families in the application and enrollment process to ensure barriers do not exist for these children. Once enrolled, utilize reservation funds for homeless education to support individualized services.

Goal 3: Community & Culture	
Goal & Alignment	Outcomes

Goal 3: All students and families feel welcome at school. Students attend school in a safe, engaging, and nurturing environment. Families are empowered to participate in decisions regarding curriculum implementation, school culture, and community engagement.

This work is aligned with the following State Priorities:

State Priority #3 - Parental Involvement

Parental involvement and family engagement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation in programs for unduplicated pupils and individuals with exceptional needs.

State Priority #5 - Student Engagement

Pupil engagement, as measured by school attendance and chronic absenteeism rates

State Priority #6. - School Climate

School climate, as measured by all of the following, as applicable:

- ❖ Pupil suspension rates
- ❖ Pupil expulsion rates
- ❖ Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

- ❖ Attendance rate, as measured by P2-ADA, will be 94% or higher on annually on average
- ❖ Chronic Absenteeism, as measured by CBEDS and reported on the CA Schools Dashboard, will decrease annually overall and for each numerically significant subgroup, using the following criteria:
 - If > 25.9%, then annual target = 20%
 - If 20% to 25.9%, the annual target is a 6-point reduction.
 - If 13% to 19.9%, then the annual target is a 3-point reduction
 - If 10% to 12.9%, then the annual target is a 1.7-point reduction
 - If 4.6% to 9.9%, then the annual target is a 0.5-point reduction
 - If < 4.6%, then the annual target is to maintain
- ❖ Annual year-to-year return rate of students, as measured by the percent of students in non-graduating grades enrolled by October census date in prior year that are enrolled by October census of the current year, will be 85% or higher.
- ❖ Suspension rate, as measured by CBEDS and reported on the CA Schools Dashboard, will decrease annually overall and for each numerically significant subgroup, using the following criteria:
 - If > 9%, then annual target = 6%
 - If 6% to 9%, then the annual target is a 3-point

	<p>reduction</p> <ul style="list-style-type: none"> ➤ If 3.3% to 5.9%, then the annual target = 3% ➤ If 0.8% to 3.2%, then the annual target is a 0.3-point reduction ➤ If < 0.8%, then annual target = 0.5% <ul style="list-style-type: none"> ❖ Expulsion rate, as measured by CBEDS and reported on the CA Schools Dashboard, will be 0% ❖ Student satisfaction with school culture, as measured by responses on the SCAI Survey for Domain 7 (Attitude and Culture), will average 3.5 or higher. ❖ Family satisfaction with school culture, as measured by responses on the SCAI Survey for Domain 7 (Attitude and Culture), will average 3.5 or higher. ❖ Teacher rating of the school climate, as measured by responses on the Insight Survey for the Learning Environment Domain, will either be at or above 5.0 (national average) or increase by at least 0.1 points annually with a minimum target of 3.0 (1 standard deviation below the national average).
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Actions

The Charter School will engage in the following actions to support the achievement of the goal, as set forth and subject to annual revision as defined in the Charter School’s LCAP:

- ❖ Provide a healthy meal program to ensure students have the nourishment necessary to learn.

- ❖ Annually refine and implement attendance team structure and systems to promote positive attendance and decrease chronic absence.
- ❖ Provide an after-school program that provides students with a safe harbor until 6 p.m. daily, with academic support and enrichment opportunities.
- ❖ Leverage a Positive Behavior Intervention System (PBIS) that takes proactive action in establishing a strong school culture and focuses on increasing the positive incentive systems in classrooms and school-wide.
- ❖ Align SEL work throughout the school and support teachers on Tier 1 strategies for behavior intervention.
- ❖ Use morning meeting structures to provide a small venue where students are socially, emotionally, and academically supported.
- ❖ Expand and engage families in community events (e.g., back-to-school nights, celebrations of learning) and capacity-building learning experiences based on parent interests, assets, and inquiries.
- ❖ Hold Learning Team meetings with parents, students, teachers, and guides that engage families as full partners in their child's education.
- ❖ Expand parent communication, including increased Spanish translation services and working in good faith with families with special needs to provide accommodations (i.e., sign language) to decrease barriers to participation.
- ❖ Actively recruit bilingual staff when hiring new staff members.
- ❖ Provide opportunities for families to advise the school through informal, broad-based structures (e.g., annual survey, Learning Team meetings, workshops) and formal parent leadership structures (e.g., FLC/SSC and ELAC).
- ❖ Recruit Parent Representatives and provide leadership training to develop their capacity to facilitate the FLC committee aligned to clear, defined goals.
- ❖ Support the Family Leadership Council (FLC) in developing parents' understanding of grade-level standards, strategies for supporting their child, implementing restorative practices, and the Lazear Charter Academy graduate profile.
- ❖ Engage FLC in jointly developing, reviewing, and agreeing on the annual family engagement plan.

Goal 4: Operations	
Goal & Alignment	Outcomes
<p>Goal 4: All students have access to a safe and clean learning environment and appropriate educational resources, learning opportunities, and services.</p> <p>This work is aligned with the following State Priorities:</p> <p><u>State Priority #1 - Basic Services</u></p> <p>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</p>	<ul style="list-style-type: none"> ❖ Teachers meeting the California credentialing requirements for the subject area and grade level assigned will be 70% or higher, as measured by CBEDS and reported on the SARC ❖ At least 70% of teachers return annually. ❖ The school will meet EFC facilities requirements, as measured by EFC Annual Site Plan Evaluation ❖ Student satisfaction with the facility, as measured by responses on the SCAI Survey for Domain 1 (Physical Appearance), will average 3.5 or higher. ❖ Family satisfaction with the facility, as measured by responses on the SCAI Survey for Domain 1 (Physical Appearance), will average 3.5 or higher. ❖ Teacher rating of the school operations, as measured by responses on the Insight Survey for the School Operations Domain, will either be at or above 5.0 (national average) or increase by at least 0.1 points annually with a minimum target of 3.0 (1 standard deviation below the national average).
Actions	
<p>The Charter School will engage in the following actions to support the achievement of the goal, as set forth and subject to annual revision as defined in the Charter School’s LCAP:</p>	

- ❖ Recruit teachers with authorizations and credentials appropriate for their assignment by:
 - Developing a recruitment plan each Fall, with implementation beginning each Winter
 - Partnering with teacher preparation programs and teacher recruitment programs to attract new teachers
 - Incentivizing referrals within the organization
 - Providing a competitive salary and benefits proposal
 - Utilizing a signing bonus incentive as needed
- ❖ Annually refine and implement a safety plan before the first day of school.
- ❖ Implement facilities walkthroughs four times annually using a walkthrough rubric.
- ❖ Hire and train custodial, clerical, technical, and office staff to ensure effective and efficient school operations and clean and safe facilities.
- ❖ Ensure the school has adequate materials, supplies, and equipment.
- ❖ Provide a safe, clean, well-equipped, and inspiring learning environment for children.
- ❖ Jointly develop, monitor, and review a school improvement plan as part of the annual Site Planning process, which provides the foundation for the LCAP and LCAP Federal Addendum to ensure a unified approach to serving students and across programs, including Title I, Part A and Title II Part A. This includes a needs assessment in the Fall, monitoring of outcomes over the year, and review, revision (as needed), and approval of the following year's plan in the Spring.

ELEMENT 4: GOVERNANCE STRUCTURE

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” – Ed. Code § 47605(c)(5)(D)

Operation by or as a Nonprofit Public Benefit Corporation

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School. Charter School shall comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a charter school.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amend the bylaws to change the number of governing board members, Charter School shall provide a copy of the amended bylaws to the OUSD Office of Charter Schools (“OCS”) within 30 days of adoption.

Charter School will respond to Public Records Act requests in a timely manner and in compliance with the California Public Records Act (Government Code section 6250 et seq.).

Indemnification of District

Charter School through this Charter agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School’s performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

Governing Board Operation

Charter School shall follow Education Code section 47604.1, and comply with the Ralph M. Brown Act (Government Code section 54950 et seq.); the California Public Records Act (Government Code section 6250 et seq.); Government Code section 1090 et seq.; and the Political Reform Act (Government Code section 81000 et seq.) Charter School shall also comply with the provisions of Education Code section 47604.1(c) with respect to the location of its meetings, and broadcasting its meetings on a two-way teleconference where required.

Charter School shall publicly post all governing board meeting agendas in accordance with the Brown Act. Charter School shall keep accurate records of all governing board meetings, whether they were canceled, rescheduled, or held, and make board meeting documents, including board meeting minutes, available to the public either upon request or by posting on the charter school's website.

Charter School acknowledges the District's statutory right to appoint, at the District sole discretion, a single representative of the District's choosing to the Charter School governing board pursuant to Education Code section 47604(c).

Required Notifications to the District

Charter School shall notify OCS in writing of any citations or notices of workplace hazards; investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, regarding any aspect of Charter School's operations, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff. This 24-hour notification applies to any allegations of serious misconduct related to student safety or child abuse by any student or adult that occurred on campus.

Charter School Records

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records, and Education Code section 49069.3 and 49069.5 regarding transfer of records for youth in foster care.

Charter School acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Charter School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Charter School and of the District. Charter School further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that Charter School does not have that Charter School needs in order to meet its obligations, the District shall provide the same to Charter School in a reasonably timely manner upon request under Education Code section 47604.3.

Charter School in accordance with Education Code section 47604.3, shall promptly respond to all reasonable inquiries from the District, including but not limited to, inquiries regarding financial records, Letters of Inquiry, and Notices of Concern, and shall consult with the District as needed regarding any such inquiries. Charter School acknowledges that it is subject to audit by the District. If the District seeks an audit of Charter School, the District shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Charter School by law or charter provisions.

Charter School Ombudsperson

Charter School shall ensure that, at all times throughout the term of the Charter, a neutral party, “Ombudsperson”, is identified to serve as an independent resource, assisting families and community members in investigating and addressing complaints, conflicts, and other school-related issues. This individual’s name and contact information should be clearly articulated in the Charter School’s student and family handbook or distributed widely.

EFC Governance Overview

The governance structure of Learning Without Limits will have the following components:

- California Nonprofit Public Benefit Corporation: Education for Change Public Schools
- Education for Change Board of Directors
- Superintendent of Schools and Chief of Schools
- EFC Family Leadership Council
- School Site Leadership
 - Principal
 - Learning Without Limits Family Leadership Council
 - English Learner Advisory Committee

In accordance with Corporate Bylaws, the Superintendent, subject to the control of the Board of Directors, supervises and controls the affairs of the corporation and the activities of the staff.

Education for Change, as the non-profit operating the Charter School, is responsible for overseeing the operations of the Charter School. The EFC Board of Directors (“Board of Directors” or “Board”) makes corporate and policy-level decisions and delegates management powers to its Superintendent of Schools (“Superintendent”). Under the policies established by the Board of Directors, the Principal reports to the Chief of Schools or to the Superintendent of Schools for day-to-day management issues at the site level. The Principal coordinates all Charter School-level planning and decision making that involves the Charter School’s professional staff, parents/guardians, and community members in establishing and reviewing the Charter School’s educational plans, goals, performance objectives, and major classroom instructional programs.

This allows the Principal, teachers, parents/guardians, and community members to make school-based decisions within the boundaries of the decisions and policies set by the Board of Directors. Beyond the Superintendent, the EFC Home Office has numerous positions designed to support the Principal in the management and operation of the Charter School.

In addition, EFC believes that students are best served through a distributive leadership structure that involves and includes parents, teachers and site leadership. To that end, EFC facilitates the EFC Family Leadership Council, and employs a number of regular and ad hoc structures to create opportunities for staff leadership.

An Organizational Chart for the EFC “Home Office” is provided in **Figure 25** and an Organizational Chart for the Charter School is provided in **Figure 26**. Organization charts regularly change in alignment with priorities and in response to changes in organizational and school resources.

Figure 25 EFC Home Office Organizational Chart

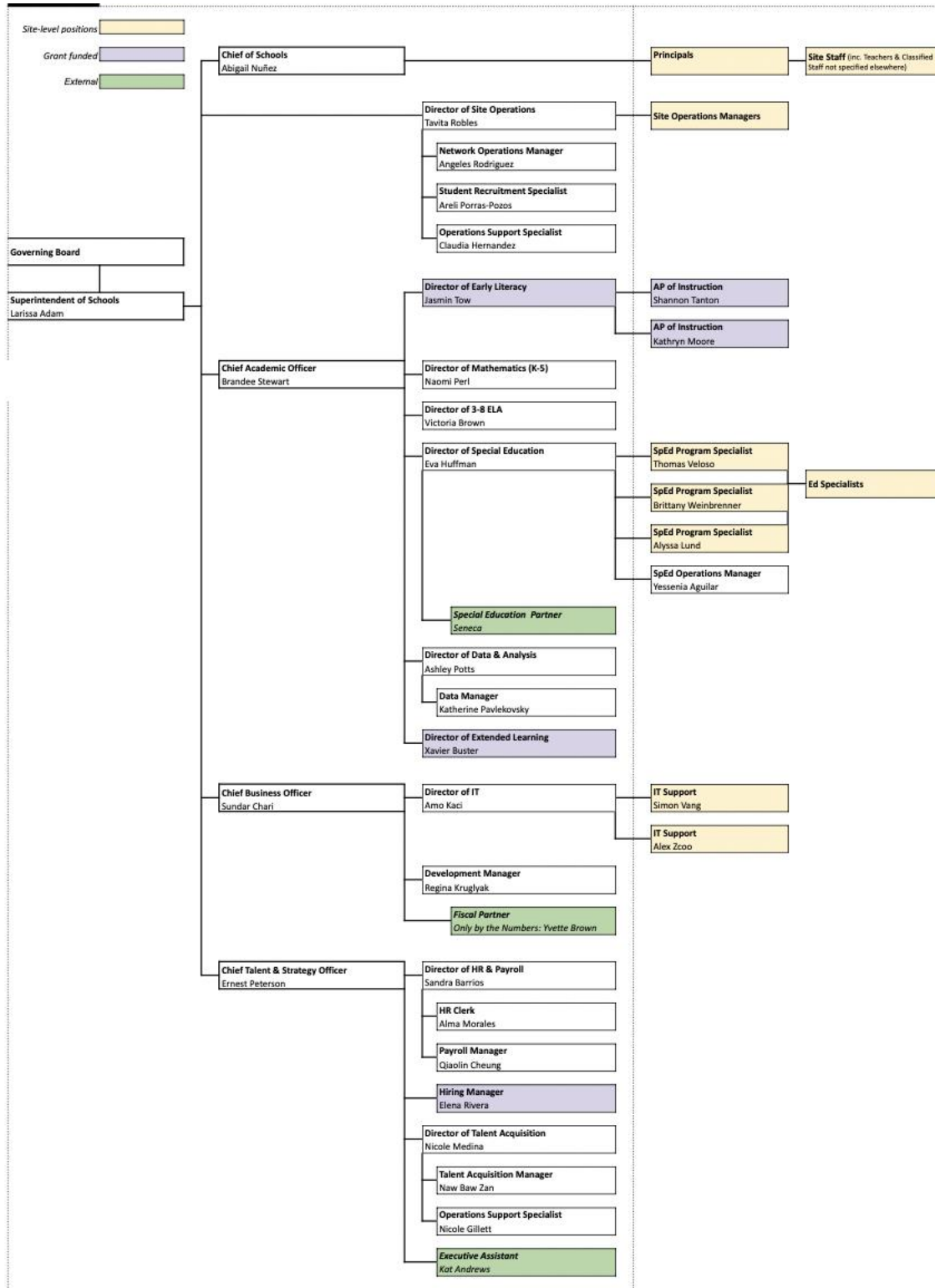
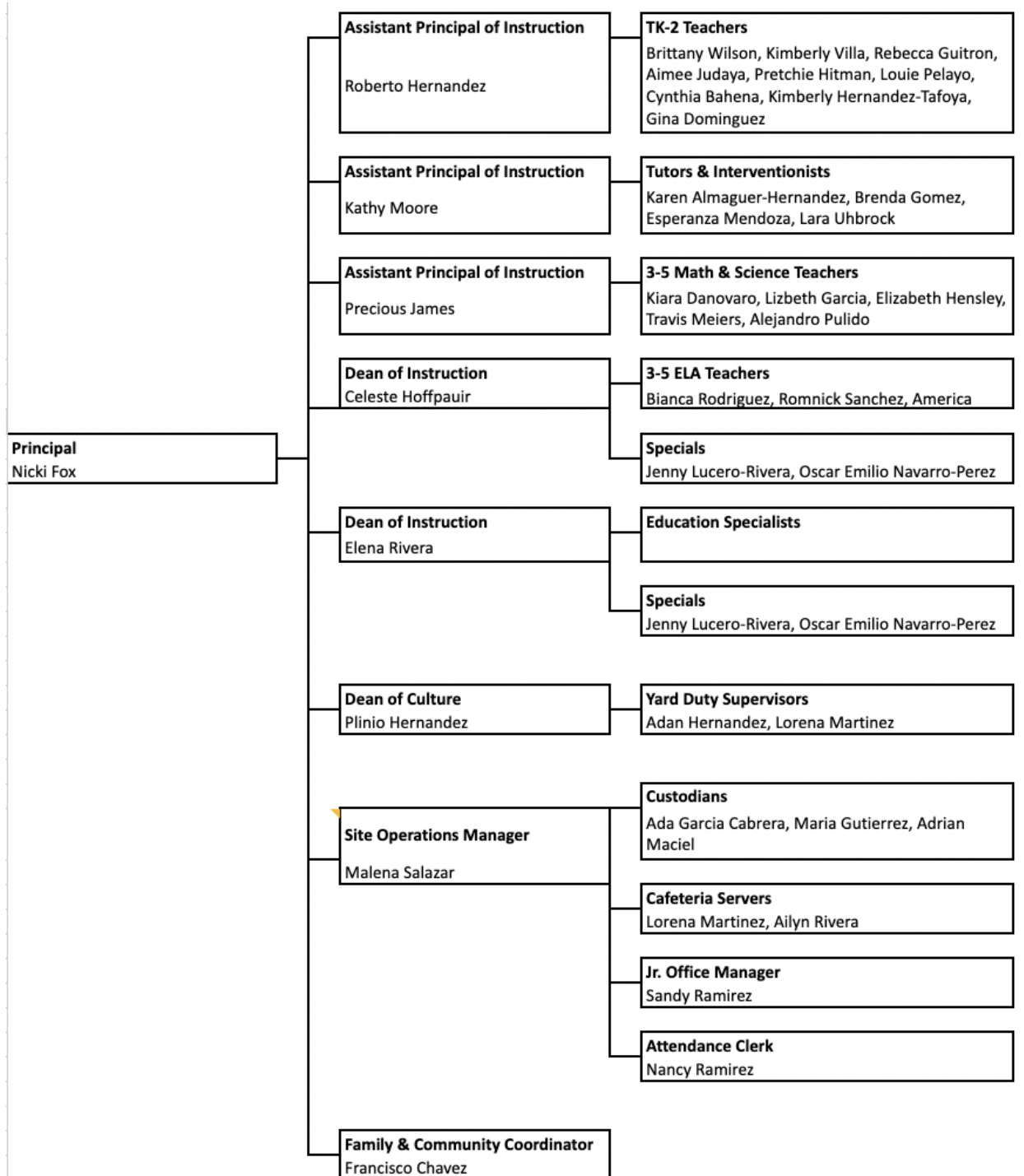


Figure 26 Learning Without Limits Organizational Chart



The Charter School shall operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated with the District. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, Learning Without Limits, operated by Education for Change, a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

The governing structure of EFC may be revised. Material revisions shall be submitted to OUSD in accordance with Education Code Section 47607 and are governed by the standards and criteria of Education Code Section 47605.

Non-Profit Public Benefit Corporation

Learning Without Limits shall be a directly funded charter school and will be operated by the California non-profit public benefit corporation, Education for Change, pursuant to Education Code Section 47604(a).

Education for Change is a California nonprofit, 501(c)(3) tax-exempt corporation, incorporated in 2005 which operates seven charter schools, each separately authorized by the Oakland Unified School District, Alameda District Board of Education, or the State Board of Education (“SBE”). The charter applicant and holder for all EFC schools is the Board of Directors of Education for Change, which operates in accordance with its adopted corporate bylaws. Each EFC school maintains a separate budget and is audited as part of the organization's annual financial audit. EFC also creates combined financial statements annually.

EFC complies with all state, federal and local regulations and laws applicable to its operation and will comply with the District guidelines and requirements for charter schools. It will retain its own counsel when necessary. It has purchased and will maintain as necessary general liability, workers compensation, property, errors and omissions and unemployment insurance policies. EFC ensures compliance with all **Assurances** put forth within this petition, at the onset of the petition and within each individual element.

Please see **Appendix 6 - Corporate Documents** for the EFC Articles of Incorporation, Bylaws, and Conflict of Interest Code.

Education For Change Board of Directors

The Charter School is governed by a Board of Directors, in accordance with applicable law and its adopted bylaws, as may be subsequently amended pursuant to the amendment process specified in the bylaws which shall be consistent with the terms of this charter.

The Board of Directors will consist of directors from a variety of professional and academic backgrounds to ensure that the Charter School has the necessary expertise to maintain a high-quality program. This includes experience in one or more areas critical to charter school success: education, school administration, school finance, corporate structure, accounting, legal compliance, leadership or fundraising, or other areas that are determined necessary and timely.

The Board of Directors meets at least quarterly. All Board meetings comply with the Brown Act and Education Code Section 47604.1(c).

Role and Responsibilities

The mandate of the Board of Directors and stakeholders of EFC is to promote the guiding mission of the Charter School as articulated in this charter. In order to do so, the Board of Directors is empowered to operate as the decision-making body in regard to school-wide policies. The governing structure is designed to foster participation by all stakeholders and assure the effectiveness of local school control and accountability. As such, the Board of Directors will exist to affirm or reject policy recommendations and to evaluate the Superintendent.

The Board of Directors of EFC is responsible for:

- Overseeing the legal and fiscal well-being and compliance of the organization and each EFC school.
- Hiring, evaluation, and, when necessary, termination of the Superintendent
- Long-term strategic planning for EFC
- Approving and monitoring the implementation of the organization's Bylaws, resolutions, and policies and ensuring the terms of the charter are met.
- Performing all the responsibilities provided for in the California Corporations code, the Articles of Incorporation, Bylaws, and this charter as required to ensure the proper operation of the organization and member schools.
- Approving charter amendments as necessary and submitting material revisions as necessary for District consideration
- Developing and monitoring an overall operational business plan that focuses on student achievement.
- Approving and monitoring the organization's annual budget and fiscal policies.
- Acting as fiscal agent. This includes the receipt and management of funds for the operation of the organization in accordance with all applicable laws and the mission statement of the organization.
- Contracting with an external auditor to produce an independent annual financial audit according to generally accepted accounting practices.
- Participating in and approving Charter School programmatic audits, including annual independent fiscal audit, and LCAP
- Regularly measuring both student and staff performance.
- Encouraging active involvement of students, parents/guardians, grandparents, and the community.

- Approving admission requirements.
- Participating as necessary in dispute resolution.
- Appointing an administrative panel or act as a hearing body and take action on recommended student expulsions.
- Overseeing school facilities and safety.
- Ensuring there are policies to enable student behavior and performance including but not limited to academic achievement and mitigation, attendance, dress and decorum, maintenance of a clean campus, open campus and other privileges, participation in extracurricular activities, and discipline proceedings.

The Board of Directors may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of its schools any of those duties with the exception of budget approval or revision, approval of the fiscal audit, hiring and evaluation of the Superintendent, termination of employees, and the adoption of board policies. These delegated duties will focus on implementation rather than policy setting as this is the responsibility of the Board of Directors. The Board of Directors, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Delegation of said duties will be in writing, specify the entity designated, describe the specific tasks to be delegated, any conditions on the delegated authority and the timeframe of these duties, and require an affirmative vote of a majority of Board members.

All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance at the Board meeting, based upon the presence of a quorum.

EFC has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within Appendix 9. As required, the Conflict of Interest Code will be submitted to the District Board of Supervisors for approval.

Composition

The Board of Directors shall consist of no fewer than five (5) and no more than thirteen (13) members. EFC recruits qualified and appropriate candidates for the board to ensure:

- Diversity in skill sets, perspectives, and backgrounds.
- Full and responsible governing of the organization and schools.
- A unifying and passionate commitment to the vision and mission of EFC.

Two of the seats on the Board of Directors will be reserved for representatives from the EFC Family Leadership Council. The Family Leadership Council membership will elect two representatives to be recommended to the Board of Directors. In addition, in accordance with

Education Code Section 47604(c), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Directors of the nonprofit public benefit corporation. If the chartering authority designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors shall be appointed by the Board of Directors, except for the chartering authority representative, if any.

Each year, the Board of Directors will elect a Chair pursuant to the Bylaws. Any member of the Board of Directors may be eligible for this position. The Chair may choose to resign the Chairmanship with a letter of resignation, in which case the Board of Directors will elect a new Chair for the remainder of that term.

The Board of Directors reserves the right to expand its board member seats should a law change, or the need arise. Should a law change or desire for additional skill sets necessitate a change in Board composition, such change may be made by the Board of Directors in alignment with the bylaws and the articles of incorporation.

Terms

Each EFC Board member serves a term of three (3) years, with the opportunity to renew for an unlimited number of terms. Directors who are representatives from the Family Leadership Council will serve a one-year term. There shall be no term limit for either (number of consecutive times a member may run for election).

Board members’ terms will expire in accordance with the Bylaws. Terms for the current Directors shall expire as stated in **Figure 27**.

Figure 27 Board Members, Positions, and Term Expirations

Member	Position	Term Expiration
Nick Driver	Board Chair, Executive Committee Chair	6/8/2025
Eva Camp	Board VP, Student Outcomes Committee, Executive Committee	8/10/2025
Damon Grant	Student Outcomes Committee, Executive Committee	8/11/2024
Mike Barr	Finance Committee Chair	10/20/2026
Lauren Weston	Finance Committee	10/20/2026
Valia Almendarez	Student Outcomes Committee	10/20/2025
Erika Cisneros	Board Member	10/20/2026

Sonia Urzua	Board Member	2/22/2026
Niloy Gangopadhyay	Board Member	8/9/2026
Christopher Campbell	Finance Committee	4/25/2027
Stephisha Ycoy-Walton	Parent Board Member	10/20/2024
Marlene Garcia	Parent Board Member	10/20/2024

Recruitment and Selection of Board Members

New board members are recruited and selected based on the provisions of EFC’s Bylaws, which states that directors in office shall elect successors to the directors. The Superintendent of Education for Change works closely with the Board of Directors to ensure that members are in full alignment with the organization’s mission, culture, and goals. The qualifications sought in candidates interested in serving on the Board of Directors include but need not be limited to:

- Dedication to furthering the vision and mission of EFC
- Willingness to volunteer for one or more board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks
- Ability to work within a team structure
- Expectation that all children can and will realize high academic achievement
- Specific knowledge, experience, and/or interest in at least one element of governance for EFC

Development of Board Members

All board members receive an annual training on topics to include, at a minimum, open meeting laws, conflict of interest policy, the Brown Act, ethics, essential policies and procedures, legal and financial responsibilities, charter school oversight, and other training as needed or requested by Board Members. EFC also ensures new board members receive training on basic roles and responsibilities, committees, board recruitment, public relations and marketing, evaluating the board and Superintendent, running an effective meeting, expulsion policies, human resources policies, and special education. Training may include attending conferences whereby relevant governance training is available and additional training and workshops to be held at special and regularly scheduled Board meetings each year. Training may be provided by EFC’s legal counsel, the California Charter Schools Association, or other experts.

Governing Board Meetings

The Board of Directors shall meet at least every other month or more often as needed to review and act on its responsibilities. Each year, the Board of Directors shall approve a schedule for regular meetings to be held during the following year.

The Board of Directors solicits the participation of members of the community who do not have a direct stake in or accountability for the Charter School's educational mission and outcomes as expressed in this charter. Members of the community are always welcome to attend board meetings consistent with open meeting requirements.

Meetings will be held at the principal office of EFC, which is within the physical boundaries of Alameda District, unless the Board of Directors designates another location within Alameda District. In the event EFC operates charter schools outside of Alameda District, it shall hold meetings in the District in which the greatest number of pupils enrolled in those charter schools managed by that entity reside. The Board Chair will lead the meetings of the Board of Directors.

Standing Committees

The Board of Directors has both standing and temporary (ad hoc) committees to focus on specific tasks and/or policies such as those listed earlier in the description of the Board's Role and Responsibilities. All Board committees shall be composed of board members serving as chairs. EFC may appoint faculty, parents, community members or other members of the public with varying areas of expertise to its advisory committees. The purpose of a committee is to provide advice, expertise and resources as necessary related to charter schools, finances, facilities, and other areas relevant to the success of the Charter School. All non-board member committee members will be selected by the Board of Directors upon recommendation of the Superintendent.

Standing committees include, but are not limited to, the following:

- **Finance** - All finance-related matters are handled first on this committee, as well as fundraising.
- **Student Outcomes** - Performance, curriculum, instructional delivery, professional development, and technology are all monitored by this committee.
- **Executive** - This committee is responsible for recruiting and making recommendations for selection of new board members and leading the evaluation and selection of the Superintendent.

The Board of Directors has clearly defined the purpose and decision-making authority of each standing committee. Consistent with legal requirements, standing committees will continue to make it a practice to seek input from the stakeholders by publishing their meeting times and agendas and by communicating with the school community on a regular basis. Meetings of the standing committees will be conducted in accordance with the Brown Act.

The Board of Directors has the option of establishing Board policy through recommendations by standing committees or Board-established ad hoc committees that can draft policy recommendations to submit to the Board. In non-policy decisions, whenever possible, and appropriate, the Board of Directors will seek input from standing or Board-established ad hoc committees. The Board of Directors will not be required to seek input on any matter that would legally be heard in closed session pursuant to the Brown Act.

Changes to standing committees (e.g., composition, purview, etc.) may be made at any time by the Board of Directors and shall not be considered a material revision to the charter.

Fiscal Management

The Superintendent is the corporate officer responsible for all budgetary matters, subject to oversight by the Board of Directors. On a day-to-day basis, the Chief Business Officer (“CBO”) operates and makes recommendations to the Superintendent regarding the Charter School budget, with input from the Principal, Instructional Leadership Team, and Family Leadership Council. The CBO works closely with an outside CPA for the audit of the school’s end of year financial statements and for appropriate review of procedures and internal control. The Board of Directors may authorize the Finance Committee to make final financial decisions regarding portions of the schools’ budget.

Compensation

Directors may not receive compensation for their services as directors or officers but may receive reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that such resolution is adopted.

Superintendent

As specified above, the Board of Directors delegates day-to-day management responsibilities of EFC to the Superintendent. The position of EFC Superintendent is designed to lead and manage the entire non-profit organization and all schools. This person is responsible for administering all of the aspects of day-to-day operations of EFC, working with the Board of Directors, the Authorizer, children, parents and families, and community members. The Superintendent is the leader of EFC, and reports directly to the Board of Directors, and is responsible for the orderly operation of the EFC charter schools and the supervision of management team members at Home Office who directly supervise principals who directly supervise all staff in the Charter School.

Duties include:

- The Superintendent will be responsible for overseeing the network office team and working with them collaboratively to create sustainable, scalable systems and policies that will support the schools and enable them to maintain their focus on delivering high quality instruction.
- The Superintendent will address the strategic challenges EFC will face and will consider specific strategic questions including the following:
 - How does EFC maintain a focus on improving academic outcomes?

- How will the organization secure the financial resources necessary to fund itself in an increasingly tight economic environment?
- What types of human talent systems are necessary to support the organization and ensure that there are enough high-quality teachers and administrators?

The high-level responsibilities of the Superintendent include:

- **Strategic Planning:** In partnership with the Board of Directors, the Superintendent will execute on the existing strategic plan, then spearhead a new one when the current one is completed.
- **Team Building:** The Superintendent will be responsible for creating the team necessary to carry out the mission of the organization and provide ongoing operations and instructional support to schools.
- **Advancement:** The Superintendent will further advance the mission of the organization by identifying and securing new sources of funding from foundations, corporations and individual donors, and by forming additional strategic partnerships.
- **Governance:** The Superintendent will work with the Board of Directors and the Board Chair to support the Board of Directors in its fulfillment of its governance functions. The Superintendent will be responsible for supporting and executing the directives of the Board of Directors.
- **External Relations:** The Superintendent will serve as the chief spokesperson for EFC, ensuring proper representation of the organization to the local civic, business and political community, the greater education reform sector and other external constituents, including parents and families.
- **Financial Management:** The Superintendent will oversee the financial systems of the organization, including the development of the annual budget, subject to approval and oversight by the Board of Directors.
- **School Support:** The Superintendent will provide support to the instructional team as needed in the areas of staff management and evaluation, hiring, HR issues, and other tasks that are necessary to ensure that the mission of EFC is fulfilled.
- **Compliance** – The Superintendent will ensure all necessary compliance requirements applicable to EFC and the Charter School are met.

EFC Family Leadership Council

Parent involvement is a key success factor at all charter schools operated by EFC, and one of the foundational elements of the Charter School. EFC therefore established an EFC Family Leadership Council to ensure ongoing, consistent involvement and training for parent leadership development. Each EFC school site FLC (described below under School Site Leadership) will elect two representatives to the EFC FLC. The EFC FLC participates in the ongoing evaluation

of EFC's programs and operations, schools and community concerns and priorities for improvement.

EFC has instituted a governing board structure that mandates parent leadership on the governing board, as well as a clear pathway for the election of parents to the governing board. Two seats on the governing board shall be reserved for family representatives nominated by the EFC FLC. These parent Board Members will be recruited with the same criteria as for other board members: each parent board member shall possess one or more of the board-desired backgrounds, such as community, education, legal and finance. These members shall serve terms of one (1) year each, with no term limits.

Please see [Appendix 7 - Family Leadership Council Guidebook](#).

School Site Leadership

As stated in the overview, EFC believes that students are best served with a distributive leadership structure that involves and includes parents, teachers and site leadership. To that end, the following individuals and bodies at the school site have a role in the leadership and governance of the Charter School:

- Principal
- Family Leadership Council / School Site Council
- English Learner Advisory Committee

Principal

The Learning Without Limits Principal leads and manages the Charter School, inspiring staff, families and community members to provide the best environment and structure for student learning. That person has the freedom and flexibility to make or suggest improvements on existing practices, as well as to request financial, instructional and material support from the Home Office.

The Learning Without Limits Principal's primary responsibilities are:

- Lead the Charter School in accordance with the EFC vision and mission
- Lead and manage the planning and implementation of Learning Without Limits's site plan
- Provide instructional leadership guidance including monitoring of the implementation of the established curriculum, identifying professional development needs for the staff, maintain high expectations and standards for all student achievement, coordinate administration of standardized testing, and monitor and support classroom instruction
- Manage and lead staff leadership teams (which includes representative(s) from administration, teachers, support staff)
- Facilitate communication between all charter school stakeholders

- Supervise, evaluate, and ensure discipline of all other employees according to the mission, philosophy, and obligations defined in the charter petition. Provide overall supervision of student teachers, interns, and other unpaid classroom and school volunteers at the school.
- Oversee the day-to-day operations of the Charter School
- Report to the school's stakeholders, Superintendent and the EFC Board, on the progress of the Charter School in achieving educational success
- Oversee and support the development and implementation of all programs Involve parents and the larger community
- Develop a sense of community while respecting and responding appropriately to the strengths and needs of staff. Be available to staff on a consistent daily basis to help address their individual and collective needs. Act as a liaison, when necessary and appropriate, between parents and staff. Actively seek parent, student and staff input and involvement in key decisions that affect the Charter School.
- Be available to parents on a regular basis. Keep parents informed of and involved in policy changes at the school. Encourage parent support and cooperation and enlist their efforts to sustain well-kept school structure. Plan and conduct interesting and informative parent meetings.
- Attend EFC's administrative meetings as necessary and stay in direct contact with EFC changes, progress, etc.
- Communicate and coordinate as necessary with EFC staff on Board meeting agendas, including professional development scheduling, grant writing and fundraising, policies and procedures, documenting and sharing of best practices, and annual budgeting
- Participate in the dispute resolution procedure and the complaint procedure when necessary
- Collaborate with other EFC principals and Home Office staff

Parental Involvement in Governance

Family Leadership Council

The Charter School and all other EFC schools have active school site FLCs composed of two family members from each classroom. The Charter School's school site Family Leadership Council has between 24 and 36 members, or up to two for each classroom. Each year, the Charter School's Family Leadership Council elects two representatives to serve on the EFC FLC.

The school site Family Leadership Councils are expected to present feedback and information to the EFC Board of Directors, giving family members two types of meaningful input on the strengths and weaknesses of all of its schools, programs and operations. The EFC FLC and the school site FLCs serve in an advisory role to the EFC Board of Directors.

EFC promotes parent engagement programs at all of its schools. As enrollment at EFC is based on student and parental choice, consistent and continual communication with parents about the expectations the school has for their children is critical. Parents/guardians are expected to actively engage in their children's education by being active in school events, assisting their children to achieve at the highest levels, scheduling specific homework time, and providing a quiet environment for their children's studies.

English Learner Advisory Committee

For as long as there are more than 21 ELs in attendance, the Charter School will have an English Learner Advisory Committee. The ELAC is open to all families, with parents of ELs comprising at least the same percentage of the ELAC membership as ELs constitute of the Charter School's total student population. The ELAC serves in an advisory capacity to:

- Advise the Principal and staff on programs and services for English learners
- Advise the School Leadership on the development of the LCAP and LCAP Federal Addendum as they relate to English Learners
- Help make parents aware of the importance of regular school attendance.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the charter school.” – Ed. Code § 47605(c)(5)(E)

Equal Employment Opportunity and Nondiscrimination

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. Charter School further acknowledges that it shall not retaliate against any employee for engaging in protected activity, exercising a protected right, or initiating or pursuing any claim, proceeding, charge or complaint based upon an allegation of discrimination.

Teacher Credentialing Requirements

Charter School shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Reporting Educator Misconduct to the California Commission on Teacher Credentialing

Charter School shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.

Employment of Felons

The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the submission of fingerprints to the Department of Justice and the employment of persons convicted of violent or serious felonies.

Overview

Learning Without Limits is driven by its own mission and vision, as well as the EFC Mission to provide a superior public education to Oakland's **most underserved children** by creating a **system** of public schools that relentlessly focuses on the **continuous refinement** of **high-quality instruction**. In order to achieve excellence and nurture diversity, the Charter School and EFC

must have a strategy and a plan to ensure the Charter School has the human capital and talent necessary to realize its vision.

The Charter School shall recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. All prospective employees are required to have legal authorization to work in the United States, and also successfully complete a DOJ fingerprinting background check, tuberculosis risk assessment and examination (if necessary), and reference checks to ensure the health and safety of the Charter School's faculty, staff, and pupils. In addition, prospective employees are carefully screened to ensure they have the qualifications for employment as outlined in their job descriptions. The Charter School shall not discriminate against any individual employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics.

Code of Professionalism

In order to ensure the effectiveness of our programs and the success of students in meeting learning outcomes, all staff members must be committed to our collective mission and vision. Every stakeholder is accountable for the academic and social growth of our students.

Members of EFC's Board of Directors, any administrators, managers or employees, and any other committees of the EFC Board shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

All EFC and Charter School staff commit to:

- Abide by federal, state, and local laws
- Maintain a professional relationship with all students
- Refrain from the abuse of alcohol or drugs during the course of professional practice
- Exemplify honor and integrity in the course of professional practice, particularly in the use of public funds and property
- Comply with state, federal, and local laws regarding the confidentiality of student records
- Fulfill the terms and obligations detailed in the charter
- File necessary reports of child abuse
- Maintain a high level of professional conduct

Employee Recruitment and Selection Process

EFC and the Charter School are dedicated to hiring professional and qualified staff. All staff to be hired at the school must demonstrate an understanding and commitment to EFC and the Charter School's mission, vision, and educational philosophy.

EFC provides equal employment opportunities for all qualified applicants and staff. Employment decisions are based on qualifications, abilities, and work performance.

Recruitment

EFC is dedicated to hiring professional and qualified staff. All staff to be hired at the school must demonstrate an understanding and commitment to EFC's mission, vision, and educational philosophy. The Director of Talent Acquisition and the Superintendent of Schools at the EFC Home Office will be responsible for staff recruitment, as follows:

- Posting the position in strategic websites and publications
- Working with the principal on presenting at career fairs, conferences, and appropriate events
- Reaching out to and networking at events with innovative and experienced educators
- Utilizing print and news media, as appropriate
- Expand and deepen partnerships to foster internal and external pipelines which will help reduce cost/hire and support diversity

Selection

Selection and appointment of employees at EFC will be the exclusive prerogative of EFC. As such, the EFC Board of Directors shall set the terms and conditions of employment by establishing personnel policies. Decisions relative to the selection, employment, and release of the Superintendent rest with the Board of Directors. Decisions relative to the selection, employment, and release of the executive management employees rest with the Superintendent in consultation with the Board of Directors as needed.

The Principal, in partnership with the EFC Home Office, is responsible for the selection, employment, and release of all school-site staff. The Principal will establish a Selection Committee composed of site staff, students (as appropriate), and parents that will work with the Principal to select staff.

To ensure the selection of the highest quality staff, the following selection process will be implemented:

1. Request resumes, cover letters and written responses to essay prompts (Home Office Recruitment team),
2. Utilize prescreening tools for all staff (EFC Recruitment team),
3. Leverage brief screening interviews (by phone) as needed (EFC Recruitment team),

4. Conduct a follow-up interview, including a sample teaching lesson or other demonstration of job-related abilities (site level selection team),
5. Verify credentials and past employment, state and federal background checks, and
6. professional and personal reference checks (EFC Human Resources team),
7. Finalize a selection (Principal & EFC Director of Human Resources),
8. Finalize contract and extend offers of employment (EFC Director of Human Resources).

Employee Qualifications

All employees must meet the state and federal legal requirements for employment, including relevant credentialing requirements, background checks, TB clearance, immunizations, and any additional position-specific requirements.

The HR department maintains on file and available for inspection current copies of:

- Teacher credentials for their certificated assignment, as required by position
- Documentation of TB clearance, in accordance with Education Code Section 49406
- Verification of state and federal criminal background check clearance
- Criminal background summaries, which will be maintained by the HR Department in a
- confidential secured file separated from personnel files, as required by law
- Documents establishing legal employment status, most commonly in the form of an I-9 Employment Eligibility Verification form and acceptable forms of identification
- All other relevant employment documentation

As required under Education Code Section 48000(g)(4), and subject to any future amendments, all teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015 must possess at least one of the following:

- At least 24 units in early childhood education, or childhood development, or both.
- As determined by the Charter School, professional experience in a classroom setting with preschool age children is comparable to 24 units of early childhood education, or childhood development.
- A child development teacher permit, or an early childhood education specialist credential, issued by the Commission on Teacher Credentialing.

Except for unionized employees whose employment relationship with EFC, rights and obligations, and service to the Charter School shall be subject to a collective bargaining agreement, all other employees' job classification and work basis will be specified in individual employment agreements, unless they also become subject to a collective bargaining agreement. These agreements may take the form of employment contracts, at-will employment agreements,

or other agreements. All agreements not specifically stating that they are employment contracts will be deemed to be at-will employment agreements. Agreements may be renewed based on demonstration of meeting or exceeding the requirements of individual agreements and adhering to policies, procedures, and expectations. These expectations will be designed to support the mission and vision of the school and to comply with state laws.

For further details on employee qualifications as they relate to the health and safety of students and staff, please see **Element 6**.

Qualifications and Job Descriptions for Key Positions

Education for Change as a charter management organization has an experienced Home Office team responsible for supporting the Charter School and its team in implementing a quality instructional program in alignment with the charter petition.

The following positions are EFC Home Office positions that will support the Charter School in its operations. The organization chart and job responsibilities will be revised as necessary to reflect the needs and priorities of the organization in service of its mission.

Management Team

- Superintendent - Manages the strategic direction of EFC
- Chief of Schools - Supervises and coaches all Principals and schools
- Chief Talent and Strategy Officer - Manages HR and Talent teams and leads strategic priorities
- Director of Site Operations - Leads the site-based Operations teams
- Chief Academic Officer - Leads the Instructional Team, including Special Education
- Chief Business Officer - Leads the Finance and IT teams

Instructional Leadership Team

- Chief of Schools - Supervises and coaches all Principals
- Chief Academic Officer - Leads instructional strategy and manages directors of academic content areas, expanded learning, assessment and student support services
- Director of Student Support Services - Manages and leads the Division of Student Support Services
- Director of Mathematics - Leads K-8 Mathematics coaching, professional development, and support
- Director of TK-2 ELA - Leads Early Elementary ELA coaching, professional development, and support

- Director of 3-8 ELA - Leads Upper Elementary and Middle School ELA coaching, professional development, and support
- Director of Assessment, Data, and Analysis - Manages assessment administration, data platforms, and student data
- Director of Expanded Learning - Manages Expanded Learning programming and oversees ELOP funds and requirements

Finance and Operations Team

- Chief Business Officer - Leads the Finance and IT Teams
- Chief Talent and Strategy Officer - Manages strategic priorities and leads Human Resources and Talent teams
- Director of Human Resources - Manages HR and Payroll Teams, Benefits
- Director of Talent Acquisition - Leads certificated and classified staff recruitment and selection, and partnerships
- Director of Site Operations - Leads the site-based Operations teams
- Director of IT - Manages and supports IT team and special projects

The following outlines the key Charter School positions and the qualifications needed for those roles. They will be revised as necessary to reflect the needs of the Charter School. For a complete list of employee qualifications for all positions, please see [Appendix 7 - Job Descriptions of key roles at the Home Office and School Site](#).

Principal

Under direction of the Chief of Schools, the Principal is responsible for the day-to-day operations of the Charter School. The Principal's responsibilities include management and oversight of all instruction and operations. In collaboration with the EFC Home Office, the Principal develops and implements school level policies in compliance with EFC's organization-wide policies, administers and supervises the school and its employees, supports staff and parent leadership and a model of shared decision making, manages the implementation of the instructional program in alignment with the school's approved instructional frameworks and annual site plans, fosters a culture of positive, engaged learners, and serves as a strong advocate for the school's philosophy.

- 3+ years teaching experience
- Experience as a teacher leader, instructional coach, or site leader
- Experience working with children in an educational or youth development setting
- Training and/or experience with conflict management
- Excellent organizational, project management and time management skills

- Spanish Bilingual preferred
- Masters Degree preferred
- Outstanding problem solving skills
- Effective oral and written communication skills with an ability to communicate with various constituencies and to work comfortably with a variety of staff at all levels within the organization
- Proactive, independent thinker, goal oriented
- Excellent team player with a high degree of willingness to be hands-on and do whatever it takes to support the success of Education for Change

Assistant Principal/Deans of Instruction

The Assistant Principal is viewed as a future principal. As such, the Assistant Principal role is intended to provide a wide range of experiences that will successfully prepare individuals to eventually serve as Principal. S/he supports the principal in the roles described above under Principal.

The Dean of Instruction under the supervision of the Principal or Assistant Principal provides instructional coaching and professional development to targeted teachers. The Dean role is intended to provide instructional leadership experiences that will prepare the individual for Home Office and site administration responsibilities.

The qualifications for an assistant principal include:

- 3+ years teaching experience
 - Experience as a teacher leader, instructional coach, or site leader
 - Spanish Bilingual preferred
 - Masters Degree preferred
 - Knowledge of the Common Core standards and instructional practices aligned to those standards
 - Strong data analysis skills
 - Experience working with English Language Learners
 - Experience coaching, mentoring or developing teachers
 - Strong community building skills
 - Outstanding communication and organization skills
- The qualifications for a dean of instruction include:
- 3+ years teaching experience

- Experience accelerating student learning and achievement in low-income communities
- Knowledge of curricula and instructional best practices
- Content knowledge in Common Core Standards
- Strong Data Analysis Skills
- Demonstrated success as an instructional leader and in the professional development of teachers
- Strong interpersonal skills
- Able to work effectively with diverse communities
- Outstanding communication and organization skills
- Must possess a growth mindset and be able to use feedback to refine practice.

Teachers/Interventionists

As with students and parents/guardians, teachers make a specific choice to be part of the Charter School Academy team, as well as part of the non-profit Education for Change team. EFC teachers meet the requirements for employment as stipulated by Education Code section 47605(l). Teachers are responsible for delivering instruction aligned to the instructional guidelines at Education for Change

Selection of teachers is based on their teaching experience, the degree of subject matter expertise, their “fit” with the team and the organization at large, their ability to develop strong relationships with colleagues, students, and families, and their ability to demonstrate effective classroom instructional capabilities. Inexperienced or emergency credentialed teachers are hired on educational experience, work experiences deemed beneficial to education, and résumés with good references. All teaching staff must meet guidelines and standards set by the Charter School and EFC.

The qualifications for the teachers include:

- Bachelor’s degree
- Valid California Multiple Subject Teaching Credential or ability to attain one based on out of state certification or other document required for the teacher’s certificated assignment.
- CLAD, BCLAD, or English Language Learner Authorization
- Must possess a growth mindset and be able to use feedback to refine practice
- Experience with Positive Behavior Interventions & Supports preferred
- Experience accelerating student learning and achievement in low-income communities preferred

- Spanish language proficiency preferred
- Experience and desire to use data and technology as levers to drive instruction

Education Specialists

Qualifications:

- Valid California Education Specialist Credential
- Successful experience with students with special needs
- Must possess a growth mindset and be able to use feedback to refine practice
- Successful experience working in a collaborative environment
- Experience working with diverse communities
- Minimum of 3 years of experience as a certified Special Education teacher preferred
- Valid California Autism Authorization preferred
- Experience accelerating student learning and achievement in low-income communities preferred
- Bilingual-Spanish preferred
- Experience and desire to use data and technology as levers to drive instruction

Office Manager

Qualifications:

- Bachelor's degree (prefer directly related experience) or equivalent combination of education and experience, in a large organization or school;
- Departmental budget management, database management, spreadsheet analysis, and student information system applications experience;
- Meticulous attention to detail;
- Excellent organizational, project management, and time management skills;
- Outstanding problem-solving skills;
- Effective oral and written communication skills with an ability to communicate with various constituencies and to work comfortably with a variety of staff at all levels within the organization;
- Proactive, goal-oriented independent thinker;
- Excellent team player with a high degree of willingness to be hands-on and do whatever it takes to support the success of Education for Change.

- Knowledge of personal and/or network computer skills, including Google Suite and online platforms
- Ability to solve practical problems and deal with various variables in situations where only limited standardization exists.
- Ability to interact courteously, tactfully, and discreetly with a wide variety of personalities and challenges; exercise sound and independent judgment
- Ability to demonstrate team-building skills, establish and maintain effective working relationships, and collaborate effectively
- Spanish-speaking preferred
- Must possess a growth mindset and be able to use feedback to refine practice
- Experience working with diverse communities

Instructional Tutor

Qualifications:

- 1-2 years of successful, demonstrated experience working with school-age children
- High School Diploma, or equivalent
- Ability to:
 - Implement a scripted intervention curriculum effectively
 - Responsibly supervise students in all phases of the program (indoor, outdoor, activities, curriculum, etc.)
 - Work effectively with students of all ages
 - Adhere to safety practices, control and motivate students and preparing and maintaining accurate records
 - Collaborate with classroom teacher, district staff, consultants and other school stakeholders
 - Assist with family meetings and training sessions
 - Work both independently and collaboratively as a team
 - Understand and carry out verbal and written directions
 - Read and write English with sufficient comprehension to perform duties accurately and competently
 - Work and communicate effectively and cooperatively with individuals from diverse backgrounds

- Enter data on a computer and navigate various student information systems
- Perform multiple, non-technical tasks including adhering to safety practices; supervising and motivating students; preparing and maintaining accurate records.

Student Support Assistant

Qualifications

- Associate's degree (A.A.) or equivalent from two-year college or technical school; and two years experience and/or training; **OR** an equivalent combination of education and experience, in a large organization or school.
- Valid driver's license
- Superior customer service skills and problem-solving orientation
- Spanish bilingual capacity a plus
- Excellent organizational and time management skills
- Proactive, independent thinker, goal oriented
- Excellent team player with a high degree of willingness to be hands-on and do whatever it takes to support the success of Education for Change Establish and maintain effective working relationships
- Ability to communicate effectively orally and in written form with students, parents, and staff. Spanish speaking a plus.
- Must possess a growth mindset and be able to use feedback to refine practice
- Successful experience working in a collaborative environment
- Experience working with diverse communities
- Professional dress required.

Paraprofessional

Qualifications

- High school diploma
- At least two years of study at an institute of higher education or possession of an Associate's degree or higher preferred
- 1+ year working with students in special education or students from urban communities in an educational setting
- Flexibility and ability to adapt to changing conditions; ability to take initiative and modify activities and programs as needed

- Must possess a growth mindset and be able to use feedback to refine practice
- Knowledge of basic subjects taught in elementary school, including mathematics, reading, writing, grammar, and spelling
- Knowledge and experience with students with autism and Applied Behavioral Analysis preferred
- Crisis Intervention Prevention (CPI) certification preferred

Non-instructional Staff

Other staff member qualifications depend on the open position but, at a minimum, candidates must demonstrate experience or a strong desire in supporting the mission of EFC and the Charter School. All employees should possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description.

Services Provided via Contractors

The Charter School will receive additional services from employees of organizations with which the Charter School contracts. The Charter school will ensure that the qualifications of employees of contractors are consistent with the expectations for the Charter School's employees.

Professional Development

EFC and the Charter School staff participate in extensive professional development prior to and throughout each school year. Professional development is aligned to the school's established annual educational priorities. Staff are also provided additional professional development and coaching related to their individual growth areas and needs.

Performance Evaluation

The Principal and Assistant Principal are responsible for evaluating all teachers and support staff. School staff evaluation is performed at least annually. The Principal may request support from the EFC Instructional Leadership Team to observe teachers in the classroom in order to determine their effectiveness as facilitators of learning and their ability to reach children using various modalities. A critical part of teacher evaluation and retention will be based on their growth as a teacher, student achievement, professionalism, and "fit" with the larger organization and school.

Just as staff are expected and encouraged to grow and achieve at high levels, so are these expectations applied to the principal and the school. The EFC Home Office staff work with the sites to ensure that the mission of the Charter School is being met, that all students are meeting high levels of achievement, that staff are well supported, and that the sites are safe learning environments.

EFC shall comply with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees. EFC will maintain

sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.

ELEMENT 6: HEALTH AND SAFETY

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” – Ed. Code § 47605(c)(5)(F)

Site Safety Plan

Charter School shall develop a school safety plan, which shall include the following topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year:

- (A) Child abuse reporting procedures;
 - (B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities;
 - (C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;
- (D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079;
 - (E) A discrimination and harassment policy consistent with the prohibition against discrimination set forth in Education Code section 200;
 - (F) The provisions of any schoolwide dress code, pursuant to Education Code section 35183 that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code;
 - (G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;
- (H) A safe and orderly environment conducive to learning at the school;
 - (I) The rules and procedures on school discipline adopted pursuant to Education Code sections 35291, 35291.5, 47605, and 47605.6;
 - (J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.

Pupil Safety

Immunizations, Health Examinations, and Health Screenings

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

Suicide Prevention Policy (Grades 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, that meets the requirements of Education Code section 215, if it serves any of those grade levels. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: Youth bereaved by suicide; Youth with disabilities, mental illness, or substance use disorders; Youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth.

Employee Training

Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Employee Screening Requirements

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237, 44830.1 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal

background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Tuberculosis Screening

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Overview

EFC will follow clear procedures to ensure the health and safety of pupils and staff. Toward this end, the EFC Board of Directors has adopted and implements full health and safety procedures and risk management policies at the school site in consultation with insurance carriers and risk management experts. These include:

- **Health and Wellness Policies**, including immunizations, health screenings, administration of medication, emergency epinephrine auto-injectors, blood-borne pathogens, a drug free and tobacco free campus, and the role of staff as mandated child abuse reporters
- **A School Safety Plan**, including procedures for background checks, anti-discrimination and harassment policies, facility safety, and a disaster preparedness plan providing emergency procedures in case of fire, bomb threat, earthquake, flooding, crash, intrusion, or any other disaster

These policies and procedures govern the behavior of both students and staff to ensure the safety of both. They are reviewed and updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff. The policies are maintained on the school site, available for Authorizer review on an ongoing basis, and incorporated into the Student and Family and the Employee handbooks, which are included in [Appendix 8 - Handbooks](#). The Charter School shall ensure that staff are trained annually on the health, wellness, and safety policies and procedures.

The following is a summary of the health, wellness, and safety policies and procedures of the Charter School. In addition, please see [Appendix 9 - Health, Wellness, and Safety Plans](#) for the Learning Without Limits Emergency Operations Plan.

Health and Wellness

The following is a summary of the health and safety policies of the Charter School.

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Medication In School

The Charter School adheres to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Tuberculosis Risk Assessment and Examination

Employees and volunteers who have frequent or prolonged contact with students, shall comply with tuberculosis risk assessment and examination requirements prior to employment and working with students, and for employees at least once each four years thereafter, in accordance with Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Naloxone

The Charter School shall stock and maintain Naloxone nasal spray to administer in the event of an opiate overdose.

Blood Borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. EFC has established a written “Exposure Control Plan” designed to protect employees and students from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. The Blood Borne Pathogen Exposure Plan is included in [Appendix 7 - Health, Wellness, and Safety Plans](#).

Nutrition, Nutritionally Adequate Free or Reduced Price Meal

The Charter School is dedicated to promoting the health and wellness of its students. All students will have access to meals during the school day that are nutritious and meet all Federal Nutritional guidelines. The Charter School shall provide each needy student, as defined in Education Code Section 49552, with breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil’s eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. The Charter School shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

- a) A description of type 2 diabetes.
- b) A description of the risk factors and warning signs associated with type 2 diabetes.
- c) A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- d) A description of treatments and prevention methods of type 2 diabetes.
- e) A description of the different types of diabetes screening tests available.

Athletics

The Charter School complies with the requirements of Education Code section 221.9 with respect to the posting and/or disclosure requirements regarding pupil participation in competitive athletics and complies with the requirements of Education Code section 33479 et seq. regarding recognition of signs of sudden cardiac arrest with respect to any athletic program that is offered.

The Charter School complies with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code Section 49475) offered by or on behalf of the Charter School.

Drug, Alcohol, and Smoke-free Environment

The Charter School maintains a drug-, alcohol-, and tobacco-free environment.

Suicide Prevention Policy

The Charter School shall adopt policies on pupil suicide prevention in accordance with Education Code section 215. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth. The policy for pupils in kindergarten and grades 1 to 6, inclusive, shall be age appropriate and shall be delivered and discussed in a manner that is sensitive to the needs of young pupils. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by January 1, 2025 to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of this section in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, pursuant to this section. This notice shall include the text of this section and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Safe Place to Learn Act

The Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Supporting LGBTQ Students

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Recess

As of the 2024-25 school year and except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Workplace Violence Prevention Plan

As of July 1, 2024, the Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Transportation Services

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Family Educational Rights and Privacy Act

EFC and the Charter School, including its employees and officers, shall comply with FERPA and Education Code section 49060 *et seq.* at all times.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(L):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations.
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any school wide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
- procedures for conducting tactical responses to criminal incidents
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent. The training shall be conducted by a certified instructor and provided during a regularly scheduled staff development meeting. The training will occur at least bi-annually. The Charter School Safety Plan is included in [Appendix 9 - Health, Wellness, and Safety Plans](#).

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Principal and, if there is merit to the concern, the Principal shall direct the School Safety Plan to be modified accordingly.

Emergency team roles and responsibilities are described in the School Safety Plan and are reviewed annually. Roles include the school site responsible official, the school site safety coordinator and the Central Office responsible officials. Other roles include team leaders for the site communications, assembly area, first aid, food and water, search and assessment, student release, traffic and security, utilities and hazards teams.

Safety plans are maintained on file and available for inspection. EFC adheres to these plans to address the needs of each school site. Emergency drills are held periodically and as required for fire, earthquake and code red/lockdown scenarios.

Additional Policies

Comprehensive Anti-discrimination and Harassment Policies And Procedures

EFC and the Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Misconduct of this nature is very serious and will be addressed in accordance with EFC policy and procedures.

EFC has established a comprehensive complaint and investigation procedure to centralize all complaints and concerns coming into the school, in order to prevent and immediately remediate any concerns about discrimination or harassment at EFC (including employee to employee, employee to student, and student to employee misconduct). Under the direction of the EFC Board of Directors, the Superintendent and/or the Chief Operating Officer or designee shall be responsible for investigation, remediation, and follow-up on matters submitted to EFC through this procedure. The EFC Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation and Complaint Forms is included in the Employee Handbook and the Student and Family Handbook, which are available in [Appendix 8- Handbooks](#).

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

Please see [Appendix 9 - Health, Wellness, and Safety Plans](#) for the EFC Uniform Complaint Policy, Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy, and Policy for Complaints Against Personnel.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code, including provisions for seismic safety.

The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

The Charter School affirms that it will comply with the federal ADA access requirements and other applicable fire, health and structural safety requirements; will maintain on file readily accessible records documenting such compliance and facility inspection records; and that the site will be secured with an appropriate Certificate of Occupancy.

Employee Training

The Charter School shall ensure that all staff members receive annual training on the Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

The Charter School shall also ensure that its employees receive the required sexual harassment training under Government Code Section 12950.1.

The Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, in accordance with Education Code Section 44691, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

ELEMENT 7: BALANCE OF RACIAL, SPED, and EL STUDENTS

The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils as defined by the evaluation rubrics in Section 52064, that is reflective of the general population residing within the territorial jurisdiction of the District board of education to which the charter petition is submitted. - Education Code Section 47605(c)(5)(G)

Overview

Learning Without Limits will continue to serve approximately 340 students in grades TK-5. The Charter School will maintain a waiting list to ensure it will meet enrollment goals. It is the absolute goal of the Charter School to serve the general student population of Oakland, and the Charter School will strive to achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, that will reflect the general population residing in the territorial jurisdiction of the Oakland Unified School District and the demographics of the neighborhood elementary schools, consistent with Education Code section 47605(c)(5)(G).

Each fall, the Principal in conjunction with the Home Office, will review the currently enrolled student demographics. If at any time a significant disparity among the racial and ethnic demographics of our students is identified, the Principal will initiate dialogue and meetings with community leaders from the underrepresented student groups. The objective of that dialogue will be to guide the Charter School into creating more culturally inclusive and competent marketing strategies, and ultimately, a more culturally inclusive and competent school. The Director of Recruitment at the Home Office will take the lead with the Principal in developing and implementing a comprehensive recruitment and outreach strategy.

Recruitment Strategies

Enrollment Timeline

The Charter School implements an enrollment timeline and process that allows for a broad-based recruiting and application process, enabling families throughout the district to learn about the EFC and Charter School program and make an informed decision.

Earned Media

Earned Media is one of the most effective strategies for garnering widespread attention to a charter school. The Charter School will utilize the experience and relationships of its team members to strategically get articles placed in local newspapers that focus on the innovative programs offered at the Charter School.

Social Media Advertising

EFC has initiated social media advertising to outreach to more families across Oakland and increase brand awareness of its schools. Families can reach out to EFC through these channels and receive follow up phone calls.

Collateral Materials/Leave Behinds

Professionally designed brochures, flyers, and posters will showcase the benefits and opportunities that an education from the Charter School will provide. All materials will be created with the end- reader kept in mind and will be assured to make no false claims. These collateral materials will be printed in English, Arabic, and Spanish and will be designed to demonstrate the diversity and cultural appreciation that occur at the Charter School. All marketing material samples will be provided to OUSD upon request.

Grassroots Community Outreach

Oakland Enrolls, the organization EFC has partnered with to facilitate a single Oakland-wide charter application for families, reports that families when considering and choosing schools are most influenced by other families in their communities. The Principal and other staff will be tasked with conducting public presentations to the community to increase awareness. The Charter School leadership will annually present to rising Kindergarteners at the local preschools and Head Starts, and with permission from OUSD, the Charter School will present and/or leave brochures or other collateral materials at the neighborhood Child Development Centers. EFC will provide presentations or collateral materials to organizations that serve elementary-aged youth like recreation centers and after school programs. In addition, EFC will do targeted outreach throughout the Fruitvale community through the churches, libraries, stores, restaurants, markets in the area, and community-based organizations like Unity Council and the Josie de la Cruz Recreation Center.

Targeted Outreach to Achieve Balance

LWL is a neighborhood school that provides a preference or a weight for students residing in the original attendance boundary of the Hawthorne Elementary School. As such, unlike citywide charter schools, the student demographics at LWL reflects the immediate neighborhood and attendance boundary. To ensure students across the lower Fruitvale have access to LWL, targeted recruitment is conducted through LWL's partners, including La Clinica de la Raza (which operates several clinics across the Fruitvale including an onsite clinic at LWL), Unity Council (which operates preschools), East Bay Agency for Children (which provides critical services for families including a 0-5 program), and the Alameda Food Bank which operates an on-site food pantry for the neighborhood. This recruitment ensures neighbors residing around LWL are aware of the school and its offerings resulting in a large English Language Learner, Mam-speaking, and Spanish-speaking population. Recently, we have seen an influx of Arabic families. To support Arabic and Mam speaking families and to facilitate recruitment and outreach, EFC employs Mam and Arabic speaking personnel. All online advertising includes translation, both written and oral, into all languages.

To ensure students with disabilities are getting access to Learning Without Limits, EFC presents at preschool programs serving students with low incidence disabilities, including Buildings Blocks for students with IEPs. We also partner with Seneca Family of Agencies and outreach to their preschool clients. For students with high incidence disabilities, EFC widely advertises its

special education programming, its MTSS offerings, and our partnership with Alameda District Behavioral Health Services to provide mental health services.

Learning Without Limits Open Houses

In the spring and fall of every year, the Charter School will host community informational meetings, so that interested parents or community members can come and learn about the opportunities that will be provided by the Charter School. EFC Home Office leadership will be invited to attend and participate in all open houses, especially should parents have specific questions that should be directed to Home Office personnel. Information for each of these open houses will be distributed to all current families and preschools, via social media and platforms like Eventbrite, and via a concerted online and word of mouth grassroots strategy. Dates and times for the open houses will be set to maximize the number of parents that are able to attend. Proposed dates include meetings in December, February, March, and April of each year. Meetings will be held on weeknights and weekends.

The Charter School also understands that as part of its oversight of the school, OUSD may conduct program review of federal and state compliance issues.

Systems and Supports to Retain Target Student Groups

Learning Without Limits is committed to maintaining enrollment of students representing various racial and ethnic backgrounds, language groups, and students with disabilities. Our strategies and processes are designed to reflect and support the diversity of our community, ensuring that every student feels valued and has equal opportunities for educational success.

The school makes it a priority to hire staff directly from the surrounding community. By recruiting a workforce that reflects the demographics of our students and includes alumni from local schools like LWL, Lazear, and Arise, as well as others residing in local Oakland neighborhoods, we ensure that our team is culturally responsive and representative of the community we serve. This has proven effective in building trust with families, as students and their families see themselves mirrored in the staff and recognize the value of the relationships formed.

In addition, Learning Without Limits prioritizes using inclusive and welcoming language, programming, and materials that reflect and respect the diverse identities of our students and families. We have intentionally adopted curricula that reflect the diversity of our community. For example, our Fishtank curriculum deeply engages students in understanding their own history and culture as well as the experiences of other groups, and immerses students in such topics as civil rights, labor rights, and LGBTQ+ history. Another example is our grades 3-5 Advisory curriculum, which engages students in monthly heritage learning and celebrations that reflect the diversity of our community; this learning is reinforced by our grade 5 Student Council, which makes bi-weekly schoolwide morning announcements that include heritage learning and celebrations, and our monthly school assemblies.

Finally, Learning Without Limits, along with other Education for Change schools, explicitly prioritizes Student Belonging through our EFC-wide strategic initiatives. The school conducts

student focus groups and surveys to identify practices that are contributing to a sense of belonging as well as those that must be shifted in order to ensure a deep sense of connectedness for all students, and in particular those that belong to student groups who have traditionally been underrepresented and/or “othered” in our society. Our Culture Leadership Team actively monitors this data and implements programming to address student needs.

We pay special attention to the following target groups, in order to ensure that our school environment is welcoming and that our programming meets their needs:

Black/African American Families

We engage our Black/African American students in affinity spaces and work as a team to unpack trends in Black student attendance and engagement. Affinity mentoring and small-group support takes place year round and is led by school leadership team members and ELO programming staff members.

We consistently engage in efforts to improve disproportionality in attendance, include direct communication with families, understanding their challenges, and providing solutions such as transportation assistance, flexible scheduling for family meetings, and more accessible communication with teachers and staff. To ensure that Black/African American students see themselves reflected in our curriculum and to build cross-cultural understanding between different student groups, all students engage in learning about Black/African American history and culture during Fishtank units of study as well as advisory lessons, and we support our educators with professional learning related to these topics.

Learning Without Limits students, staff, and families also actively participate in Black excellence events city-wide, such as the Black Joy Parade, and we facilitate our own celebrations of Black/African American history and culture, like the annual Black/African American Family Breakfast and schoolwide celebration during the Black History Month. Additional enrichment programs at the school are informed by student focus groups and surveys, which are disaggregated by race/ethnicity, and Learning Without Limits has responded to the input from Black/African American students by adding more youth sports programming like flag football and cheerleading.

Newcomers

In order to create a welcoming and supportive environment for our Newcomers, LWL very intentionally use a variety of systems and structures that increase the level of academic and social support experienced by students. We cluster our Newcomer students in homerooms by language, in order to promote a sense of connectedness with other Newcomers who share their language background. In addition, we bring our Newcomers together multiple times per week for small group English Language Development instruction, in addition to small group *Ignite!* English Language Arts instruction. Moreover, we automatically enroll our Newcomers in our After School Program, in order to facilitate peer relationship development during non-academic time and to provide additional opportunities to develop basic interpersonal communication skills in English. Finally, we ensure that staff are consistently available to translate both daily interactions with students and families as well as important structures like IEP meetings, student

academic conferences, and family education and leadership events.

Students with Special Needs

Our most important strategy for retaining students with special needs is to provide high quality, responsive Tier 3 programming that meets their specific needs, and to approach our work with families collaboratively through thoughtfully designed services, communications, IEP meetings, and family education opportunities. We invest deeply in the full continuum of Special Education programming, including both full inclusion and Special Day Class models, robust academic and behavioral interventions for students with both Mild/Moderate and Extensive support needs, and Educationally Related Mental Health Services.

Our engagement with our community of exceptional learners is also facilitated through our partnership with Seneca Family of Agencies to implement the Unconditional Education model, in which “the most essential mission is to apply this lens of unconditional care to the most struggling students in our schools, prompting out-of-the-box thinking to remove barriers to school success . The willingness to “do whatever it takes,” even when doing so proves to be a tremendous challenge.”⁵² Our Special Education and General Education teams strive to fulfill this promise to our students with disabilities every day by using a variety of strategies and services to develop individualized programming that truly meets the needs of the child and their family.

By constantly evaluating and refining our practices, we aim to create an environment where every student feels valued and supported, regardless of their background. Ultimately, our goal is to build a school community that reflects the rich diversity of our city, provides equitable opportunities for all, and gives students and families compelling reasons to stay at Learning Without Limits.

⁵² Source: Seneca Unconditional Education Model Overview, <https://senecafoa.org/wp-content/uploads/2021/02/UE-Model-Overview.pdf>

ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

“Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605].” – Ed. Code § 47605(c)(5)(H)

Documentation of Admissions and Enrollment Processes

Upon request, Charter School will notify the District in writing of the application deadline and proposed lottery date. Charter School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter, and a record of all written communications with parents related to admissions. These records shall be made available to the District upon request.

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).

Homeless and Foster Youth

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

Parent Engagement

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours or attend an orientation event, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent cannot, has not, or will not provide volunteer service to Charter School.

Overview

The Charter School is open to all students. Admission to the Charter School, except as provided by Education Code Section 47605(e)(2) shall not be determined according to the student's place of residence or that of the student's parent or guardian, within the state of California, except in the case of a public random drawing as provided below or unless required by Education Code Section 51747.3. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws, establishing minimum and maximum age for public school attendance in charter schools.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii) as listed above.

Recruitment and Application Process

As discussed in **Element 8**, EFC implements a recruitment process aimed at ensuring the student population at the Charter School is reflective of the student population in the surrounding neighborhood.

The Charter School requires students who wish to attend the Charter School to complete an application form. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Applications are accessible online through a citywide single charter application process. Parents can receive direct assistance with the application process either over the phone or in person.

The application is comprised of the following:

- Basic contact information
- Grade level
- Eligibility for preferences, as detailed below

Applications are due mid-February each year. If the number of applicants exceeds the number of available spaces, a public random drawing is held in accordance with Education Code Section 47605(e)(2)(B). The application materials will specifically identify the application deadline and the proposed lottery date. All applicants are also informed of the date and location of the public random drawing, as detailed below.

Admission Process

In order to ensure that all students will be placed appropriately and benefit fully from the Charter School, parents will be strongly encouraged to participate in a pre-admission meeting and a school tour. Upon admission, parents will be encouraged to attend a family orientation.

Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random lottery to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. All applicants will be notified via push notifications, and the date and time are posted publicly on the school website, at least two weeks prior to the public random drawing. This notification will also include information about the rules to be followed during the lottery. Families will be invited to attend the lottery but are not required to do so in order to secure their spot. Unless families are notified otherwise in writing, the lottery will be held each In the case of a public random drawing, the following will be exempt from the lottery for admission to the school:

Siblings of students currently enrolled

The following weighted numerical preferences will be employed during a public random lottery:

- Applicants who reside in the former OUSD attendance boundary of the school will be given a 5:1 preference.
- Applicants who reside within OUSD will be given a 10:1 preference.
- Applicants who attend a school in Program Improvement will be given a 4:1 preference.
- Applicants who live outside of Oakland will be given a 1:1 preference.

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv), that:

- Each type of preference shall be approved by the chartering authority at a public hearing.

- Preferences shall be consistent with federal law, the California Constitution, and Section 200.
- Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically-disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.
- In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Each of the above preferences are allowed pursuant to Education Code Section 47605 and is consistent with federal law, the California Constitution, and Education Code Section 200. Following the Charter School's admission preferences for siblings of students already enrolled at the Charter School, the Charter School maintains admission preferences for students attending or residing within the boundaries of the former OUSD elementary school (the original LWL Elementary boundary, now the Cesar Chavez Campus attendance boundary) and students residing within the boundaries of the Oakland Unified School District. These preferences favor local students from historically underserved subgroups, as demonstrated by the Charter School's current demographics, which were achieved under the same preferences, and do not act to limit enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. The Charter School will seek to ensure that its student body is reflective of those living in the geographic community it serves within the Oakland Unified School District, as described in Element 8. The Charter School will monitor the outcome of its lottery on an annual basis to ensure that the admission preferences are not, in practice or effect, limiting enrollment access for pupils as identified in Section 47605(e)(2)(B)(iii).

Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Superintendent). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

All applications drawn after reaching capacity will be placed on a waitlist, in order in which they are drawn. Any applications submitted by the deadline and not accepted through the public random drawing due to capacity limitations will be placed on the waitlist in the order determined by lottery. Applications received after the deadline will be offered admission (or spots on the waitlist) in the order received AFTER all applicants who submitted by the lottery deadline have been served. The wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will the wait list carry over to the following school year.

EFC shall be responsible for ensuring that the Charter School maintains complete and accurate records of its annual admission and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter, and a record of all written communications with parents related to admission, by maintaining appropriate hard copy and electronic files of the same according to appropriate document collection and retention policies.

The EFC Board will ensure that the lottery process will be:

- Public, transparent, and fair
- Held in a public space large enough to accommodate all interested
- Facilitated by an uninterested party charged with conducting the process

Results will be published in Spanish and English and will be posted online and in hard copy in previously determined locations. Results will be communicated to all applicants, accompanied by follow-up phone calls. Families of students who are offered admission will have three weeks to confirm in writing their intent to enroll and submit an enrollment packet including proof of age, proof of address, and immunization records. Any families who decline admission or who fail to confirm will have the offer of admission rescinded. The waiting list will be kept on file at the Charter School and will be valid for the duration of the school year. If a student leaves the school, that space will be offered to the next person on the waiting list by push notification and by phone.

Enrollment Process

Upon admission to the Charter School, the registration process is comprised of the following:

- Submission of an enrollment packet
 - Student Registration Form
 - Proof of Immunization
 - Home Language Survey
 - Completion of Emergency Medical Information Form
 - Proof of minimum and maximum age requirements

- Authorization for the school to request and receive student records from schools the student has attended or is currently attending⁵³
- A copy of any existing Student Study Team evaluations and recommendations for the student shall be obtained
- A copy of any existing 504 Plan or IEP for the student shall be obtained

Regarding immunizations, California law requires that parents/guardians of all children must submit completed immunization records, or exemption materials, prior to admittance of their children to school. School verification of immunizations is to be by written medical records from a physician or immunization clinic. All new and transfer students must present a current immunization record at the time of enrollment. There is no grace period. Pupils who fail to complete the series of required immunizations will be denied enrollment until the series has been completed. Exceptions will be provided only to the extent authorized under the law.

⁵³ In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

ELEMENT 9: FINANCIAL AUDITS

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” – Education Code Section 47605(c)(5)(I)

Fiscal Audit

An annual independent financial audit of the books and records of Learning Without Limits will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in the applicable Office of Management and Budget Circulars.

The Board of Directors will hire an independent auditor who has, at a minimum, a CPA, experience in education finance, and is approved by the State Controller on its published list as an educational audit provider familiar with the Audit Guide for Charter Schools. This auditor will complete an annual audit of the Charter School’s financial books and records. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles and the Audit Guide for Charter Schools. It will verify the accuracy of the Charter School’s financial statements (including balance sheets, income statements, and cash flow statements), attendance and enrollment reporting practices, internal controls, and any other documents or systems required by law.

EFC will prepare the necessary unaudited financial reports to be submitted to OUSD. Two interim reports and a year-end report, in a format to be provided by OUSD, that will include actual and revised budget figures, projected revenues, expenditures, and fund balances will be submitted to OUSD unless a different system is agreed to by all parties. In addition, year-end financial statements audited by a Certified Public Accountant will be submitted to OUSD within four months following the close of the fiscal year. The cost of the audit will be a fixed cost in the annual budget to ensure EFC is able to comply with this requirement.

The annual audit will be completed and forwarded to the District Superintendent of Schools, the State Controller, and to the California Department of Education by the 15th of December of each year. At the conclusion of the audit, any exceptions or deficiencies will be reviewed by the Finance Committee with the Chief Financial Officer. The Finance Committee will report the findings and recommendations to the Board of Directors. The Board of Directors will then report to the District to address how the exceptions and deficiencies have been or will be resolved to the satisfaction of the chartering authority. The Charter School will agree to writing a timeline for resolution of audit exceptions and deficiencies. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with

applicable law. The independent fiscal audit of the Charter School is a public record to be provided to the public upon request.

EFC will be responsible for its own financial services (accounting, budgeting, and payroll) and personnel services.

EFC shall conduct all of its financial operations in a timely manner and for all programs (regular, categorical, and special education) through procedures established by the State of California and the Federal Government, as appropriate. For Federal programs, including Title I, the criteria for eligibility and fiscal guidelines will be as established by the Federal Government. In receiving this funding directly, EFC is responsible for meeting eligibility and fiscal requirements established by the Federal Government and for completing the Consolidated Application. EFC shall provide OUSD with all financial and related reports, including enrollment attendance, to enable OUSD to meet its requirements by law.

The Charter School shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding financial records, from OUSD and shall consult with OUSD regarding these inquiries.

Please see [Appendix 10 - Financial Documents](#) for the most recent approved audit.

ELEMENT 10: SUSPENSION AND EXPULSION POLICY AND PROCEDURES

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” – Ed. Code § 47605(c)(5)(J)

Student Due Process Protections

Charter School’s student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(i) For suspensions of fewer than 10 days, Charter School shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, Charter School shall provide both of the following:

(I) Timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) A hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

Required Notifications

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to

remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and District social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, District social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and District social worker, or the Indian child's tribal social worker and, if applicable, District social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or District social worker, or the Indian child's tribal social worker or, if applicable, District social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and District social worker and an Indian child's tribal social worker and, if applicable, District social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information."

– Education Code Section 47605(c)(5)(J)

Code of Conduct

The goal of EFC is to operate schools that foster student self-discipline in a warm, supportive school climate that is conducive to maximum learning for all students. All EFC schools develop site-specific Codes of Conduct as general guides for behavior, but not as mechanisms for rigid control. To ensure success for ALL children, the individual personalities of students or extenuating circumstances will always be considered before corrective measures are prescribed. Codes of conduct will be presented in the Student and Family Handbook. Every family will receive a new copy of the Student and Family Handbook annually, which will be available in English and Spanish. Please see [Appendix 8 - Handbooks](#) for the current Student and Family Handbook. The following policy on suspension and expulsion will be included in all EFC schools' handbooks.

Suspension, Expulsion, and Involuntary Removal

The following Student Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at Education for Change Public Schools. In creating this policy, EFC has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non charter schools may be

suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removals. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* EFC is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements.

EFC fundamentally believes that providing an orderly, safe, and warm classroom and school environment is the foundation for positive behavior in children and a comprehensive MTSS model is the vehicle through which to support ALL children to respond positively in that environment. When children break rules in an orderly, safe and warm environment, EFC believes there is a logical root cause for that behavior which must be addressed. There is minimal research to support suspending and expelling children, and research verifies that African-American and Hispanic students are disproportionately impacted. Therefore, EFC expects its schools to develop a positive school culture, provide social emotional learning, and implement the behavioral interventions necessary to minimize the need for out-of-school suspension or expulsion.

Charter School staff shall enforce disciplinary policies and procedures fairly, respectfully and consistently among all students while considering the needs of individual children. Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The EFC administration shall ensure that students and their parents/guardians are notified in writing⁵⁴ upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available on request at the Principal's

⁵⁴ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child's or youth's educational rights holder, attorney, and District social worker, and an Indian child's tribal social worker and, if applicable, County social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

office. The Policy and its Procedures will also be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. EFC schools will follow all applicable federal and state laws, including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities for whom EFC schools has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by EFC for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian, and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. When no native written language exists, oral translation shall be provided to the student and their parent/guardian. If a student's parent/ guardian requests a hearing, the EFC shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until EFC issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the EFC attendance policy or the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to school activity or school attendance occurring at any time including but not limited to:

- a. while on school grounds;
- b. while going to or coming from school;
- c. during the lunch period, whether on or off the school campus; or
- d. during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the student:
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person
 - b. Willfully used force or violence upon the person of another, except self-defense
 - c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant
 - e. Committed or attempted to commit robbery or extortion
 - f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
 - i. Committed an obscene act or engaged in habitual profanity or vulgarity
 - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
 - k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases
 - l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
 - m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness
 - n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma

- o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to students in any of grades 4 to 8, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed

toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 3. Causing a reasonable student to experience substantial interference with their academic performance.
 4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- ii. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
1. A message, text, sound, video, or image.
 2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 3. An act of cyber sexual bullying.
 - a. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to

school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- b. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u. A student who aids or abets, as defined in [Penal Code Section 31](#), the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b)
 - v. Possessed, sold, or otherwise furnished any knife, or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:
- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence
 - b. Brandished a knife at another person.
 - c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4
3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person
- b. Willfully used force of violence upon the person of another, except self-defense
- c. Unlawfully possessed, used or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant
- e. Committed or attempted to commit robbery or extortion
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace

resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

- p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to students in any of grades 4 to 8, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 3. Causing a reasonable student to experience substantial interference with their academic performance.
 4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- ii. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
1. A message, text, sound, video, or image.
 2. A post on a social network Internet Web site including, but not limited to:
 3. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 4. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 5. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
1. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in

subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

2. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - iv. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u. A student who aids or abets, as defined in [Penal Code Section 31](#), the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivisions (3)(a)-(b).
 - v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
4. Non -Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:
 - a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
 - b. Brandished a knife at another person.
 - c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289, or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel or Governing Board that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and their parent/guardian and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i).

This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to participate in the conference. Penalties shall not be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by email, telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date when the student may return to school following the suspension.

If EFC officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the principal or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when EFC has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parents/guardians, unless the student and the student's parents/guardians fail to attend the conference.

This determination will be made by the principal or designee upon either of the following determinations: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Student Work/Homework during Out-of-School Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should

be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial EFC Board following a hearing before it or by the EFC Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Superintendent as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student or a Board member of EFC's governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Student has committed an expellable offense and recommends the student for expulsion.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment
5. The opportunity for the student and/or the student's parent/guardian to appear in person and/ or to employ and be represented by counsel or a non-attorney advisor
6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

EFC may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined only by the EFC or the hearing officer in the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying
2. EFC must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding entity finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, EFC must present evidence that the witness' presence is both desired by the witness and will be helpful to EFC. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board ultimately decides not to expel, the student shall immediately be returned to their educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:

- a. Notice of the specific offense committed by the student
- b. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with EFC

The Principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority.

This notice shall include the following:

- a. The student's name
- b. The specific expellable offense committed by the student

K. Disciplinary Records

EFC shall maintain records of all student suspensions and expulsions at EFC. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the District or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from EFC shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to EFC for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student at the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term shall be in the sole discretion of the Board following a meeting with the Principal or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to EFC environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding the Principal or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon EFC's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a

parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

EFC shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA the discipline of any student with a disability or student who EFC or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services during Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP or 504 plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, EFC, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 plan

If EFC, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If EFC, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that EFC had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement

- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and EFC agree to a change of placement as part of the modification of the behavioral intervention plan

If EFC, the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504, then EFC may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent /guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or EFC believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or EFC, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided in 20 U.S.C. Section 1415(k)(1)(c), whichever occurs first, unless the parent/guardian and EFC agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the EFC believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or EFC may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Education for Change Public Schools personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C Section 930, to or at school, on school premises, or to or at a school function
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students not yet eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if EFC had knowledge that the student was disabled before the behavior occurred.

EFC shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to EFC's supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of Special Education or to other School supervisory personnel

If EFC knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If EFC had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. EFC shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by EFC pending the results of the evaluation.

EFC shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 11: RETIREMENT SYSTEMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” – Education. Code Section 47605(c)(5)(K)

Work Basis

Employee hours per week at Learning Without Limits will be based upon individual employee work agreements. The standard work week for most staff is forty (40) hours per week.

Compensation

EFC provides total compensation to individual employees that is competitive with other private and public schools for comparably qualified and experienced employees, i.e., the Charter School offers compensation that assures the successful recruitment of employees that enable the school to fulfill its mission and goals. Specific salaries and stipends are identified pursuant to the collective bargaining agreement for the Charter School's certificated employees and individual employment agreements for all other employees.

Benefits

Mandatory benefits such as workers compensation, unemployment insurance, Medicare and social security (for non-STRS employees) are provided by EFC, as well as life, health, dental, vision, and related benefits as part of the total compensation package for each employee determined pursuant to the collective bargaining agreement for the Charter School's certificated employees and individual employment agreements for all other employees.

Retirement

Eligible certificated employees participate in the State Teachers’ Retirement System (“STRS”), in which the employer and the employee each contribute the statutory amount. Eligible classified employees participate in Public Employees’ Retirement System (“PERS”), in which the employer and the employee each contribute the statutory amount. All employees, with the exception of STRS participants, participate in the Federal Social Security Program. EFC also currently provides an option to participate in a 403(b) retirement plan with no employer match. EFC will make any contribution that is legally required of the employer including STRS, PERS, and federal social security.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” – Ed. Code § 47605(c)(5)(L)

Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the District.

ELEMENT 13: EMPLOYEE RETURN RIGHTS

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” – Ed. Code § 47605(c)(5)(M)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically and explicitly granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School, if any, will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT 14: DISPUTE RESOLUTION PROCESS

“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” – Ed. Code § 47605(c)(5)(N)

Procedures for Complaints against Charter School

Charter School will establish complaint procedures that address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. Charter School will ensure that its complaint processes are fair and accessible for families. Charter School will not, at any time, refer such complaints to the District for handling.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school’s response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. The complaint procedures will be clearly articulated in the school’s student and family handbook or distributed widely.

Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational

program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Complaints by Students and Employees

Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Disputes between the District and the Charter School

The staff and Governing Board members of Charter School agree to attempt to resolve all disputes between the District and Charter School regarding this Charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the Charter between the District and Charter School, except any controversy or claim that in any way related to revocation of this Charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the Charter, except any controversy or claim that in any way related to revocation of the Charter, must be put in writing (“Written Notification”) by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(f), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, mail, or electronic mail. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received (a) if personally delivered, or sent by electronic mail, upon date of delivery to the address of the person to receive such notice if received by the District by 5:00 PM; (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To [Charter School Name], c/o School Director:

[Charter School Name]

[Charter School Address]

To Director, Office of Charter Schools:

1011 Union Street #947

Oakland, CA 94607

(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party’s position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, mail, or electronic mail.

The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 calendar days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association (“AAA”) to have an arbitrator appointed.

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

Internal Disputes

EFC has established an internal dispute resolution process to be used for all internal disputes related to the Charter School’s operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures and Title IX Complaint Policy as required by state and federal law. If the District receives any complaints relating to the Charter School, it shall immediately refer the complaint and the complainant directly to the Charter School.

Please see [Appendix 9 - Health, Wellness, and Safety Plans](#) for the EFC Uniform Complaint Policy, Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy, and Policy for Complaints Against Personnel. Please see [Appendix 10 - Handbooks](#) for the Student and Family Handbook.

ELEMENT 15: CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” – Ed. Code § 47605(c)(5)(O)

Closure Action

The decision to close Charter School must be documented in a “Closure Action.” A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(h)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of Charter School votes to close Charter School; the Charter lapses or is surrendered; or the Charter School ceases to serve students for at least six consecutive months.

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The OUSD Office of Charter Schools (OCS). Charter School shall provide OCS with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to OCS.

3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and ACOE of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to OCS.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to OCS.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to OCS.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to OCS.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to OCS in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be submitted to OCS in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with OCS for the delivery of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of employment, role, salary, and any other information necessary for employment verification. Both Charter School and the designee, individually and separately, shall inform OCS immediately upon the transfer of Charter School's employee records to the designee.
7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, start up grants, or other liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final "closeout audit" within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budget
2. Local control and accountability plan and annual updates
3. Interim financial reports
4. Second interim financial reports
5. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit shall identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.
5. The submission of an inventory of equipment log in coordination with the charter school's independent auditor about the proper procedures for liquidating the assets, consistent with federal regulations. The inventory log shall include:
 - a. Name and contact of person(s) handling the liquidation;
 - b. Each item in excess of \$500 (computers, laptops, printers, and other equipment);
 - c. An identification number that corresponds to a tag on that item;
 - d. The cost of the item and whom/where/date of the item that was donated/sold.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for closure of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
2. Make final federal tax payments (employee taxes, etc.)
3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).

This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

ADDITIONAL PROVISIONS

Facilities

Prior to occupancy or use of any school site or facility, Charter School shall provide OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located. This requirement shall also apply, upon request by the District, to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to OCS upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Hold Harmless/Indemnification Provision

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities including but not limited to attorneys’ fees that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School’s performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of supervisory oversight of Charter School not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisory oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including, but not limited to, licensing and permit requirements as well as requirements related to protection of health and safety. Charter School shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

The Charter School's financial statements, proposed budgets, projections, expenditures, and cashflow shall include the Charter School's anticipated expenditures for special education services, including any projected funding received for special education services, the average cost per pupil of providing special education services, and the extent to which the Charter School projects that it will have to incur special education expenditures from its unrestricted general fund revenues. If the Charter School does not belong to a SELPA as an LEA, it must also provide its projected equitable contribution to Districtwide special education costs.

Audit and Inspection of Records

The District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School's books, records, data, processes and procedures through the Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 business days notice to Charter School. In extreme circumstances when 30 business days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud, or abuse of power related to Charter School operations is received by the District, Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

Data and Information Reporting

Charter School shall provide the following data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:

- Fall Census Day enrollment spreadsheet
- Reports required by Education Code section 47604.33:
 - Preliminary budget
 - Local control and accountability plan
 - First interim financial report
 - Second interim financial report
 - Final unaudited report
- Other audit-related, attendance, and/or enrollment information and reports:
 - Annual independent audit report (Ed. Code § 47605(m))
 - Independent Auditor Selection Form (Ed. Code § 41020(f)(1))

- 20 day attendance report (Ed. Code § 47652(a))
- Monthly attendance reports
- Principal Apportionment Data (P1, P2, and P-Annual)
- Monthly student exit reports (Ed. Code § 47605(e)(3))

- Information/documentation related to Charter School’s facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies)

Additionally, Charter School shall notify OCS in writing in a timely manner of all changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

Term of Charter Renewal Petition

The Charter School’s renewal term shall begin on July 1, 2025 and expire five years thereafter on June 30, 2030. Any material revisions to Charter School’s charter shall be made by the mutual agreement of the governing board of the Charter School and the District in accordance with Education Code Section 47607. The Charter School may present a petition to renew or materially revise the Charter, and the District agrees to respond to such petitions pursuant to the process, criteria and timelines specified in Education Code Sections 47605, 47607, 47607.2, and applicable provisions of the California Code of Regulations.

Interpreting the Charter

All terms of the charter that can be interpreted as within the intent of the Education Code shall be interpreted in such a manner.

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Charter School and the District. The District and the Charter School agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Changes in the law or the District administration related to charter schools occur from time to time. The Charter School shall fully comply with all such legal and/or administrative changes.

Modifications to this charter pursuant to such changes shall be deemed administrative amendments and shall not be considered “material revisions” requiring approval pursuant to Education Code Section 47607(a)(3).

Revoking the Charter

The District may revoke the charter of the Charter School in accordance with Education Code Section 47607 and its implementing regulations.

Finance and Operations

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. - Education Code Section 47605(h).

Budget And Financial Plan

The Charter School has been financially healthy and stable since opening, with positive fund balances and a reserve far in excess of the state minimum. Please see the enclosed budget documents for further detail. To support review of this renewal petition, the following documents have been included in [Appendix 11 - Financial Documents](#).

- Projected Budget
- Projected Cash Flow
- Annotated Budget Narrative and Assumptions

The budget and cash flow projections are based on the best data available to the petitioners at the time of submission and include many key assumptions, as outlined in the annotated budget narrative.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. - Education Code Section 47605(h)

EFC employs a full-time Chief Strategy Officer to perform many of the accounting and budgeting operations of the Charter School. The CSO reports directly to the Superintendent. The CSO's responsibilities include to establish, implement, coordinate, control, and maintain the Charter School's financial accounting system; to process and maintain records of fiscal actions, other business records, and accounts; and to prepare a variety of financial reports and documents in support of school operations. The organization outsources some financial services such as payroll processing and uses a competitive bid process to select vendors with experience in charter schools or other public finance.

EFC will provide financial reports, in the manner prescribed by California's Standardized Account Code Structure (SACS) for all reports to the District including the First and Second Interim Reports, Adopted Budgets, and Unaudited Actuals as required by the Education Code. EFC will also provide an annual audit, including financial schedules in the aforementioned formats to the District Superintendent of Education, the California Department of Education and to any other official or entity as required by law.

Annually, no later than December 15th, EFC shall supply the District with a statement of assets and liabilities. It is expected that this information will be included in the annual independent

fiscal audit. However, in the event that it is not contained in the audit or that the audit is not completed by this date, EFC shall submit a separate document to the District containing this information.

Sources of Funds

The majority of funds for the Charter School's operations come from the State of California and local in-lieu of property taxes, in the form of the standard per-student allocation under Local Control Funding Formula ("LCFF") based on Average Daily Attendance ("ADA"). The Charter School also receives other state and federal funds for special populations and specific programs. Additional sources of funds include grants and fundraising, and food service revenue.

Financial Reporting

By July 1 of each calendar year, the Charter School provides a draft budget for the following school year to the District, including its estimate for enrollment and its Average Daily Attendance assumptions. The Charter School shall comply with all other financial reports required by Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and District Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from the District and other authorized reporting agencies.

Insurance

EFC will secure and maintain commercially reasonable general liability, workers' compensation, and other necessary insurance coverage. EFC will secure and maintain in full force and effect with an insurance company or companies admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A-/VII", very low, in the current

Best Insurance Rating Guide, at a minimum, the insurance as set forth below to protect EFC from claims that may arise from its operations:

1. Workers' Compensation Insurance, as required by the California Labor Code, with not less than statutory limits
2. General Liability, Comprehensive Bodily Injury, and Property Damage Liability which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance for combined single limit coverage of not less than \$1,000,000 for each occurrence.

The Charter School will provide evidence of the above insurance coverage to the chartering authority. These amounts may be altered upon recommendation of the Insurer or as required by agreement between the District and EFC.

Direct Funding

The Charter School shall receive funding pursuant to Education Code Section 47630 et seq. and elects to receive its funding directly from the state pursuant to Education Code Section 47651. Any funds due to the Charter School that flow through the District shall be forwarded to the Charter School in a timely fashion. During the term of this charter petition, the Charter School and the District shall negotiate in good faith to develop a Memorandum of Understanding that establishes the specific financial and service relationship between the two parties.

Concurrent Enrollment

The Charter School will not seek funding for any pupil who also attends a private school that charges the pupil's family tuition.

LWL Facilities

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate.

Pursuant to Proposition 39, as a conversion charter school, Learning Without Limits intends to occupy the same facility that it occupied prior to its conversion to charter status at 2035 40th Avenue, Oakland, CA 94601, and will occupy it consistent with the requirements and obligations of Proposition 39. Currently, Learning Without Limits has an In Lieu of Proposition 39 Facilities Use Agreement with Oakland Unified School District for the period July 1, 2024 through June 30, 2025. EFC is interested in negotiating another facilities use agreement for the length of the upcoming charter term.

Charter Renewal Performance Report

Background

According to Board Policy 0420.4 - Philosophy, Goals and Objective; Charter Schools:

...Any charter granted by the Board shall contain adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include, but not be limited to, fiscal accountability systems, public governance systems, and multiple measures for evaluating the educational program...

Therefore, in keeping with this policy, the Office of Charter Schools (OCS) asks that charter schools requesting renewal prepare and submit a performance report that includes reporting of key data points and information that may not be available through other sources.

Goals

- Highlight unique areas of success from the charter school's perspective beyond traditional academic measures
- Provide guidance for OCS for further inquiry during the renewal site visit
- Collect additional information related to OCS priority areas that may not be available elsewhere in the petition

Guidelines

The performance report includes requests for descriptive responses as well as data tables. Where descriptive responses are requested, please provide comprehensive yet concise responses. If there are sections where you feel you are not in a position to respond, please elicit responses from more appropriate parties (e.g. governing board president).

A draft of this report needs to be submitted to OCS staff via Epicenter in Word format **at least 2 weeks before** either the renewal site visit or the submission of the charter renewal request, whichever is earlier. **The final draft of this Performance Report needs to be submitted as an Appendix in the Renewal Charter Petition.**

- **Measurable Pupil Outcomes (MPOs):** For the 2024-25 Renewal Cycle (for schools with charters ending in June of 2025), MPOs will be incorporated directly in the District Required Language (available on the Charter Petition Information page of the OCS website). Please note, the District is transitioning away from the Collective MPOs that many charter schools adopted previously.

- **Verified Data:** For the 2024-25 Renewal Cycle, schools submitting Verified Data will need to submit specific data reports depending on the Verified Data source. Schools will include a narrative to this data as part of the Performance Report (See Question 12 on sheet 1). The specific data reports should be submitted separately via Epicenter and should be incorporated as an Appendix in the Renewal Charter Petition, directly after the Performance Report.

	Open Responses	Figures
<p>1. Instruction</p> <p>Describe any unique schoolwide instructional practices that have positively impacted student outcomes. Please note any specific practices used in response to the COVID-19 pandemic's impact on student learning.</p>	<p>Learning Without Limits has effectively navigated post-pandemic educational challenges to create a vibrant learning environment that significantly boosts student achievement in mathematics, English Language Arts (ELA), and early literacy. This improvement has been particularly notable over the past two years across all significant subgroups, particularly for English learners.</p> <p>In the two years immediately preceding the COVID-19 pandemic, LWL School faced significant challenges, with student outcomes not meeting our high expectations. These challenges arose following our founding leader's departure, creating a period of instability. The onset of the pandemic only added to these difficulties, requiring us to adapt swiftly to unprecedented circumstances.</p> <p>The shift to distance learning necessitated a complete overhaul of our instructional model. We had to ensure every family had the necessary devices and internet access, adapt our instructional framework to an online environment, and train our staff in new pedagogical methods. This was all while supporting our community through the emotional, psychological, and financial challenges brought on by the pandemic.</p> <p>Despite these hurdles, our dedicated team and resilient community rose to the occasion. Over the past two years, we've focused on rebuilding and improving our educational practices. Our efforts have been rewarded with significant gains in student performance, as evidenced by our most recent CORE Districts data report: 90th growth percentile in both math and ELA. These improvements highlight the strength of our educational model and the commitment of our staff, students, and families.</p> <p>One of the cornerstone practices at Learning Without Limits is fostering a strong sense of academic ownership among students. This approach involves core teacher competencies aimed at consistently maintaining high expectations. Through individualized coaching and targeted professional development, teachers are trained to instill a growth mindset in their students, empowering them to view challenges as opportunities for growth rather than obstacles. This mindset is reinforced through various instructional strategies, including praising effort, encouraging challenges, normalizing mistakes, and cultivating self-reflection.</p> <p>Moreover, our program emphasizes a culture of intellectual risk-taking, where mistakes are considered essential to learning. We accomplish this by promoting psychological safety and mutual respect. Educators encourage every student to sustain engagement in learning and share their thinking. Academic discussions encourage peer-to-peer dialogue, and sentence frames that support language development and expression of complex ideas foster authentic engagement and intellectual risk-taking. At the same time, teachers hold high expectations and provide regular feedback that pushes students to strive for accuracy, depth, and evidence in their thinking.</p> <p>Integration of Project Guided Language Acquisition Design ("GLAD") strategies, notably the "hip pocket" activities, enriches language use across the curriculum, further boosting literacy and engagement among English Learners. Furthermore, our departmentalized approach in grades 3-5 has enabled teachers to build their expertise in their focal content area and provide deep learning experiences. Our science curriculum, Amplify Science, provides a hands-on experience with the practical application of new knowledge.</p> <p>Our TK-2 foundational literacy model is meticulously designed to align with the latest science of reading research, ensuring that our young learners receive the most effective and evidence-based instruction. This model combines whole group and small group differentiated instruction, allowing teachers to tailor their approach to meet the diverse needs of each student. Our approach ensures a comprehensive foundation in literacy by focusing on phonemic awareness, phonics, fluency, vocabulary, knowledge building, and comprehension. Targeted teaching strategies within small groups facilitate a more personalized learning experience, which is crucial for addressing students' varying levels of literacy skills at this critical stage of their educational journey. This method enhances individual learning outcomes and sets a solid foundation for future academic success in reading and beyond. We also integrate Amplify's ELA Intervention, an adaptive online software, to provide additional targeted support for foundational reading skills. This technology enables personalized learning experiences, offering tailored support to students based on their individual needs.</p> <p>This year, we also adopted the FishTank K-2 ELA program, which aims to foster a love of reading while simultaneously building knowledge of science and social studies content. This interdisciplinary approach complements our foundational program by deepening students' understanding of key academic concepts across subject areas.</p> <p>Recognizing the importance of targeted intervention, we have introduced a specialized 3rd-grade Differentiated Literacy and Numeracy (DLN) program. This dedicated instructional block allows students to build foundational literacy and numeracy skills without losing access to grade-level curricular content. In grades 4 and 5, we partner with Ignite Reading to provide our emerging readers, many of whom are classified as newcomers, with one-on-one targeted foundational literacy support.</p>	
<p>2. Areas of Success</p> <p>Describe any unique areas of success beyond traditional academic measures.</p>	<p>Learning Without Limits' successes extend beyond traditional academic measures, reflecting a comprehensive approach to student development that embraces community engagement, inclusivity, and extracurricular excellence. These areas highlight the school's commitment to fostering a well-rounded educational experience that supports students' diverse talents and interests.</p> <p>LWL has demonstrated significant progress in cultivating a positive school culture, which is evident in our remarkable achievement of reducing suspensions to 0.2% (1 suspension this year). This remarkable feat underscores the efficacy of the school's proactive approach to behavior management. Post-return from COVID distance learning, our school launched a range of initiatives to foster unity and belonging. From spirited community events to collaborative projects, these efforts were pivotal in reconnecting students to our community and nurturing a supportive environment.</p> <p>Coming out of distance learning during COVID-19, we prioritized efforts to rebuild a sense of inclusion and belonging for all students. To this end, we integrated the School Climate and Academic Improvement ("SCAI") data and a Student Belonging Survey to enable our stakeholders to monitor and improve our students' educational environment and social-emotional health. We quickly created an educational setting where all students feel valued, included, and empowered to achieve their full potential. For instance, over 80% of our students report a strong connection to our staff on our Belonging Survey. Overall, we are seeing fewer social-emotional needs coming up and a decreased demand for mental health support.</p> <p>We are also proud of the sports and extracurricular programs we have built over the past two years. We have added basketball, flag football, soccer, cheerleading, pep squad, volleyball, roller skating, art, boys club, girls club, science club, chess, and robotics. This year, our basketball team won the championship, our football team made it to the finals, and our cheerleading team participated in the Oakland Black Joy Parade. Over 240 students participate in clubs and sports overall. These activities increased a sense of school pride and camaraderie, where more students reported looking forward to school each day.</p>	
<p>3. Diversity of student enrollment</p> <p>What are the strategies and processes that you have put in place to ensure your school enrolls a diverse student population (e.g. racial/ethnic balance, representation of English Learners (including newcomers), students with disabilities, or of homeless status)? Where have you seen success and how do you plan to modify these practices for student groups who are underrepresented at your school (While we encourage you to reflect on recruitment practices in this section, we also recommend reflecting on practices at your school site which may impact the school's enrollment of various student groups (i.e. family affinity groups, increased staffing, etc.)?</p>	<p>At Learning Without Limits, we are committed to enrolling a diverse student body representing various racial and ethnic backgrounds, English Learners ("EL"), and students with disabilities. Our strategies and processes are designed to reflect and support the diversity of our community, ensuring that every student feels valued and has equal opportunities for educational success.</p> <p>Strategies and Processes</p> <p>Staff Recruitment: We've prioritized hiring staff directly from the surrounding community. By recruiting a workforce that includes alumni from local schools like LWL, Lasear, and Arise, as well as others residing in local Oakland neighborhoods, we ensure that our team is culturally responsive and representative of the community we serve. This has proven effective in building trust with families, as students see themselves mirrored in the staff and recognize the value of the relationships formed.</p> <p>Leadership Diversity: Our leadership team embodies diversity, with seven of the eight members identifying as BIPOC. This enables more nuanced decision-making and policies that cater to the varied needs of our students.</p> <p>DEIA Training: Our enrollment team is thoroughly trained in Diversity, Equity, Inclusion, and Accessibility (DEIA) practices to align with our school's core values. This training equips team members to provide comprehensive support during enrollment, addressing the specific needs of all families, including those with disabilities. Team members offer auditory, translation, and physical assistance, minimizing paperwork and enrollment barriers.</p> <p>Inclusive Communication: We prioritize inclusive and welcoming language to reflect and respect the diverse identities of our prospective families. This approach is especially important for parents who may lack the necessary documents or access to healthcare, helping them navigate these challenges with additional support and resources. Our engagement with the community is also facilitated through our partnership with the Seneca Family of Agencies. We are proud of our diverse student body and believe that it enriches the learning experience for all our students, which assists families with medical and other essential services.</p> <p>Year-Round Enrollment: We maintain a policy of year-round enrollment to accommodate families who move during the school year or those who face housing instability. This flexibility is crucial for keeping our school accessible to all, particularly those in transient living situations. The success of these policies is reflected in our increased application conversion rate, which has seen a 6.5% rise compared to the previous year, indicating that more families are choosing our school.</p> <p>Open-Door Policy: Moreover, our site office operates an open-door policy, allowing parents and families to walk in anytime to apply, complete applications, or simply seek assistance. This policy has been positively received, enhancing accessibility and engagement with the school community.</p> <p>Successes</p> <ul style="list-style-type: none"> The success of our strategies is reflected in various areas: Increased application conversion rate by 6.5% compared to the previous year. Solid representation of students with Individualized Education Programs ("IEP") (12%) and English Learners (60%). Positive reputation among parents of students with special needs, evidenced by word-of-mouth referrals. Successful enrollment of newcomers, with 22 currently enrolled. Representation of diverse language backgrounds, with plans to expand language support services. <p>Reflections and Modifications</p> <p>Despite successes, we acknowledge the need for continuous improvement:</p> <ul style="list-style-type: none"> Looking forward, we are expanding our language support services to include Asian American and Pacific Islander ("AAPI") languages, Mam, and Arabic, responding to the evolving demographics of our neighborhood. A comprehensive community language assessment is planned to better understand and meet all our families' linguistic needs. Our current enrollment consists of 11% Black and 78% Latine students, while our neighborhood census tract consists of 14% Black and 47% Latine. To increase Black student enrollment, we have intensified our outreach initiatives: <ul style="list-style-type: none"> >> We partner with local YMCAs and Head Start programs to showcase our school to targeted groups. >> We engage our Black families in affinity spaces to design recruitment strategies, unpack trends in Black student attendance and engagement, and bolster our word-of-mouth outreach. >> We actively participate in Black excellence events city-wide, such as the Black Joy Parade. >> Our efforts to improve disproportionality in attendance include direct communication with families, understanding their challenges, and providing solutions such as transportation assistance, flexible scheduling for family meetings, and more accessible communication with teachers and staff. <p>By constantly evaluating and refining our practices, we aim to create an environment where every student feels valued and supported, regardless of their background. Our goal is to build a school community that reflects the rich diversity of our city and provides equitable opportunities for all.</p>	

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<p>4. Student Engagement</p>	<p>Are there opportunities for all students to be involved in decision-making and the governance of the school?</p> <p>What is an example of a change you have made to the school based on student feedback?</p>	<p>At Learning Without Limits, student engagement and participation in decision-making processes are foundational to our educational philosophy. Giving students a voice in the school's governance enhances their learning experience and cultivates essential leadership and collaborative skills. One of the primary platforms for this is our Student Council, which plays a significant role in shaping school policies and events.</p> <p>After returning from distance learning during COVID, one of our first orders of business was to re-establish our Student Council. The Student Council actively organizes and decides on school events, implements incentives, and leads initiatives like Fun Fridays and Spirit Days. These activities are designed to boost school spirit and foster a sense of community among students. More significantly, the Student Council is instrumental in leading initiatives around monthly themes like Black Excellence and Women's History Month and organizing and managing CLAP assemblies that celebrate achievements and positive behavior.</p> <p>Beyond the Student Council, student focus groups and feedback forms provide valuable insights that inform after-school programming and extracurricular activities. For instance, based on student input, the school has expanded clubs to include interests such as chess, science, and roller skating while organizing field trips, sports teams, and a cheerleading team.</p> <p>Student surveys, particularly those measuring belonging and the SCAI, help identify areas for improvement. One significant change stemming from student feedback was adjusting the After School Program ("ASP") and summer programming to balance the academic components with more field trips and hands-on art experiences. By allowing students to vote on the content and structure of these programs, we ensured that they were more aligned with students' interests and needs, resulting in higher participation and satisfaction.</p> <p>These collaborative processes empower students to feel a sense of ownership over their educational journey while helping to build a vibrant, inclusive school community.</p>
<p>5. Family engagement</p>	<p>How do families voice concerns?</p> <p>Are there opportunities for all families to be involved in decision-making and the governance of the school?</p> <p>What is an example of a change you have made to the school based on family feedback?</p>	<p>Learning Without Limits prioritizes family partnership and actively fosters various avenues through which families can voice their concerns and participate in decision-making. Recognizing that family involvement is crucial to student success, we have established informal and formal structures to ensure that families can communicate effectively with the school.</p> <p>One primary avenue is the monthly "Coffee with the Principal" sessions, which offer an open forum for sharing concerns and brainstorming school-wide solutions. The Family Leadership Council ("FLC") also meets monthly. This council provides an essential forum where families receive updates on school governance, budgeting, and site planning. They can also influence decisions around the bell schedule, assessment data analysis, and curriculum adoption. The council encourages robust collaboration by giving families insight into EFC-wide and site-specific goals and progress.</p> <p>An example of a change we have made to the school based on family feedback is shaping the Expanded Learning Opportunities Program ("ELOP"), which includes after-school and summer camp programming. By soliciting input from families through surveys and focus groups, we identified areas for improvement and made adjustments to meet the needs and preferences of our diverse community. As a result, we revised the programming and activities offered in our after-school programs to align more closely with the interests and priorities of families, leading to increased participation and satisfaction among students and parents alike.</p> <p>One unique aspect of our family engagement, led by our Family Coordinator, is in service of student academic progress. For example, we offer training for families focused on K-2 foundational literacy. Whether through volunteering in the classrooms or providing additional opportunities for students to practice skills at home, we have seen a powerful impact from these trainings. We also conduct family instructional walkthroughs, which allow parents to observe classroom rotations and activities firsthand. During these walkthroughs, parents can share constructive feedback directly with the administration, helping refine programs to meet students' needs better. This real-time observation ensures families can provide specific suggestions for improvement, strengthening the link between home and school.</p> <p>We also provide opportunities for parents to develop their leadership by cultivating a larger and more engaged LWL parent community and engaging in public advocacy. Our families partner with Families In Action ("FIA") to build the knowledge and skills that support them to be effective advocates for their children.</p> <p>Parents have multiple opportunities to discuss concerns with school staff. Report card conferences are great opportunities for parents to voice concerns directly with teachers. FLC meetings are ideal for voicing school climate and operations concerns. Parents are welcome to also meet individually with school leadership. We also let parents know they can escalate to the EFC Chief of Schools if we haven't fully addressed their concerns.</p>
<p>6. Teacher engagement</p>	<p>Are there opportunities for teachers to be involved in decision-making and the governance of the school?</p> <p>What is an example of a change you have made to the school based on teacher feedback?</p>	<p>At Learning Without Limits, teacher involvement in decision-making and governance is encouraged and integral to our operational philosophy. We understand that our educators are on the front lines of our educational mission and have valuable insights that are crucial for the continuous improvement of our school. To facilitate this involvement, we have established several formal structures that enable teachers to contribute actively to school governance.</p> <p>One of the key structures is the Instructional Leadership Team ("ILT"), which conducts biweekly walkthroughs to gather insights on classroom practices. These insights contribute to site planning and the refinement of instructional strategies. Upcoming professional development sessions and individualized coaching plans are discussed to respond to identified needs.</p> <p>In addition to the ILT, our school governance includes a combination of structures that actively engage teachers. The Leadership Team guides broad school initiatives, while union site representatives advocate for staff needs and concerns. The Climate and Culture Team addresses the school environment's health, promoting inclusivity and a positive atmosphere. Whole staff meetings serve as a platform for teachers to provide collective input on essential decisions impacting the entire school.</p> <p>One notable example of a significant change made in response to teacher feedback was replacing Differentiated Literacy and Numeracy ("DLN") with a dedicated science block in grades 4 and 5. Teachers highlighted the need for a more engaging and relevant science program, which was well-received by students. At the same time, recognizing the strong return on investment in the third grade specifically, teachers advocated for maintaining DLN in that grade level to continue supporting literacy and numeracy development.</p> <p>During COVID, teacher voice was instrumental in designing our distance learning program. Teachers weighed in on all aspects of our program, including schedules, selection of digital platforms, and innovative student engagement techniques. We continually came together over Zoom to discuss what was working, share best practices, collaborate, and tweak our program to maximize student learning and build a sense of connection during that challenging time.</p> <p>Recently, we also conducted an all-staff vote on class size. Teachers voiced concerns about the impact of large class sizes on the quality of instruction and student engagement. Based on this collective input, the school administration adjusted the class size limit to 28 students per class. This decision reflects our commitment to creating optimal learning environments where teachers can effectively connect with and support every student.</p> <p>Another significant aspect of our engagement strategy is the annual Insight Survey. This survey, developed by TNTP, collects teachers' feedback on various topics, from administrative support to curriculum implementation, and the results are used for yearly planning. This process ensures that teacher feedback is systematically incorporated into the school's strategic decisions. Driven by teacher input, we are excited to adopt the FishTank curriculum in grades 3-5 next year.</p> <p>Through these collaborative structures and processes, Learning Without Limits creates a governance system where teachers have a genuine stake in guiding the school's direction. Their insights and expertise drive meaningful changes that enhance the quality of education and the overall school experience for students and staff alike.</p>

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<p>7. Performance of key student groups</p> <p>How is your education program addressing the needs of the below student groups? What is working well? What most needs improvement?</p> <p>(a) English learners (b) students with disabilities (c) students in need of remediation (d) advanced students performing above grade level, and (e) any other student groups you are paying particular attention to</p>	<p>At Learning Without Limits, we are dedicated to meeting the diverse needs of our student body, which includes English learners, students with disabilities, those requiring acceleration, advanced students, and other groups requiring particular attention. Our education program utilizes a variety of targeted strategies to address these needs, with adjustments based on continuous performance evaluation.</p> <p>Before the pandemic, we had seen steady improvement in our academic program. This trend was disrupted by the challenges of distance learning, which included herculean efforts to ensure every family had access to devices and internet connectivity, a total redesign of our instructional program, and efforts to keep our community connected and engaged despite these obstacles. But now, over the past two post-pandemic years, we have seen a lot of success with academic growth both overall and for our most vulnerable subgroups and are excited to make continued progress. In fact, when compared to all CORE districts in 2023, LWL achieved 91st growth percentile in ELA and 89th growth percentile in Math. (See Figure 1.)</p> <p>LWL also outperforms similar schools in Oakland in both ELA and Math. (See Figure 2.) As a matter of fact, when you compare 5th-grade outcomes alone, you see LWL students significantly outpace their OUSD peers before promoting to 6th grade. (See Figure 3.) This demonstrates the compounding benefit of our program over time.</p> <p>English Learners: Our English learners have made significant progress, particularly in ELA, where there was a 27-point gain in Distance from Standard (cohort-matched) last year. (See Figure 4.) This success can be attributed to several key strategies, including targeted one-on-one literacy instruction for our oldest newcomers and strategic groupings that enhance peer interactions and learning. Additionally, providing access to content in students' home languages and utilizing tools like Lexia English (formerly Rosetta Stone) have proven effective. Our use of Guided Language Acquisition Design (GLAD) strategies across content areas also supports ELs in mastering both language and subject matter, contributing to their 9-point gain in math proficiency in 2023. However, there is more work we have to do in math, as EL progress is outstripped by non-EL growth.</p> <p>Students with Disabilities ("SWD"): Students with disabilities have shown remarkable improvement, with a 39-point year-over-year increase in proficiency in ELA. This achievement is partly due to our research-aligned differentiated foundational literacy program and the efficient use of blended learning programs that tailor instruction to individual needs. However, there is an ongoing need for enhanced math support, indicating that while our current tools are beneficial, further refinement and resource allocation are necessary to sustain and increase these gains. To support students better, Ed Specialists have recently adopted the Do the Math curriculum to support foundational math skills. This program supports building foundational concepts, such as number sense, in a clear and progressive format. We have found that working on these concepts with Ed Specialist better prepares students to apply this learning to grade-level standards within the core math block.</p> <p>Students in Need of Remediation (Tier 2 Interventions): We have seen strong growth in addressing learning gaps in literacy. Our acceleration strategy includes differentiated instructional blocks using programs like Systematic Instruction in Phonological Awareness, Phonics, and Sight Words ("SIPPS"), effectively boosting reading proficiency. In 2023, we increased the number of K-2 students reading at grade level, as measured by the Fastbridge Early Reading assessment, from 23% at the start of the year to 66% by June, and we're on track to outpace that growth this year! (See Figure 5.) This success underscores our commitment to robustly addressing learning gaps early.</p> <p>Additionally, in 3rd grade, we have implemented a structured intervention time where we assess and address specific academic or social-emotional needs. In grades 4 and 5, students with emerging reading skills benefit from one-on-one tutoring through our partnership with Ignite Reading. This targeted approach allows us to tailor interventions more precisely and effectively, ensuring that all students, regardless of their starting point, have the support they need to succeed.</p> <p>Advanced Students Performing Above Grade Level: Our multidisciplinary approach provides multiple opportunities for relevant, deep learning for our advanced students performing above grade level. Beyond the core curriculum, students engage in projects requiring extensive research, fostering independent inquiry and critical thinking skills. They are consistently challenged in the classroom through academic discussions, writing assignments, exposure to complex texts, and developing presentations. Moreover, our extracurricular offerings, such as the math club and Student Council, provide avenues for further enrichment. We aim to expand these opportunities by adding programs like a chess club to cater specifically to the interests and talents of our advanced learners.</p>	<p>Figure 1</p> <p>Academic Growth - English Language Arts</p> <p>91% Growth Percentile 2023</p> <p>Academic Growth - Math</p> <p>89% Growth Percentile 2023</p> <p>Figure 2</p> <p>% proficient on 2023 SBAC in ELA and Math compared to OUSD similar schools</p> <p>Figure 3</p> <p>% proficient on 2023 SBAC in ELA and Math compared to OUSD similar schools</p> <p>Figure 4</p> <p>Distance from standard for English Learners, 2022 compared to 2023</p> <p>Figure 5</p> <p>2023 K-2 Proficiency Levels in Reading at Beginning, Mid, and End of Year.</p>
<p>8. Governance</p> <p>Beyond board meetings, how does the governing board interact with students, parents, and/or teachers?</p> <p>Does the governing board evaluate the school leader? If so, how?</p> <p>Provide an example of a recent issue or policy that the board is working on.</p>	<p>At Learning Without Limits, the governing board is vital in overseeing the school's strategic direction and actively engaging with its community. One of the most unique elements of the governing board is its composition: every year, the Education for Change Family Leadership Council elects two members to represent families on the EFC governing board. This important structure guarantees that the voices and priorities of our families are represented directly by parents and caregivers of current students. In subsequent years, many of these Family Leadership Council board representatives have been selected to serve additional terms as regular governing board members. Our board now includes three current and two former Education for Change parents/caregivers - nearly 50% of the board!</p> <p>Board member engagement extends beyond formal board meetings to interactive settings with students, parents, and teachers. Board members prioritize attending major school events, such as performances, sports meets, and academic expos. These events provide the board with valuable opportunities to connect with the school community, observe the implementation of school policies, and gather input on the school's atmosphere and needs.</p> <p>Additionally, board members periodically attend Family Leadership Council meetings. This involvement allows them to observe and participate in discussions directly affecting the school community, ensuring they are well informed about the families' perspectives and concerns.</p> <p>The evaluation of school leadership is a structured process within the governance framework. The Superintendent, the top executive, is evaluated annually by the governing board. This comprehensive evaluation focuses on achieving Key Performance Indicator ("KPI") targets, fulfilling specific annual performance goals, and stakeholder feedback, including insights from surveys and focus groups.</p> <p>Similarly, school leaders, such as principals, are evaluated by the Chief of Schools—who reports directly to the Superintendent—on their performance in meeting KPI targets, stakeholder feedback via surveys, and a detailed school leader rubric. These evaluations ensure that leadership remains aligned with the school's mission and is responsive to the community's needs.</p> <p>Recently, the board has been deeply involved with strategic planning for the future. Over the past year, they have concentrated on understanding a diagnostic report from an external strategic planning partner. This report has helped shape the board's perspective on where the school stands and what strategic priorities should be set for the next five years. The board has actively provided input on the 2023-2028 strategic plan, outlining priorities and initiatives to guide the school's development. Currently, the board is closely monitoring the implementation of this strategic plan, ensuring that the school progresses towards these goals effectively and efficiently. This hands-on approach in strategic planning and implementation underscores the board's commitment to proactive governance and continual improvement of the school's educational and operational excellence.</p>	
<p>9. Innovation</p> <p>What are 2-3 innovative practices at your school that would be challenging to implement in a district school setting?</p>	<p>At Learning Without Limits, we have implemented several innovative practices that differentiate us and might be difficult to replicate in a traditional district school setting.</p> <p>1. Structured Collaborative Planning and Professional Development Calendars One of the most innovative practices at our school is the use of intentional and differentiated school and work calendars. This approach significantly enhances collaboration and planning among teachers, Ed Specialists, and other educators. We begin each school year with five full professional development ("PD") days and maintain a monthly schedule with at least one student release day dedicated to data analysis and planning. This consistent, structured time for collaboration allows our entire school team to plan together more effectively and implement high-quality instructional and cultural practices. This approach radically differs from most district schools' 2-3 annual planning days.</p> <p>In addition, we also embed a mandatory 9-day New Teacher Training ("NTT") into our summer PD calendar as part of our Strong Start model. This program is crucial for onboarding novice and "new to EFC" educators and ensuring they are well-prepared to contribute to our school's success. The NTT provides comprehensive training that aligns with our instructional and cultural practices, which would be highly challenging to implement in a district setting due to structural and political constraints. We have seen a dramatic impact from this investment, as new teachers receive the support and time required for a successful launch to the year.</p> <p>2. STEM / Humanities Departmentalization: Unlike most elementary school structures, which often require teachers to teach a broad range of subjects, we have opted for STEM and Humanities departmentalization to deepen our expertise on these critical subjects. Students engage with specialized educators with expert knowledge and passion for the field, leading to more rigorous instruction and stronger student engagement. This specialized approach fosters a love for science among students and prepares them well for future academic endeavors.</p> <p>3. Inclusion Model and Special Day Class ("SDC"): Our inclusion model ensures that students with disabilities receive the support they need while learning alongside their peers in a general education setting. Adding an SDC offers focused and individualized instruction, enabling students to receive targeted interventions in a specialized environment while still being integrated with their peers for the remainder of the day. This model balances intensive support with inclusivity, creating a more cohesive and supportive school community.</p> <p>4. Ignite Reading Program: We've implemented the Ignite Reading program to support literacy development. This innovative program provides tailored instruction and shows measurable positive impacts on reading proficiency. The program effectively meets the diverse needs of our student body by addressing the challenges newcomers face when adjusting to an English-speaking educational environment.</p> <p>5. Customizable Enrichment Opportunities: Our school offers a variety of enrichment opportunities that students can opt into based on their interests and learning needs. These opportunities include arts-based programs like Art Club, sports-based programs like Roller skating and Volleyball Clubs, and special interest programs like Robotics and Chess Clubs. Allowing students to choose which enrichment elements to participate in encourages greater engagement and personal investment in their learning. Such a model requires a degree of logistical flexibility and resource availability that traditional public schools, with their larger student populations and more standardized curricula, may need help implementing.</p> <p>These innovative practices at Learning Without Limits prioritize student needs and exemplify our commitment to providing high-quality education for all, reinforcing our distinctive and responsive educational approach.</p>	

Open Responses		Figures
<p>10. Special Education Programming</p> <p>What is your school's plan to support students with extensive/moderate to severe disabilities? What systems are in place and/or are ready to be deployed?</p>	<p>At Learning Without Limits, supporting students with extensive, moderate, or severe disabilities is a priority, and our Multi-Tiered System of Supports ("MTSS") is the cornerstone of our approach. Developed in collaboration with the Seneca Family of Agencies through the nationally recognized All in partnership, this framework ensures that every student receives targeted, individualized support through coordinated academic, behavioral, and social-emotional services. The Unconditional Education model ("UE") provides a data-driven, early intervention strategy that supports students before challenges become overwhelming, preventing failure and facilitating the integration of academic and non-academic services.</p> <p>Coordination of Services Team ("COST"): Our COST oversees MTSS implementation and matches students with the right interventions to address their unique needs. The team comprises key stakeholders, including administrators, intervention staff, classroom teachers, and special education professionals. Through comprehensive referrals and regular meetings, the team ensures that students with disabilities are seamlessly integrated into the MTSS framework and receive appropriate Tier 1, Tier 2, or Tier 3 services. They also identify trends in school-wide data to establish intervention thresholds and allocate resources effectively.</p> <p>Tiered Services for Academic Support:</p> <p>Tier 1: LWL's academic leadership team trains teachers in research-based instructional methods and differentiated assessments, focusing on diverse learners, inquiry-based learning, heterogeneous grouping, and technology enable students with disabilities to access grade-level curriculum. Differentiated reading blocks for grades 3-5 allow targeted interventions through programs like Lexia. Teachers use these data to monitor student progress and tailor instruction accordingly.</p> <p>Tier 2: Students not responding to Tier 1 instruction enter eight-week intervention cycles that target specific academic gaps. For instance, dyslexia screening leads to structured small-group interventions using multisensory instructional strategies. After each cycle, the COST team reviews progress to determine if further intervention is required.</p> <p>Tier 3: Students with the most intensive needs receive individualized support through the Data-Based Individualization ("DBI") process, involving frequent progress monitoring and adapting interventions based on comprehensive data analysis. Special education services may include specialized instruction, behavior management, and assistive technology.</p> <p>Tiered Services for Behavioral Support:</p> <p>Tier 1: The Positive Behavioral Interventions and Supports ("PBIS") framework establishes a supportive school culture with clear behavior expectations and consistent discipline practices. Teachers receive training on classroom management strategies to encourage positive behavior.</p> <p>Tier 2: The Behavioral Referral Team develops personalized behavior plans for students needing additional support. The "Check-In Check-Out" ("CICO") program offers daily counseling sessions with trusted staff members to reinforce goals and incentives.</p> <p>Tier 3: Functional Behavioral Analyses ("FBA") and individualized behavior plans guide intensive behavior interventions, often including wraparound services and collaboration with external agencies.</p> <p>Tiered Social-Emotional Services:</p> <p>Tier 1: LWL assesses school climate and social-emotional needs annually through the School Climate Assessment Instrument. The data guide the implementation of trauma-informed curricula, conflict resolution strategies, and bullying prevention.</p> <p>Tier 2: The COST identifies students for eight-week therapy cycles focused on specific social-emotional risk factors. Progress is assessed through standardized tools like the Strengths and Difficulties Questionnaire.</p> <p>Tier 3: Licensed clinicians from partner organizations such as Seneca provide individual and family therapy services, leveraging Medi-Cal resources for comprehensive mental health support.</p> <p>Professional Development and Continuous Improvement: LWL's Student Support Services team builds staff capacity through ongoing professional development on trauma-informed teaching and effective classroom interventions. Data from assessments, staff surveys, and behavioral observations inform annual program reviews and strategic adjustments, ensuring continuous improvement.</p> <p>By implementing a comprehensive, data-driven system, Learning Without Limits ensures that students with extensive, moderate, or severe disabilities receive the tailored support necessary to thrive academically, socially, and emotionally.</p>	
<p>11. English Learner Programming</p> <p>What is your school's plan to support English Learner students? What systems are in place and/or are ready to be deployed?</p> <p>What is your school's plan to support newcomer students? What systems are in place and/or are ready to be deployed?</p> <p>What is your school's plan to support Long-Term English Learner students? What systems are in place and/or are ready to be deployed?</p>	<p>At Learning Without Limits, supporting English Learners is a comprehensive process integral to our school's mission. We recognize that English proficiency is vital for accessing future opportunities, and our goal is to ensure that each EL student receives the resources and support needed to achieve their full potential. We strive to cultivate sociocultural integration, language proficiency, and academic success for all ELs through targeted systems tailored to their diverse needs.</p> <p>Supporting English Learners: We have a multi-tiered approach to identify, support, and monitor all EL students. Every student who indicates that their home language is other than English undergoes the English Language Proficiency Assessments for California ("ELPAC") to assess their proficiency levels. Based on these assessments, students receive personalized support through the Integrated English Language Development ("ELD") program. This program embeds ELD strategies into grade-level content instruction, ensuring ELs interact meaningfully with academic material. The Designated ELD program also provides focused instruction targeted at different proficiency levels. Small group literacy instruction and adaptive learning tools fill gaps and accelerate learning.</p> <p>Supporting Newcomer Students: Newcomer students—recently arriving in the United States—require specialized support due to their unique needs. After assessment, these students receive individualized plans, including targeted ELD instruction and intervention blocks. Individualized one-on-one reading instruction through the Ignite program, coupled with support from specialized staff members, such as ELD interventionists, provides a high level of support for our newcomers to access English and make academic growth. We promote social integration by creating opportunities for newcomers to participate in social groups, helping them build community while navigating their new environment.</p> <p>Supporting Long-Term English Learners: Long-term English Learners ("LTEL") who have struggled to gain proficiency over an extended period are identified early and receive specific support to address their learning gaps. Teachers leverage GLAD strategies to enhance classroom learning. LTELs receive differentiated instruction in academic English that addresses cognitive tasks like summarizing and persuading alongside linguistic functions such as vocabulary building and sentence structures. Biweekly and monthly data tracking ensures that LTELs who need to make more progress receive targeted interventions.</p> <p>Monitoring and Evaluation: Our support systems include a thorough monitoring, and evaluation process. As described in the charter, we adhere to reclassification criteria based on ELPAC, teacher assessments, parental consultation, and analysis of basic skills mastery. Students reclassified as fluent English proficient ("RFP") are monitored for four years to ensure continued progress, and those who regress receive timely interventions. By consistently evaluating teacher qualifications, instructional strategies, and program resources, we maintain a high-quality education for EL students.</p> <p>Overall, Learning Without Limits is committed to fostering equitable access to education for all English Learners through a holistic and responsive approach. By leveraging innovative instructional models, adaptive learning tools, and strong community support, we strive to build an environment where every EL student thrives academically, socially, and culturally.</p>	

Open Responses

Figures

12. Verified Data

[For data that meets the Ed Code definition of “verified data” and adheres to the most recently released State Board of Education guidance, please include a summary of the results from your school’s verified data. For additional information, please see the CDE’s guidance on Verified Data Criteria and Adopted Indicators.](#)

[Please also describe how and to what extent the data shows \(a\) evidence that the school achieved measurable increases in academic achievement \(defined by at least one year’s progress for each year in the school\) and/or \(b\) evidence of strong postsecondary outcomes \(defined by college enrollment, persistence, and completion rates equal to similar peers\).](#)

[Note: Specific data reports should be attached depending on the verified data source. Please contact OCS for guidelines regarding these reports.](#)

The provided verified data outlines the progress in English Language Arts (ELA) and Math measured by FastBridge’s aReading and aMath assessments across different demographic groups and grade levels from 2017 to 2024 at Learning Without Limits.

Regarding ELA progress, LWL saw consistent growth overall from 2020 to 2024. For example, the percentage of students making at least one year of growth in ELA rose from 64.9% in 2021 to 77.1% in 2023. (See Figure 6.) This strong growth can be attributed to implementing an aligned ELA program with fidelity, coupled with providing intentional structures for tier 2 interventions.

This upward trend in academic performance in reading is reflected across most grade levels and significant subgroups at LWL. Notably, students from diverse backgrounds, including African American, Latino, and English Learners have shown strong growth.

The slight dip this past year was driven by comparatively low performance with our Students with Disabilities. Over the past two years, the profile of students with IEPs at LWL has shifted dramatically. We now serve many more students with significant disabilities including Intellectual Disabilities, driving our decision to open a Special Day Class to better serve these individual needs.

In math, LWL began giving the aMath assessment in 2022. The high percentage of students making at least one year of growth in 2022 (84.4%) demonstrates our students’ strong recovery since the pandemic. Unlike in reading, our students with disabilities, in particular, showed strong growth in math this past year. (See Figure 7.) This can be attributed to the collaborative structures we have implemented for general education and special education educators to align tiered supports in math for students with IEPs using structured math interventions resources.

These positive outcomes, mirrored by LWL’s CORE Districts school percentile growth outcomes and district comparisons (see above), speak to the intensive efforts LWL has undertaken to accelerate academic growth, particularly in the aftermath of the pandemic. Some of our most impactful strategies to achieve this include:

Targeted Language Support: We offer specialized language support programs tailored to the specific needs of multilingual students, including newcomers. These programs, including GLAD training, support vocabulary development, academic discourse, academic writing skills, and comprehension strategies.

Positive School Culture: We developed many extracurricular programs aligned with our students’ interests and skills. These programs, including sports programs such as flag football and volleyball and clubs such as Boys Club and Chess Club, provide all our students with opportunities to feel a deeper sense of inclusion and belonging in our school community.

Differentiated Instruction: We implement differentiated instruction techniques in classrooms to accommodate all students’ diverse learning needs, including those with disabilities. This may involve using varied instructional approaches, small-group instruction, multisensory materials, and wrap-around supports to make content more accessible and engaging for all.

Professional Development for Teachers: We provide ongoing professional development opportunities for teachers focused on inclusive practices and strategies. Training teachers in Universal Design for Learning (“UDL”) principles and integrated ELD strategies supports more inclusive and effective learning environments for all students. Collaborative PLC structures support teachers’ frequent response to formal and informal data when planning instruction. Individualized coaching tailored to each teacher’s professional goals ensures continuous improvements in teaching and learning.

Collaboration with Special Education Team: We foster collaboration between general education teachers and special education staff to ensure that instructional strategies and accommodations are effectively implemented for SWD in all classrooms. Regular communication and data sharing facilitate targeted interventions and adjustments to support SWD’s ongoing progress in math.

Through these concerted efforts, LWL has successfully fostered an inclusive and supportive learning environment where all students can thrive academically. While there is still progress to be made, LWL is proud of the significant gains achieved over the past four years and remains committed to continuous improvement to ensure the success of every student.

Figure 6

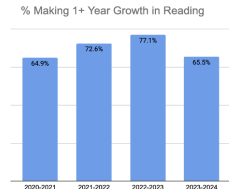
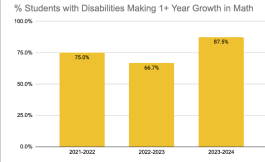


Figure 7



Pupil Mobility

Student Group	Number of Students							Percent of Total Enrollment						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	17-18	18-19	19-20	20-21	21-22	22-23	23-24	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Students who joined the school after the first day of school	61	22	36	31	24	45	62	14%	5%	8%	7%	6%	11%	15%
Students who left the school during the school year	16	19	30	13	26	20	45	4%	4%	7%	3%	6%	5%	11%

Enrollment (for Fall 2023-24 of current charter term)

Student Group	Number Enrolled	Percent of Total Enrollment
Total Enrollment	355	100.0%
Asian	21	5.9%
Black or African American	40	11.3%
Filipino	2	0.6%
Hispanic or Latino	278	78.3%
Native American or Alaskan Native	0	0.0%
Native Hawaiian or Pacific Islander	4	1.1%
White	5	1.4%
Two or More Races	5	1.4%
Race Not Reported	0	0.0%
Male	168	47.3%
Female	187	52.7%
Homeless Students	14	3.9%
Foster Youth	1	0.3%
FRPM-Eligible/Economically Disadvantaged	310	87.3%
English Learners	193	54.4%
Special Education/Students with IEPs	45	12.7%

Expulsions

Student Group	Number of Students						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Total	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Black or African	0	0	0	0	0	0	0
Filipino	0	0	0	0	0	0	0
Hispanic or	0	0	0	0	0	0	0
Native	0	0	0	0	0	0	0
Native	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0
Two or More	0	0	0	0	0	0	0
Race Not	0	0	0	0	0	0	0
Male	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0
Homeless	0	0	0	0	0	0	0
Foster Youth	0	0	0	0	0	0	0
FRPM-Eligible/	0	0	0	0	0	0	0
English	0	0	0	0	0	0	0
Special	0	0	0	0	0	0	0

Teacher Recruitment/Retention (for each year of current charter term)

	Year 1 2017-2018	Year 2 2018-2019	Year 3 2019-2020	Year 4 2020-2021	Year 5 2021-2022	Year 6 2022-2023	Year 7 2023-2024	Year 8 2024-2025
Total # of classroom teachers	21	21	23	23	21	21	21	TBD
# of new classroom teacher hires	7	8	8	1	14	8	8	TBD
# of classroom teachers retained from prior year	14	13	15	22	7	13	13	TBD
# of classroom teachers that left their position prior to the end of the school year (e.g. resigned, quit, terminated)	0	0	0	0	1	0	2	TBD
# of currently vacant classroom teaching positions (FTEs)	0	0	0	0	0	0	0	TBD

Teacher Ethnicity (for Fall 2024 of current charter term)

Group	Number of Teachers
Asian	6
Black or African American	1
Hispanic or Latino	7
White	4
Other Ethnicity or Missing	2
Total Classroom Teachers	20

Demand/Waitlist Information (only for incoming grade levels: TK,K, 6, 9)

Year of Current Charter Term	Date of lottery	Grade Level	# of Applicants	# of Available Spaces	# of Students on Waitlist (as of first day of school)
<i>Example</i>	<i>4/1/2018</i>	<i>TK</i>	<i>75</i>	<i>40</i>	<i>25</i>
		<i>K</i>	<i>180</i>	<i>100</i>	<i>30</i>
		<i>6</i>	<i>115</i>	<i>100</i>	<i>5</i>
		<i>9</i>	<i>90</i>	<i>100</i>	<i>0</i>
2017 - 2018	N/A	K	140	75	Data Not Found
2018 - 2019	3/7/2018	K	202	75	4
2019 - 2020	3/6/2019	K	176	75	10
2020 - 2021	3/11/2020	K	115	75	1
2021 - 2022	3/9/2021	K	117	75	0
2022 - 2023	3/8/2022	TK	16	12	2
		K	127	72	0
2023 - 2024	3/8/2023	TK	51	12	0
		K	118	72	0
2024- 2025	3/6/2024	TK	24	24	TBD
		K	63	48	

Special Education

Instructions: For the table below, please align data with the 2023-24 EOY SELPA 16.6 Report - Students with Disabilities - Student Services - Student List. If you need assistance, please contact the Office of Charter Schools. Please note, OCS may request additional information regarding this data.

	2022-23	2023-24
# of students with IEPs receiving < 450 service minutes weekly	6	9
# of students with IEPs receiving > 450 service minutes weekly	38	32
# of students with IEPs in NPS placement	1	0
Total SWD enrolled	45	41

Please upload the below CALPADS report to Epicenter. Once uploaded, please certify this item as complete by checking the box to the right.

- **2023-24 End-of-Year SELPA 16.12 Report - Students with Disabilities – Education Plan By Primary Disability (EOY 4)**

Certified

Facilities and Proposed Material Revisions/Substantial Changes

<p>Facilities</p>	<p>Please respond to the following:</p>	<p>Does the school's current lease(s) extend through the end of the requested charter term? If not, please describe your plans for a facility solution.</p> <p>Do you anticipate applying for District facilities through Prop 39 during the course of the upcoming charter term?</p>	<p>LWL has a 'In Lieu of Proposition 39 Facilities Use Agreement' with Oakland Unified through the end of the current charter term (through June 30, 2025). Per conversations with Oakland Unified staff and contingent upon charter renewal, the intent is for LWL to negotiate a new 'In Lieu of Proposition 39 Facilities Use Agreement' that aligns with the requested charter tem.</p>
<p>Proposed Material Revisions/Substantial Changes</p>	<p>Note: Material revision requests typically will need to be submitted separately from the renewal petition. Prior to submitting the renewal petition, petitioners should consult with OCS staff regarding any substantial proposed changes to the petition to determine whether these changes constitute a material revision necessitating a separate submission. Please respond to the following:</p>	<p><i>If applicable:</i> Describe any material revisions and/or substantial changes you are proposing for this renewal period, particularly in any of the following areas:</p> <ul style="list-style-type: none"> • Substantial changes to the educational program • Changes in grade levels to be served • Increasing the enrollment cap • Changes to lottery preferences or admission procedures • Changes to the governance structure • Adding or changing school location (with the exception of moving into a District-owned facility) • Entering into or revising a contract with a Charter Management Organization <p>The Office of Charter Schools (OCS) staff may reach out to request additional information related to any proposed material revisions/substantial changes. Please see the OCS Material Revision Handbook for more detailed information.</p>	<p>N/A</p>

**LEARNING WITHOUT LIMITS
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

This charter school uses the following basis of accounting:

Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2024/25		Totals for	Totals for	Totals for	Totals for
		Unrestricted	Restricted	2024/25	2025/26	2026/27	2027/28
ENROLLMENT				343	341	330	329
A. REVENUES							
1. LCFF Sources							
State Aid - Current Year	8011	2,364,092.00	0.00	2,364,092.00	2,487,563.00	2,537,097.00	2,685,185.00
Education Protection Account State Aid - Current Year	8012	959,418.00	0.00	959,418.00	1,033,067.00	1,051,276.00	1,135,363.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	1,186,046.00	0.00	1,186,046.00	1,186,046.00	1,186,046.00	1,186,046.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		4,509,556.00	0.00	4,509,556.00	4,706,676.00	4,774,419.00	5,006,594.00
2. Federal Revenues							
Every Student Succeeds Act (Titles I - V)	8290	0.00	211,543.00	211,543.00	211,543.00	211,543.00	211,543.00
Special Education - Federal	8181, 8182	0.00	51,822.12	51,822.12	51,822.12	51,822.12	51,822.12
Child Nutrition - Federal	8220	0.00	198,128.00	198,128.00	198,128.00	198,128.00	198,128.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00	0.00	0.00	0.00
Total, Federal Revenues		0.00	461,493.12	461,493.12	461,493.12	461,493.12	461,493.12
3. Other State Revenues							
Special Education - State	StateRevSE	0.00	25,208.27	25,208.27	26,310.16	26,688.84	27,986.69
All Other State Revenues	StateRevAO	60,925.27	1,686,198.23	1,747,123.50	1,678,252.93	1,508,788.11	1,208,788.11
Total, Other State Revenues		60,925.27	1,711,406.50	1,772,331.77	1,704,563.09	1,535,476.95	1,236,774.80
4. Other Local Revenues					277,933.97	280,212.04	291,629.74
All Other Local Revenues	LocalRevAO	54,672.72	388,247.34	442,920.06	452,147.19	454,425.26	465,842.96
Total, Local Revenues		54,672.72	388,247.34	442,920.06	452,147.19	454,425.26	465,842.96
5. TOTAL REVENUES		4,625,153.99	2,561,146.96	7,186,300.95	7,324,879.40	7,225,814.33	7,170,704.88
B. EXPENDITURES							
1. Certificated Salaries							
Certificated Teachers' Salaries	1100	1,235,372.00	328,256.45	1,563,628.45	1,610,537.30	1,576,014.50	1,612,576.49

Certificated Pupil Support Salaries	1200	0.00	232,027.40	232,027.40	227,607.83	232,627.99	238,024.73
Certificated Supervisors' and Administrators' Salaries	1300	235,611.00	222,880.00	458,491.00	472,245.73	361,996.25	370,394.20
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		1,470,983.00	783,163.85	2,254,146.85	2,310,390.86	2,170,638.74	2,220,995.42
2 Non-certificated Salaries							
Non-certificated Instructional Aides' Salaries	2100	13,868.40	334,526.08	348,394.48	326,223.92	333,419.17	243,681.55
Non-certificated Support Salaries	2200	245,791.66	210,151.29	455,942.95	427,622.59	437,054.31	447,193.54
Non-certificated Supervisors' and Administrators' Sal.	2300	86,944.00	79,166.00	166,110.00	171,093.30	174,866.96	178,923.70
Clerical and Office Salaries	2400	0.00	59,833.44	59,833.44	61,628.44	62,987.73	64,448.98
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00	0.00	0.00
Total, Non-certificated Salaries		346,604.06	683,676.81	1,030,280.87	986,568.26	1,008,328.18	934,247.78

Description	Object Code	FY 2024/25			Totals for	Totals for	Totals for
		Unrestricted	Restricted	Total	2025/26	2026/27	2027/28
3. Employee Benefits							
STRS	3101-3102	244,316.39	128,609.01	372,925.40	450,141.15	431,233.56	449,751.57
PERS	3201-3202	79,125.40	194,436.09	273,561.49	245,063.55	254,098.70	245,520.32
OASDI / Medicare / Alternative	3301-3302	47,125.64	64,751.91	111,877.55	114,550.49	110,450.94	109,626.67
Health and Welfare Benefits	3401-3402	334,987.28	0.00	334,987.28	353,078.66	340,442.62	337,901.99
Unemployment Insurance	3501-3502	3,644.64	3,324.65	6,969.29	7,135.80	6,880.42	6,829.07
Workers' Compensation Insurance	3601-3602	17,737.79	0.00	17,737.79	18,161.58	17,511.61	17,380.92
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		726,937.14	391,121.66	1,118,058.80	1,188,131.23	1,160,617.84	1,167,010.54
4 Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	53,922.70	5,522.00	59,444.70	60,633.59	61,846.27	63,083.19
Books and Other Reference Materials	4200	29,437.70	0.00	29,437.70	30,026.45	30,626.98	31,239.52
Materials and Supplies	4300	67,739.68	22,260.32	90,000.00	91,800.00	93,636.00	95,508.72
Noncapitalized Equipment	4400	30,375.00	10,125.00	40,500.00	41,310.00	42,136.20	42,978.92
Food	4700	23,188.42	198,128.00	221,316.42	221,780.19	222,253.23	222,735.74
Total, Books and Supplies		204,663.49	236,035.32	440,698.81	445,550.23	450,498.67	455,546.09
5. Services and Other Operating Expenditures					132,470.00		
Subagreements for Services	5100	0.00	298,517.08	298,517.08	302,711.99	298,806.03	303,858.57
Travel and Conferences	5200	25,600.00	19,976.99	45,576.99	15,888.53	16,206.30	16,530.43
Dues and Memberships	5300	18,123.58	0.00	18,123.58	18,486.05	18,855.77	19,232.89
Insurance	5400	32,142.86	10,714.29	42,857.14	43,714.29	44,588.57	45,480.34
Operations and Housekeeping Services	5500	0.00	0.00	0.00	0.00	0.00	0.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	249,884.15	54,544.91	304,429.06	359,736.24	367,019.20	373,277.33
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	745,600.99	855,713.59	1,601,314.58	1,608,145.05	1,598,238.55	1,592,727.60
Communications	5900	11,838.12	0.00	11,838.12	12,074.88	12,316.38	12,562.71

Total, Services and Other Operating Expenditures		1,083,189.70	1,239,466.86	2,322,656.56	2,360,757.03	2,356,030.80	2,363,669.86
6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)							
Land and Improvements of Land	6100-6170	14,725.17	0.00	14,725.17	14,725.17	14,725.17	14,725.17
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00	0.00
<i>Depreciation Expense (for full accrual only)</i>	6900	0.00	0.00	0.00	0.00	0.00	0.00
Total, Capital Outlay		14,725.17	0.00	14,725.17	14,725.17	14,725.17	14,725.17
7. Other Outgo							
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service:							
Interest	7438	0.00	0.00	0.00	0.00	0.00	0.00
Principal	7439	0.00	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		3,847,102.55	3,333,464.51	7,180,567.06	7,306,122.79	7,160,839.41	7,156,194.86
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		778,051.44	(772,317.55)	5,733.89	18,756.62	64,974.92	14,510.02

Description	Object Code	FY 2024/25			Totals for 2025/26	Totals for 2026/27	Totals for 2027/28
		Unrestricted	Restricted	Total			
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979	0.00	361,897.30	361,897.30	293,026.73	123,561.91	123,561.91
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(772,317.55)	772,317.55	0.00			
4. TOTAL OTHER FINANCING SOURCES / USES		(772,317.55)	1,134,214.84	361,897.30	293,026.73	123,561.91	123,561.91
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		1,550,368.98	(1,906,532.39)	(356,163.41)	(274,270.11)	(58,586.98)	(109,051.89)
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	3,107,503.00	1,203,381.00	4,310,884.00	3,954,720.59	3,680,450.48	3,621,863.50
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00	0.00	0.00	0.00

c. Adjusted Beginning Balance
2 Ending Fund Balance, June 30 (E + F.1.c.)

3,107,503.00	1,203,381.00	4,310,884.00	3,954,720.59	3,680,450.48	3,621,863.50
4,657,871.98	(703,151.39)	3,954,720.59	3,680,450.48	3,621,863.50	3,512,811.62
		55.1%	50.4%	50.6%	49.1%

Structure:

- 1 The LCFF Calculator structure has been built to maintain a standard eight-year structure that includes two historical years, one current year and five projection years.
- 2 The Data Entry tab was designed to cluster data entry sections by projection type (charter school or school district). Charter school data entry sections are intentionally placed at the top of the page due to the limited amount of data required to complete a projection.
- 3 The workbook contains conditional formatting to guide users through data entry. Once a projection type is identified and all basic questions are answered, only the highlighted sections require data entry; all remaining sections not applicable to the projection will remain grayed out. **No data should be entered in sections that are not highlighted.**

Projection Type Not Identified	Charter School Projection	School District Projection
	Data Entry Sections	Data Entry Sections

- 4 A separate calculation must be prepared for each LEA, either district or charter school.

Data entry cells: prepopulated with the most current certified data; all data entry cells are unlocked for user edit. Prepopulated data cannot be restored after user override.

Tab Navigation Key:

Information tabs: provide important projection information and should be reviewed with each update.

Data Entry tab: single data entry tab for ALL LCFF calculations. Sections to be completed are identified through highlighting upon entry of CDS code and responses to required questions.

Primary calculation results tabs: provide calculations and results summaries only. **No data is entered on these tabs.**

Secondary support calculation tabs: provide details of supporting calculations for components that do not apply to all LEA calculations. **No data is entered on these tabs.**

User editable tabs: preformatted graphs and blank worksheet tabs.

Instructions:

- 1 **Review Caveats:** Important details that may affect LEA calculations are noted in this tab. **This tab should be reviewed with each update.**
- 2 **Data Entry tab:** Data for all calculation types is entered into the Data Entry tab.
 - Start a calculation by entering the five-digit code for a school district calculation or seven-digit school code for a charter school calculation. Once the LEA code is entered, the LEA type (district or charter) will be identified and the applicable data entry sections will be highlighted for completion.
 - New charter schools that do not yet have a CDS code should select "Yes" from the drop-down list following the question below the CDS code box.

Section (1) Universal Assumptions: Prepopulated assumptions are based on the most current data released by the Department of Finance and the California Department of Education. COLA and EPA assumptions should be reviewed and updated to match percentage updates published after the version release.

Section (2) Charter School Data Elements Required to Calculate the LCFF: Enter charter school data elements in this section of the Data Entry tab ONLY; do not enter data in sections that are grayed out.

Section (3) School District Data Elements Required to Calculate the LCFF: Enter school district data elements in this section of the Data Entry tab ONLY; do not enter data in sections that are grayed out.

- **In Lieu of Taxes:** School districts that are the sponsoring LEA for a charter school or are otherwise required to transfer property taxes to a charter school should answer "YES" to the applicable question in this section, then complete section (5) School District In-Lieu of Property Tax Calculation for Charter Schools.
- **Necessary Small Schools:** School districts that have necessary small schools should answer "YES" to the applicable question in this section, then complete section (4) Necessary Small Schools ADA.
- **TK Add-on Funding:** ADA for TK students must be entered in this section for the add-on to calculate. TK ADA should also be included in the ADA section to properly calculate the Base, Supplemental and Concentration grants.
- **Charter Shift ADA:** Prior year ADA used in the determination of school district funding calculations is based on the greater of current year, prior year and, beginning with 2022-23 fiscal year, three-prior year average. The prior year ADA must be adjusted by the net ADA of students who "shifted" between district schools and district sponsored charter schools. Sponsoring school districts should enter the total prior year ADA by grade span of those students who attended district sponsored charter schools in the prior year and returned to attend district schools in the current year in the first section. Total prior year ADA by grade span for students who attended district schools in the prior year, then left to attend a district sponsored charter school should be entered in the second section.

Section (4) Necessary Small Schools ADA: School districts that have necessary small schools must complete section (4) on the Data Entry tab. **Prior year data must be entered for each year including historical years, even when the school is funded under LCFF.**

- **NSS Supporting Calculations:** details related to NSS funding determination are located in the NSS Calculation tabs.

Section (5) In-Lieu of Property Tax Calculation for Charter Schools: School districts required to transfer in-lieu taxes to charter schools should select "Yes" from the drop-down list in section (3), then complete either section (a) or (b).

- **Section (a):** To be completed only by districts that use an alternative rate for in-lieu tax transfers or calculates the in-lieu transfers outside of this tool. Carefully review and follow the instructions located in the In-lieu tax section.

- **Section (b):** To be completed by districts that follow the traditional allocation of funding for in-lieu tax transfers. The tool has been designed to support basic aid district calculations, which require charter school ADA to be entered by grade span. Non basic aid districts can enter the total charter school ADA for each school in any single grade span, it is not necessary to enter ADA by grade span or separately for each charter school. Consolidating all charter school ADA into a single section will calculate a similar result.

- **In-Lieu of Property Taxes Results:** The supporting calculations and in-lieu of property tax transfer amounts for each charter school are located in the District In-Lieu Taxes tab.

3 **Review LCFF Calculation and EPA Results:** Detailed calculations and results can be viewed on the Calculator, EPA and Summary tabs. No data entry is required on these tabs.

4 **Supporting Calculations:** details related to NSS funding determination and in-lieu tax transfer amounts for each charter school are located in the NSS Calculation and District In-Lieu Taxes tabs.

Resources:

FCMAT LCFF help desk and calculator updates:

www.fcmat.org/lcff

CDE PASE exhibits:

www.cde.ca.gov/fg/aa/pa/exhibitguides.asp

CDE Exhibit Guide:

www.cde.ca.gov/fg/aa/pa/exhibitguides.asp

CDE Funding Rates and Information:

www.cde.ca.gov/fg/aa/pa/lcffcola.asp

LCFF CALCULATOR

115592	5 digit District code or 7 digit School code (from the CDS code)	LEA: Learning Without Limits
NO	Is this calculation for a new charter school? (select from dropdown)	Projection Title:
Charter	Projection Type	Created by:
		Email:
	Projection Date	Phone:

	PY3	PY2	PY1	CY	CY1	CY2	CY3	CY4
Learning Without Limits (115592)	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29

(1) UNIVERSAL ASSUMPTIONS

Supplemental Grant %	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%
Concentration Grant (>55% population)	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%
Statutory COLA & Augmentation/Suspension <i>(prefilled as calculated by the Department of Finance, DOF)</i>	5.07%	13.26%	8.22%	1.07%	2.93%	3.08%	3.30%	3.29%
Statutory COLA	1.70%	6.56%	8.22%	1.07%	2.93%	3.08%	3.30%	3.29%
Augmentation/(COLA Suspension)	3.37%	6.70%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Base Grant Proration Factor (deficit)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Transitional Kindergarten Add-on (2022-23 forward)	\$ -	\$ 2,813	\$ 3,044	\$ 3,077	\$ 3,167	\$ 3,265	\$ 3,373	\$ 3,484
EPA Entitlement as % of statewide adjusted Revenue Limit (P-2)	73.31789035%	12.74780911%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	48.75954508%
EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)	75.37156903%	12.84814107%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	48.75954508%
Local EPA Accrual	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

(2) CHARTER SCHOOL DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

NEW CHARTER SCHOOLS

New Charter School Name: _____

Year that charter starts operation (select from drop down list): **2022-23**

(a) TRANSFER OF IN-LIEU PROPERTY TAX Note: Charter schools should contact sponsoring district(s) for In-lieu estimate

I-4 F-6 / F-7 In-Lieu of Property Tax	1,093,596	1,134,813	1,186,046	1,186,046	1,186,046	1,186,046	1,186,046	1,186,046
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(b) UNDUPLICATED PUPIL PERCENTAGE (UPP)

A-1.2, A-2.2, A-3.2 Enrollment (second prior year)	422	411						
A-1.1, A-2.1, A-3.1 Enrollment (first prior year)	411	378						
A-1, A-2, A-3 Enrollment	378	366	353	343	341	330	329	328
B-1.2, B-2.2, B-3.2 Unduplicated Pupil Count (second prior year)	393	381						
B-1.1, B-2.1, B-3.1 Unduplicated Pupil Count (first prior year)	381	336						
B-1, B-2, B-3 Unduplicated Pupil Count	336	336	317	309	309	298	297	296

LCFF CALCULATOR

115592	5 digit District code or 7 digit School code (from the CDS code)	LEA: Learning Without Limits
NO	Is this calculation for a new charter school? (select from dropdown)	Projection Title:
Charter	Projection Type	Created by:
		Email:
	Projection Date	Phone:

	PY3	PY2	PY1	CY	CY1	CY2	CY3	CY4
Learning Without Limits (115592)	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>
c-1 Single Year Unduplicated Pupil Percentage	88.89%	91.80%	89.80%	90.15%	90.60%	90.18%	90.31%	90.37%
Unduplicated Pupil Percentage (%)	91.66%	91.17%	90.15%	90.60%	90.18%	90.31%	90.37%	90.29%

(c) CONCENTRATION GRANT FUNDING LIMITATION: District of Physical Location

Enter the unduplicated pupil percentage (UPP) of the district where the charter school is physically located. If the charter school has a physical location within the boundaries of more than one district, enter the highest district UPP of all locations.

D-3	Unduplicated Pupil Percentage (%)	76.61%	77.95%	80.09%	80.09%	80.09%	80.09%	80.09%	80.09%
	Unduplicated Pupil Percentage: Supplemental Grant	91.66%	91.17%	90.15%	90.60%	90.18%	90.31%	90.37%	90.29%
	Unduplicated Pupil Percentage: Concentration Grant	76.61%	77.95%	80.09%	80.09%	80.09%	80.09%	80.09%	80.09%

(d) AVERAGE DAILY ATTENDANCE (ADA)

ADA used for the Transitional Kindergarten Add-on **ONLY**:

G-4	TK (NEW beginning 2022-23)		9.46	14.88	16.22	27.33	33.15	39.08	45.13
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ADA used for Base, Supplemental and Concentration Grant Calculations:
Enter P2 Data - Note: Charter School ADA is always funded on current year

B-1	Grades TK-3	230.87	215.45	208.62	191.99	201.35	202.58	217.75	225.67
B-2	Grades 4-6	130.11	122.29	119.74	117.18	109.33	101.29	88.40	82.74
B-3	Grades 7-8	-	-	-					
B-4	Grades 9-12	-	-	-					
	SUBTOTAL ADA	360.98	337.74	328.36	309.17	310.68	303.87	306.15	308.41
	RATIO: ADA to Enrollment	0.95	0.92	0.93	0.90	0.91	0.92	0.93	0.94



Description	2014					2015					2016					2017					2018					2019				
	2014		2014			2015		2015			2016		2016			2017		2017			2018		2018			2019		2019		
	Contract	Rate	Rate	Rate	Rate	Contract	Rate	Rate	Rate	Rate	Contract	Rate	Rate	Rate	Contract	Rate	Rate	Rate	Contract	Rate	Rate	Rate	Contract	Rate	Rate	Rate	Contract	Rate	Rate	Rate
2014-2019	1,000,000	0.00%	0.00%	0.00%	0.00%	1,000,000	0.00%	0.00%	0.00%	0.00%	1,000,000	0.00%	0.00%	0.00%	1,000,000	0.00%	0.00%	0.00%	1,000,000	0.00%	0.00%	0.00%	1,000,000	0.00%	0.00%	0.00%	1,000,000	0.00%	0.00%	0.00%
2020-2024	1,000,000	0.00%	0.00%	0.00%	0.00%	1,000,000	0.00%	0.00%	0.00%	0.00%	1,000,000	0.00%	0.00%	0.00%	1,000,000	0.00%	0.00%	0.00%	1,000,000	0.00%	0.00%	0.00%	1,000,000	0.00%	0.00%	0.00%	1,000,000	0.00%	0.00%	0.00%
Total	2,000,000	0.00%	0.00%	0.00%	0.00%	2,000,000	0.00%	0.00%	0.00%	0.00%	2,000,000	0.00%	0.00%	0.00%	2,000,000	0.00%	0.00%	0.00%	2,000,000	0.00%	0.00%	0.00%	2,000,000	0.00%	0.00%	0.00%	2,000,000	0.00%	0.00%	0.00%

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
General Assumptions								
COLA & Augmentation	5.07%	13.26%	8.22%	1.07%	2.93%	3.08%	3.30%	3.29%
Base Grant Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Student Assumptions:								
Enrollment Count	378	366	353	343	341	330	329	328
Unduplicated Pupil Count (UPC)	336	336	317	309	309	298	297	296
Unduplicated Pupil Percentage (UPP)	91.66%	91.17%	90.15%	90.60%	90.18%	90.31%	90.37%	90.29%
Current Year LCFF Average Daily Attendance (ADA)	360.98	337.74	328.36	309.17	310.68	303.87	306.15	308.41
Funded LCFF ADA	360.98	337.74	328.36	309.17	310.68	303.87	306.15	308.41
LCFF ADA Funding Method	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-	-	-
Funded NSS ADA	-	-	-	-	-	-	-	-
NSS ADA Funding Method(s)								
LCFF Entitlement Summary								
Base Grant	\$ 2,937,285	\$ 3,112,601	\$ 3,274,964	\$ 3,117,241	\$ 3,222,963	\$ 3,248,572	\$ 3,378,651	\$ 3,514,603
Grade Span Adjustment	194,392	205,324	215,296	200,245	216,048	224,054	248,888	266,290
Adjusted Base Grant	\$ 3,131,677	\$ 3,317,925	\$ 3,490,260	\$ 3,317,486	\$ 3,439,011	\$ 3,472,626	\$ 3,627,539	\$ 3,780,893
Supplemental Grant	574,099	604,990	629,294	601,128	620,260	627,225	655,641	682,753
Concentration Grant	439,891	494,951	569,209	541,033	560,851	566,333	591,597	616,607
Total Base, Supplemental and Concentration Grant	\$ 4,145,667	\$ 4,417,866	\$ 4,688,763	\$ 4,459,647	\$ 4,620,122	\$ 4,666,184	\$ 4,874,777	\$ 5,080,253
Allowance: Necessary Small School	-	-	-	-	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-	-	-	-	-
Add-on: Transitional Kindergarten	-	26,611	45,295	49,909	86,554	108,235	131,817	157,233
Total Allowance and Add-On Amounts	\$ -	\$ 26,611	\$ 45,295	\$ 49,909	\$ 86,554	\$ 108,235	\$ 131,817	\$ 157,233
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	\$ 4,145,667	\$ 4,444,477	\$ 4,734,058	\$ 4,509,556	\$ 4,706,676	\$ 4,774,419	\$ 5,006,594	\$ 5,237,486
Miscellaneous Adjustments	-	-	-	-	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	\$ 4,145,667	\$ 4,444,477	\$ 4,734,058	\$ 4,509,556	\$ 4,706,676	\$ 4,774,419	\$ 5,006,594	\$ 5,237,486
LCFF Entitlement Per ADA (excludes Categorical MSA)	\$ 11,484	\$ 13,159	\$ 14,417	\$ 14,586	\$ 15,150	\$ 15,712	\$ 16,353	\$ 16,982
Additional State Aid	-	-	-	-	-	-	-	-
Total LCFF Entitlement with Additional State Aid	4,145,667	4,444,477	4,734,058	4,509,556	4,706,676	4,774,419	5,006,594	5,237,486
LCFF Sources Summary								
Funding Source Summary								
Local Revenue (net of In-Lieu of Property Taxes)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Education Protection Account Entitlement (Includes \$200/minimum per ADA)	\$ 1,055,636	\$ 275,307	\$ 1,068,461	\$ 959,418	\$ 1,033,067	\$ 1,051,276	\$ 1,135,363	\$ 1,181,374
Net State Aid (excludes Additional State Aid)	\$ 3,090,031	\$ 4,169,170	\$ 3,665,597	\$ 3,550,138	\$ 3,673,609	\$ 3,723,143	\$ 3,871,231	\$ 4,056,112
Additional State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Funding Sources	\$ 4,145,667	\$ 4,444,477	\$ 4,734,058	\$ 4,509,556	\$ 4,706,676	\$ 4,774,419	\$ 5,006,594	\$ 5,237,486
Funding Source by Resource-Object								
State Aid (Resource Code 0000, Object Code 8011)	\$ 1,996,435	\$ 3,034,357	\$ 2,479,551	\$ 2,364,092	\$ 2,487,563	\$ 2,537,097	\$ 2,685,185	\$ 2,870,066
EPA, Current Year (Resource 1400, Object Code 8012)	\$ 1,055,636	\$ 275,307	\$ 1,068,461	\$ 959,418	\$ 1,033,067	\$ 1,051,276	\$ 1,135,363	\$ 1,181,374
In-Lieu of Property Taxes (Object Code 8096)	\$ 1,093,596	\$ 1,134,813	\$ 1,186,046	\$ 1,186,046	\$ 1,186,046	\$ 1,186,046	\$ 1,186,046	\$ 1,186,046
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019)	\$ 11,804	\$ 127,424	\$ 2,538	\$ -	\$ -	\$ -	\$ -	\$ -
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Entitlement and Source Reconciliation								
Basic Aid/Excess Tax District Status	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total LCFF Entitlement	\$ 4,145,667	\$ 4,444,477	\$ 4,734,058	\$ 4,509,556	\$ 4,706,676	\$ 4,774,419	\$ 5,006,594	\$ 5,237,486
Additional State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Excess Taxes before Minimum State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Funding Sources	\$ 4,145,667	\$ 4,444,477	\$ 4,734,058	\$ 4,509,556	\$ 4,706,676	\$ 4,774,419	\$ 5,006,594	\$ 5,237,486
LCAP Percentage to Increase or Improve Services Calculation								
Base Grant (Excludes add-ons for TIIG & Transportation)	\$ 3,131,677	\$ 3,344,536	\$ 3,935,595	\$ 3,367,395	\$ 3,525,565	\$ 3,580,861	\$ 3,759,356	\$ 3,938,126
Supplemental and Concentration Grant funding in the LCAP year	\$ 1,013,990	\$ 1,099,941	\$ 1,198,503	\$ 1,142,161	\$ 1,181,111	\$ 1,193,558	\$ 1,247,238	\$ 1,299,360
Projected Additional 15% Concentration Grant funding in the LCAP year	\$ 101,513	\$ 114,219	\$ 131,356	\$ 124,855	\$ 129,427	\$ 130,692	\$ 136,523	\$ 142,294
Percentage to Increase or Improve Services	32.38%	32.89%	33.90%	33.92%	33.50%	33.33%	33.18%	32.99%

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
PER-ADA FUNDING LEVELS								
Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	\$ 11,828.02	\$ 13,473.60	\$ 14,711.41	\$ 14,878.55	\$ 15,304.53	\$ 15,779.13	\$ 16,301.94	\$ 16,836.12
Grades 4-6	\$ 10,874.89	\$ 12,388.42	\$ 13,526.54	\$ 13,680.79	\$ 14,072.59	\$ 14,509.33	\$ 14,989.02	\$ 15,480.36
Grades 7-8	\$ 11,196.57	\$ 12,755.91	\$ 13,926.87	\$ 14,085.42	\$ 14,489.05	\$ 14,937.97	\$ 15,432.49	\$ 15,938.55
Grades 9-12	\$ 13,313.31	\$ 15,167.29	\$ 16,559.91	\$ 16,749.79	\$ 17,229.68	\$ 17,763.78	\$ 18,351.27	\$ 18,952.39
Base Grants								
Grades TK-3	\$ 8,093	\$ 9,166	\$ 9,919	\$ 10,025	\$ 10,319	\$ 10,637	\$ 10,988	\$ 11,350
Grades 4-6	\$ 8,215	\$ 9,304	\$ 10,069	\$ 10,177	\$ 10,475	\$ 10,798	\$ 11,154	\$ 11,521
Grades 7-8	\$ 8,458	\$ 9,580	\$ 10,367	\$ 10,478	\$ 10,785	\$ 11,117	\$ 11,484	\$ 11,862
Grades 9-12	\$ 9,802	\$ 11,102	\$ 12,015	\$ 12,144	\$ 12,500	\$ 12,885	\$ 13,310	\$ 13,748
Grade Span Adjustment								
Grades TK-3	\$ 842	\$ 953	\$ 1,032	\$ 1,043	\$ 1,073	\$ 1,106	\$ 1,143	\$ 1,180
Grades 9-12	\$ 255	\$ 289	\$ 312	\$ 316	\$ 325	\$ 335	\$ 346	\$ 357
Prorated Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	\$ 8,935	\$ 10,119	\$ 10,951	\$ 11,068	\$ 11,392	\$ 11,743	\$ 12,131	\$ 12,530
Grades 4-6	\$ 8,215	\$ 9,304	\$ 10,069	\$ 10,177	\$ 10,475	\$ 10,798	\$ 11,154	\$ 11,521
Grades 7-8	\$ 8,458	\$ 9,580	\$ 10,367	\$ 10,478	\$ 10,785	\$ 11,117	\$ 11,484	\$ 11,862
Grades 9-12	\$ 10,057	\$ 11,391	\$ 12,327	\$ 12,460	\$ 12,825	\$ 13,220	\$ 13,656	\$ 14,105
Prorated Base Grants								
Grades TK-3	\$ 8,093	\$ 9,166	\$ 9,919	\$ 10,025	\$ 10,319	\$ 10,637	\$ 10,988	\$ 11,350
Grades 4-6	\$ 8,215	\$ 9,304	\$ 10,069	\$ 10,177	\$ 10,475	\$ 10,798	\$ 11,154	\$ 11,521
Grades 7-8	\$ 8,458	\$ 9,580	\$ 10,367	\$ 10,478	\$ 10,785	\$ 11,117	\$ 11,484	\$ 11,862
Grades 9-12	\$ 9,802	\$ 11,102	\$ 12,015	\$ 12,144	\$ 12,500	\$ 12,885	\$ 13,310	\$ 13,748
Prorated Grade Span Adjustment								
Grades TK-3	\$ 842	\$ 953	\$ 1,032	\$ 1,043	\$ 1,073	\$ 1,106	\$ 1,143	\$ 1,180
Grades 9-12	\$ 255	\$ 289	\$ 312	\$ 316	\$ 325	\$ 335	\$ 346	\$ 357
Supplemental Grant								
Maximum - 1.00 ADA, 100% UPP	20%	20%	20%	20%	20%	20%	20%	20%
Grades TK-3	\$ 1,787	\$ 2,024	\$ 2,190	\$ 2,214	\$ 2,278	\$ 2,349	\$ 2,426	\$ 2,506
Grades 4-6	\$ 1,643	\$ 1,861	\$ 2,014	\$ 2,035	\$ 2,095	\$ 2,160	\$ 2,231	\$ 2,304
Grades 7-8	\$ 1,692	\$ 1,916	\$ 2,073	\$ 2,096	\$ 2,157	\$ 2,223	\$ 2,297	\$ 2,372
Grades 9-12	\$ 2,011	\$ 2,278	\$ 2,465	\$ 2,492	\$ 2,565	\$ 2,644	\$ 2,731	\$ 2,821
Actual - 1.00 ADA, Local UPP as follows:								
	91.66%	91.17%	90.15%	90.60%	90.18%	90.31%	90.37%	90.29%
Grades TK-3	\$ 1,638	\$ 1,845	\$ 1,974	\$ 2,006	\$ 2,055	\$ 2,121	\$ 2,193	\$ 2,263
Grades 4-6	\$ 1,506	\$ 1,696	\$ 1,815	\$ 1,844	\$ 1,889	\$ 1,950	\$ 2,016	\$ 2,080
Grades 7-8	\$ 1,551	\$ 1,747	\$ 1,869	\$ 1,899	\$ 1,945	\$ 2,008	\$ 2,076	\$ 2,142
Grades 9-12	\$ 1,844	\$ 2,077	\$ 2,223	\$ 2,258	\$ 2,313	\$ 2,388	\$ 2,468	\$ 2,547
Concentration Grant (>55% population)								
Maximum - 1.00 ADA, 100% UPP	65%	65%	65%	65%	65%	65%	65%	65%
Grades TK-3	\$ 5,808	\$ 6,577	\$ 7,118	\$ 7,194	\$ 7,405	\$ 7,633	\$ 7,885	\$ 8,145
Grades 4-6	\$ 5,340	\$ 6,048	\$ 6,545	\$ 6,615	\$ 6,809	\$ 7,019	\$ 7,250	\$ 7,489
Grades 7-8	\$ 5,498	\$ 6,227	\$ 6,739	\$ 6,811	\$ 7,010	\$ 7,226	\$ 7,465	\$ 7,710
Grades 9-12	\$ 6,537	\$ 7,404	\$ 8,013	\$ 8,099	\$ 8,336	\$ 8,593	\$ 8,876	\$ 9,168
Actual - 1.00 ADA, Local UPP >55% as follows:								
	21.6100%	22.9500%	25.0900%	25.0900%	25.0900%	25.0900%	25.0900%	25.0900%
Grades TK-3	\$ 1,255	\$ 1,510	\$ 1,786	\$ 1,805	\$ 1,858	\$ 1,915	\$ 1,978	\$ 2,043
Grades 4-6	\$ 1,154	\$ 1,388	\$ 1,642	\$ 1,660	\$ 1,708	\$ 1,761	\$ 1,819	\$ 1,879
Grades 7-8	\$ 1,188	\$ 1,429	\$ 1,691	\$ 1,709	\$ 1,759	\$ 1,813	\$ 1,873	\$ 1,935
Grades 9-12	\$ 1,413	\$ 1,699	\$ 2,010	\$ 2,032	\$ 2,092	\$ 2,156	\$ 2,227	\$ 2,300

LEARNING WITHOUT LIMITS		2024/25 PROJECTED CASH FLOW															Budget	
2024/25		Object	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total	Budget
Actuals through Month of:		N/A																
A	Beginning Cash	9110	6,164,962	6,348,624	6,173,773	5,950,039	6,427,661	6,354,062	6,345,698	6,821,103	6,845,770	6,827,733	7,184,353	6,602,729	6,164,962			
B	Receipts																	
	LCFF Sources																	
	State Aid - Current Year	8011	0	141,846	141,846	236,409	236,409	236,409	236,409	236,409	212,768	212,768	212,768	212,768	2,316,810	47,282	2,364,092	2,364,092
	Protection Account State Aid - Current Year	8012	0	0	0	316,608	0	0	316,608	0	0	316,608	0	0	949,824	9,594	959,418	959,418
	Charter Schools in Lieu of Property Taxes	8096	0	71,163	71,163	118,605	118,605	118,605	118,605	118,605	106,744	106,744	106,744	106,744	1,162,325	23,721	1,186,046	1,186,046
	Federal Revenue	8100-8299																
	Every Student Succeeds Act (Titles I - V)	8290 - 8296	0	0	0	50,770	2,115	0	33,847	40,193	0	27,501	19,039	0	173,465	38,078	211,543	211,543
	Special Education - Federal	8181	0	0	0	12,437	518	0	8,292	9,846	0	6,737	4,664	0	42,494	9,328	51,822	51,822
	Child Nutrition - Federal	8220	0	0	0	16,511	16,511	16,511	16,511	16,511	16,511	16,511	16,511	16,511	148,596	49,532	198,128	198,128
	Other State Revenue	8300-8599																
	Special Education - State	8594	0	1,512	1,512	2,521	2,521	2,521	2,521	2,521	2,269	2,269	2,269	2,269	24,704	504	25,208	25,208
	ELOP	8590	0	47,146	47,146	78,577	78,577	78,577	78,577	78,577	70,719	70,719	70,719	70,719	770,057	15,715	785,772	785,772
	ASES	8590	0	0	0	0	0	0	0	100,724	0	0	0	51,888	0	152,612	152,612	
	CCSPP	8590	0	0	0	93,300	0	0	109,200	0	0	97,500	0	0	300,000	0	300,000	300,000
	Prop 28	8590	0	3,819	3,819	6,366	6,366	6,366	6,366	6,366	5,729	5,729	5,729	5,729	62,383	1,273	63,656	63,656
	Lottery + Mandated Block	8560	0	0	0	25,871	0	0	30,280	0	0	27,035	0	0	83,186	0	83,186	83,186
	Other Local Revenue	8600-8799																
	AB 602	8791	0	16,122	16,122	26,871	26,871	26,871	26,871	26,871	24,184	24,184	24,184	24,184	263,333	5,374	268,707	268,707
	Measure G-1	8600	0	0	0	0	0	0	0	0	0	0	0	55,541	0	55,541	55,541	
	Grants & Foundations	8600	118,673	0	0	0	0	0	0	0	0	0	0	0	118,673	0	118,673	118,673
	Total Receipts		118,673	281,609	281,609	984,845	488,492	485,859	984,085	535,898	539,648	914,305	462,627	546,353	6,624,003	200,402	6,824,404	6,824,404
C	Disbursements																	
	Total, Certificated Salaries	1000-1999	22,541	187,846	187,846	187,846	187,846	187,846	187,846	187,846	187,846	187,846	187,846	187,846	2,088,843	165,304	2,254,147	2,254,147
	Total, Non-certificated Salaries	2000-2999	51,514	85,857	85,857	85,857	85,857	85,857	85,857	85,857	85,857	85,857	85,857	85,857	995,938	34,343	1,030,281	1,030,281
	Total, Employee Benefits	3000-3999	33,542	67,084	67,084	100,625	100,625	100,625	100,625	100,625	100,625	100,625	100,625	100,625	1,073,337	44,722	1,118,059	1,118,059
	Total, Books and Supplies	4000-4999	39,663	66,105	52,884	26,442	26,442	13,221	44,070	22,035	22,035	22,035	44,070	52,884	431,885	8,814	440,699	440,699
	Services and Other Operating Expenditures	5000-5999	92,906	92,906	92,906	139,359	139,359	92,906	92,906	92,906	139,359	139,359	603,891	371,625	2,090,391	232,266	2,322,657	2,322,657
	Total, Capital Outlay	6000-6599	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-
	Total Disbursements		240,166	499,797	486,576	540,129	540,129	480,455	511,304	489,269	535,722	535,722	1,022,288	798,837	6,680,394	485,449	7,165,843	7,165,842
D	Prior Year Transactions	PY Amount																
	Accounts Receivable-9200	819,546	450,750	188,496	16,391	65,564	8,195	16,391	32,782	8,195	8,195	8,195	8,195	8,195	819,546	0	819,546	
	Prepaid Expense-9330	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Accounts Payable-9500	250,000	127,500	115,000	5,000	2,500	0	0	0	0	0	0	0	0	250,000	0	250,000	
	Current Loans-9640	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Deferred Revenue-9650	1,347,125	18,095	30,158	30,158	30,158	30,158	30,158	30,158	30,158	30,158	30,158	30,158	30,158	349,834	(997,292)	(647,458)	361,897
	Total Pr. Yr. Transactions	(777,579)	305,155	43,337	(18,767)	32,906	(21,963)	(13,767)	2,624	(21,963)	(21,963)	(21,963)	(21,963)	(21,963)	219,712	997,292	1,217,004	
E	Net Increase/Decrease (B-C+D)		183,662	(174,851)	(223,734)	477,622	(73,599)	(8,363)	475,405	24,667	(18,037)	356,620	(581,624)	(274,446)	163,321	712,244	875,565	
F	Ending Cash (A+E)		6,348,624	6,173,773	5,950,039	6,427,661	6,354,062	6,345,698	6,821,103	6,845,770	6,827,733	7,184,353	6,602,729	6,328,283	6,328,283			
G	Ending Cash plus Accruals															7,014,133	5,735	

LEARNING WITHOUT LIMITS		2025/26 PROJECTED CASH FLOW															Budget	
2025/26	Object	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total	Budget	
Actuals through Month of:		N/A																
A	Beginning Cash	9110	6,328,283	6,052,340	5,633,047	5,398,633	5,857,864	5,787,265	5,776,618	6,261,320	6,289,797	6,273,471	6,656,106	6,068,329	6,328,283			
B	Receipts																	
	LCFF Sources																	
	State Aid - Current Year	8011	0	149,254	149,254	248,756	248,756	248,756	248,756	248,756	223,881	223,881	223,881	223,881	2,437,812	49,751	2,487,563	2,487,563
	on Account State Aid - Current Year	8012	0	0	0	340,912	0	0	340,912	0	0	340,912	0	0	1,022,736	10,331	1,033,067	1,033,067
	er Schools in Lieu of Property Taxes	8096	0	71,163	71,163	118,605	118,605	118,605	118,605	118,605	106,744	106,744	106,744	106,744	1,162,325	23,721	1,186,046	1,186,046
	Federal Revenue	8100-8299																
	y Student Succeeds Act (Titles I - V)	8290 - 8296	0	0	0	50,770	2,115	0	33,847	40,193	0	27,501	19,039	0	173,465	38,078	211,543	211,543
	Special Education - Federal	8181	0	0	0	12,437	518	0	8,292	9,846	0	6,737	4,664	0	42,494	9,328	51,822	51,822
	Child Nutrition - Federal	8220	0	0	0	16,511	16,511	16,511	16,511	16,511	16,511	16,511	16,511	16,511				198,128
	Other State Revenue	8300-8599																
	Special Education - State	8594	0	1,579	1,579	2,631	2,631	2,631	2,631	2,631	2,368	2,368	2,368	2,368	25,784	526	26,310	26,310
	ELOP	8590	0	47,146	47,146	78,577	78,577	78,577	78,577	78,577	70,719	70,719	70,719	70,719				785,772
	ASES	8590	0	0	0	0	0	0	0	0	100,724	0	0	51,888	152,612	0	152,612	152,612
	CCSPP	8590	0	0	0	93,300	0	0	109,200	0	0	97,500	0	0	300,000	0	300,000	300,000
	Prop 28	8590	0	3,819	3,819	6,366	6,366	6,366	6,366	6,366	5,729	5,729	5,729	5,729	62,383	1,273	63,656	63,656
	Lottery + Mandated Block	8560	0	0	0	25,871	0	0	30,280	0	0	27,035	0	0	83,186	0	83,186	83,186
	Other Local Revenue	8600-8799																
	AB 602	8791	0	16,676	16,676	27,793	27,793	27,793	27,793	27,793	25,014	25,014	25,014	25,014	272,375	5,559	277,934	277,934
	Measure G-1	8600	0	0	0	0	0	0	0	0	0	0	0	55,541	55,541	0	55,541	55,541
	Grants & Foundations	8600	118,673	0	0	0	0	0	0	0	0	0	0	118,673	0	118,673	118,673	
	Total Receipts		118,673	289,637	289,637	1,022,529	501,872	499,239	1,021,769	549,278	551,690	950,651	474,669	558,395	5,909,386	138,567	6,047,953	7,031,853
C	Disbursements																	
	Total, Certificated Salaries	1000-1999	23,104	192,533	192,533	192,533	192,533	192,533	192,533	192,533	192,533	192,533	192,533	192,533	2,140,962	169,429	2,310,391	2,310,391
	Total, Non-certificated Salaries	2000-2999	49,328	82,214	82,214	82,214	82,214	82,214	82,214	82,214	82,214	82,214	82,214	82,214	953,682	32,886	986,568	986,568
	Total, Employee Benefits	3000-3999	35,644	71,288	71,288	106,932	106,932	106,932	106,932	106,932	106,932	106,932	106,932	106,932	1,140,606	47,525	1,188,131	1,188,131
	Total, Books and Supplies	4000-4999	40,100	66,833	53,466	26,733	26,733	13,367	44,555	22,278	22,278	22,278	44,555	53,466	436,639	8,911	445,550	445,550
	es and Other Operating Expenditures	5000-5999	94,430	94,430	94,430	141,645	141,645	94,430	94,430	94,430	141,645	141,645	613,797	377,721	2,124,681	236,076	2,360,757	2,360,757
	Total, Capital Outlay	6000-6599	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-
	Total Disbursements		242,606	507,297	493,931	550,057	550,057	489,475	520,664	498,386	545,601	545,601	1,040,030	812,865	6,796,571	494,826	7,291,397	7,291,398
D	Prior Year Transactions	PY Amount																
	Accounts Receivable-9200	200,402	110,221	46,092	4,008	16,032	2,004	4,008	8,016	2,004	2,004	2,004	2,004	200,402	0	200,402		
	Prepaid Expense-9330	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	Accounts Payable-9500	485,449	247,579	223,306	9,709	4,854	0	0	0	0	0	0	0	485,449	0	485,449		
	Current Loans-9640	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	Deferred Revenue-9650	997,292	14,651	24,419	24,419	24,419	24,419	24,419	24,419	24,419	24,419	24,419	24,419	283,259	(714,032)	(430,773)	293,027	
	Total Pr. Yr. Transactions	(1,282,339)	(152,009)	(201,633)	(30,120)	(13,241)	(22,415)	(20,411)	(16,403)	(22,415)	(22,415)	(22,415)	(22,415)	(568,307)	714,032	145,725		
E	Net Increase/Decrease (B-C+D)		(275,942)	(419,293)	(234,414)	459,231	(70,599)	(10,647)	484,702	28,477	(16,326)	382,635	(587,776)	(276,885)	(1,455,491)	357,773	(1,097,719)	
F	Ending Cash (A+E)		6,052,340	5,633,047	5,398,633	5,857,864	5,787,265	5,776,618	6,261,320	6,289,797	6,273,471	6,656,106	6,068,329	5,791,444	4,872,791			
G	Ending Cash plus Accruals															5,506,184	18,757	

LEARNING WITHOUT LIMITS		2026/27 PROJECTED CASH FLOW																
2026/27	Object	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total	Budget	
Actuals through Month of:	N/A																	
A Beginning Cash	9110	5,791,444	5,486,062	5,076,416	4,868,911	5,360,747	5,321,166	5,340,972	5,860,555	5,920,005	5,934,224	6,353,414	5,796,881	5,791,444				
B Receipts																		
LCFF Sources																		
State Aid - Current Year	8011	0	152,226	152,226	253,710	253,710	253,710	253,710	253,710	228,339	228,339	228,339	228,339	2,486,355	50,742	2,537,097	2,537,097	
on Account State Aid - Current Year	8012	0	0	0	346,921	0	0	346,921	0	0	346,921	0	0	1,040,763	10,513	1,051,276	1,051,276	
er Schools in Lieu of Property Taxes	8096	0	71,163	71,163	118,605	118,605	118,605	118,605	118,605	106,744	106,744	106,744	106,744	1,162,325	23,721	1,186,046	1,186,046	
Federal Revenue	8100-8299																	
y Student Succeeds Act (Titles I - V)	8290 - 8296	0	0	0	50,770	2,115	0	33,847	40,193	0	27,501	19,039	0	173,465	38,078	211,543	211,543	
Special Education - Federal	8181	0	0	0	12,437	518	0	8,292	9,846	0	6,737	4,664	0	42,494	9,328	51,822	51,822	
Child Nutrition - Federal	8220	0	0	0	16,511	16,511	16,511	16,511	16,511	16,511	16,511	16,511	16,511				198,128	
Other State Revenue	8300-8599																	
Special Education - State	8594	0	1,601	1,601	2,669	2,669	2,669	2,669	2,669	2,402	2,402	2,402	2,402	26,155	534	26,689	26,689	
ELOP	8590	0	47,146	47,146	78,577	78,577	78,577	78,577	78,577	70,719	70,719	70,719	70,719				785,772	
ASES	8590	0	0	0	0	0	0	0	0	100,724	0	0	51,888	152,612	0	152,612	152,612	
CCSPP	8590	0	0	0	93,300	0	0	109,200	0	0	97,500	0	0	300,000	0	300,000	300,000	
Prop 28	8590	0	3,819	3,819	6,366	6,366	6,366	6,366	6,366	5,729	5,729	5,729	5,729	62,383	1,273	63,656	63,656	
Lottery + Mandated Block	8560	0	0	0	25,871	0	0	30,280	0	0	27,035	0	0	83,186	0	83,186	83,186	
Other Local Revenue	8600-8799																	
AB 602	8791	0	16,813	16,813	28,021	28,021	28,021	28,021	28,021	25,219	25,219	25,219	25,219	274,608	5,604	280,212	280,212	
Measure G-1	8600	0	0	0	0	0	0	0	0	0	0	0	55,541	55,541	0	55,541	55,541	
Grants & Foundations	8600	118,673	0	0	0	0	0	0	0	0	0	0	0	118,673	0	118,673	118,673	
Total Receipts		118,673	292,768	292,768	1,033,757	507,092	504,458	1,032,997	554,497	556,387	961,357	479,366	563,092	5,978,561	139,792	6,118,353	7,102,253	
C Disbursements																		
Total, Certificated Salaries	1000-1999	21,706	180,887	180,887	180,887	180,887	180,887	180,887	180,887	180,887	180,887	180,887	180,887	2,011,459	159,180	2,170,639	2,170,639	
Total, Non-certificated Salaries	2000-2999	50,416	84,027	84,027	84,027	84,027	84,027	84,027	84,027	84,027	84,027	84,027	84,027	974,717	33,611	1,008,328	1,008,328	
Total, Employee Benefits	3000-3999	34,819	69,637	69,637	104,456	104,456	104,456	104,456	104,456	104,456	104,456	104,456	104,456	1,114,193	46,425	1,160,618	1,160,618	
Total, Books and Supplies	4000-4999	40,545	67,575	54,060	27,030	27,030	13,515	45,050	22,525	22,525	22,525	45,050	54,060	441,489	9,010	450,499	450,499	
es and Other Operating Expenditures	5000-5999	94,241	94,241	94,241	141,362	141,362	94,241	94,241	94,241	141,362	141,362	612,568	376,965	2,120,428	235,603	2,356,031	2,356,031	
Total, Capital Outlay	6000-6599	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	
Total Disbursements		241,727	496,367	482,852	537,761	537,761	477,126	508,661	486,136	533,256	533,256	1,026,987	800,394	6,662,286	483,829	7,146,115	7,146,114	
D Prior Year Transactions	PY Amount																	
Accounts Receivable-9200	138,567	76,212	31,870	2,771	11,085	1,386	2,771	5,543	1,386	1,386	1,386	1,386	1,386	138,567	0	138,567		
Prepaid Expense-9330	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Accounts Payable-9500	494,826	252,361	227,620	9,897	4,948	0	0	0	0	0	0	0	0	494,826	0	494,826		
Current Loans-9640	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Deferred Revenue-9650	714,032	6,178	10,297	10,297	10,297	10,297	10,297	10,297	10,297	10,297	10,297	10,297	10,297	119,443	(594,589)	(475,146)	123,562	
Total Pr. Yr. Transactions	(1,070,292)	(182,328)	(206,047)	(17,422)	(4,160)	(8,911)	(7,526)	(4,754)	(8,911)	(8,911)	(8,911)	(8,911)	(8,911)	(475,703)	594,589	118,886		
E Net Increase/Decrease (B-C+D)		(305,382)	(409,645)	(207,506)	491,836	(39,581)	19,807	519,582	59,450	14,220	419,190	(556,533)	(246,213)	(1,159,428)	250,552	(908,876)		
F Ending Cash (A+E)		5,486,062	5,076,416	4,868,911	5,360,747	5,321,166	5,340,972	5,860,555	5,920,005	5,934,224	6,353,414	5,796,881	5,550,668	4,632,016				
G Ending Cash plus Accruals																5,255,637	64,975	

LEARNING WITHOUT LIMITS		2027/28 PROJECTED CASH FLOW																Budget
2027/28	Object	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total	Budget	
Actuals through Month of:	N/A																	
A Beginning Cash	9110	5,550,668	5,253,818	4,859,692	4,662,761	5,105,975	5,083,127	5,119,983	5,574,835	5,651,222	5,680,617	6,045,231	5,502,093	5,550,668				
B Receipts																		
LCFF Sources																		
State Aid - Current Year	8011	0	161,111	161,111	268,519	268,519	268,519	268,519	268,519	241,667	241,667	241,667	241,667	2,631,481	53,704	2,685,185	2,685,185	
on Account State Aid - Current Year	8012	0	0	0	374,670	0	0	374,670	0	0	374,670	0	0	1,124,009	11,354	1,135,363	1,135,363	
er Schools in Lieu of Property Taxes	8096	0	71,163	71,163	118,605	118,605	118,605	118,605	118,605	106,744	106,744	106,744	106,744	1,162,325	23,721	1,186,046	1,186,046	
Federal Revenue	8100-8299																	
y Student Succeeds Act (Titles I - V)	8290 - 8296	0	0	0	50,770	2,115	0	33,847	40,193	0	27,501	19,039	0	173,465	38,078	211,543	211,543	
Special Education - Federal	8181	0	0	0	12,437	518	0	8,292	9,846	0	6,737	4,664	0	42,494	9,328	51,822	51,822	
Child Nutrition - Federal	8220	0	0	0	16,511	16,511	16,511	16,511	16,511	16,511	16,511	16,511	16,511				198,128	
Other State Revenue	8300-8599																	
Special Education - State	8594	0	1,679	1,679	2,799	2,799	2,799	2,799	2,799	2,519	2,519	2,519	2,519	27,427	560	27,987	27,987	
ELOP	8590	0	47,146	47,146	78,577	78,577	78,577	78,577	78,577	70,719	70,719	70,719	70,719				785,772	
ASES	8590	0	0	0	0	0	0	0	0	100,724	0	0	51,888	152,612	0	152,612	152,612	
CCSPP	8590	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	
Prop 28	8590	0	3,819	3,819	6,366	6,366	6,366	6,366	6,366	5,729	5,729	5,729	5,729	62,383	1,273	63,656	63,656	
Lottery + Mandated Block	8560	0	0	0	25,871	0	0	30,280	0	0	27,035	0	0	83,186	0	83,186	83,186	
Other Local Revenue	8600-8799																	
AB 602	8791	0	17,498	17,498	29,163	29,163	29,163	29,163	29,163	26,247	26,247	26,247	26,247	285,797	5,833	291,630	291,630	
Measure G-1	8600	0	0	0	0	0	0	0	0	0	0	0	55,541	55,541	0	55,541	55,541	
Grants & Foundations	8600	118,673	0	0	0	0	0	0	0	0	0	0	0	118,673	0	118,673	118,673	
Total Receipts		118,673	302,417	302,417	984,287	523,172	520,538	967,626	570,578	570,859	906,078	493,838	577,565	5,919,395	143,849	6,063,244	7,047,144	
C Disbursements																		
Total, Certificated Salaries	1000-1999	22,210	185,083	185,083	185,083	185,083	185,083	185,083	185,083	185,083	185,083	185,083	185,083	2,058,122	162,873	2,220,995	2,220,995	
Total, Non-certificated Salaries	2000-2999	46,712	77,854	77,854	77,854	77,854	77,854	77,854	77,854	77,854	77,854	77,854	77,854	903,106	31,142	934,248	934,248	
Total, Employee Benefits	3000-3999	35,010	70,021	70,021	105,031	105,031	105,031	105,031	105,031	105,031	105,031	105,031	105,031	1,120,331	46,680	1,167,011	1,167,011	
Total, Books and Supplies	4000-4999	40,999	68,332	54,666	27,333	27,333	13,666	45,555	22,777	22,777	22,777	45,555	54,666	446,435	9,111	455,546	455,546	
es and Other Operating Expenditures	5000-5999	94,547	94,547	94,547	141,820	141,820	94,547	94,547	94,547	141,820	141,820	614,554	378,187	2,127,303	236,367	2,363,670	2,363,670	
Total, Capital Outlay	6000-6599	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	
Total Disbursements		239,479	495,836	482,170	537,121	537,121	476,181	508,069	485,292	532,565	532,565	1,028,077	800,821	6,655,297	486,173	7,141,470	7,141,470	
D Prior Year Transactions	PY Amount																	
Accounts Receivable-9200	139,792	76,886	32,152	2,796	11,183	1,398	2,796	5,592	1,398	1,398	1,398	1,398	1,398	139,792	(0)	139,792		
Prepaid Expense-9330	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Accounts Payable-9500	483,829	246,753	222,561	9,677	4,838	0	0	0	0	0	0	0	0	483,829	0	483,829		
Current Loans-9640	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Deferred Revenue-9650	594,589	6,178	10,297	10,297	10,297	10,297	10,297	10,297	10,297	10,297	10,297	10,297	10,297	119,443	(475,146)	(355,702)	123,562	
Total Pr. Yr. Transactions	(938,625)	(176,045)	(200,706)	(17,178)	(3,952)	(8,899)	(7,501)	(4,705)	(8,899)	(8,899)	(8,899)	(8,899)	(8,899)	(463,480)	475,146	11,666		
E Net Increase/Decrease (B-C+D)		(296,851)	(394,126)	(196,931)	443,214	(22,848)	36,856	454,852	76,387	29,395	364,614	(543,137)	(232,155)	(1,199,382)	132,822	(1,066,560)		
F Ending Cash (A+E)		5,253,818	4,859,692	4,662,761	5,105,975	5,083,127	5,119,983	5,574,835	5,651,222	5,680,617	6,045,231	5,502,093	5,269,938	4,351,286				
G Ending Cash plus Accruals																4,981,308	14,511	

Learning Without Limits

Multi-Year Budget Assumptions Narrative

The following assumptions are unaudited statements based on the current financial position of Learning Without Limits (LWL) and an estimate of revenues and expenditures based on known charter rates and the current and future program of LWL. They are accurate to the best of the current information available as of May 31, 2024.

A. ENROLLMENT, UNDUPLICATED COUNT & AVERAGE DAILY ATTENDANCE

1. Enrollment

- i. FY25: based on the number of returning students, accepted offers, and historical enrollment trends.
- ii. FY26-FY28: LWL expects to increase TK enrollment to 30 students in FY26, 36 in FY27, and 42 in FY28 and expects to enroll 48 Kinder students each year (which aligns to 2024-25). Other grade-level enrollment numbers follow the cohort model (as illustrated in the charter petition).

2. Unduplicated Pupil Count

- i. Based on the 3-year rolling percentage in the LCFF Calculator. Expected to remain fairly steady through FY28 (between 90.2 to 90.6).

3. Average Daily Attendance

- i. FY25: based on FY24 P-2.
- ii. FY26-FY28: Attendance expected to increase by 1% each year, to 93% in FY28%. Pre-Covid, attendance exceeded 95%. LWL is currently investing in increasing attendance.

B. REVENUES

1. LCFF Sources

- i. LCFF Revenue is based on FCMAT LCFF calculator v25.1a, and uses the CDE statutory COLA assumptions (below) and additional site assumptions as specified above.

Fiscal Year	FY25	FY26	FY27	FY28
Statutory COLA	1.07%	2.93%	3.08%	3.30%

2. Federal Revenues

- i. Every Student Succeeds Act (Titles I - V)

- a. Based on current FY24 allocations (as of January 2024) and are assumed to remain flat for FY25-FY28.
- ii. Special Education - Federal
 - a. The Federal Special Education (IDEA) and Federal Mental Health revenues are based on the El Dorado SELPA FY24 per ADA rates and are assumed to remain flat in future years.

Federal Sped	Per-ADA
IDEA	\$155.94 (after 3% admin fee)
Mental Health	\$11.68

- iii. Child Nutrition - Federal
 - a. Based on pro-rated FY24 Actuals. Assumed to remain flat in future years, and equal the corresponding Food Services expense.

3. Other State Revenues

- i. Special Education - State
 - a. Per El Dorado SELPA, Mental Health is funded at \$80.92 per ADA in FY24. This rate is assumed to increase each year by the projected CDE statutory COLA.
- ii. All Other State Revenues
 - a. Mandated Block Grant, Lottery, ELOP, ASES, and Prop 28 revenues are assumed to be ongoing and remain equal to the overall FY25 total in future years.
 - b. If ELOP, ASES, or Prop 28 revenues were reduced, LWL would correspondingly reduce associated programmatic expenditures.
 - a. Mandated Block Grant (K-8) revenue is funded at \$19.85 per ADA in FY24. The FY25 rate is assumed to increase by the projected CDE statutory COLA.
 - b. Lottery revenue is funded at \$249 per ADA in FY24 and this rate is assumed for FY25.
 - c. ELOP is funded at \$2750 per K-6 ADA in FY24 and this rate is assumed for FY25.
 - d. ASES funding is \$152,612 in FY24 and assumed to remain at this amount.
 - e. Prop 28 funding is \$63,656 in FY24 and assumed to remain at this amount.
 - c. The grants in the following table are all considered one-time revenues that phase out in specific years. LWL intends to allocate the revenues over multiple years and then correspondingly reduce associated expenditures once the grant revenues phase out.
 - a. Note that 4 of the grants below (all except CCSPP) are also included in deferred revenue and are correspondingly reduced from the fund balance in the year the revenue is recognized.

Grant	FY25	FY26	FY27	FY28	Deferred Revenue
CCSPP	\$300,000	\$300,000	\$300,000	\$0	N
Educator Effectiveness	\$24,351	\$24,351	\$0	\$0	Y
UPK Planning & Implementation	\$21,552	\$21,552	\$0	\$0	Y
Arts, Music, and Instructional Materials	\$211,165	\$0	\$0	\$0	Y
Learning Recovery Emergency	\$104,829	\$247,124	\$123,562	\$123,562	Y

4. Other Local Revenues

- i. AB 602: Per El Dorado SELPA, AB 602 is funded at \$887.40 per ADA in FY24. This rate is subject to an admin fee of 3% and is assumed to increase each year by the projected CDE statutory COLA.
- ii. Measure G-1 (Part A): Budgeted at \$55,541, based on FY23 revenue; assumed to remain at this amount; corresponding expense matches revenue.
- iii. Grants and Fundraising: LWL is budgeted at \$117,495 for grant and fundraising revenue from FY25-FY28. LWL received \$121,000 in FY24. If these revenues were reduced, LWL would correspondingly reduce associated programmatic expenditures.

C. EXPENDITURES

1. FY25 total compensation is based on defined salary scales and health, and retirement rates. Per-capita increases in total compensation from FY26-FY28 are budgeted to increase each year in alignment with the projected CDE statutory COLA. 85% of LWL staff are unionized and salary and health will be subject to negotiated collective bargaining agreements. Projected annual rate increases / rates for salary, health, and retirement are listed below.

Compensation	FY26	FY27	FY28
Salary	2.21%	2.32%	2.48%
Health	5%	5%	5%
Other Benefits	2%	2%	2%
STRS	19.48%	19.87%	20.25%
PERS	27.60	28.00%	29.20%

2. FTE staffing levels are based on programming need, total enrollment and total revenue, including aligning grant-funded positions with availability of grant funding.

3. Certificated Salaries

- i. FTE table by object code listed below.

Category	FY25	FY26	FY27	FY28
1100	18.8	18.8	18.0	18

1200	2.1	2.0	2.0	2.0
1300	4.0	4.0	3.0	3.0

4. Non-Certificated Salaries

i. FTE table by object code listed below.

Category	FY25	FY26	FY27	FY28
2100	7.7	7.0	7.0	5.0
2200	7.7	7.0	7.0	7.0
2300	2.0	2.0	2.0	2.0
2400	1.0	1.0	1.0	1.0

5. Employee Benefits

i. STRS and PERS

a. LWL provides STRS benefits to all certificated employees and PERS benefits for classified staff that meet the defined eligibility criteria; 90% of classified staff are projected to receive PERS benefits. See Compensation table above for projected STRS and PERS rates per FY.

ii. Health Benefits

a. LWL provides comprehensive health benefits to employees with a FTE ≥ 0.75 . See Compensation table above for projected annual increases in per-capita health benefits.

iii. Other Benefits

a. All classified employees receive Social Security, and all employees receive defined Medicare and Unemployment benefits. See Compensation table above for projected annual increases in per-capita other benefits.

6. Books and Supplies

i. Except as noted below, all books and supplies are assumed to increase 2% per year from FY26-FY28.

ii. 4700: The portion paid for via the Federal Child Nutrition reimbursement is budgeted equal to that revenue each year.

7. Services and Operating Expenses

i. Except where noted below, all services and operating expenses are assumed to increase 2% per year from FY26-FY28.

ii. 5100: the per-capita amount is assumed to increase 2% per year from FY26-FY28.

iii. 5200: the amount is reduced in FY26 to account for a one-time investment in FY25 and then is assumed to increase 2% per year from FY27-FY28.

iv. 5600: Non-rent expenses assumed to increase 2% per year. Includes proportional amount of EFC-wide facility cost sharing and increases based

on Prop 39 rate increases assumed to be 7.6% per year and Prop 51 repayments for other sites beginning in FY26.

- v. 5800: includes Home Office services and a contingency amount for enrollment variability. Home Office services are projected as 9.5% of total revenue and the contingency amount is projected as 0.5% of total revenue. All other items in 5800 are assumed to increase 2% per year from FY26-FY28.

8. Capital Outlay

- i. Expense reflects Prop 39 Energy Improvement projects.

D. FUND BALANCE

1. The beginning Fund Balance of \$4,310,884 is based on the FY23 Audit. The restricted portion is equal to deferred revenue as of the FY23 audit.
2. Per above, the amount of deferred revenue under ‘Other State Revenues’ is specified under ‘Other Sources’ and correspondingly reduced from the Fund Balance in the year expenses are incurred and revenues are recognized.
3. LWL is projected to have an operating reserve at the end of FY28 of approximately \$3.5M.
4. LWL’s reserve rate exceeds 49% each year, exceeding statutory minimums and recommended reserve rates.

E. CASH FLOW

1. The 2024-25 beginning cash, prior year accounts receivable, prior year accounts payable, and prior year deferred revenue are based on 2023-24 ending cash flow projections as of May 31, 2024.
2. LWL maintains a positive cash balance through 2027-28 and has a projected ending cash balance in June 2028 of \$6.3M.

Instructions

FastBridge Reading (xx-xx) Tab

1. Copy and paste your FastBridge Reading Data into the tab labeled 'FastBridge Reading (xx-xx)'
2. Rename the 'FastBridge Reading (xx-xx)' tab to include the relevant school year. (e.g. 'FastBridge Reading (23-24)')
3. Duplicate the 'FastBridge Reading (xx-xx)' tab if you wish to include multiple school years of data for Reading and repeat steps 1-2 appropriately.

Note: Raw data should be student-level data but may be anonymized for privacy

FastBridge Math (xx-xx) Tab

1. Copy and paste your FastBridge Math Data into the tab labeled 'FastBridge Math (xx-xx)'
2. Rename the 'FastBridge Math (xx-xx)' tab to include the relevant school year. (e.g. 'FastBridge Math (23-24)')
3. Duplicate the 'FastBridge Math (xx-xx)' tab if you wish to include multiple school years of data for Math and repeat steps 1-2 appropriately.

Note: Raw data should be student-level data but may be anonymized for privacy

FastBridge Summary Table Tab

1. Delete the example row and populate the summary table for both indicators, all grades tested, and all appropriate student groups.

Note: In cases where student group data cannot be disaggregated at the grade level, please specify the grade span.

School Participation Table

1. After completing the data tabs, fill in the open response on the School Participation Tab.
2. Please be sure each school year you are submitting FastBridge Growth data is accounted for.

Indicator	School year	Student Group	Grade	Percent of Students above the 25th national percentile for Fall to Spring norm
LWL aMath	2021-2022	AA	All Grades	71.4%
LWL aMath	2021-2022	All	All Grades	84.4%
LWL aMath	2021-2022	All	3rd	93.4%
LWL aMath	2021-2022	All	4th	75.4%
LWL aMath	2021-2022	All	5th	84.5%
LWL aMath	2021-2022	EL + RFEP4	All Grades	92.0%
LWL aMath	2021-2022	EL + RFEP4	3rd	95.2%
LWL aMath	2021-2022	EL + RFEP4	4th	84.2%
LWL aMath	2021-2022	EL + RFEP4	5th	97.0%
LWL aMath	2021-2022	Latino	All Grades	86.2%
LWL aMath	2021-2022	Latino	3rd	93.8%
LWL aMath	2021-2022	Latino	4th	79.6%
LWL aMath	2021-2022	Latino	5th	85.4%
LWL aMath	2021-2022	SED	All Grades	84.8%
LWL aMath	2021-2022	SED	3rd	93.1%
LWL aMath	2021-2022	SED	4th	78.0%
LWL aMath	2021-2022	SED	5th	82.9%
LWL aMath	2021-2022	SWD	All Grades	75.0%
LWL aMath	2022-2023	AA	All Grades	53.8%
LWL aMath	2022-2023	All	All Grades	74.0%
LWL aMath	2022-2023	All	3rd	80.7%
LWL aMath	2022-2023	All	4th	65.0%
LWL aMath	2022-2023	All	5th	76.7%
LWL aMath	2022-2023	EL + RFEP4	All Grades	75.7%
LWL aMath	2022-2023	EL + RFEP4	3rd	83.3%
LWL aMath	2022-2023	EL + RFEP4	4th	68.2%
LWL aMath	2022-2023	EL + RFEP4	5th	78.8%
LWL aMath	2022-2023	Latino	All Grades	74.1%
LWL aMath	2022-2023	Latino	3rd	78.0%
LWL aMath	2022-2023	Latino	4th	64.6%
LWL aMath	2022-2023	Latino	5th	80.0%
LWL aMath	2022-2023	SED	All Grades	73.0%

Indicator	School year	Student Group	Grade	Percent of Students above the 25th national percentile for Fall to Spring norm
LWL aMath	2022-2023	SED	3rd	79.2%
LWL aMath	2022-2023	SED	4th	64.9%
LWL aMath	2022-2023	SED	5th	75.9%
LWL aMath	2022-2023	SWD	All Grades	66.7%
LWL aMath	2023-2024	AA	All Grades	50.0%
LWL aMath	2023-2024	All	All Grades	64.8%
LWL aMath	2023-2024	All	3rd	78.0%
LWL aMath	2023-2024	All	4th	58.2%
LWL aMath	2023-2024	All	5th	59.6%
LWL aMath	2023-2024	EL + RFEP4	All Grades	63.9%
LWL aMath	2023-2024	EL + RFEP4	3rd	75.0%
LWL aMath	2023-2024	EL + RFEP4	4th	56.7%
LWL aMath	2023-2024	EL + RFEP4	5th	61.5%
LWL aMath	2023-2024	Latino	All Grades	63.4%
LWL aMath	2023-2024	Latino	3rd	76.3%
LWL aMath	2023-2024	Latino	4th	58.3%
LWL aMath	2023-2024	Latino	5th	57.8%
LWL aMath	2023-2024	SED	All Grades	62.9%
LWL aMath	2023-2024	SED	3rd	75.6%
LWL aMath	2023-2024	SED	4th	54.3%
LWL aMath	2023-2024	SED	5th	60.4%
LWL aMath	2023-2024	SWD	All Grades	87.5%
LWL aReading	2019-2020	All	All Grades	75.9%
LWL aReading	2019-2020	All	3rd	81.5%
LWL aReading	2019-2020	EL + RFEP4	All Grades	76.5%
LWL aReading	2019-2020	EL + RFEP4	3rd	81.3%
LWL aReading	2019-2020	Latino	All Grades	75.0%
LWL aReading	2019-2020	Latino	3rd	81.8%
LWL aReading	2019-2020	SED	All Grades	72.0%
LWL aReading	2019-2020	SED	3rd	78.3%
LWL aReading	2020-2021	AA	All Grades	62.5%
LWL aReading	2020-2021	AA	3rd	66.7%

Indicator	School year	Student Group	Grade	Percent of Students above the 25th national percentile for Fall to Spring norm
LWL aReading	2020-2021	AA	4th	53.8%
LWL aReading	2020-2021	All	All Grades	64.9%
LWL aReading	2020-2021	All	3rd	67.7%
LWL aReading	2020-2021	All	4th	68.3%
LWL aReading	2020-2021	All	5th	59.1%
LWL aReading	2020-2021	EL + RFEP4	All Grades	70.4%
LWL aReading	2020-2021	EL + RFEP4	3rd	67.6%
LWL aReading	2020-2021	EL + RFEP4	4th	85.3%
LWL aReading	2020-2021	EL + RFEP4	5th	56.7%
LWL aReading	2020-2021	Latino	All Grades	67.1%
LWL aReading	2020-2021	Latino	3rd	70.2%
LWL aReading	2020-2021	Latino	4th	75.0%
LWL aReading	2020-2021	Latino	5th	57.7%
LWL aReading	2020-2021	SED	All Grades	67.0%
LWL aReading	2020-2021	SED	3rd	68.3%
LWL aReading	2020-2021	SED	4th	74.1%
LWL aReading	2020-2021	SED	5th	59.7%
LWL aReading	2020-2021	SWD	All Grades	85.0%
LWL aReading	2020-2021	SWD	5th	84.6%
LWL aReading	2021-2022	AA	All Grades	66.7%
LWL aReading	2021-2022	All	All Grades	72.6%
LWL aReading	2021-2022	All	3rd	81.0%
LWL aReading	2021-2022	All	4th	71.4%
LWL aReading	2021-2022	All	5th	65.0%
LWL aReading	2021-2022	EL + RFEP4	All Grades	74.8%
LWL aReading	2021-2022	EL + RFEP4	3rd	81.8%
LWL aReading	2021-2022	EL + RFEP4	4th	71.4%
LWL aReading	2021-2022	EL + RFEP4	5th	69.4%
LWL aReading	2021-2022	Latino	All Grades	72.9%
LWL aReading	2021-2022	Latino	3rd	84.0%
LWL aReading	2021-2022	Latino	4th	73.3%
LWL aReading	2021-2022	Latino	5th	60.0%

Indicator	School year	Student Group	Grade	Percent of Students above the 25th national percentile for Fall to Spring norm
LWL aReading	2021-2022	SED	All Grades	72.9%
LWL aReading	2021-2022	SED	3rd	80.0%
LWL aReading	2021-2022	SED	4th	70.4%
LWL aReading	2021-2022	SED	5th	65.9%
LWL aReading	2021-2022	SWD	All Grades	83.3%
LWL aReading	2022-2023	AA	All Grades	76.9%
LWL aReading	2022-2023	All	All Grades	77.1%
LWL aReading	2022-2023	All	3rd	81.7%
LWL aReading	2022-2023	All	4th	80.6%
LWL aReading	2022-2023	All	5th	69.7%
LWL aReading	2022-2023	EL + RFEP4	All Grades	80.9%
LWL aReading	2022-2023	EL + RFEP4	3rd	87.5%
LWL aReading	2022-2023	EL + RFEP4	4th	84.1%
LWL aReading	2022-2023	EL + RFEP4	5th	71.8%
LWL aReading	2022-2023	Latino	All Grades	77.8%
LWL aReading	2022-2023	Latino	3rd	82.7%
LWL aReading	2022-2023	Latino	4th	82.0%
LWL aReading	2022-2023	Latino	5th	68.6%
LWL aReading	2022-2023	SED	All Grades	78.2%
LWL aReading	2022-2023	SED	3rd	86.3%
LWL aReading	2022-2023	SED	4th	79.7%
LWL aReading	2022-2023	SED	5th	70.0%
LWL aReading	2022-2023	SWD	All Grades	73.7%
LWL aReading	2023-2024	AA	All Grades	72.7%
LWL aReading	2023-2024	All	All Grades	65.5%
LWL aReading	2023-2024	All	3rd	73.6%
LWL aReading	2023-2024	All	4th	65.4%
LWL aReading	2023-2024	All	5th	58.3%
LWL aReading	2023-2024	EL + RFEP4	All Grades	68.0%
LWL aReading	2023-2024	EL + RFEP4	3rd	75.9%
LWL aReading	2023-2024	EL + RFEP4	4th	77.8%
LWL aReading	2023-2024	EL + RFEP4	5th	56.1%

Indicator	School year	Student Group	Grade	Percent of Students above the 25th national percentile for Fall to Spring norm
LWL aReading	2023-2024	Latino	All Grades	64.0%
LWL aReading	2023-2024	Latino	3rd	72.1%
LWL aReading	2023-2024	Latino	4th	60.0%
LWL aReading	2023-2024	Latino	5th	60.4%
LWL aReading	2023-2024	SED	All Grades	66.2%
LWL aReading	2023-2024	SED	3rd	74.4%
LWL aReading	2023-2024	SED	4th	67.4%
LWL aReading	2023-2024	SED	5th	58.9%
LWL aReading	2023-2024	SWD	All Grades	42.1%

Assessme	Assesme State	District	School	Gender	Race	Special Ed	Grade	Fall aMat	Fall aMat	Fall aMat	Fall aMat	Fall aMat	Fall aMat	Winter aMat	Winter aMat	Winter aMat	Winter aMat	Winter aMat	Winter aMat	Winter aMat	Growth S	School Gr	District G	National	Growth P	Spring aW	Spring aW	Spring aW	Spring aW	Spring aW	Spring aW	Spring aW	Growth S	School Gr	District G	National	Growth P	Fall Quan	Winter Q1	Spring Q1	QuScreening	Screening	Period 5
aMath	Assesme CA	Education Learning I	Male	Hispanic/	General E	Three		195.813	30.76923	35.65574			14	someRisk	#####	196.5336	20.37037	24.23077	11	highRisk	2/1/2024	0.129451	15.32847	15.31365	21	21	196.9958	11.66667	20.07576	8	highRisk	#####	0.128107	6.040268	6.533576	12	16	EM65Q	EM30Q	EM30Q			
aMath	Assesme CA	Education Learning I	Female	Asian	General E	Three		211.7078	96.15385	94.67213			84	Ad	#####	214.5666	96.2963	93.07692	62	Ad	2/8/2024	0.492897	32.84671	30.81181	39	48	218.1309	95.953334		89	Ad	#####	0.69314	38.25504	41.01634	49	54	470Q	575Q	575Q			
aMath	Assesme CA	Education Learning I	Female	Hispanic/	General E	Five		205.056	28.33333	31.22807			13	someRisk	#####	211.4384		50.52.04082	27	someRisk	2/2/2024	1.139714		75.76.25123	66	63	205.7686	18.01279	31.08108	11	highRisk	#####	0.077178	14.11765	27.83203	13	33	235Q	440Q	270Q			
aMath	Assesme CA	Education Learning I	Male	Hispanic/	General E	Three		180.2643		0.1.639344			1	highRisk	#####	195.219	14.81482	17.69231	8	highRisk	2/8/2024	2.578403	96.35037	96.49447	96	84	203.9584		30.35.60606	18	someRisk	#####	2.538661	98.65772	98.91107	99	94	EM605Q	EM100Q	205Q			
aMath	Assesme CA	Education Learning I	Male	Hispanic/	General E	Three										196.7085	22.22222	25.38462	11	highRisk	2/8/2024						202.4402	23.33333	30.68182	16	someRisk	#####						EM30Q	135Q				
aMath	Assesme CA	Education Learning I	Male	White	General E	Three		186.3022		0.1.276596			1	highRisk	#####	197.9867	17.74194	18.32669	8	highRisk	2/2/2024	2.142628	93.29269	95.80953	93	91	202.6113	27.69231	24.42748	10	highRisk	#####	1.777163	98.78049	96.26168	93	91	EM400Q	0Q	170Q			
aMath	Assesme CA	Education Learning I	Female	Hispanic/	Special Ed	Four		198.2					21	someRisk	#####																												
aMath	Assesme CA	Education Learning I	Female	Hispanic/	General E	Four		216.3542	88.88889	91.48937			81	Ad	#####	218.954	96.77413	92.82868	82	Ad	2/1/2024	0.467033	56.70732	47.80953	43	62	220.7574	87.69231	83.96947	66	lowRisk	#####	0.476882	53.04878	45.60748	33	20	605Q	705Q	775Q			
aMath	Assesme CA	Education Learning I	Female	Black or A	General E	Three		200.1151					28	someRisk	#####	215.7897			90	Ad	2/8/2024																						
aMath	Assesme CA	Education Learning I	Female	Hispanic/	General E	Five		190.0604	1.666667	2.807018			1	highRisk	#####	193.8513	4.83871	4.421769	1	highRisk	2/2/2024	0.676954	54.54546	57.8999	48	63	191.0898		0.1.351351	1	highRisk	#####	0.111482	22.94118	31.15234	15	40	EM265Q	EM135Q	EM235Q			
aMath	Assesme CA	Education Learning I	Female	Asian	General E	Three		203.1604					18	someRisk	#####																												
aMath	Assesme CA	Education Learning I	Female	Hispanic/	Special Ed	Three		207.1386	84.61539	82.37705			58	lowRisk	#####	211.8183	85.18519	83.07692	67	lowRisk	2/1/2024	0.894215	59.12409	52.21402	58	39	218.878	98.33334	96.59091	91	Ad	#####	1.314111	68.45638	77.49546	86	88	305Q	470Q	705Q			
aMath	Assesme CA	Education Learning I	Female	Hispanic/	General E	Three		201.4514		50.56.14754			31	someRisk	#####	209.3639	74.07407	74.23077	54	lowRisk	2/1/2024	1.474384	78.83212	74.53874	79	54	210.1566	56.66667	63.63636	47	lowRisk	#####	0.963679	48.32215	60.43557	68	52	100Q	370Q	405Q			
aMath	Assesme CA	Education Learning I	Female	Hispanic/	General E	Three		214.2033		65.68.77193			44	lowRisk	#####	220.2757	72.58064	76.53061	53	lowRisk	2/2/2024	1.084369	71.59091	73.60157	64	58	212.5412	49.18033	52.36486	26	someRisk	#####	-0.18001	7.058824	9.082031	6	13	540Q	740Q	505Q			
aMath	Assesme CA	Education Learning I	Female	Hispanic/	General E	Five		214.6581					93	Ad	#####																												
aMath	Assesme CA	Education Learning I	Female	Hispanic/	General E	Five		204.6577	65.38461	68.03278			42	lowRisk	#####	214.5209	79.03226	72.90836																									
aMath	Assesme CA	Education Learning I	Female	White	General E	Four		210.2204	66.66666	64.68086			50	lowRisk	#####	214.5209	79.03226	72.90836	55	lowRisk	2/1/2024	0.772548	65.85366	59.42857	58	52	213.3574	64.61539	53.8168	40	lowRisk	#####	0.339744	42.07317	33.83178	25	39	405Q	575Q	505Q			
aMath	Assesme CA	Education Learning I	Male	Hispanic/	General E	Five										188.2794	3.703704	3.076923	1	highRisk	2/1/2024																						
aMath	Assesme CA	Education Learning I	Male	Hispanic/	General E	Three										189.7678		0.1.360544	1	highRisk	2/8/2024																						
aMath	Assesme CA	Education Learning I	Female	Black or A	General E	Three										198.938	12.90323	20.40816	69	lowRisk	2/1/2024	0.783374	50.36496	44.64945	53	38	214.4936		80.83.71212	65	lowRisk	#####	0.705534	40.26846	41.92378	49	42	340Q	470Q	540Q			
aMath	Assesme CA	Education Learning I	Male	Hispanic/	General E	Five		208.2143	88.46154	88.52459			65	lowRisk	#####	212.314	88.88889	84.23077	4	highRisk	2/5/2024																						
aMath	Assesme CA	Education Learning I	Female	Hispanic/	General E	Four										211.7011	67.74194	56.97211	43	lowRisk	2/1/2024																						
aMath	Assesme CA	Education Learning I	Female	Hispanic/	General E	Three										182.4535		0.1.538462	1	highRisk	2/1/2024																						
aMath	Assesme CA	Education Learning I	Female	Hispanic/	General E	Three										190.3636	7.407407	5.769231	2	highRisk	2/1/2024																						
aMath	Assesme CA	Education Learning I	Male	Hispanic/	Special Ed	Five		207.1931	43.33333	44.21053			19	someRisk	#####	207.0486	32.25806	38.09524	15	someRisk	2/1/2024	-0.02596	23.86364	28.16487	18	24	207.3202	44.59016	37.5	14	highRisk	#####	0.01377	8.823529	20.41016	11	33	305Q	305Q	305Q			
aMath	Assesme CA	Education Learning I	Female	Hispanic/	General E	Four		207.3769		50.51.48936			32	someRisk	#####	207.5247	53.22581	41.83267	25	someRisk	2/1/2024	0.026566	25.60976	23.04762	20	18	207.7343	44.61538	39.69466	22	someRisk	#####	0.038708	20.12195	11.58879	10	20	305Q	340Q	340Q			
aMath	Assesme CA	Education Learning I	Male	Hispanic/	General E	Four										205.7096	40.32258	32.66932	19	someRisk	2/1/2024																						

aReading	2022	BOY	4	Hispanic or Latino	Y	N	Y	N
aReading	2022	BOY	4	Hispanic or Latino	Y	N	Y	N
aReading	2022	BOY	4	Hispanic or Latino	N	N	Y	N
aReading	2022	BOY	4	Hispanic or Latino	Y	N	Y	N
aReading	2022	BOY	4	Black or African A	N	N	Y	N
aReading	2022	BOY	4	Hispanic or Latino	Y	N	Y	N
aReading	2022	BOY	5	Hispanic or Latino	Y	N	N	N
aReading	2022	BOY	5	Black or African A	N	N	Y	Y
aReading	2022	EOY	3	Black or African A	N	N	Y	Y
aReading	2022	EOY	4	Hispanic or Latino	Y	N	Y	N
aReading	2022	EOY	4	Black or African A	N	N	Y	Y
aReading	2022	EOY	5	Black or African A	N	N	Y	N
aReading	2022	EOY	5	Hispanic or Latino	Y	N	Y	N
aReading	2022	EOY	5	Two or More Race	N	N	Y	N
aReading	2023	BOY	3	Hispanic or Latino	Y	N	Y	N
aReading	2023	BOY	3	Hispanic or Latino	N	N	Y	N
aReading	2023	BOY	3	Hispanic or Latino	N	Y	N	N
aReading	2023	BOY	3	Asian	N	Y	N	N
aReading	2023	BOY	3	Hispanic or Latino	N	N	Y	N
aReading	2023	BOY	5	Black or African A	N	N	Y	Y
aReading	2023	EOY	5	Black or African A	N	N	Y	Y
aReading	2024	BOY	3	Black or African A	N	N	Y	N
aReading	2024	BOY	3	Black or African A	N	N	N	Y
aReading	2024	BOY	3	Hispanic or Latino	Y	N	Y	Y
aReading	2024	BOY	3	White	N	N	N	N
aReading	2024	BOY	3	Asian	Y	N	Y	N
aReading	2024	BOY	4	Hispanic or Latino	N	N	Y	N
aReading	2024	BOY	4	Hispanic or Latino	Y	N	Y	Y
aReading	2024	BOY	4	Hispanic or Latino	Y	N	Y	N
aReading	2024	BOY	4	Hispanic or Latino	N	N	Y	N
aReading	2024	BOY	5	Hispanic or Latino	Y	N	N	N
aReading	2024	BOY	5	Hispanic or Latino	Y	N	Y	N
aReading	2024	EOY	4	Hispanic or Latino	N	N	Y	N
aReading	2024	EOY	4	Hispanic or Latino	Y	N	Y	N
aReading	2024	EOY	5	Hispanic or Latino	Y	N	Y	N



Learning Without Limits Renewal Charter Petition

Appendices

- 1 [EFC 2023-2028 Strategic Plan](#)
- 2 [EFC 2024-2025 School Calendar and Sample Bell Schedule](#)
- 3 [EFC Vision of Excellence for Core Content Areas](#)
 - K-2 English Language Arts
 - 3-8 English Language Arts
 - Mathematics
- 4 [LCAP](#)
- 5 [Letter from SELPA](#)
- 6 [Corporate Documents](#)
 - EFC Articles of Incorporation
 - Bylaws
 - Conflict of Interest Code
- 7 [EFC Family Leadership Council Guidebook](#)
- 8 [Handbooks](#)
 - Student and family handbook
 - Employee handbook
- 9 [Health, Wellness, and Safety Plans](#)
 - EFC Uniform Complaint Policy
 - Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy
 - Policy for Complaints Against Personnel
- 10 [Financial Documents](#)
 - Annual operating budget
 - 3-year cash flow
 - 3-year financial projections

11 [Eligibility for Renewal Notification](#)



Education for Change

Public Schools



Education for Change

Strategic Plan

2023-2027

300



EFC students challenge the predictable patterns of performance and access to opportunity in this country by demonstrating the essential academic competencies, personal agency, and integrated identity necessary to be prepared for a meaningful and productive life.

Attuned produced an org diagnostic report that included outcomes data, instructional quality reviews, and constituent perspectives



Performance data analysis

Review of key organizational data to identify areas of strength, weakness and opportunity

Attuned reviewed data provided by EFC and publicly available performance data from the California State Department of Education (CDE) and other national publications.



Instructional quality review

Quality and equity assessment of specific instructional practices and structures

Attuned reviewed instructional artifacts as well as conducted in-person visits to observe lessons across grade spans and content areas at two EFC campuses.



Constituent perspectives

Surveys and interviews with community, staff and others to collect perspectives on the system's strengths and challenges

Attuned interviewed 10 district leaders, 5 principals, and conducted 3 unique focus groups with high school students, family members, and staff members. We also shared a survey with all stakeholders and received ~660 responses including 196 from students, 268 from family members, and 203 from staff members.



Org Diagnostic Report

Key findings were synthesized into this detailed report covering the organization's strengths and challenges across the following areas:

- ▶ Equity centered vision, plan, & monitoring
- ▶ Student outcomes
- ▶ Student culture and well-being
- ▶ Curriculum, instruction, and assessment
- ▶ Talent management, development, and well-being

The diagnostic identified several key strengths

Key strengths

- Stakeholders report that EFC creates a loving, community-centered environment that puts students first.
- The cohort graduation rate (88%) for EFC's 2022 graduating class is higher than the local district and on par with the state, and 92% of 12th graders were accepted to a 4-year university in 2022.
- Over 80% of classrooms offered strong conditions for learning, and suspension rates are low overall.
- Most EFC schools are helping English Learners make progress towards English language proficiency at higher rates than the state and OUSD

The diagnostic also identified several key challenges

Key gaps

Gaps in student outcomes and experiences

- Less than a quarter of EFC's students met SAT readiness benchmarks in ELA and math and 2022 student achievement on SBAC in ELA (30%) and math (19%) falls below the local district.
- Academic performance varies by school, and there are gaps in student achievement across subgroups.
- Stakeholders share concerns around equity for Black students and staff.
- Chronic absenteeism is high (33% in 2022).

Opportunities for aligned and coherent support

- Staff and central office leaders see opportunities to strengthen alignment and implementation of EFC's instructional vision and further define the role of the central office in relation to the schools.
- High-quality instructional materials are not in use in most ELA classrooms.
- Instruction offers inconsistent opportunities for cognitive engagement.
- School staff express concerns over teacher retention and burnout, and want their voices to be heard by leadership.

The Strategic Plan Steering Committee identified three strategic priorities to help EFC reach its goals:

Priorities

Organizational Coherence: Clarify and communicate the role of the home office in relation to schools across key levers for school improvement and improve execution of systems and priorities in order to drive outcomes across and within sites.

Rigorous Instruction for All: Build an instructional model that includes research-based and culturally responsive practices and curricula and implement rigorous, intentional, and sustainable systems of support that develop teacher and leader subject matter and pedagogical content knowledge and capacity to improve outcomes for students.

Affirming, inclusive, and engaging school culture: Uphold a culturally responsive environment of high expectations that is affirming, anti-racist, and inclusive of all groups at EFC, with specific attention to groups that are experiencing a lower sense of belonging in service of more equitable outcomes and experiences.

Each priority has a set of aligned initiatives, that will take place in a sequenced manner over the course of the 5 year plan

#	Description	Lead	Y0 22-23	Y1 23-24	Y2 24-25	Y3 25-26	Y4 26-27	Y5 27-28
SP #2	Rigorous Instruction for All: Build an instructional model that includes research-based and culturally responsive practices and curricula and implement rigorous, intentional, and sustainable systems of support that develop teacher and leader subject matter and pedagogical content knowledge and capacity to improve outcomes for students.	CAO						
2.1	Home office leaders, in partnership with principals and teachers and taking into account the unique models at each school, conduct a collective and inclusive curriculum adoption process so that all schools implement high-quality, culturally relevant, research-based curricula in K-8 ELA.	Director of ELA	Design - K-2 adoption (Knowledge Building Curricula)	Launch - K-2 (Knowledge Building Curricula) Design - Curriculum adoption process (fall 23) - 3-8 adoption (winter 24)	Launch - 3-8 curriculum Design - 9-12 curriculum	Monitor	Monitor	Monitor
2.2	Home office leaders refine and principals and coaches implement systems across schools to support teachers to develop their understanding and preparation of curricular lessons and units.	CAO		Design (spring 23)			Monitor	Monitor
2.3	Home office leaders refine and principals and coaches strengthen observation, development, and feedback systems to develop teachers' ability and efficacy to execute rigorous and engaging lessons across schools.	CAO			Design	Launch	Monitor	Monitor
2.4	Home office leaders refine and principals strengthen data-driven instruction and student work analysis systems to develop capacity and efficacy to respond effectively to student understanding.					Design	Launch	Launch
2.5	Home office leaders refine and implement new teacher development that extends to teachers in their first five years feel supported content knowledge and instruction.	CAO			Design	Pilot Design Year 2 teachers	Launch Summer 24- year 2 teachers	Launch Summer 25- years 3-5 teachers
2.6	Home office leaders design and implement training on the science of reading across all grade levels (including for instructional leaders) in order to provide more effective literacy instruction.	CAO			Design	Launch -Potentially pilot with some grade levels first	Monitor	
2.7	Home office leaders develop the capacity of schools to increase students' cognitive engagement and cultural competence through embedded and integrated culturally responsive teaching practices.	CAO				Design - Building home office capacity - Leveraging unit & lesson internalization practices	Launch	Monitor

ILLUSTRATIVE

Each initiative is then broken down into concrete next steps (or deliverables), sequenced over the course of the plan

SP #1	Organizational Coherence: Clarify and communicate the role of the home office in relation to schools across key levers for school improvement and improve execution of systems and priorities in order to drive outcomes across and within sites.				
#	Initiatives/deliverables	Lead	Start Date	Due Date	Complete?
1.1	Home office leaders, in partnership with principals and other site leaders, further decision making clarity between home office and schools (including defining roles and responsibilities) to promote greater equity, collaboration, and consistent outcomes.	CTSO			
1.1.1	With Steerco, facilitate a process to get feedback on decision making clarity around curriculum adoption for K-2, sense of belonging & chronic absenteeism, and some components of DEIA.	CTSO	4/17/2023	5/5/2023	Complete
1.1.2	With Steerco, stamp decision making clarity for curriculum adoption in K-2, sense of belonging & chronic absenteeism, and some components of DEIA.	CTSO		5/2023	Complete
1.1.3	Share outcomes of decision making clarify for curriculum adoption in K-2, sense of belonging & chronic absenteeism, and some components of DEIA with principals for feedback and make adjustments necessary.			6/16/2023	
1.1.4	Communicate final outcomes around decision making clarity for curriculum adoption, sense of belonging & chronic absenteeism, and DEIA to principals.		6/19/2023	6/30/2023	
1.1.5	Establish a working group of principals, site admin, and home office to determine decision making clarity on 3-8 curriculum, sense of belonging, and pain points surfaced by principals and additional components of DEIA.	CTSO	8/1/2023	8/31/2023	
1.1.6	Plan and facilitate working group sessions to develop decision clarity and rationale for a set of decisions on curriculum adoption and additional components of DEIA.	CTSO	9/4/2023	12/15/2023	
1.1.7	Create and administer a survey for home office and site admin to give input on other pain points determined by SteerCo in the survey (i.e., what should be standardized, who should make which decisions)	CTSO	10/1/2023	1/15/2024	
1.1.8	Use the same working group or establish a new working group that will provide a recommendation on the decision clarity (incorporating feedback from the survey)	CTSO	12/15/2023	1/15/2024	
1.1.9	Plan and facilitate working group sessions to develop decision clarity and rationale for a set of decisions (i.e., 9-12 curriculum, culture, talent, operations, DEIA, etc)	CTSO	1/15/2024	4/19/2024	
1.1.10	Communicate decisions and/or recommendations and rationale to Superintendent	CTSO	4/19/2024	5/1/2024	
1.1.11	Communicate decisions and rationale to home office and site admin	CTSO	5/1/2024	6/2/2024	

ILLUSTRATIVE

Strategic Priority 1: Organizational Coherence

What are the initiatives that will help us achieve this?		Year initiative launches
1.1	Clarify the role of the home office: Home office leaders, in partnership with principals and other site leaders, further decision making clarity between home office and schools (including defining roles and responsibilities) to promote greater equity, collaboration, and consistent outcomes.	Year 1
1.2	Align systems to the role of the home office: Home office leaders create aligned systems for implementing and communicating decision making clarity that is responsive, monitored, and improved on over time to ensure stakeholder understanding and investment.	Year 1
1.3	Communicate, share, and implement the strategic plan: Home office leaders, in partnership with principals and other site leaders, design and implement a plan to communicate and engage stakeholders in the execution of EFC's strategic plan in order to increase knowledge and investment (e.g., through marketing, communication, revisions of foundational documents, etc.).	Year 1

Strategic Priority 2: Rigorous Instruction for All

What are the initiatives that will help us achieve this?		Year initiative launches
2.1	ELA Curriculum Adoption: Home office leaders, in partnership with principals and teachers and taking into account the unique models at each school, conduct a collective and inclusive curriculum adoption process so that all schools implement high-quality, culturally relevant, research-based curricula in K-8 ELA.	Year 1
2.2	Unit & lesson internalization systems: Home office leaders refine and principals and coaches implement systems across schools to support teachers to develop their understanding and preparation of curricular lessons and units.	Year 2
2.3	Observation & feedback systems: Home office leaders refine and principals and coaches strengthen observation, development, and feedback systems to develop teachers' ability and efficacy to execute rigorous and engaging lessons across schools.	Year 3
2.5	New teacher development: Home office leaders refine and implement systems and structures for new teacher development that extends beyond the first year, so that teachers in their first five years feel supported in their development of content knowledge and instruction.	Year 3
2.6	Development in the science of reading: Home office leaders design and implement training on the science of reading across all grade levels (including for instructional leaders) in order to provide more effective literacy instruction.	Year 3
2.4	Data driven instruction: Home office leaders refine and principals strengthen data-driven instruction and student work analysis systems to develop teachers' capacity and efficacy to respond effectively to evidence of student understanding.	Year 4
2.7	Culturally responsive teaching practices: Home office leaders develop the capacity of schools to increase students' cognitive engagement and cultural competence through embedded and integrated culturally responsive teaching practices.	Year 4

Strategic Priority 3: **Affirming, inclusive, and engaging school culture**

What are the initiatives that will help us achieve this?		Year initiative launches
3.1	Communicate DEI Commitments: Home office leaders, in partnership with stakeholders, launch and communicate the shared vision and commitments for diversity, equity, inclusion, and anti-racism that will foster a diverse, equitable, and inclusive community for students, families, and staff.	Year 1
3.3	Increase sense of belonging and reduce chronic absenteeism: Home office leaders, in partnership with stakeholders, design and implement a proactive and reactive plan to increase student sense of belonging in service of reducing students' chronic absenteeism, with a focus on specific subgroups of students.	Year 1 (pilot)
3.2	Align Systems to DEI Commitments: Home office leaders, in partnership with stakeholders, research and create an actionable and integrated plan to implement shared vision and commitments for DEIA with clear systems and structures so that the commitments live across the organization.	Year 2 (pilot)

APPENDIX

- [Link to Strategic Plan initiative deliverables.](#)

FY25 TK-8 Student Calendar

0 = students not in school
 1 = full day
 2 = minimum day

				Instructional Days							Instructional Days																
				JULY 2024							0	JANUARY 2025							18								
				S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S			
					0	0	0	0	0	6	Independence Day			0	0	0	0	4	New Years Day								
	Total	Min Days	Regular Days	7	0	0	0	0	0	13		5	0	1	2	1	1	11	Student Release: Site-Based								
	August	15	3	12	14	0	0	0	0	0	20		12	1	1	2	1	1	18								
	September	19	4	15	21	0	0	0	0	0	27		19	0	1	2	1	1	25	MLK Day							
	October	21	5	16	28	0	0	0					26	1	1	2	1	1									
	November	15	3	12																							
	December	13	3	10																							
	January	18	4	14	August 2024							15	FEBRUARY 2025							18							
	February	18	4	14	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S		
	March	17	4	13					0	0	3		2	0	1	2	1	1	8								
	April	17	4	13	4	0	0	0	0	0	10	Paid Work Days	9	1	1	2	1	1	15	SR: Site-Based							
	May	21	4	17	11	1	1	2	1	1	17	Start of School	16	0	1	2	1	1	22	President's Day							
	June	3	0	3	18	1	1	2	1	1	24		23	1	1	2	1	1		End of Marking Period 2							
	Total	177	38		25	1	1	2	1	1	31																
				SEPTEMBER 2024							19	MARCH 2025							17								
				S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S			
	# Days																										
	T1	61		1	0	1	2	1	1	7	Labor Day							1									
	T2	58		8	1	1	2	1	1	14		2	0	0	2	1	1	8	SR: Report Card / Site-Based								
	T3	58		15	1	1	2	1	1	21		9	1	1	2	1	1	15	SR: Network-Based								
	Total	177	(2 extra days)	22	0	1	2	1	1	28	SR: Network/Site-Based	16	1	1	2	1	1	22									
	Total Days Check:	177		29	1							23	1	1	2	1	0	29	Cesar Chavez Day Observed								
												30	0						Spring Break								
				OCTOBER 2024							21	APRIL 2025							17								
				S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S			
							1	2	1	5				0	0	0	0	5	Spring Break								
				6	1	1	2	1	1	12		6	0	1	2	1	1	12	Student Release: Site-Based								
				13	0	1	2	1	1	19	Indigenous Peoples' Day	13	1	1	2	1	1	19									
				20	0	1	2	1	1	26	SR: Site-Based	20	1	1	2	1	1	26									
				27	1	1	2	1				27	1	1	2												
				NOVEMBER 2024							15	MAY 2025							21								
				S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S			
										2	End of Marking Period 1					1	1	3									
				3	1	1	2	1	1	9		4	1	1	2	1	1	10									
				10	0	1	2	1	1	16	Veterans Day Observed	11	1	1	2	1	1	17									
				17	1	1	2	1	1	23		18	1	1	2	1	1	24									
				24	0	0	0	0	0	30	Fall Break	25	0	1	2	1	1	31	Memorial Day								
																			End of Marking Period 3								
				DECEMBER 2024							13	JUNE 2025							3								
				S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S			
				1	0	0	2	1	1	7	SR: Report Card / Site-Based	1	1	1	1	0	0	7	Last Day of School								
				8	1	1	2	1	1	14	SR: Network-Based (T1 Analysis)	8	0	0	0	0	0	14	TBD: Disaster make-up days*								
				15	1	1	2	1	1	21		15	0	0	0	0	0	21	Juneteenth								
				22	0	0	0	0	0	28	Winter Break	22	0	0	0	0	0	28									
				29	0	0					Winter Break	29	0														
Updated: 10/2/23																											
*In the event that disasters reduce our # of school days below the state minimum of 175 days AND/OR we are not meeting the required number of instructional minutes.																											



Learning Without Limits

2023-2024 Bell Schedule
2023-2024 Horario de Campana



GRADE	REGULAR DAY SCHEDULE (Mon, Tues, Thurs)		GRADE	MINIMUM DAY SCHEDULE (Wed, Fri)	
TK	Breakfast & AM Arrival Instruction Starts AM Recess Lunch & PM Recess PM Dismissal	7:40-8:10 AM 8:15 AM 9:35-9:50 AM 11:15-11:55 AM 2:50 PM	TK	Breakfast & AM Arrival Instruction Starts AM Recess Lunch & PM Recess PM Dismissal	7:40-8:10 AM 8:15 AM 9:35-9:50 AM 11:15-11:55 AM 1:40 PM
K	Breakfast & AM Arrival Instruction Starts AM Recess Lunch & PM Recess PM Dismissal	7:40-8:10 AM 8:15 AM 9:35-9:50 AM 11:15-11:55 AM 2:50 PM	K	Breakfast & AM Arrival Instruction Starts AM Recess Lunch & PM Recess PM Dismissal	7:40-8:10 AM 8:15 AM 9:35-9:50 AM 11:15-11:55 AM 1:40 PM
1	Breakfast & AM Arrival Instruction Starts AM Recess Lunch & PM Recess PM Dismissal	7:40-8:10 AM 8:15 AM 10:20-10:35 AM 11:55-12:35 PM 2:50 PM	1	Breakfast & AM Arrival Instruction Starts AM Recess Lunch & PM Recess PM Dismissal	7:40-8:10 AM 8:15 AM 10:20-10:35 AM 11:55-12:35 PM 1:40 PM
2	Breakfast & AM Arrival Instruction Starts AM Recess Lunch & PM Recess PM Dismissal	7:40-8:10 AM 8:15 AM 10:50-11:05 AM 11:55-12:35 PM 2:50 PM	2	Breakfast & AM Arrival Instruction Starts AM Recess Lunch & PM Recess PM Dismissal	7:40-8:10 AM 8:15 AM 10:50-11:05 AM 11:55-12:35 PM 1:40 PM
3	Breakfast & AM Arrival Instruction Starts AM Recess Lunch & PM Recess PM Dismissal	7:40-8:10 AM 8:15 AM 10:00-10:15 AM 11:15-11:55 AM 3:00 PM	3	Breakfast & AM Arrival Instruction Starts AM Recess Lunch & PM Recess PM Dismissal	7:40-8:10 AM 8:15 AM 9:45-10:00 AM 11:15-11:55 AM 1:50 PM
4	Breakfast & AM Arrival Instruction Starts AM Recess Lunch & PM Recess PM Dismissal	7:40-8:10 AM 8:15 AM 10:50-11:05 AM 12:35-1:15 PM 3:00 PM	4	Breakfast & AM Arrival Instruction Starts AM Recess Lunch & PM Recess PM Dismissal	7:40-8:10 AM 8:15 AM 11:00-11:15 AM 12:35-1:15 PM 1:50 PM
5	Breakfast & AM Arrival Instruction Starts AM Recess Lunch & PM Recess PM Dismissal	7:40-8:10 AM 8:15 AM 10:00-10:15 AM 12:35-1:15 PM 3:00 PM	5	Breakfast & AM Arrival Instruction Starts AM Recess Lunch & PM Recess PM Dismissal	7:40-8:10 AM 8:15 AM 11:00-11:15 AM 12:35-1:15 PM 1:50 PM





Learning Without Limits

2023-2024 Bell Schedule
2023-2024 Horario de Campana



SCHOOL DAY		M / Tu / Th	W / F	LUNCH & PM RECESS		
GRADE	START	END	END	GRADE	START	END
BREAKFAST		7:40 AM	8:10 AM	8:10 AM		
TK	8:15 AM	2:50 PM	1:40 PM	TK	11:15 AM	11:55 AM
K	8:15 AM	2:50 PM	1:40 PM	K	11:15 AM	11:55 AM
1	8:15 AM	2:50 PM	1:40 PM	1	11:55 AM	12:35 PM
2	8:15 AM	2:50 PM	1:40 PM	2	11:55 AM	12:35 PM
3	8:15 AM	3:00 PM	1:50 PM	3	11:15 AM	11:55 AM
4	8:15 AM	3:00 PM	1:50 PM	4	12:35 PM	1:15 PM
5	8:15 AM	3:00 PM	1:50 PM	5	12:35 PM	1:15 PM
AM RECESS: M / Tu / Th				AM RECESS: W / F		
GRADE	START	END		GRADE	START	END
TK	9:35 AM	9:50 AM		TK	9:35 AM	9:50 AM
K	9:35 AM	9:50 AM		K	9:35 AM	9:50 AM
1	10:20 AM	10:35 AM		1	10:20 AM	10:35 AM
2	10:50 AM	11:05 AM		2	10:50 AM	11:05 AM
3	10:00 AM	10:15 AM		3	9:45 AM	10:00 AM
4	10:50 AM	11:05 AM		4	11:00 AM	11:15 AM
5	10:00 AM	10:15 AM		5	11:00 AM	11:15 AM



EFC Vision:

EFC students challenge the predictable patterns of performance and access to opportunity in this country by demonstrating the essential academic competencies, personal agency, and integrated identity necessary to be prepared for a meaningful and productive life.

EFC TK-2 Literacy Vision:

We believe that literacy -- the ability to read, write, and comprehend -- is a civil right.

It is our responsibility to ensure that every child leaves EFC a critical, confident, and skilled reader. We commit to disrupting historically predictable racialized patterns of performance by providing all students explicit, systematic instruction aligned to the Science of Reading.

We relentlessly focus on developing fluency, building a wealth of knowledge, and accelerating student growth. We strive to foster student agency, stretch students' knowledge and perspective, and center culturally relevant engagement so that students deeply understand themselves and the world around them. We ensure that all EFC scholars develop into confident readers, writers, speakers, and listeners who have access to and are well prepared for a rigorous college experience and a career of their choice.

Theory of Action:

If educators...

- 1) leverage evidence-based curriculum and continually refine instruction,
- 2) ensure high engagement and cognitive demand on students,
- 3) frequently progress monitor to implement data-informed instruction based on student need and,
- 4) ensure sufficient opportunities for application and practice

...our students will become increasingly confident, automatic and independent readers and writers.

If leaders...

- 1) provide consistent coaching to build teachers' capacity to deliver differentiated evidence-based literacy instruction,
- 2) facilitate collaborative learning spaces that develop teacher's science of reading and content knowledge (both sides of Scarborough's Rope),
- 3) guide educators through frequent data analysis and planning opportunities and,
- 4) establish and maintain clear systems for MTSS

...our teachers will be increasingly effective and confident teachers of early reading.

Goals

- 90% of students in K-2 pass BAR/SIPPS Mastery Tests on time
- 75% of students in TK-2 are proficient on EOY Fastbridge with <10% disproportionality across subgroups (ethnicity, language, SPED)
- 60% of students in K-2 demonstrate mastery (score \geq 80%) on curriculum-embedded assessments.

EFC Vision of Excellence For 3-8 English Language Arts

Overview

The purpose of this document is to clarify the core principles of the Education for Change 3-8 ELA Program and explain how each of these principles lives within curriculum and instruction.

Alignment to our Vision:

Our vision at Education for Change is a lofty one: EFC students challenge the predictable patterns of performance and access to opportunity in this country by demonstrating the essential academic competencies, personal agency, and integrated identity necessary to be prepared for a meaningful and productive life. ***We will realize this vision through a relentless focus on achieving mastery of knowledge and skill, building student agency, fostering relevant engagement, and ensuring academic acceleration.*** This vision is intricately tied to our literacy program; our students must be critical, compelling and thoughtful readers, writers, speakers and listeners. Indeed, our literacy program must serve not just to promote foundational skills to ensure that students are well-prepared for a rigorous college experience, but stretch their knowledge, perspective and character to deeply understand themselves and the world around them. It is important to note that the critical work of our literacy program does not simply happen within the confines of ELA classrooms.



ELA Principles:

Become Critical Consumers of Complex Text

All students must be voracious and critical readers of varied, complex literature and informational text; the ability to deeply comprehend and analyze complex texts is a critical component not only to college and career readiness, but to leadership in our communities. The “complexity” of a text takes into account factors such as the readability of the text, the levels of meaning or purpose in the text, the structure of the text, the conventionality and clarity of the language, and the knowledge demands of the text. At Education for Change, we believe that all students must have experiences in closely reading rich, complex text from diverse genres and perspectives to develop both their analytical skill and critical thinking. This is essential to achieving **mastery**.

In the classroom this looks like...

EFC Vision of Excellence For 3-8 English Language Arts

Academic Independence and Thinking Skills

- Build **critical thinking skills** by asking and answering oral and written **text dependent questions** that allow access to the big ideas of the text and core comprehension and engagement with critical text demands, including author’s purpose and craft;
- Build ability for students to **navigate texts of different purposes, genres and styles**;
- Foster strong academic habits to ensure that students tackle complex texts and tasks with **increasing independence and awareness**;
- Where applicable, thoughtful accommodations and modifications – such as audio books – further foster critical consumption of text.

Encourage Rigorous, Evidence-Based Thinking, Speaking and Writing

A hallmark of college and career readiness is the ability to make coherent and thoughtful arguments using sound and sufficient evidence. Therefore, all students must write and speak, both independently and collaboratively, in a manner that is insightful, persuasive and critical. To that end, students must be able to find credible information, both digitally and through printed texts, synthesize that information, reconciling disparities and addressing counter arguments, and critically evaluate that information to effectively persuade their audience.

In the classroom this looks like...

Clear, Concise Communication

- Demonstrate the ability to clearly plan and communicate strong ideas and produce **argumentative and other types of writing** across the curriculum;
- Write **fluently** and with **clarity** through attention to the **rhetorical situation, word choice, and sentence composition** (grammar, syntax, and punctuation);
- Find, evaluate, and incorporate **evidence** from literature, informational texts, and external resources;
- incorporating feedback – from teachers and peers – and consequently revising their work to demonstrate stronger thinking, writing, and speaking.
- **Utilize technology** for both research and production of writing;

EFC Vision of Excellence For 3-8 English Language Arts

Build Knowledge of Words and the World Grounded in Critical Topics and Transferable Themes

In many ways, the achievement gap is both fueled and reinforced by a knowledge and vocabulary gap. At Education for Change, we believe that building deep knowledge across a range of essential topics will ensure that students are stronger readers who can access complex, content-rich text. Topical and thematic immersion increases domain familiarity and the complexity of ideas that a student can access, which in turn quickens the rate of word and content acquisition. Therefore, ELA texts and writing assignments should be selected intentionally to reinforce both word and world knowledge and align to our history, science, music and art programs when appropriate. Furthermore, we believe that when literacy is connected to coherent, relevant content, students will deeply engage in the material.

In the classroom this looks like...

- Build **world knowledge** intentionally and systematically to deepen student understanding of essential and relevant topics across the day;
- Use of systematic strategies for word study (roots, prefixes, suffixes, etc)
- Where applicable, intervention texts selected should reinforce critical topics and themes being discussed in ELA, history, science, etc.

Cultivate and support strong Independent learners who have a love for reading and a critical curiosity about the world

We do not build knowledge for the sake of building knowledge; fundamentally, our program aims to ensure that all students are curious citizens, intent on expanding their own knowledge of the world through asking questions, seeking and evaluating information, and collaborating and debating with others. We are committed to supporting 100% of EFC students in their pursuit of strong reading, writing, and speaking. We believe that a comprehensive program – where interventions and tier 1 instruction thoughtfully speak to one another – must meet every student’s needs. This is critical to academic acceleration. Every teacher is responsible for every student’s learning. As a network, we remain deeply rooted in our commitment to ensuring that students find true joy in the study of literacy and leave our program with a deep appreciation for great books, new information and diverse perspectives

In classrooms this looks like...

- Build a **love of reading** through exposure to rich, relevant high-interest text and genuine enthusiasm for the discipline;
- Enhance student capacity and motivation to **sustain a volume of engaged reading**;
- **Creatively engage** with self-discovery as well as new worlds and ideas while exploring text and their own writing.



EFC Vision of Excellence For 3-8 English Language Arts

- **Thoughtfully bridge connections** between reading intervention and core humanities classes, both via programmatic clarity and teacher-to-teacher discourse about student needs (e.g., the Reading Interventionist and the ELA Teacher know how to support their shared students and communicate frequently about reinforcing strong literacy habits).

EFC Vision of Excellence For 3-8 English Language Arts

The table below summarizes the recommended instructional components of a K-8 literacy block. Minutes are daily.

COMPONENT	DESCRIPTION	RESOURCES	GRADES K-5	GRADES 6-8
Complex Text Engagement	<p><i>Become Critical Consumers of Complex Text</i></p> <ul style="list-style-type: none"> • Frequent use of grade appropriate complex text for all students • Many close readalouds of text that are two or three grade levels above independent reading level to encourage high level thinking ,and academic discourse while promoting the use of the use of text evidence • Teacher led close reading or close readalouds of content-based text, carefully developed text-dependent questions, multiple reads for deepening comprehension • Multiple reads of complex text: research reading; volume of reading • Collaborative protocols, small group discussion, accountable talk structures, (sentence frames and conversation cues) for scaffolding 	<ul style="list-style-type: none"> • 3-5 EL Modules • 6-8 AF Lit Study • Fishtank units <ul style="list-style-type: none"> -Key Questions - Speaking and listening focus areas 	60-90min	120min
Writing	<p><i>Encourage Rigorous, Evidence-Based Thinking, Speaking and Writing</i></p> <ul style="list-style-type: none"> • Authentic application of genre-based performance tasks grounded in units of study that reflect content understanding • Standard writing conventions including 	<ul style="list-style-type: none"> • EL: <ul style="list-style-type: none"> -ALL BLOCK -Performance Tasks -EL Modules • Fish Tank <ul style="list-style-type: none"> - Grammar integration 		

EFC Vision of Excellence For 3-8 English Language Arts

	<p>spelling through specific Instruction and modeling in aspects of writing: Writing skills (e.g use of introductions, and transitions) with a focus on gathering evidence to support thinking as students synthesis their knowledge</p> <ul style="list-style-type: none"> • Explicit instruction on conventions • Instruction and scaffolding in each aspect of the writing process (plan, write, revise, edit, publish) 			
Embedded Vocabulary-(Language Dives)	<p><i>Build Knowledge of Words and the World Grounded in Critical Topics and Transferable Themes</i></p> <ul style="list-style-type: none"> • Intentional vocabulary building from content based text, attention to figuring out words from context, decoding, with an emphasis on academic (Tier 2) vocabulary • Explicit instruction on specific language standards • Embedded grammar usage, and mechanics • Academic and Domain specific vocabulary work through multiple reads of complex text: short and fully developed writing pieces (exemplars) unpacking of learning targets 	<ul style="list-style-type: none"> • EL <ul style="list-style-type: none"> -Language Dives -Lesson Modules -ALL BLOCK • Fishtank <ul style="list-style-type: none"> -Lessons -Integration -Text based vocabulary 		
Accountable Independent Reading	<p><i>Cultivate and support strong Independent learners who have a love for reading and a critical curiosity about the world</i></p> <ul style="list-style-type: none"> • Independent reading of range of genre and text levels to build volume of words read and love for reading • Daily Accountable independent reading a each 	<ul style="list-style-type: none"> • Classroom libraries aligned to content units • EL <ul style="list-style-type: none"> -ALL BLOCK 	30-60 min	60-120 min

EFC Vision of Excellence For 3-8 English Language Arts

	individual students level			
<p>(P.I.E) Personalized Intervention and Enrichment</p> <ul style="list-style-type: none"> ● build vocabulary and world knowledge ● Tier 2 skills and fluency practice through adaptive software ● Foundation reading interventions for non-fluent readers ● Book Clubs 	<p><i>Cultivate and support strong Independent learners who have a love for reading and a critical curiosity about the world</i></p> <ul style="list-style-type: none"> ● Additional independent work with complex text ● Systematic, mastery-based personalized instruction in foundation reading skills ● Small group or individual practice through interventions and/or personalized online learning programs ● Word study and vocabulary ● Performance task based work ● 	<ul style="list-style-type: none"> ● SIPPS ● Lexia ● EL ALL BLOCK ● Research Lab (EL) 	30min	30min

Vision of Excellence

We are accountable to make sure that all students have access to common-core aligned mathematics. We develop agency in our students by striving to foster students who have **strong mathematical mindsets, who have confidence in making sense of math problems**, and who **apply what they learn in their math classrooms to their lives and the world around them**. We are student-focused by promoting instruction where teachers place the demand on the students, allowing them to make their own sense of mathematical ideas. We endeavor to support teachers in their ceaseless mission to deliver rigorous math content, using strong instructional practices and **grounding all their instructional decisions in data in order to get students to mastery**. We stay rooted in our community by supporting all adult stakeholders as lifelong learners of mathematics.



Parts of EFC's Mathematical Program:

<p>Grade Level Content Lesson</p>	<ul style="list-style-type: none"> • Lessons planned to build students conceptual understanding to allow students to make meaning of the math ideas and build on what they already know. • Aligned to Eureka Math and planned based on org wide scope and sequence • Lessons are planned using understanding by design principles of planning backwards by starting with exit ticket and problem set and planning out the questions and model based on this. • Checks for understanding are built throughout the lesson including questioning during direct instruction, monitoring student work and collecting exit slips to gauge students' understanding. • Lessons are built on what students know and allow students opportunities to have discourse with peers and the class, and also individually engage in the math. • While this may vary from lesson to lesson, combined student practice time should be at least 40% of the block.
<p>Procedural Fluency</p>	<ul style="list-style-type: none"> • Students receive instruction for how to build procedural fluency skills • procedural fluency is connected to grade level standards necessary for students to build mastery in various concepts and domains. • Students practice fluency skills daily
<p>Flex Days</p>	<ul style="list-style-type: none"> • Flex days are strategically used by teachers to respond to data. • Flex days are planned so that students are engaging in review in multiple ways. Teachers utilize blended learning, practice problems, and small groups to support students practicing. • Flex days are also an opportunity for students to build knowledge and exercise critical thinking skills around tasks. • While this may vary from lesson to lesson, combined student practice time should be at least 40% of the block. • Flex days are purposefully spent to maximize students practice and review of concepts that they will later see.
<p>Math Problem Solving Block</p>	<ul style="list-style-type: none"> • Problem solving block is set for a specific amount of time and follows a protocol that allows students to do most of the thinking and talking. • Problem solving focuses on students' thinking and representations and not on

- | | |
|--|---|
| | <p>calculations.</p> <ul style="list-style-type: none"> • Students have multiple opportunities to listen and learn from their peers and make changes to their own work based on what they learn. |
|--|---|

Pillars of EFC Math Program:

1. Conceptual Understanding (Eureka core lesson) comprehension of mathematical concepts, operations, and relations
 - While developing conceptual understanding, students make meaning of mathematics and make connections across mathematical ideas which allows for rapid acquisition of new knowledge, greater retention, and ability to apply in novel contexts.
 - Focus SMPs 1, 2, 3, 4, 5, 6, 7, 8
2. Procedural Fluency (Eureka/Supplements): skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
 - The development of procedural fluency allows students to focus mental energy on flexibly approaching and thinking through problems, rather than the steps to perform an accurate calculation.
 - Focus SMPs 5, 6, 7
3. Strategic Competence & Adaptive Reasoning (Math Story Problems): ability to formulate, represent, and solve mathematical problems; capacity for logical thought, reflection, explanation, and justification
 - The development of these habits of mind prepares students to solve mathematical problems that they may encounter throughout the rest of their academic and social lives.
 - Focus SMPs 1, 2, 3, 4, 5, 7, 8
4. Productive Disposition (Eureka and MSP) habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.
 - Students approach challenging situations as opportunities to learn and mistakes made along the way as times for feedback and reflection, not representations of personal failure. This productive disposition is the hallmark of having a growth mindset as opposed to one that is fixed.
 - Focus SMPs: 1
5. Problem Solving (Eureka and MSP): the umbrella under which all the opportunities to increase proficiency and expertise with the mathematical practices fall
 - While students engage in problem solving they are making sense of problems, thinking strategically about concept and skill applications, planning and executing a viable approach, and reflecting on process and solutions.
 - Focus SMPs: 1, 2, 3, 4, 5, 6, 7, 8

From the above tenets the standards for mathematical practice ([CCSSI 2010](#)) were derived:

- SMP1: Make sense of problems and persevere in solving them
- SMP2: Reason abstractly and quantitatively
- SMP3: Construct viable arguments and critique the reasoning of others
- SMP4: Model with mathematics
- SMP5: Use appropriate tools strategically
- SMP6: Attend to precision
- SMP7: Look for and make use of structure
- SMP8: Look for and express regularity in repeated reasoning

The VOE are in service of the three shifts demanded by the Common Core:

1. FOCUS: Focus strongly where the standards focus

- Significantly narrow the scope of content and deepen how time and energy is spent in the math classroom.
- Focus deeply on what is emphasized in the standards, so that students gain strong foundations.

Grade	Focus Areas in Support of Rich Instruction and Expectations of Fluency and Conceptual Understanding
K–2	Addition and subtraction - concepts, skills, and problem solving and place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6	Ratios and proportional reasoning; early expressions and equations
7	Ratios and proportional reasoning; arithmetic of rational numbers
8	Linear algebra; linear functions

2. COHERENCE: Across grades and linked to major topics

- Carefully connect the learning within and across grades so that students can build new understanding on foundations built in previous years
- Begin to count on solid conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.

One of several staircases to algebra designed in the OA domain.

Expressions and Equations 6.EE

3. Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + 6)$ to produce the equivalent expression $6 + 18$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + 3 + y$ to produce the equivalent expression $2y + 3$.

Operations and Algebraic Thinking 5.OA

2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $2 \times (8 + 7)$ is three times as large as $8 + 7$, without having to calculate the number sum or product.

Operations and Algebraic Thinking 3.OA

5. Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication) $3 \times 5 = 15$ can be found by $3 \times 10 = 30$, then $30 \div 2 = 15$. (Associative property of multiplication) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property)

Operations and Algebraic Thinking 1.OA

3. Apply properties of operations as strategies to add and subtract. Examples: If $8 + 2 = 10$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 10 + 4 = 14$. (Associative property of addition.)

3. RIGOR: In major topics, pursue conceptual understanding, procedural skill and fluency, and application

- The CCSSM require a balance of:
 - Solid conceptual understanding
 - Conceptual understanding supports the other aspects of rigor (fluency and application)
 - Procedural skill and fluency
 - The standards require speed and accuracy in calculation

Grade	Standard	Required Fluency
K	K.OA.5	Add/subtract within 5
1	1.OA.6	Add/subtract within 10
2	2.OA.2 2.NBT.5	Add/subtract within 20 (know single-digit sums from memory) Add/subtract within 100
3	3.OA.7 3.NBT.2	Multiply/divide within 100 (know single-digit products from memory) Add/subtract within 1000
4	4.NBT.4	Add/subtract within 1,000,000
5	5.NBT.5	Multi-digit multiplication
6	6.NS.2,3	Multi-digit division Multi-digit decimal operations

- Application of skills in problem solving situations
 - Students can use appropriate concepts and procedures for application even when not prompted to do so
- Pursuit of all three requires intensity in time, activities, and resources

Instructional Principle Mastery and Engagement:**Math Lesson (Eureka):**

Purpose: Through the use of guided inquiry, students develop conceptual understanding of math topics and strategies to persevere by making connections to previously learned content, applying mathematical practices, and solving real-world problems.

Key Indicators of Excellence:

Aligned to Eureka Curriculum: Eureka curriculum has a clear structure of lesson for K-8. The lesson starts with fluency practice, then dives deeply into the concept that is being taught. Concepts are sequenced so that students build on their own learning from previous years, previous modules, and previous lessons. Each lesson is structured so that teachers engage students in a new concept, students have an opportunity to practice the concept with the teacher, and then students independently practice solving problems aligned with the concept. The problems they are attempting to complete grow more rigorous. Each lesson ends with students completing an exit slip and then debriefing the days learning with the whole class.

Aligned Objective and Questions: Teachers backwards plan in order to plan lessons. Teachers start their planning process with doing the math in the exit slip and problem set. Then teachers plan purposefully to make sure that the students are being asked to complete student work that is aligned to the objective. In addition, the questions that are chosen to ask questions throughout the lesson are aligned to the objective and the intended outcome. Students are asked to collaborate with peers throughout the lesson in different formats. Teachers create specific opportunities for students to have productive student to student interactions where students actively listen to each other.

Collecting and Responding to Data: Throughout the lesson, students respond to oral and written questions of varying levels of cognition. The teacher gauges student understanding of the key concepts and skills being taught through checks for understanding during the lesson, monitoring academic work, and collecting data at the end of the lesson. During the lesson the teacher responds effectively, including a follow-up CFU or required revision to ensure a misconception has been clarified.

Student Practice: Students are given time and multiple opportunities to engage with grade-level problems and activities independently or in pairs. There are opportunities to solidify conceptual understanding, develop fluency in application, and engage in novel problems.

Alignment of Time to Activity: The appropriate amount of time is spent introducing new material, giving students practice time, and discussing learned content. While this may vary from lesson to lesson, combined student practice time should be at least 40% of the block.

Instructional Principle Acceleration and Engagement:**Math Flex Days**

Purpose: Lessons are devoted to concepts and skills for which students have previously demonstrated unacceptable levels of mastery (<65%), evidenced by exit slips, fluency checks, End of Module assessments, or IAB data.

Key Indicators of Excellence:

Building on Skills/Concepts/Procedures Taught: Lessons being taught are based on data and are backwards planned to ensure students mastery of the concept. Lessons are building on what students know and allow students opportunities to have discourse with peers and the class, and also individually engage in the math.

Appropriate Visual Anchor: Visual anchors are created and discussion to illustrate any combination of core concepts, strategies, vocabulary and CFS. VAs remain posted as long as appropriate to facilitate connections between concepts.

Collecting and Responding to Data: Throughout the lesson, students respond to oral and written questions of varying levels of cognition. The teacher gauges student understanding of the key concepts and skills being taught and responds effectively, including a follow-up CFU or required revision to ensure a misconception has been clarified.

Student Practice: Students are given time and multiple opportunities to engage with grade-level problems and activities independently or in pairs. There are opportunities to solidify conceptual understanding, develop fluency in application, and engage in novel problems.

Alignment of Time to Activity: The appropriate amount of time is spent introducing new material, giving students practice time, and discussing learned content. While this may vary from lesson to lesson, combined student practice time should be at least 40% of the block.

Math Fluency

Purpose: Skill & Fact: Students develop automaticity over time with repeated exposure and practice with grade-level content. Students will develop flexibility and strategies to solve all problems.

Key Indicators of Excellence:

Based on Grade Level Fluency Standards: Lessons are based on ensuring mastery of fluency standards by the end of the year. Teachers strategically check for mastery of the standard to be able to target specific instruction.

Collecting and Responding to data: During the fluency routine teachers are actively monitoring and responding to data. Teachers also regularly collect data points and plan strategically to support students based on the data.

Instructional Principle Agency and Engagement:

Math Stories:

Purpose: Students develop conceptual understanding of math stories by representing problems, making connections to previously learned content, applying mathematical practices, and solving real-world problems.

Key Indicators of Excellence:

Funneled and Scaffolded Questioning: Questions asked of students encourage them to think critically and flexibly about the problems presented as well as to share their developing thinking about the content of the lesson. Funneled questions are used as a tool to focus student observation and contemplation to the most important ideas of the day while ensuring that students do the heavy lifting and make connections to previously acquired skills and knowledge. Scaffolded questions are used as needed to break down complex, demanding questions to develop student understanding.

Aligned to Problem Solving Approach: When attempting problems individually, in groups or as a class, students utilize the thinking behind the MSP grade-level problem solving approach (Visualize, Represent & Retell, Solve in ES) in order to make sense of, represent, and solve a problem. While solving problems, students choose and use appropriate tools.

Representations: Teacher and student representations are aligned to the story problem type and representations sequence. Students can articulate why they are using the representation and what it links to in the problem.

Discussion: Students are explaining their thinking to one another in large and small groups as a means of processing new information, exploring patterns and structures as they emerge, and sharing variations in solution methods in order to strengthen students' understanding of the content. Habits of discussion emphasize making sense of mathematics, constructing arguments, and critiquing the reasoning of others. Through this, students also develop presentation and public speaking skills. The teacher facilitates this discussion in a fashion that promotes student heavy-lifting and leads towards a summary of the mathematics discussed and used in student work.

Alignment of Time to Activity: The appropriate amount of time is spent in each part of the agenda based on the focus of the particular agenda (early, middle, later). Student thinking, discussion, and work are the vast majority of the agenda time. The teacher is a facilitator following a protocol.

Progression of Learning (CPA): The story problem fits into a sequence that moves from and makes connections between the concrete, pictorial, and abstract. For example, while one lesson may focus on the pictorial, links should be made back to the concrete to solidify the understanding for students. As students struggle with and learn new problem types, they should fluidly move between different C/P/A representations as needed. CPA representations should target aspects of rigor called for by the standard and as appropriate within the sequence of learning.

Increasing Efficiency: Over time and with greater exposure to a type of story problem, students become more efficient – needing less questioning support. They can articulate why and how they are representing and solving in the way they've chosen, and get to a solution in less and less time and with more abstract representations.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Learning Without Limits

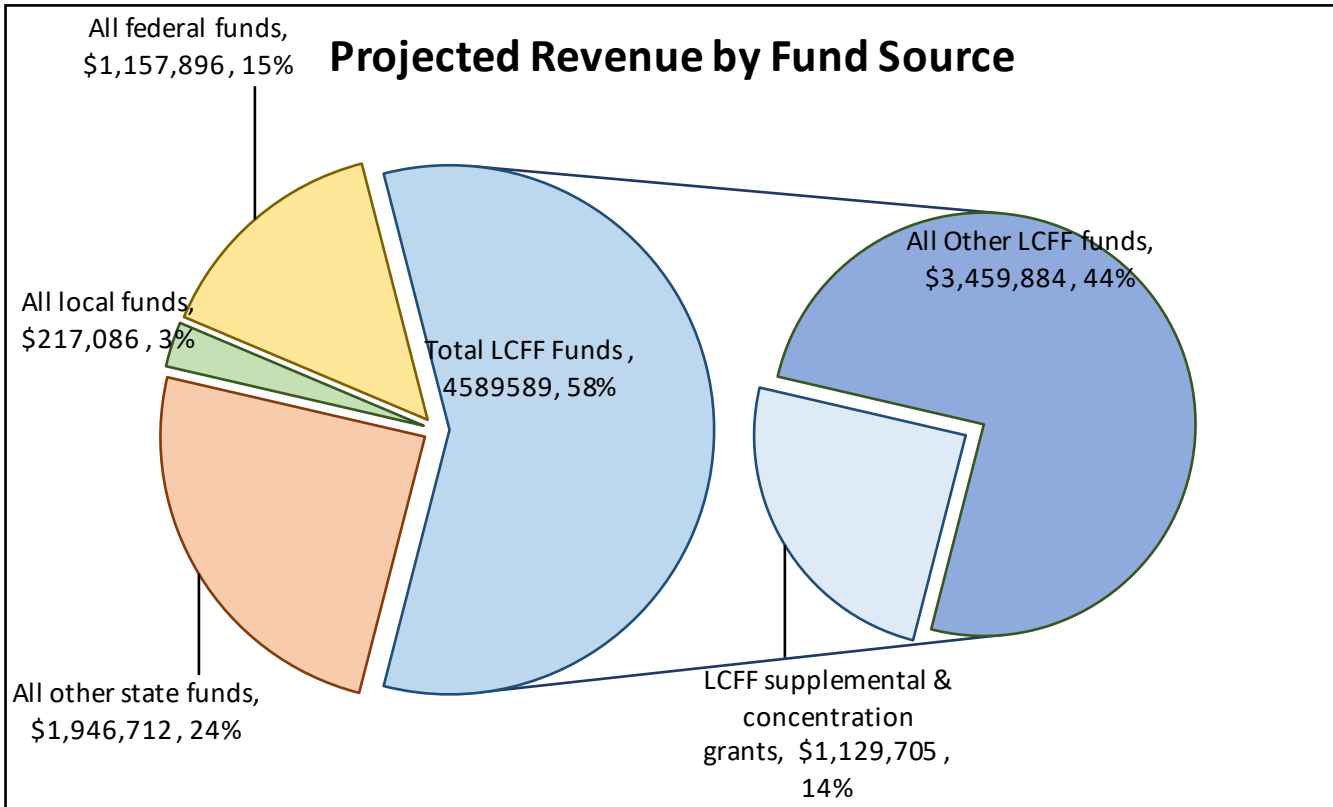
CDS Code: 1612590115592

School Year: 2023-24

LEA contact information: Nicki Fox, Principal

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

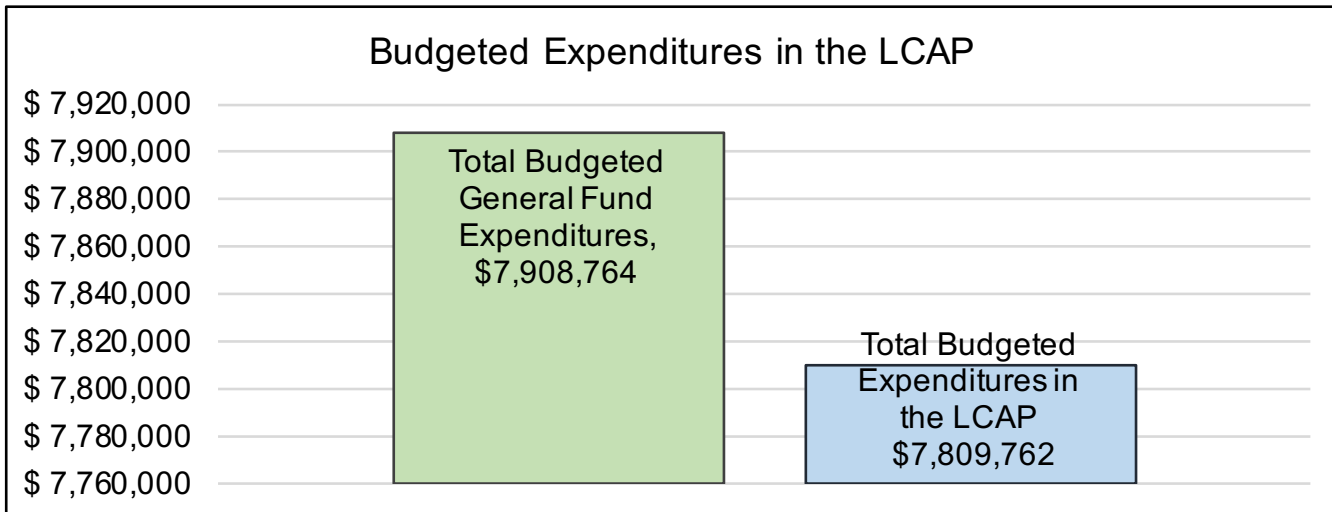


This chart shows the total general purpose revenue Learning Without Limits expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Learning Without Limits is \$7,911,283.00, of which \$4,589,589.00 is Local Control Funding Formula (LCFF), \$1,946,712.00 is other state funds, \$217,086.00 is local funds, and \$1,157,896.00 is federal funds. Of the \$4,589,589.00 in LCFF Funds, \$1,129,705.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Learning Without Limits plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Learning Without Limits plans to spend \$7,908,764.00 for the 2023-24 school year. Of that amount, \$7,809,762.00 is tied to actions/services in the LCAP and \$99,002.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

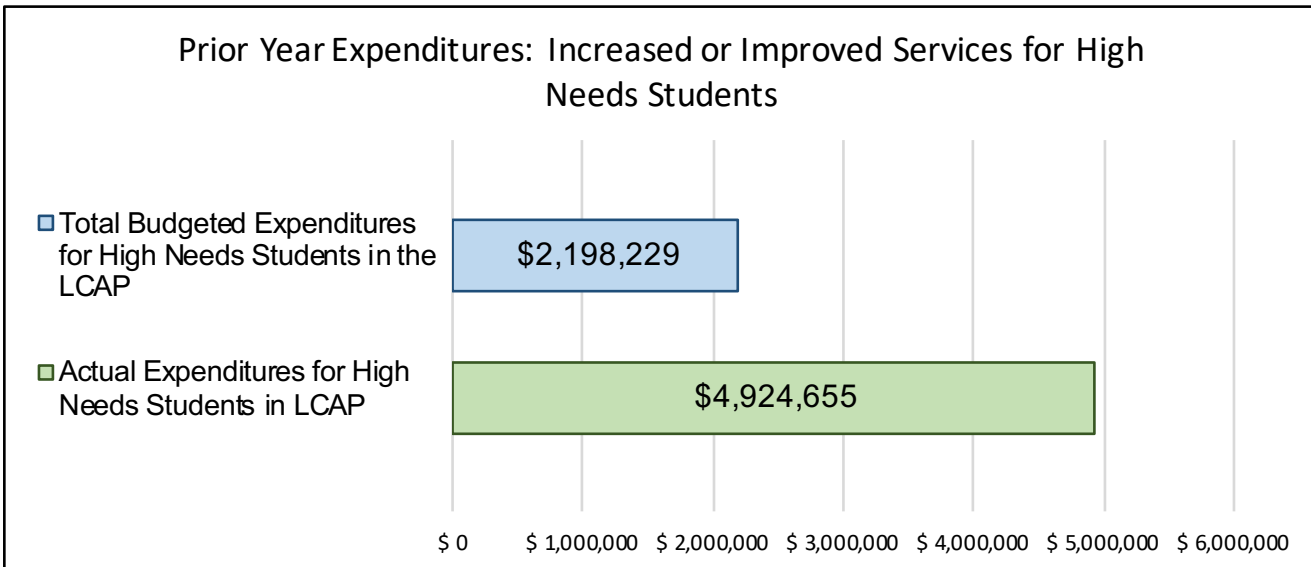
Placeholder for contingency expenses

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Learning Without Limits is projecting it will receive \$1,129,705.00 based on the enrollment of foster youth, English learner, and low-income students. Learning Without Limits must describe how it intends to increase or improve services for high needs students in the LCAP. Learning Without Limits plans to spend \$4,175,192.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Learning Without Limits budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Learning Without Limits estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Learning Without Limits's LCAP budgeted \$2,198,229.00 for planned actions to increase or improve services for high needs students. Learning Without Limits actually spent \$4,924,655.00 for actions to increase or improve services for high needs students in 2023.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Learning Without Limits	Nicki Fox, Principal	nfox@efcps.net; (510) 673-3724

Plan Summary [LCAP Year]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Learning Without Limits (LWL) serves approximately 350 K-5th students in the Fruitvale neighborhood of Oakland, CA. Our community is distinguished by significant racial, cultural and ethnic diversity. The majority of LWL students are:

- Students from low-income families:
- Students whose primary home language is not English
- Students living in communities with low-performing schools and low college-going rates
- Students who would be the first in their families to attend college

LWL challenges each student to dream and envision a future of possibility and success. The teachers and staff at LWL, in collaboration with the parents, support the students so these dreams will come to fruition. The curriculum will present every student with rigorous, coherent content and high expectations for achievement that are the foundation of high levels of learning. LWL uses research-based curriculum aligned to state and national standards that has proven to be effective with the student populations served at the site. Both in Math and Reading/Language Arts, teachers differentiate instruction throughout the main lesson to better meet each individual student's needs. LWL provides a safe, student-centered environment where families and teachers collaborate to ensure that all students meet high expectations in their social and academic growth. Building on the strengths of students' cultures, backgrounds, abilities, and experiences, LWL cultivates the values of respect, responsibility, and community involvement. LWL strives to develop, promote, and integrate structures and practices that support student achievement in the classroom and will commit resources to establish, enhance, and maintain these goals.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

A review of Dashboard data aligns with the school's own reflection of progress, which includes data review as well as other measures of progress including observations and stakeholder feedback. In particular, the Conditions & Climate data, including local indicators and the

Suspension rate indicate success in creating a loving, community-centered environment that puts students first, with low overall suspensions and strong conditions for learning.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of Dashboard data aligns with the school’s own reflection of progress, which includes data review as well as other measures of progress including observations and stakeholder feedback. In particular, the Academic Performance data, including English Language Arts and Mathematics indicate there are gaps in student outcomes and experiences and that there are opportunities for aligned and coherent support, particularly for subgroups and for chronic absenteeism.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Priorities include 1) Organizational Coherence, which includes clarity between leadership and staff to improve execution of systems and priorities (e.g. data monitoring, curriculum adoption) in order to drive outcomes across subgroups; 2) Rigorous Instruction for All, starting with ELA curriculum adoption, to build an instructional model that includes research-based and culturally responsive practices and curricula and implement rigorous, intentional, and sustainable systems of support that develop teacher and leader subject matter and pedagogical content knowledge and capacity to improve outcomes for students; 3) Affirming, Inclusive, and Engaging School Culture, starting with increasing student sense of belonging and reducing chronic absenteeism, to foster a culturally responsive environment that is affirming and inclusive of all groups and communicates high expectations for all stakeholders in service of more equitable outcomes.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

[Identify the eligible schools here]

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

[Describe monitoring and evaluation here]

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Multiple meetings with various stakeholders to engage in site planning.

February:

The School Lead Team planned the Site Planning process for the semester

Family Leadership Council Engagement Introduced site planning process and family observation process

Staff and student advisory provided feedback/input on core programs in order to narrow to two specific priorities for staff design and prototyping

March:

Staff Site Planning to engage all staff in the site planning process and set-up staff to gather qualitative empathy data

April:

Staff Site Planning Day to engage staff in a comprehensive data analysis and input gathering process that yield specific data-informed recommendations

Family Leadership Council Meeting to engage families around site planning priorities identified and implications/commitments

Leadership Retreat to review priorities and recommendations generated by staff and parents and solidify commitments

Staff PD - Site Planning Share + Seek feedback on commitments so staff understand how site planning recommendations were processed

May:

Advisory Meeting to review priorities and recommendations generated by staff and solidify commitments

Final Family Leadership Council Meeting to report back to families the key components of our site planning process and how each action item responds to what families identified and planned around.

June:

Long-Term Planning Committees identified through site planning for long-term planning so that stakeholders have protected time and space to take action around site planning priorities identified

A summary of the feedback provided by specific educational partners.

Affirmed investment in current class sizes

Family consensus to observe instruction in classrooms

Proposals were made for staffing shifts

Focus areas aligned to school culture: student enrichment & opportunities, behavior support and PBIS, and staff culture.

Results included a clearer calendar and curriculum sequencing process; contracting for culture/climate support; a monthly newsletter focused on professional development; a clearer articulation of beliefs, language, and expectations around becoming a more inclusive school.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Goal 1, Action 1: Investment in Certificated Instructional Staff

Goal 1, Action 3: Investment in Curricular Materials

Goal 2, Actions 1 & 2: Investment in MTSS Internal Personnel and MTSS External Services

Goal 3, Action 2: Investment in Staff, Student, and Family Supports

Goals and Actions

Goal

Goal #	Description
1	Core Instruction: Provide engaging, high-quality, rigorous, standards-aligned curriculum in a broad course of study that incorporates 21st century learning opportunities, including math, science, social studies, targeted English language development and language arts, and provide appropriately assigned and fully credentialed teachers to support a high-quality, broad course of study; further, teachers will receive high-quality professional development aligned to high priority instructional practices that positively impact student academic achievement and social-emotional development.

An explanation of why the LEA has developed this goal.

Accelerate learning to offset significant time spent in distance learning
 Increase the number of students making targeted growth in Common Core Standards
 Ensure all EL students make adequate gains in English language development.
 Ensure all teachers requiring certification are highly qualified
 Ensure students are provided and engaged w/ a broad course of study
 Ensure all teachers receive regular, high-quality instructional coaching, site-based professional development, and structured collaboration time

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC: ELPI - English Learners	0.47	0.45	TBD		.52
FastBridge: Math - All	24%	49%	40%		39%
FastBridge: Math - English Learners	13%	49%	34%		28%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FastBridge: Math - Students with Disabilities	11%	13%	16%		26%
FastBridge: Math - African Americans	11%	36%	26%		26%
FastBridge: Math - Latinx	22%	51%	40%		37%
FastBridge: Reading - All	45%	43%	73%		70%
FastBridge: Reading - English Learners	40%	44%	82%		70%
FastBridge: Reading - Students with Disabilities	42%	36%	57%		66%
FastBridge: Reading - African Americans	26%	50%	58%		65%
FastBridge: Reading - Latinx	45%	45%	77%		70%
SBAC: ELA - All	-61	-63	TBD		-11
SBAC: ELA - English Learners	-100	-89	TBD		-30
SBAC: ELA - Students with Disabilities	-141	-140	TBD		-30
SBAC: ELA - African Americans	-87	-88	TBD		-32
SBAC: ELA - Latinx	-65	-60	TBD		-15
SBAC: Math - All	-48	-78	TBD		-22
SBAC: Math - English Learners	-83	-91	TBD		-33
SBAC: Math - Students with Disabilities	-152	-134	TBD		-55
SBAC: Math - African Americans	-82	-101	TBD		-32

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC: Math - Latinx	-51	-78	TBD		-22
Annual Eval: Curricular Requirements	100%	100%	100%		100%
Annual Eval: Instructional Requirements	100%	100%	100%		100%
SARC: Qualified Teachers	100%	100%	100%		95%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Certificated Instructional Staff	To provide staff that would support student learning and social emotional development.	\$1,813,643	Y
2	Certificated Administrators	To provide administrative staff that would be able to lead student support efforts through coaching and professional development towards implementation of a strong core academic program.	\$550,217	N
3	Curricular Materials	To ensure students have access to researched based learning materials	\$64,405	Y

Goal Analysis for 2023

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Implementation was in-line with planned actions, but specific targeted actions taken during the year include:

Coaches providing in the moment coaching

Phonics audit - make sure people are on pace to cover all the sound-spelling patterns of the grade level

Identifying key standards to ensure they are covered before SBAC

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Budgets were updated and increased in the fall based on state funding updates after budgets were initially approved. Based on continued needs with chronic absenteeism, resources (e.g. staffing) were shifted from instructional support to culture support.

An explanation of how effective the specific actions were in making progress toward the goal.

The KPI target for K-2 students meeting growth goals by EOY is 60%. Based on mid-year data, LWL (42%) Based on continued needs with chronic absenteeism, resources (e.g. staffing) were shifted from instructional support to culture support. In 3-5 ELA, based on mid-year data, LWL grew in proficiency from T1 to MOY.

In Math, we took a different test than last year so cannot compare progress but we see some disparity between all of our subgroups and general population.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Implementation goal to embed performance tasks into the units and provide coaching and development to teachers in this area.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
2	Multi-Tiered System of Supports: Implement a rigorous whole child approach that not only meets the basic needs of our students, but also takes into consideration their socio-emotional, academic and behavioral needs.

An explanation of why the LEA has developed this goal.

Improve the effectiveness of interventions students receive to ensure that academic, social and behavioral needs are adequately served.
 Decrease the achievement gap between subgroups of students, especially those who need intervention

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC: ELPI - English Learners	0.49	0.45	TBD		.52
SBAC: ELA - All	-61	-63	TBD		-11
SBAC: ELA - English Learners	-100	-89	TBD		-30
SBAC: ELA - Students with Disabilities	-141	-140	TBD		-30
SBAC: ELA - African Americans	-87	-88	TBD		-32
SBAC: ELA - Latinx	-65	-60	TBD		-15
SBAC: Math - All	-48	-78	TBD		-22
SBAC: Math - English Learners	-83	-91	TBD		-33
SBAC: Math - Students with Disabilities	-152	-134	TBD		-55
SBAC: Math - African Americans	-82	-101	TBD		-32

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC: Math - Latinx	-51	-78	TBD		-22
Chronic Absenteeism - All	4%	48%	38%		7%
Chronic Absenteeism - English Learners	4%	41%	30%		8%
Chronic Absenteeism - Students with Disabilities	5%	66%	48%		9%
Chronic Absenteeism - African Americans	25%	63%	61%		10%
Chronic Absenteeism - Latinx	3%	48%	37%		8%
SCAI: Domain 6 Families - All	4.4	4.2	4.2		3.5
SCAI: Domain 6 Students - All	4.1	3.8	3.8		3.5
SCAI: Domain 6 Teachers - All	3.9	3.7	3.4		3.5

Actions

Action #	Title	Description	Total Funds	Contributing
1	MTSS Internal Personnel	Psychologists, social workers, clinicians to provide academic, social and behavioral support.	\$494,820	Y
2	MTSS External Services	Contracted clinicians to provide academic, social and behavioral support.	\$568,095	Y

Goal Analysis for [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Implementation was in-line with planned actions, but specific targeted actions taken during the year include:

Shifting the proficient students out of intervention into grade level work

Provide more intervention for students that are behind

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Budgets were updated and increased in the fall based on state funding updates after budgets were initially approved.

An explanation of how effective the specific actions were in making progress toward the goal.

The KPI target for K-2 students meeting growth goals by EOY is 60%. Based on mid-year data, LWL (42%) Based on continued needs with chronic absenteeism, resources (e.g. staffing) were shifted from instructional support to culture support. In 3-5 ELA, based on mid-year data, LWL grew in proficiency from T1 to MOY.

In Math, we took a different test than last year so cannot compare progress but we see some disparity between all of our subgroups and general population.

While still higher than pre-pandemic, LWL, is showing a decrease in chronic absenteeism compared to this time last year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Design and implement a proactive and reactive plan to increase student sense of belonging in service of reducing students' chronic absenteeism, with a focus on specific subgroups of students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
3	Community & Culture: All students, families, and staff feel welcome at school. Students attend school in a safe, engaging and nurturing environment. All staff and families are empowered and feel included to participate in decisions regarding implementation of curriculum, school culture, and community engagement.

An explanation of why the LEA has developed this goal.

- All students feel safe at school
- All staff feel welcomed and respected at school
- Increase the level and quality of student engagement in learning
- Increase efficacy of family outreach and engagement structures.
- Provide after-school and support services

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism - All	4%	48%	38%		7%
Chronic Absenteeism - English Learners	4%	41%	30%		8%
Chronic Absenteeism - Students with Disabilities	5%	66%	48%		9%
Chronic Absenteeism - African Americans	25%	63%	61%		10%
Chronic Absenteeism - Latinx	3%	48%	37%		8%
Attendance Rate - All Students	98%	88%	90%		94%
Annual Return Rate - All Students	90%	87%	94%		85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate - All Students	0%	0%	0%		0%
SCAI: Domain 7 Families	4.3	4.1	4.1		3.5
SCAI: Domain 7 Students	4.0	3.6	3.6		3.5
SCAI: Domain 7 Teachers	3.9	3.8	3.7		3.5
Suspension Rate - All Students	0%	4.70%	0%		1%
Suspension Rate - English Learners	0%	1.40%	0%		1%
Suspension Rate - Students with Disabilities	0%	15.60%	0%		2%
Suspension Rate - African Americans	0%	21.70%	0%		1%
Suspension Rate - Latinx	0%	2.50%	0%		0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Classified Support Staff	To support students with a welcoming environment	\$341,343	N
2	Classified Admin	To support students with their socio-emotional needs.	\$159,194	Y
3	Staff Supports	To support adult culture and development	\$1,401,472	N
4	Staff, Student, and Family Supports	To support extracurricular activities and family engagement.	\$1,075,035	Y

Goal Analysis for [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Implementation was in-line with planned actions, but specific targeted actions taken during the year include:

Staff received additional training this year and prioritized school-wide positive behavior supports to launch the year as well as alternatives to suspension in the event of more major behavior incidents, including a restorative discipline approach that honors diverse student needs.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Budgets were updated and increased in the fall based on state funding updates after budgets were initially approved. Based on continued needs with chronic absenteeism, resources (e.g. staffing) were shifted from instructional support to culture support.

An explanation of how effective the specific actions were in making progress toward the goal.

While still higher than pre-pandemic, LWL, is showing a decrease in chronic absenteeism compared to this time last year.

Suspension rates are down from last year, including for subgroups.

In general, students are expressing high levels of support from the adults in our schools, but experiencing significantly lower levels of support from their peers.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The use of empathy interviews and with students and families and analysis of referral data has uncovered a connection between the level of inclusion families experience at our schools and the level of inclusion students experience. Similarly, exclusionary mindsets and language exercised in the home often leads to exclusionary and/or harmful language or behavior by students at school. There will be investment in and rolling out anti-bullying and anti-hate curricula, workshops, and campaigns with students, families and staff.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
4	Operations: All students have access to a safe and clean learning environment and appropriate educational resources, learning opportunities and services.

An explanation of why the LEA has developed this goal.

Ensure all basic services are adequately addressed
 Improve the quality of the learning environment
 Provide and maintain operational services for schools and students

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Eval: Facilities Requirements	Good	Good	Good		Good
SCAI: Domain 1 Families	4.3	4.1	4.1		3.5
SCAI: Domain 1 Students	4.4	3.9	3.7		3.5
SCAI: Domain 1 Teachers	4.0	3.6	3.4		3.5

Actions

Action #	Title	Description	Total Funds	Contributing
1	Custodial, Clerical, Technical, & Office Staff	Staffing to ensure high operational effectiveness, including health and safety protocols.	\$69,646	N
2	Materials, Supplies & Equipment	Purchase of items that support the day to day operations of the school.	\$128,882	N

Action #	Title	Description	Total Funds	Contributing
3	Facilities & Utilities	To provide repairs and upgrades that ensure the building is safe and operating efficiently for students, staff, and families.	\$230,140	N
4	Operations Services	To ensure that the services required for daily operation are in place.	\$798,861	N
5	Compliance	To provide staff and resources to ensure that all compliance requirements are met at each site.	\$114,009	N

Goal Analysis for [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

Operational needs continue to be met

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Support for staff to manage deferred maintenance.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$ 1,129,705	510,220

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
33.04%	N/A	N/A	33.04%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

As this demographic represents the vast majority of our student population, it is a focal point of our LCAP strategic planning. Stakeholder input, relevant learning and performance data, strategic planning process, and best practices are all grounding in the needs of our students, thereby the needs of foster youth, English learners, and low-income students. It is the forefront of our collective efforts to understand student needs. It reflects the input from our entire community, which are reflective of the needs of this student demographic group. Our goals and actions reflect research-based, proven strategies and approaches to serve foster youth, English Learners, and low income students. We selected strategies and resources that have been proven to be effective for this student demographic.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The school will improve services for English learners by improving implementation of integrated English Language Development across disciplines, through specific and focused instructional coaching and professional development aligned to the GLAD framework. All teachers serving multilingual learners will provide Integrated ELD instruction by coupling knowledge of CA ELD Standards with the Common Core Standards in ELA/Literacy and other content standards to support their students’ linguistic and academic progress and to provide the

necessary language supports to engage in the learning. This emphasis, while targeted at building the English proficiency of our multilingual students, will support all students, including those that speak African American Vernacular English and students with disabilities. Aligned to research on brain science and language acquisition, the integrated ELD strategies provide multiple access points to core content via visuals, discussion structures, physical movement, and graphic organizers.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The additional concentration grant add-on funding will support additional MTSS staff, SEL/culture staff, and appropriate resources that will provide targeted and research based interventions to students. It will also support having effective and appropriately trained staff to deliver core curriculum, culture programming, and operations in support of foster youth, English learners and low-income students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	14.0
Staff-to-student ratio of certificated staff providing direct services to students	N/A	35.6

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (*California Education Code [EC] Section 52064[e][1]*). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC Section 52064[e][1]*). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC Section 52064[b][4-6]*).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA’s community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA’s LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year’s LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
 January 2022

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 7,787,395.00	\$ 7,294,150.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Certificated Instructional Staff	Yes	\$ 2,805,868	\$ 2,406,428
1	2	Certificated Administrators	No	\$ 400,128	\$ 382,225
1	3	Curricular Materials	Yes	\$ 78,543	\$ 43,314
2	1	MTSS Internal Personnel	Yes	\$ 379,523	\$ 430,634
2	2	MTSS External Services	Yes	\$ 601,355	\$ 576,406
3	1	Classified Support Staff	No	\$ 281,016	\$ 438,323
3	2	Classified Admin	Yes	\$ 154,534	\$ 138,049
3	3	Staff Supports	No	\$ 140,130	\$ 105,129
3	4	Student and Family Supports	No	\$ 1,319,184	\$ 1,329,824
4	1	Clerical, Technical, & Office Staff	No	\$ 73,449	\$ 65,771
4	2	Materials, Supplies & Equipment	No	\$ 106,370	\$ 81,588
4	3	Facilities & Utilities	No	\$ 322,467	\$ 323,936
4	4	Operations Services	No	\$ 949,026	\$ 812,924
4	5	Compliance	No	\$ 94,095	\$ 159,183
		Non-LCAP	No	\$ 81,707	\$ 416

2022-23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$1,098,576	\$ 1,149,364	\$ 1,423,927	\$ (274,563)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Certificated Instructional Staff	Yes	\$ 1,060,970	\$1,268,888	0.00%	0.00%
1	3	Curricular Materials	Yes	\$ 20,434	\$15,714	0.00%	0.00%
2	1	MTSS Internal Personnel	Yes	\$ -	\$0	0.00%	0.00%
2	2	MTSS External Services	Yes	\$ -	\$0	0.00%	0.00%
3	2	Classified Admin	Yes	\$ 67,960	\$84,659	0.00%	0.00%

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$3,313,158	\$ 1,098,576	0.00%	33.16%	\$ 1,423,927	0.00%	42.98%	\$0.00 - No Carryover	0.00% - No Carryover

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 3,853,042	\$ 2,214,375	\$ 283,981	\$ 1,557,364	7,908,762	\$ 3,428,863	\$ 4,479,899

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Certificated Instructional Staff	All	\$ 1,285,516	\$ 151,560	\$ 47,918	\$ 328,649	\$ 1,813,643
1	2	Certificated Administrators	All	\$ 141,314	\$ 105,539	\$ 108,182	\$ 195,181	\$ 550,216
1	3	Curricular Materials	All	\$ 24,759	\$ 34,234	\$ -	\$ 5,412	\$ 64,405
2	1	MTSS Internal Personnel	All	\$ -	\$ 48,042	\$ 42,738	\$ 404,040	\$ 494,820
2	2	MTSS External Services	All	\$ -	\$ 568,095	\$ -	\$ -	\$ 568,095
3	1	Classified Support Staff	All	\$ 76,626	\$ 103,851	\$ 47,918	\$ 112,949	\$ 341,344
3	2	Classified Admin	All	\$ 82,343	\$ -	\$ -	\$ 76,851	\$ 159,194
3	3	Staff Supports	All	\$ 925,788	\$ 131,788	\$ 37,225	\$ 306,671	\$ 1,401,472
3	4	Student and Family Supports	All	\$ 47,118	\$ 921,183	\$ -	\$ 106,734	\$ 1,075,035
4	1	Clerical, Technical, & Office Staff	All	\$ -	\$ 48,769	\$ -	\$ 20,877	\$ 69,646
4	2	Materials, Supplies & Equipment	All	\$ 128,882	\$ -	\$ -	\$ -	\$ 128,882
4	3	Facilities & Utilities	All	\$ 179,618	\$ 50,522	\$ -	\$ -	\$ 230,140
4	4	Operations Services	All	\$ 748,069	\$ 50,792	\$ -	\$ -	\$ 798,861
4	5	Compliance	All	\$ 114,009	\$ -	\$ -	\$ -	\$ 114,009
		Non-LCAP	All	\$ 99,000	\$ -	\$ -	\$ -	\$ 99,000
				\$ -	\$ -	\$ -	\$ -	\$ -

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 3,418,787	\$ 1,129,705	33.04%	0.00%	33.04%	\$ 1,392,618	0.00%	40.73%	Total:	\$ 1,392,618
								LEA-wide Total:	\$ 1,392,618
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Certificated Instructional Staff	Yes	LEA-wide	English Learners and Low-Income	All Schools	\$ 1,285,516	0.00%
1	2	Certificated Administrators	No	LEA-wide		All Schools	\$ -	0.00%
1	3	Curricular Materials	Yes	LEA-wide	English Learners and Low-Income	All Schools	\$ 24,759	0.00%
2	1	MTSS Internal Personnel	Yes	LEA-wide	English Learners and Low-Income	All Schools	\$ -	0.00%
2	2	MTSS External Services	Yes	LEA-wide	English Learners and Low-Income	All Schools	\$ -	0.00%
3	1	Classified Support Staff	No	LEA-wide		All Schools	\$ -	0.00%
3	2	Classified Admin	Yes	LEA-wide	English Learners and Low-Income	All Schools	\$ 82,343	0.00%
3	3	Staff Supports	No	LEA-wide		All Schools	\$ -	0.00%
3	4	Student and Family Supports	No	LEA-wide		All Schools	\$ -	0.00%
4	1	Clerical, Technical, & Office Staff	No	LEA-wide		All Schools	\$ -	0.00%
4	2	Materials, Supplies & Equipment	No	LEA-wide		All Schools	\$ -	0.00%
4	3	Facilities & Utilities	No	LEA-wide		All Schools	\$ -	0.00%
4	4	Operations Services	No	LEA-wide		All Schools	\$ -	0.00%
4	5	Compliance	No	LEA-wide		All Schools	\$ -	0.00%
		Non-LCAP	No	LEA-wide		All Schools	\$ -	0.00%

May 7, 2024

Larissa Adam
Superintendent
Education for Change
333 Hegenberger Road, Suite 600
Oakland, CA 94621

Sent via Email

Re: Education for Change

To whom it may concern,

Education for Change, which includes, Achieve Academy, ASCEND, Cox Academy, Epic Charter, Latitude 37.8 High, Lazear Charter Academy, and Learning Without Limits, has been a member of the El Dorado Charter SELPA since July 2011. Education for Change is an organizational member in good standing and has demonstrated the commitment and capacity to function as LEAs for special education services.

Please contact me if you have any questions.

Sincerely,



Ginesse Quann
Executive Director

GQ:ln

cc: Alysse Castro, Superintendent, Alameda County Office of Education
Dr. Kyla Johnson-Trammell, Superintendent, Oakland Unified



SECRETARY OF STATE

I, *Kevin Shelley*, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

FEB - 2 2005



Kevin Shelley
Secretary of State

2718971

ARTICLES OF INCORPORATION
OF
EDUCATION FOR CHANGE

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

JAN 21 2005

KEVIN SHELLEY
Secretary of State

ARTICLE I

The name of this corporation is Education for Change.

ARTICLE II

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the California Nonprofit Public Benefit Corporation Law for charitable purposes.

B. The specific and primary purpose of this corporation is to engage in charitable and educational activities within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future United States internal revenue law (the "Code").

ARTICLE III

The name and address in this state of this corporation's initial agent for the service of process is Desten Broach, 485 Boulevard Way, Oakland, CA 94610.

ARTICLE IV

A. This corporation is organized and operated exclusively for exempt purposes within the meaning of Section 501(c)(3) of the Code. Notwithstanding any other provision of these Articles, this corporation shall not carry on any activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (2) by a corporation, contributions to which are deductible under Sections 170(c)(2), 2055(a)(2), 2106(a)(2)(A)(ii), 2522(a)(2), or 2522(b)(2) of the Code.

B. Except as permitted by law, no substantial part of the activities of this corporation shall consist of the carrying on of propaganda or otherwise attempting to influence legislation, nor shall this corporation participate in, or intervene in (including the

publication or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE V

The property of this corporation is irrevocably dedicated to charitable purposes, and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer, or member, if any, of this corporation, or any other private person. Upon the winding up and dissolution of this corporation and after paying or adequately providing for the debts and obligations of this corporation, the remaining assets shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable purposes and that has established its tax-exempt status under Section 501(c)(3) of the Code.

DATED: January 20, 2005


Desten Broach, Incorporator





Education *for* Change

BYLAWS

of

EDUCATION FOR CHANGE PUBLIC SCHOOLS

Revised August 5, 2020

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BYLAWS
of
EDUCATION FOR CHANGE

ARTICLE I
PRINCIPAL OFFICE

The principal office of this corporation shall be located in the county of Alameda, California.

ARTICLE II
MEMBERSHIP

The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law.

ARTICLE III
BOARD OF DIRECTORS

Section 1. Powers. This corporation shall have powers to the full extent allowed by law. All powers and activities of this corporation shall be exercised and managed by the Board of Directors of this corporation directly or, if delegated, under the ultimate direction of the Board.

Section 2. Number and Qualification of Directors. The number of directors shall be not less than five nor more than thirteen, with the exact authorized number of directors to be fixed from time to time by resolution of the Board of Directors. Two of the seats on the Board will be reserved for representatives from the EFCPS Family Leadership Council. The Family Leadership Council membership will nominate two representatives to be recommended to the Board of Directors.

Section 3. Limitations on Interested Persons. At all times, not more than 49% of the directors of this corporation may be interested persons. An interested person means either:

(a) any person currently being compensated by this corporation for services rendered to it within the previous twelve months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director in his or her capacity as director; or

(b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person.

Section 4. Selection and Term of Office of Directors. All directors, except for the representative designated by the charter authorizer, shall be appointed by the existing Board of Directors. Each director, except for the Family Leadership Council representatives, shall hold office unless otherwise removed from office in accordance with these bylaws for three (3) years and until a successor director has been designated and qualified. The Family Leadership Council representatives shall hold office unless otherwise removed from office in accordance with these bylaws for one (1) year and until a successor director has been designated and qualified.

Section 5. Vacancies. Vacancies on the Board of Directors, except for the representative appointed by the charter authorizer, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.

Section 6. Resignation and Removal. Resignations shall be effective upon receipt in writing by the Board Chairman (if any), the Secretary, or the Board of Directors of this corporation, unless a later effective date is specified in the resignation. Any director, except for the representative appointed by the charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation (“Brown Act”). The representative designated by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a director shall be filled as provided in Section 5.

Section 7. Annual Meetings. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act and Education Code Section 47604.1.

Section 8. Regular Meetings. Regular meetings of the Board of Directors, including annual meetings, shall be held within the physical boundaries of Alameda County at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The

agenda shall be posted at a physical location within Alameda County and on the homepage of the Corporation website with a direct and prominent link.

Section 9. Special Meetings. Special meetings of the Board of Directors may be called by the Board Chairman (if any), or a majority of the Board of Directors, and noticed in accordance with Section 9. If a Board Chairman has not been elected then the President is authorized to call a special meeting in place of the Board Chairman. The party calling a special meeting shall determine the place, date, and time thereof.

Section 10. Notice of Special Meetings. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. The agenda shall be posted at a physical location within Alameda County and on the homepage of the Corporation website with a direct and prominent link. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 11. Quorum. A majority of the total number of directors then in office shall constitute a quorum, provided that in no event shall the required quorum be less than one-fifth of the authorized number of directors or two directors, whichever is larger. The act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, except as otherwise provided in these Bylaws or in the California Nonprofit Public Benefit Corporation Law. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a

majority of the required quorum for such meeting.

Section 12. Teleconference Meetings. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of Alameda County;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 14. Standard of Care.

A. General. A director shall perform the duties of a director, including duties as a member of any Board Committee on which the director may serve, in good faith, in a manner such director believes to be in the best interest of this corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like situation would use under similar circumstances.

In performing the duties of a director, a director shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, in each case prepared or presented by:

(i) one or more officers or employees of this corporation whom the director believes to be reliable and competent as to the matters presented;

(ii) counsel, independent accountants, or other persons as to matters which the director believes to be within such person's professional or expert competence; or

(iii) a committee upon which the director does not serve, that is composed exclusively of any or any combination of directors, persons described in paragraphs (i), or persons described in paragraph (ii) as to matters within its designated authority, provided that the director believes such Committee merits confidence; so long as in any such case, the director acts in good

faith after reasonable inquiry when the need therefore is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

Except as provided in Article VI below, a person who performs the duties of a director in accordance with this Section shall have no liability based upon any failure or alleged failure to discharge that person's obligations as a director, including, without limiting the generality of the foregoing, any actions or omissions which exceed or defeat a public or charitable purpose to which a corporation, or assets held by it, are dedicated.

B. Investments. Except with respect to assets held for use or used directly in carrying out this corporation's public or charitable activities, in investing, reinvesting, purchasing or acquiring, exchanging, selling, and managing this corporation's investments, the Board shall avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income as well as the probable safety of this corporation's capital. No investment violates this section where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to this corporation.

Section 15. Inspection. Every director shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents, and to inspect the physical properties of this corporation. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the director's agent or attorney.

Section 16. Director Compensation. The Board may authorize the advance or reimbursement to a director of actual reasonable expenses incurred in carrying out his or her duties as a director, such as for attending meetings of the Board and Board Committees.

Section 17. Executive Compensation Review. The Board of Directors (or a Board Committee) shall review any compensation packages (including all benefits) of the President or the chief executive officer and the Treasurer or chief financial officer, regardless of job title, and such other officers as may be required by law or which shall be so designated by resolution of the Board of Directors from time to time, and shall approve such compensation only after determining that the compensation is just and reasonable. This review and approval shall occur when such officer is hired, when the term of employment of such officer is renewed or extended, and when the compensation of such officer is modified, unless the modification applies to substantially all of the employees of this corporation.

ARTICLE IV COMMITTEES

Section 1. Board Committees. The Board of Directors may, by resolution adopted by a majority of the directors then in office, create any number of Board Committees, each consisting of at least one director, and no one who is not a, to serve at the pleasure of the Board. Appointments to any Board Committee shall be by a majority vote of the directors then in office. Board Committees may be given all the authority of the Board, to the extent provided in the Board of Directors' resolution, except for the powers to:

- (a) set the number of directors within a range specified in these Bylaws;
- (b) elect directors or remove directors without cause;
- (c) fill vacancies on the Board of Directors or on any Board Committee;
- (d) fix compensation of directors for serving on the Board or any Board Committee;
- (e) amend or repeal these Bylaws or adopt new Bylaws;
- (f) adopt amendments to the Articles of Incorporation of this corporation;
- (g) amend or repeal any resolution of the Board of Directors which by its express terms is not so amendable or repealable;
- (h) create any other Board Committees or appoint the members of any Board Committees; or
- (i) approve any merger, reorganization, voluntary dissolution, or disposition of substantially all of the assets of this corporation.
- (j) approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

Section 2. Advisory Committees. The Board of Directors may establish one or more Advisory Committees to the Board. The members of any Advisory Committee may consist of directors or non-directors and may be appointed as the Board determines. Advisory committees may not exercise the authority of the Board to make decisions on behalf of this corporation, but shall be restricted to making recommendations to the Board or Board Committees, and implementing Board or Board Committee decisions and policies under the supervision and control of the Board or Board Committee.

Education for Change Public Schools will operate a Family Leadership Council and a Staff Leadership Council which will meet regularly with the President to advise on EFCPS and send delegates to Board meetings to advise the Board as needed.

Section 4. Meetings.

Meetings and actions of committees shall be governed by and held and taken in accordance with the provisions of Article III of these Bylaws concerning meetings and actions of the Board of Directors, with such changes in the content of those Bylaws as are necessary to substitute the Board Committee and its members for the Board of Directors and its members. Minutes shall be kept of each meeting of any committee and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any Board or Advisory Committee not inconsistent with the provisions of these Bylaws.

ARTICLE V
OFFICERS

Section 1. Officers. The officers of this corporation shall be a President, a Vice President, a Secretary, and a Treasurer. The corporation may also have, at the discretion of the directors, a Board Chairman and a Vice-Chairman. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the President or Board Chair. Except for the Board Chairman and Vice-Chairman, officers shall not also be directors (Board members).

Section 2. Election. The officers of this corporation shall be elected annually by the Board of Directors, and each shall serve at the pleasure of the Board, subject to the rights, if any, of an officer under any contract of employment.

Section 3. Removal. Subject to the rights, if any, of an officer under any contract of employment, any officer may be removed, with or without cause, by the Board of Directors or by an officer on whom such power of removal may be conferred by the Board of Directors.

Section 4. Resignation. Any officer may resign at any time by giving written notice to this corporation. Any resignation shall take effect on receipt of that notice by any other officer than the person resigning or at any later time specified by that notice and, unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the rights, if any, of this corporation under any contract to which the officer is a party.

Section 5. Vacancies. A vacancy in any office for any reason shall be filled in the same manner as these Bylaws provide for election to that office.

Section 6. Board Chairman. If a Board Chairman is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Board Chairman is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Board Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 7. President. The President, also known as the Chief Executive Officer shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings.

Section 8. Secretary. The Secretary shall supervise the keeping of a full and complete record of the proceedings of the Board of Directors and its committees, shall supervise the giving of such notices as may be proper or necessary, shall supervise the keeping of the minute books of this corporation, and shall have such other powers and duties as may be prescribed by the Board or these Bylaws.

Section 9. Treasurer. The Treasurer, also known as the Chief Financial Officer, shall supervise the charge and custody of all funds of this corporation, the deposit of such funds in the manner prescribed by the Board of Directors, and the keeping and maintaining of adequate and correct accounts of this corporation's properties and business transactions, shall render reports and accountings as required, and shall have such other powers and duties as may be prescribed by the Board or these Bylaws.

ARTICLE VI CERTAIN TRANSACTIONS

Section 1. Loans. This corporation shall not make any loan of money or property to, or guarantee the obligation of, any director or officer; provided, however, that this corporation may advance money to a director or officer of this corporation or any subsidiary for expenses reasonably anticipated to be incurred in performance of the duties of such director or officer so long as such individual would be entitled to be reimbursed for such expenses absent that advance.

Section 2. Contracts with Directors. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association,

or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

Section 3. Contracts with Employees. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE VII INDEMNIFICATION AND INSURANCE

Section 1. Right of Indemnity. To the fullest extent allowed by Section 5238 of the California Nonprofit Public Benefit Corporation Law, this corporation may indemnify its agents, in connection with any proceeding, and in accordance with Section 5238. For purposes of this Article, "agent" shall have the same meaning as in Section 5238(a), including directors, officers, employees, other agents, and persons formerly occupying such positions; "proceeding" shall have the same meaning as in Section 5238(a), including any threatened action or investigation under Section 5233 or brought by the Attorney General; and "expenses" shall have the same meaning as in Section 5238(a), including reasonable attorneys' fees.

Section 2. Approval of Indemnity. On written request to the Board of Directors in each specific case by any agent seeking indemnification, to the extent that the agent has been successful on the merits, the Board shall promptly authorize indemnification in accordance with Section 5238(d). Otherwise, the Board shall promptly determine, by a majority vote of a quorum consisting of directors who are not parties to the proceeding, whether, in the specific case, the agent has met the applicable standard of conduct stated in Section 5238(b) or Section 5238(c), and, if so, may authorize indemnification to the extent permitted thereby.

Section 3. Advancing Expenses. The Board of Directors may authorize the advance of expenses incurred by or on behalf of an agent of this corporation in defending any proceeding prior to final disposition, if the Board finds that:

(a) the requested advances are reasonable in amount under the circumstances;
and

(b) before any advance is made, the agent will submit a written undertaking satisfactory to the Board to repay the advance unless it is ultimately determined that the agent is entitled to indemnification for the expenses under this Article.

The Board shall determine whether the undertaking must be secured, and whether interest shall accrue on the obligation created thereby.

Section 4. Insurance. The Board of Directors may adopt a resolution authorizing the purchase of insurance on behalf of any agent against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, and such insurance may provide for coverage against liabilities beyond this corporation's power to indemnify the agent under law.

ARTICLE VIII MISCELLANEOUS

Section 1. Fiscal Year. The fiscal year of this corporation shall end each year on June 30.

Section 2. Contracts, Notes, and Checks. All contracts entered into on behalf of this corporation must be authorized by the Board of Directors or the person or persons on whom such power may be conferred by the Board from time to time, and, except as otherwise provided by law, every check, draft, promissory note, money order, or other evidence of indebtedness of this corporation shall be signed by the person or persons on whom such power may be conferred by the Board from time to time.

Section 3. Annual Reports to Directors. Within 120 days after the end of this corporation's fiscal year, the President shall furnish a written report to all directors of this corporation containing the following information:

- (a) the assets and liabilities, including the trust funds of this corporation, as of the end of the fiscal year;
- (b) the principal changes in assets and liabilities, including trust funds, during the fiscal year;
- (c) the revenue or receipts of this corporation, both unrestricted and restricted to particular purposes, for the fiscal year;
- (d) the expenses or disbursements of this corporation, for both general and restricted purposes, for the fiscal year; and
- (e) any transaction during the previous fiscal year involving more than \$50,000 between this corporation (or its parent or subsidiaries, if any) and any of its directors or officers (or the directors or officers of its parent or subsidiaries, if any) or any holder of more than ten percent of the voting power of this corporation or its parent or subsidiaries, if any, or any of a number of such transactions in which the same person had a direct or indirect material financial interest, and which transactions in the aggregate involved more than \$50,000, as well as the amount

and circumstances of any indemnifications or advances aggregating more than \$10,000 paid during the fiscal year to any director or officer of this corporation. For each transaction, the report must disclose the names of the interested persons involved in such transaction, stating such person's relationship to this corporation, the nature of such person's interest in the transaction and, where practicable, the value of such interest.

The foregoing report shall be accompanied by any report thereon of independent accountants or, if there is no such report, the certificate of an authorized officer of this corporation that such statements were prepared without an audit from the books and records of this corporation. The report and any accompanying material may be sent by electronic transmission in compliance with Article VIII, Section 5 of these Bylaws.

Section 4. Required Financial Audits. This corporation shall obtain a financial audit for any tax year in which it receives or accrues gross revenue of \$2 million or more, excluding grant or contract income from any governmental entity for which the governmental entity requires an accounting. Whether or not they are required by law, any audited financial statements obtained by this corporation shall be made available for inspection by the Attorney General and the general public within nine months after the close of the fiscal year to which the statements relate, and shall remain available for three years (1) by making them available at this corporation's principal, regional, and district offices during regular business hours and (2) either by mailing a copy to any person who so requests in person or in writing or by posting them on this corporation's website.

Section 5. Electronic Transmissions. Unless otherwise provided in these Bylaws, and subject to any guidelines and procedures that the Board of Directors may adopt from time to time, the terms "written" and "in writing" as used in these Bylaws include any form of recorded message in the English language capable of comprehension by ordinary visual means, and may include electronic transmissions, such as facsimile or email, provided (i) for electronic transmissions *from* the corporation, the corporation has obtained an unrevoked written consent from the recipient to the use of such means of communication; (ii) for electronic transmissions *to* the corporation, the corporation has in effect reasonable measures to verify that the sender is the individual purporting to have sent such transmission; and (iii) the transmission creates a record that can be retained, retrieved, reviewed, and rendered into clearly legible tangible form.

Section 6. Amendments. Proposed amendments to these Bylaws shall be submitted in writing to the directors at least one week in advance of any Board meeting at which they will be considered for adoption. The vote of a majority of the directors then in office shall be required to adopt a bylaw amendment.

Section 7. Governing Law. In all matters not specified in these Bylaws, or in the event these Bylaws shall not comply with applicable law, the California Nonprofit Public Benefit Corporation Law as then in effect shall apply.

CERTIFICATE OF SECRETARY

I certify that I am presently the duly elected and acting Secretary of Education for Change, a California nonprofit public benefit corporation, and that the above Bylaws are the Bylaws of this corporation as adopted by the board of directors on April 19th, 2005 and amended on August 5, 2020.

DATED: 8/5/20

Sundar Chari,
Secretary



Education for Change Public Schools

CONFLICT OF INTEREST CODE

Revised 8.12.21

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, *et seq.*, the Education for Change hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members, and all other designated employees of Education for Change (“Charter Management Organization”), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter Management Organization, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated employees are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business

entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With the Charter Management Organization: All Statements shall be supplied by the Charter Management Organization. All Statements shall be filed with the Charter Management Organization. The Charter Management Organization’s filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter Management Organization decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter Management Organization Chief Executive Officer, who shall record the employee’s disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation’s directors are directors and have a material financial interest).

EXHIBIT A

Designated Employees

- I. Persons occupying the following positions are designated employees of the Charter Management Organization ("CMO") and must disclose financial interests in all categories defined in "Exhibit B" (i.e., categories 1, 2, and 3).
 - A. Members of the Governing Board and their alternates (if applicable)
 - B. Corporate Officers (President, Treasurer, and Secretary)
 - C. CMO Leadership Reporting Directly to Governing Board (Superintendent of Schools)
 - D. CMO Management Team Reporting Directly to CMO Leadership (Assistant Superintendent of Schools, Chief Strategy Officer, Chief Academic Officer, Director of Site Operations)
 - E. Charter School Principals
 - F. Charter School Assistant Principals
 - G. Director of Human Resources
 - H. Consultants¹

- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of "Exhibit B."
 - A. CMO Directors or Managers in the functions of Finance, Human Resources, Data, Special Education, or Instruction (Director of Human Resources, Payroll Manager, Director of Special Projects, Director of Student Support Services, Director of Data & Analysis, Director of Early Literacy, Director of Mathematics, Director of ELA/ELD, Director of Extended Learning)

- III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of "Exhibit B."
 - A. CMO Directors or Managers in the functions of Technology, Staff Recruitment, or Student Recruitment, (Director of Talent Acquisition,, Director of IT)

¹ The Charter Management Organization Superintendent may determine, in writing, that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Charter Management Organization Superintendent's determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

- B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

Category 2 Reporting:

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Charter Management Organization Chief Executive Officer. Investments include interests described in Category 1.

Category 3 Reporting:

- A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Charter Management Organization Chief Executive Officer. Investments include the interests described in Category 1.



Education *for* Change

Public Schools

Guidebook for

EFC Family Leadership Councils

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Background and Purpose

Research shows that strong home-school partnerships are important for student academic achievement¹ and for teacher retention². There is a perception, however, that low-income parents of color are too busy, too overwhelmed or too apathetic to get involved in their children's school. More than a twenty years of community organizing in Oakland schools has proven this perception to be false.³ The purpose of the EFC Family Leadership Council Guidebook is to provide a helpful structure that encourages close relationships between parents and educators, promotes shared decision-making within schools, and leverages the strengths and resources of the community in service of the students. This guidebook is anchored in [EFC's Family Engagement Rubric](#) and our Theory of Action regarding family partnership.

Theory of Action Regarding Family Partnership

Grounded in our values of [Inclusive, Connected, Interdependent Learners](#), we believe that children are more likely to thrive when families and school staff work together as **equal partners**. We believe that our children are more likely to thrive when...

- Educators make an intentional effort to build trusting relationships with families;
- Educators engage in work to explore their own identity and cultural competence, and are mindful of these dynamics as they build relationships and communicate with families;
- Families and educators engage in frequent two-way communication using the structures most accessible to each family;
- Families are encouraged to share their hopes and goals for their children;
- Educators have frequent opportunities to learn from and further develop families' skills and knowledge regarding how to support their children's learning;
- Families have meaningful opportunities to be part of the fabric of the school (eg. through celebrations of learning, leadership roles, volunteering, employment, etc.);
- Schools provide structured time for all of the aforementioned activities.

¹ Henderson and Mapp, A New Wave of Evidence

² Futernick/West Ed Study

³ Annenberg study

Necessary Conditions

All parents can play a critical role in their children's education if the right conditions exist:

- 1) The entire school staff—principal, teachers, office manager, security guard and lunch lady—value parents as partners;
- 2) Teachers, administrators and classified staff adopt behaviors that are welcoming to families, and reach out when things are going well, as well as when there is a problem;
- 3) The school creates structures to support Family leadership development;
- 4) The school allocates resources for parental involvement, such as funding for a parent coordinator position; routine translation of written communications; translation for parent meetings; childcare for meetings; and scheduling meetings/events at times when parents are able to come; and
- 5) The school intentionally connects families to resources and services designed to support and promote healthy families and communities.

Core Beliefs

Parents in affluent neighborhoods are involved in every aspect of their child's school experience, and low-income families can be as well. Two core beliefs underlying EFC's approach:

- **All parents have hopes and dreams for their children**
- **All families have the capacity to support their student's learning**

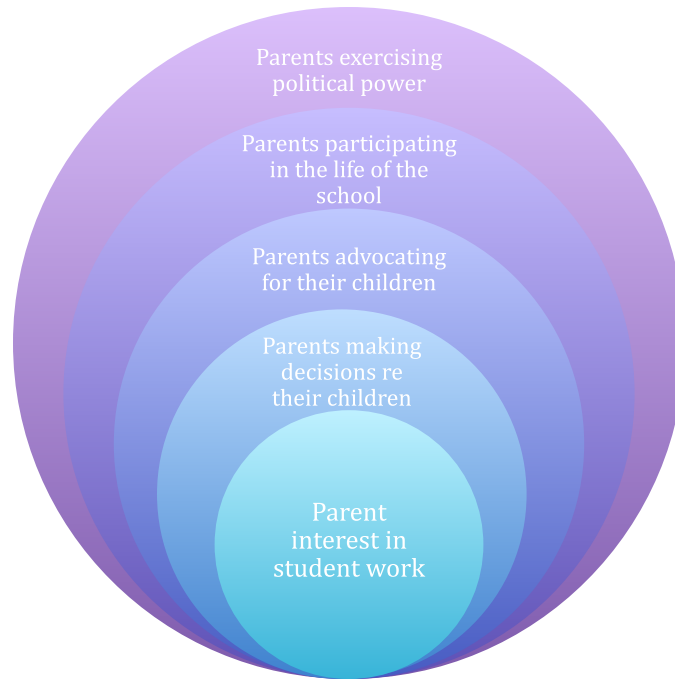
We also believe that it is important to support a variety of parent partnership practices, and to link parent activities to student learning⁴. We expect parents to show interest in their student's work; to make decisions about their children's education; to advocate on behalf of their children; to share in the day to day life of the school as volunteers and decision makers; and to build political will in the larger community to protect and advance the interests of our students and the school.

The Bulls Eye of High Leverage Parental Activities

Affluent parents move with agility among diverse spheres of activities, and our goal is for *all* parents to feel confident and competent in doing the same. The Family Leadership Council structure is designed to support parents to act as full partners in their child's education. Below is a graphic representing parent activities associated directly or

⁴ Beyond the Bake Sale

indirectly with student academic growth.⁵ The strongest association is for “Parent Interest in Student Work.”



Basic Structure of the EFC Family Leadership Councils

Purpose and Function:

The Family Leadership Council is a group of family leaders representing every classroom in the school; it meets monthly with the principal. The Family Leadership Council helps set the direction of the school, becoming familiar with school achievement data, and participating in programmatic decisions. The family leaders provide a dynamic link between the classroom and the home, working closely with the school’s educators and with other parents from their child’s class. Family Leadership Council representatives help the school to conduct meetings, workshops, and events with the parent community during the school year. When necessary, the Family Leadership Council takes on outside issues that impact the families in the school, such as public safety and other neighborhood concerns. The Family Leadership Council might also take on issues that arise with the Alameda County Department of Education, the Oakland Unified School District, as necessary, acting as advocates for the school. Family Leadership Council leaders also fundraise for the school.

5

Organization:

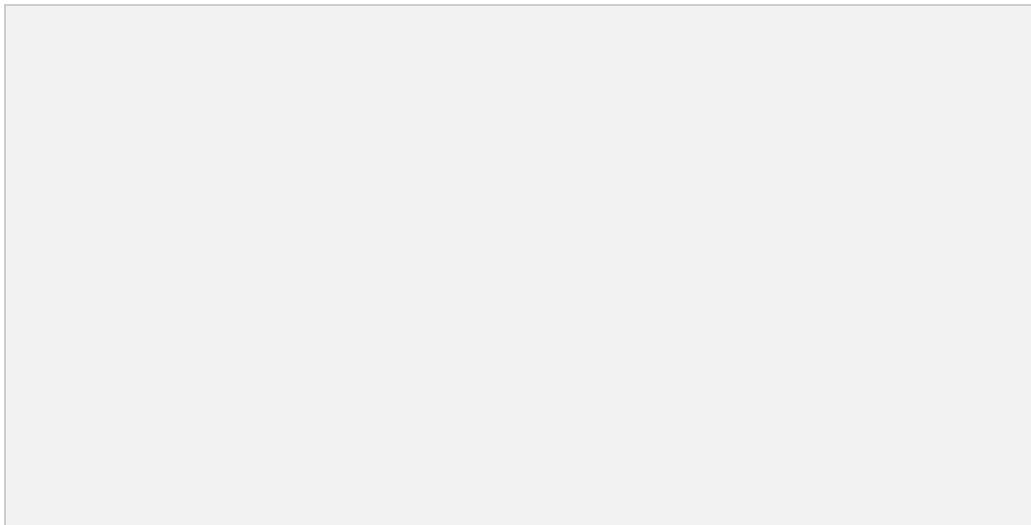
The Family Leadership Council consists of one or more representatives for every classroom in the school. The Family Leadership Council members are elected by each classroom’s parents on back to school night. If a class fails to elect a Family Leadership Council representative on back to school night, then the teacher will recommend a parent to represent his/her class. The Family Leadership Council meets once a month with the principal. The site Principal collaborates with the school Family Coordinator to plan and facilitate the meetings, with parent leaders stepping up to co-facilitate agenda items.

Family Leaders Build a Classroom Constituency

Family leaders are charged with representing the families from their classroom, so they must develop the practice of listening to other parents. They bring information, concerns and discussions from the classroom to the council, and from the council to the classroom. Family leaders are trained in the practice of “1-1” visits as a way to build and maintain strong relationships with other parents; see page 12 for more information about “1-1’s.” Periodically, family leaders hold classroom meetings, which are co-planned with the teacher.

Connection to the EFC Regional Council and Governing Board

The Family Leadership Council from each EFC school elects two representatives to the EFC-wide Family Leadership Council, which meets with the Superintendent of EFC on a monthly basis. The EFC-wide Family Leadership Council elects a parent representative to the EFC Governing Board. Below is a chart of the structure:



Invitation to Families

Role of the School, Role of the Family

In the book *Beyond the Bake Sale*, Karen Mapp and Anne Henderson argue that the primary responsibility for building a partnership between home and school lies with the school staff, especially school leaders.⁶ This is because there are “lopsided” power dynamics between teachers and principals, who are education professionals, and parents, who are not. The power difference becomes magnified when educators come from a different racial, cultural or economic background than the parents. Mapp and Henderson observe that “reaching out” is easier for educators than “reaching in” is for parents.⁷

Parents are more likely to participate in their children’s education if they feel invited by school staff and by their child; if they believe their involvement will help; and if the culture of the school and of the community expects parents to be involved. This cultural expectation can be thought of almost as a “job description” for parents. Interestingly, teachers also need to feel invited by their peers in order to be comfortable reaching out to families.⁸

The most effective invitation to parents is always personal. Sending home a letter is rarely enough for parents to feel genuinely welcomed and needed. Teacher phone calls, and/or a personalized student note, are good ways to follow-up a on a letter. Below is text for a one-page Family Leadership Council flyer, which can be given to families prior to back to school night. It is based on a document used by ASCEND.

BE A FAMILY LEADER AT (Name of school)!

- **Who is on the Family Leadership Council?**
 - Elementary: 2 or more parents from each classroom
 - Middle School: 4 or more parents from each grade level
 - Family Leaders are selected by their peers in each classroom during Back to School Night
- **What does the Family Leadership Council do?**

⁶ Anne T. Henderson and Karen L. Mapp, *Beyond the Bake Sale*

⁷ Anne T. Henderson and Karen L. Mapp, *Beyond the Bake Sale*

⁸ IBID

- Family Leaders are a “bridge” between teachers and other parents – they support both parties to communicate with each other (through one-on-one meetings, phone calls, and co-facilitation of grade level parent meetings)
 - Family Leaders participate in analysis and discussion of school data and our instructional program in order to set budget priorities. Their recommendations, along with those of the staff, are forwarded to the EFC Regional Family Leadership Council, and the EFC Governing Board during budget planning. The Family leaders are also consulted for input on any major issue facing the school (safety, academic program, etc.)
 - Family leaders choose 1-2 community issues to focus on for the year. For example, leaders might choose to work with city officials to improve traffic safety around the school.
 - Some Family leaders also participate in meetings, leadership training sessions, and community actions with partner organizations, such as OCO.
 - Family leaders help to organize and/or volunteer at events such as the Exposition of Student Learning, student registration, and school festivals.
 - The Family Leaders Fundraising Committee raises money for fieldtrips. This group raises money through food sales at events such as the Exposition of Student Learning and through sales of various items throughout the year. The fundraising committee fundraises for every grade, not just for the grades represented by its members.
- **How often do the Family leaders meet?**
 - The entire Family Leadership Council meets once a month, with additional meetings scheduled as needed in order to organize major events.
 - **Who sets the agenda for and facilitates Family Leadership Council meetings?**
 - The meetings are co-planned and co-facilitated by a team consisting of the principal and 3-4 Family leaders. They meet one week prior to the Family Leadership Council meeting to set the agenda and designate meeting roles and responsibilities.
 - **What are our goals for the future?**
 - A greater emphasis on formal training in leadership, with a particular focus on meeting facilitation.

If for some reason, not enough Family leaders are selected during back to school night for every grade level, then teachers can nominate parents to represent their classrooms on the Family Leadership Council. Here is a sample letter that ASCEND uses for this purpose:

[DATE]

Dear _____,

I am writing you because you have been recommended by your child's teacher to represent _____'s class as a parent leader. Our family leaders group meets one Thursday a month from 6 p.m. to 7:15 p.m. to work on issues that will improve ASCEND School and make it a great place for our kids to learn. At these meetings, we work together to fund raise for specific grades as well as the whole school, identify ways that we can get more parents involved in classroom and school-wide activities, learn more about how ASCEND students are doing academically, and work on issues that affect all students (like traffic safety, or school cleanliness).

The responsibilities of being a classroom representative are:

- Attending our once a month meetings
- Helping 3-4 times per year to call about 10 parents in your child's classroom to invite them to participate in class or school events
- Communicating with your child's teacher regularly to see if there are any issues to address in your child's grade level

Our first meeting is on Thursday, September 22, from 6:00 to 7:15 p.m. in Room 202. We will have childcare and dinner will be provided. This will be an important meeting where family leaders will discuss and decide on the direction of ASCEND in the future.

Please indicate below if you would do us the honor of serving as your child's classroom representative this year, and return the bottom part of this letter to the office. We hope that you will join us!

Sincerely,

[Principal]

✂-----✂

Parent Name: _____ Child's name: _____

Yes, I will represent _____'s class as a parent leader this year.

No, I will not be able to represent _____'s class as a parent leader this year.

Election of Classroom Representatives

Back to school night should start with a whole school meeting where the principal welcomes families, introduces teachers, briefly talks about the goals for the year, and describes the Family Leadership Council.

During the classroom portion of back to school night, set aside ten minutes for the election of parent representatives. Make a warm invitation, clearly describing the duties of family leaders (attend monthly meeting, make phone calls) and offer to support the people who take on this role.

Write the names of the people willing to participate on a whiteboard or chart paper. There should be at least one person, but as many as four are welcome, if you have an enthusiastic group. Ask parents to vote “Yes” or “No” on slips of paper, indicating if they agree for the parents who have volunteered to be their representatives. If there are more than four parents who want to be on the council, ask everyone to vote by writing four names on the paper. Count the ballots immediately and announce the outcome. If someone volunteered but was not elected, talk to that person afterward, and offer to help them find another way to participate with the class or school.

Monthly Family Leadership Council Meetings

The Family Leadership Council meetings are co-planned and co-facilitated by the principal and Family Coordinator, with input from family leaders.

Timing of meeting

The Family Leadership Council meetings should be held at a time that is convenient for families.

Food and Childcare

Ask people to come early if there will be food at the meeting, or if they need to take their children to childcare, so that the meeting can start within 5 minutes of the start time on the agenda. It is essential to always start on time, even if not every parent has arrived. This will establish discipline in the group and encourage regular attendance at the meetings.

Timeline of topics

There is a reciprocal nature to the Family Leadership Council. The principal generates topics that are related to the school program and follow a predictable timeline that can be scheduled in advance. Family leaders will also generate topics, and these are not as predictable, although the basic practice of listening to others before and after meetings creates a predictable pattern for parent activity and learning.

Here are some ideas for topics that will position Family leaders to be able to make recommendations at the appropriate times in the budget cycle for EFC Schools, to fundraise, and to address community issues that directly impact the school. Care should be taken to allow parents to choose topics and shape the agendas, finding a balance between the necessary timeline for program and budget decisions, and the interests and passion of parents. Teachers will plan some events, such as data nights or science nights, with parents playing a supportive role.

September:

1. Community building with new and returning FLC members.

2. Lead families in analyzing school wide achievement data (Early Literacy, SBAC, and school culture data from the previous school year); connect the data to plans for the current school year, and solicit input regarding ways to partner with families to address areas of need.

October:

1. Study subgroup achievement data, with a focus on those who are performing below grade level. Connect the data to plans for the current school year.
2. Lead families in identifying advocacy focus areas for the year (eg. neighborhood safety)

November:

1. Analyze T1 academic and school culture progress data, connect the data to initiatives being implemented in the current school year, and identify ways to partner with families to address areas of need.
2. Continue to work on previously identified advocacy issue(s).

December:

1. Winter Celebration

January:

1. Preview February-May site planning process, educating families on how they will provide input.
2. Continue to work on previously identified advocacy issue(s).

February:

1. Analyze midyear academic and school culture progress data, connect the data to initiatives being implemented in the current school year, and identify ways to partner with families to address areas of need.
2. Continue to work on previously identified advocacy issue(s).

March:

1. Discuss program and budget recommendations for next year; connect to data analyzed at previous meetings.
2. Continue to work on previously identified advocacy issue(s).

April:

1. Analyze T2 academic and school culture progress data, connect the data to initiatives being implemented in the current school year, and identify ways to partner with families to address areas of need.
2. Continue to discuss program and budget recommendations, based on academic and school culture data.
3. Continue to work on previously identified advocacy issue(s).

May:

1. Finalize program and budget recommendations, based on academic and school culture data.
2. Continue to work on previously identified advocacy issue(s).

June:

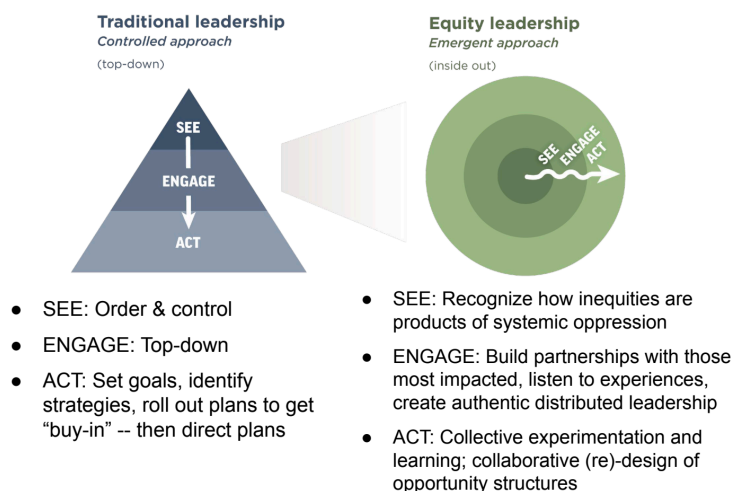
1. Celebration and recognition of family leaders

Classroom Partnership

The family leaders and the classroom teacher will form a team that works closely together over the year. At the beginning of the year, the teacher and parents should get to know each other through one to one conversations and/or small group meetings. The goal is to build trust and a level of comfort that makes it easy to work together. Family leaders support the teacher with classroom projects that require parent participation by activating a parent phone tree. Such projects could include field trips, class parties, fundraisers, parent nights and student led conferences. Family leaders are trained to listen to other parents, engaging them in intentional “one to one” conversations, and can play a mediating role with an angry parent if needed. The goal of the parent leader and the teacher is to build trust and unity by being responsive and respectful to families.

Building an “Equity Leadership” Culture in the School

Unfortunately, most schools function as small bureaucracies nested inside a larger bureaucracy. As a result, almost everyone involved—parents, teachers, students and even the principal—feel powerless to some extent. But schools don’t have to function in that way. We can choose to create an Equity Leadership school culture⁹.



⁹ National Equity Project, [Host Leadership](#)

The benefits of building an Equity Leadership culture:

- Leaders come to know each other beyond a task-oriented agenda, begin to trust one another, and find room to try new things in new ways
- New people can be engaged around their own interests, rather than finding a way to fit into an existing plan
- The school grows a network of people who know and trust each other, and over time are able to take action in a variety of ways
- There is a stronger, more dynamic, more creative school life.

The practice of “one to one” visits can transform school culture

Doing individual “one to one” meetings is the essential strategy for creating an Equity Leadership school culture over time. Family and educator leaders learn how to use the art of conversation. “One to ones” are not interviews, nor are they focused on a specific task. These conversations represent an exchange of views, judgments, and commitments. They are about uncovering issues, developing relationships and cultivating leaders.¹⁰

A “one to one” visit is

- A +/- 30 minute face-to-face conversation with another person
- Getting to know another person and being known by that person
- An inquiry into what matters deeply to a person and why
- An opportunity to know the private motivations each person has for doing public action
- A search for leaders with the talent and desire to change a situation
- A way to identify issues the community cares about

Community Organizing

Oakland has a rich history of community organizing and a diverse group of “base-building” community groups involved with public schools. A recent study by the Annenberg Institute for School Reform documents the contributions of community organizing to improve public education in low-performing schools and districts. These contributions include new or upgraded facilities, whole school reform programs, new resources for teaching and curriculum, and new funding for afterschool programs and family support.⁹ In addition, community organizing addresses outside issues that directly or indirectly impact schools, such as traffic, violence prevention, affordable housing, jobs, immigration, and health care. Effective school leaders see community organizers as allies, and make time to meet with them.

¹⁰ Annenberg Study

Celebration/Recognition for Family Leaders

Family leaders put in long hours over the course of the year in their efforts to support the school. They are internally motivated to do so, out of love for the children, and a sense of responsibility to the community and to the next generation. While Family leaders are not externally motivated, they should be thanked and recognized for their efforts none-the-less. Simple acts of gratitude, a comment, phone call or note after a big event; and planned group activities such as a party or dinner mid-way through the year, or a picnic at the end of the year are important ways of celebrating the accomplishments of the Family leaders, and signaling that their efforts are noticed and valued by teachers and the principal.



**Learning Without Limits
Student & Family Handbook
2023-2024**



Learning Without Limits

SY23/24 Student & Family Handbook Acknowledgment Form



The 2023-2024 LWL Student & Family Handbook is available on our school website and is viewable by QR code. *Hard copies are available upon request.*

By signing this form, I agree to the following:

- Follow the policies and agreements outlined in the 2023-2024 LWL Student & Family Handbook; and
- Confirm receipt of the 2023-2024 LWL Student & Family Handbook Acknowledgment Form.

Student Last Name	
Student First Name	
Grade	

Parent/Guardian Name

Parent/Guardian Signature

Date



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WELCOME!

We would like to welcome all new and returning families to Learning Without Limits, an Education for Change Public School (EFC Public School). At Learning Without Limits, we are dedicated to creating a powerful, engaging learning environment that prepares and inspires ALL students to succeed in college and beyond.

The Learning Without Limits community has attracted some of the best teachers in California. We have an incredibly talented staff that is eager to support and educate your child. Our teachers and staff help students grow into leaders who care about their peers and who are able to act in support of what they believe in.

At Learning Without Limits, students and families are part of a community in which relationships are nurtured and student growth is a collaborative effort. We are grateful that our student and family community is very strong, and we are inspired by our community's ability to roll-up our sleeves and do whatever it takes to support our school. Please continue to get involved - the stronger our partnership, the stronger our students will become!

This handbook is intended to inform families of Learning Without Limits' policies and procedures. Please review the handbook closely with your child, sign the Acknowledgement Form and **return it to the main office**.

If you have questions, concerns, or comments, please do not hesitate to contact us. We can be reached at 510-879-1292.

We look forward to working with you this year!

With respect,



Ms. Fox
Principal

THE EDUCATION FOR CHANGE MODEL

EFC Public Schools is committed to improving outcomes for our students, their families and the communities in which they live. Our children will become self-motivated learners, critical-thinkers and resilient leaders prepared for the academic and professional challenges that await them in life.

EFC students challenge the predictable patterns of performance and access to opportunity in this country by demonstrating the essential academic competencies, personal agency, and integrated identity necessary to be prepared for a meaningful and productive life.

Through our unique model, we transform neighborhood schools into high performing organizations for the children that are most dependent upon them and build strong secondary school options to ensure all children in the neighborhood have access to a powerful K-12 pipeline to success in college and career.

We recruit and develop the most talented, passionate teacher leaders aligned around a common vision of excellence for instruction, committed to improving their practice and disrupting the predictable outcomes in cities like Oakland.



We invest in building the capacity of educators to deliver a powerful, aligned, and impactful instructional program that dramatically accelerates learning for our children.

And we build and maintain strong partnerships with dedicated parents and community organizations, allowing us to provide a full spectrum of education services to ensure success for ALL of our children.

EFC Values

We believe this work must be guided by the following common set of core values:

1. **Connected:** We continually work to build trusting relationships among students, families, staff, and the Oakland community at large. We are an all-hands-on-deck network driven by empathy. We value our collective identity and the individual identities of our community members and scholars such that we have a sense of collective ownership and responsibility for each other and for our scholars.
2. **Inclusive:** We proactively disrupt predictable patterns of opportunity, power, privilege, and performance. We create an inclusive environment where multiple perspectives are not only valued but sought, where people from all backgrounds feel seen and heard and can thrive, and where we all feel a deep sense of accountability to our mission.
3. **Interdependent:** Our success at every level is dependent on our individual and collective sustainability. To that end, we are transparent, creative, and collaborative problem-solvers who seek to build trusting relationships. We are curious and are open to new ideas while also putting systems in place to ensure continuity so that our employees can stay, grow, thrive, and help make good on our promise to our students and families.
4. **Learners:** We support each other to develop and grow so that we can leverage our collective power, intelligence, and passion on behalf of our students. We lean on home-grown leaders who are rooted in our community. Individuals feel known and are provided opportunities to maximize their potential in alignment with their passions and goals.

EFC Instructional Vision

Purpose

The purpose of the EFC instructional principles are to define, at a high level, what we believe must be true for all students to meet our mission.

Over time, these principles will help to align our instructional frameworks and approach and inform our decisions related to program development and instructional support.

Instructional Principles

Principle 1: MASTERY OF KNOWLEDGE AND SKILLS

We believe a core task of educators is to ensure that each student builds the knowledge and skills necessary to reimagine and transform our world, and succeed and thrive within it.

Specifically, students must:

1. Apply learning: transfer skills and content knowledge to authentic and meaningful situations by designing, constructing, and creating new models and solutions
2. Think critically: apply tools and techniques to formulate and solve problems, synthesize and question complex ideas, consider multiple perspectives and revise thinking
3. Communicate effectively: clearly write, speak, and present ideas through a variety of media, within and across disciplines, for diverse audiences and purposes



Principle 2: STUDENT AGENCY

We believe that to succeed in the 21st century, students must develop “agency”, or the capacity to originate and direct actions for a given purpose. Empowering students with agency is complex work, as agency requires we focus on a set of foundational habits to be internalized.

Specifically, students must:

1. Demonstrate growth mindset: readily take risks, recognize and build on personal strengths, consistently work to improve skills through practice and effort, and actively seek resources and feedback
2. Feel a strong sense of self-efficacy: believe in one’s own capabilities to organize and execute strategic action to attain identified goals
3. Self-regulate as learners: set goals, plan, organize, self-monitor, and reflect; maintain awareness of oneself and one’s surroundings; and manage one’s emotions, attention and behaviors to reach identified goals

Principle 3: ACADEMIC ACCELERATION

We believe that all of our students, regardless of background, must make accelerated progress towards mastery of rigorous standards. Because each child has their own unique learning trajectory, we must provide a targeted and strategic program designed to accelerate their learning. To this end, EFC schools provide a Multi-Tiered System of Support that combines universal access to the state standards with coherent supplemental and intensive supports.

Specifically, all students must have ACCESS to:

1. Rigorous grade-level content:
 - Multiple opportunities to engage in learning
 - Multiple opportunities and formats to demonstrate learning
 - Appropriate language and concept scaffolds to support content accessibility
2. Supplemental and intensive supports, as needed:
 - Flexible and responsive direct instruction in rapid data cycles focused on highest leverage skills
 - Data-informed pedagogy that includes progress monitoring and instructional mitigations towards clear learning targets
 - Behavioral and social-emotional supports that facilitate student engagement and access to classroom instruction
 - A strong asset orientation that seeks to acknowledge and celebrate academic growth and build student confidence

Principle 4: ACTIVE ENGAGEMENT

We believe that when students are challenged in meaningful, rigorous and relevant tasks, learning at its core is a joyful experience. Relevant learning requires inclusivity of the diverse backgrounds of all students, social processes that promote collaborative interpretation of ideas, and authentic tasks that mirror the world at large.

Specifically, students must:

1. Sustain attention on rigorous learning tasks: explore all dimensions of a complex problem to build on existing schema and deepen understanding of the world
2. Demonstrate a passion for learning: broaden curiosity through inquiry into authentic, content-integrated tasks



Mission

Our mission at Learning Without Limits is to provide all students with rigorous, culturally relevant, and empowering education - grounded in caring, leadership, achievement, and perseverance - developing liberated students as lifelong learners.

Vision

Learning Without Limits believes authentic, caring relationships develop a joy for learning that allows students to achieve. When students feel seen, valued, and understood, they are able to bring their full selves to the classroom. In this context, students grow into leaders who are problem solvers, who set good examples, and who communicate effectively. LWL students are resilient, persevering through challenges because they are self-directed, self-motivated learners, who drive and advocate for their own learning.

Our school is founded through a partnership between families and teachers who shared a dream of what a school should be. This partnership, as well as our partnership with Education for Change, drive our school's decisions as we relentlessly focus on the continuous refinement of high-quality instruction, strive to close the opportunity gap, and raise empowered leaders who will exit our doors, ready for higher education.

Core Values

Learning Without Limits develops and sustains an exceptional school culture that teaches and rewards positive skills and behaviors. Our culture of positive behavior and academic achievement is grounded on the teaching and practice of our CLAP core values: caring, leadership, achievement, and perseverance. At Learning Without Limits, we will live and exercise our CLAP core values each and every day. Our CLAP core values are listed below:

- **Caring;**
- **Leadership;**
- **Achievement; and**
- **Perseverance.**

Morning Chant

Every morning, we affirm and celebrate our vision for how our students will regard themselves as they leave our doors with our Morning Chant below.

*We stand on the shoulders,
Of those who came before us,
As we grow into leaders,
Who are passionate
And care about making our world better.
We are equipped with skills and knowledge,
Filled with curiosity,
And we know that even when we face challenges,
...We. Will. Achieve! (staccato)*

Mascot & Colors

The Learning Without Limits mascot is Dexter the Dragon. The school colors are burgundy and white. Black and gray will often be used as complementary or alternative colors.

SCHOOL CONTACT

Contact Information



School Contact

Learning Without Limits
 2035 40th Avenue
 Oakland, CA 94601
 (510) 879-1282




District Contact

Education for Change Home Office
 333 Hegenberger Road, Suite 600
 Oakland, CA 94621




School-To-Home Communication

At Learning Without Limits, we do everything we can to see that the families of our students are well informed of all events and activities at the school. We send newsletters once a month with announcements, activities, reminders, volunteer requests, etc., which are printed and placed in the main office for those who do not have technology access. In addition, we use ParentSquare and DeansList to inform families of upcoming events as well as occasional emergency messages. For access to our communication, it is imperative to keep the school informed of changes regarding student information, including mailing address, email address, and telephone numbers.

School Leadership Team

 Nicki Fox	<i>Principal</i>	nfox@efcps.net
 Karen Schreiner	<i>Assistant Principal</i>	kschreiner@efcps.net
 Malena Salazar	<i>Site Operations Manager</i>	msalazar@efcps.net



	<i>Dean of Culture</i>	pfernandez@efcps.net
	<i>Dean of STEM Instruction</i>	pjames@efcps.net
	<i>Dean of ELA & Specials Instruction</i>	choffpauir@efcps.net

SCHOOL SCHEDULE & CALENDAR

Schedule



SCHEDULE		M / TU / TH	W / F	AM RECESS		
Grade(s)	START	END	END	Grade(s)	START	END
BREAKFAST	7:40 AM	8:10 AM				
TK/K	8:15 AM	2:50 PM	1:40 PM	TK/K	10:00 AM	10:15 AM
1		2:50 PM	1:40 PM	1	10:15 AM	10:30 AM
2		2:50 PM	1:40 PM	2	10:15 AM	10:30 AM
3		3:00 PM	1:50 PM	3	9:45 AM	10:00 AM
4		3:00 PM	1:50 PM	4	10:55 AM	11:10 AM
5		3:00 PM	1:50 PM	5	10:55 AM	11:10 AM
LUNCH			PM RECESS			
Grade(s)	START	END	Grade(s)	START	END	END
TK/K	11:15 AM	11:35 AM	TK/K	11:35 AM	11:55 AM	
1	11:55 AM	12:15 PM	1	12:15 PM	12:35 PM	
2	12:15 PM	12:35 PM	2	11:55 AM	12:15 PM	
3	11:35 AM	11:55 AM	3	11:15 AM	11:35 AM	
4	12:35 PM	12:55 PM	4	12:55 PM	1:15 PM	
5	12:55 PM	1:15 PM	5	12:35 PM	12:55 PM	

Annual Calendar

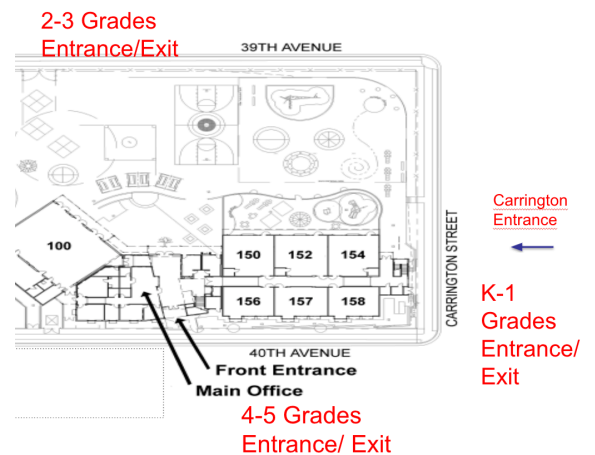
See <https://www.efcps.org/learning-without-limits> for the annual calendar and additional information. Hard copies of the annual calendar are also available in the main office.

ARRIVAL & DISMISSAL

Drop-Off & Pick-Up

Drop-off and pick-up takes place at different gates for specific grade levels. See map below.

- Grades K-1: side gate on Carrington Street
- Grades 2-3: back gate on 39th Street
- Grades 4-5: main entrance on 40th Street



Parking

Please note that traffic can be a challenge, especially in the morning for arrival and the afternoon for dismissal. Support us



and each other during arrival and dismissal by refraining from double parking. If you would like to drop off or pick up your child from the grade-level gate in person, please find parking in our neighborhood and then drop off or pick up your child from the grade-level gate. The map is shown below.

On the first and third Wednesdays and Thursdays of the month, there is street sweeping between 9:00am and 12:00pm. Be mindful of which street you park on during street sweeping days to avoid receiving a citation from the city.

Arrival

Students are expected to be at school and engaging in our Community Chant by 8:15am every school morning. All grade-level entrances close at 8:15am. After 8:15am, students are tardy and must enter the school building through the main entrance on 40th Street.

Our school opens at 7:40am every morning. There is supervision in the cafeteria and the yard starting at 7:40am. There is no adult available before 7:40am; families must drop off students to school, starting at 7:40am.

Breakfast is served in the cafeteria from 7:40am to 8:10am. Breakfast is available free of charge to all students.

Students are not allowed in the hallways, pod area, or the main foyer before our Community Chant, unless they are accompanied by a family member or an adult due to a scheduled meeting with a team member or other reasons.

Dismissal

All students who are not in the After School Program (ASP) must be picked up or walk home within 10 minutes of dismissal time. See grade-band dismissal schedule for regular days (Mondays, Tuesdays, and Thursdays) and minimum days (Wednesdays and Fridays) below.

	Regular Day: M / Tu / Th	Minimum Day: W / F
Grades K-2	2:50pm	1:40pm
Grades 3-5	3:00pm	1:50pm

Only Grades 4-5 students with a signed “Permission to Walk Home” form may walk home on their own.

Any adult picking up a student MUST be on the Emergency Cards. If another family member or acquaintance is picking up a student, please notify the main office if the adult is not on the Emergency Cards. For safety reasons, students will not be released until the school receives confirmation from the family/guardian.

Late Pick-Up

All students who are not in the After School Program (ASP) must be picked up or walk home within 10 minutes of dismissal time. Students who are not picked up within the first 10 minutes of dismissal time are considered to be a late pick-up. Gatekeepers will bring students to the main office and the main office team will call families to pick up their child.

Each time a student is picked up late, the main office team will make a note. After three late pick-ups, the Dean of Culture will schedule a phone conference with the family of the student and problem-solve with the family regarding pick-up.

SCHOOL CAMPUS



Closed Campus

Students are to stay on campus from the time they arrive at school until they are dismissed. Students leaving campus without permission will be subject to appropriate school discipline (see “Student Discipline” section). At times, students may leave campus for a field trip. Families and guardians will be notified of these dates, and must sign the appropriate permission slips. All school rules apply.

The Global Family Elementary School campus is off limits to Learning Without Limits students and vice versa when school is in session. In addition, students should only access the MPR/Cafeteria during lunch and other school culture events such as CLAP assemblies. Students will be able to use the courtyard during separate, supervised lunch, morning recess, and afternoon recess during the school day.

Cafeteria

The cafeteria also functions as the multi-purpose room (MPR). Once students get their breakfast or lunch, students must sit down and eat to avoid choking (while running or moving about).

Only adults with a cleared TB test and fingerprint clearance submitted to the main office may be in the cafeteria during breakfast and lunch.

Bathrooms

Bathrooms should be kept clean and quiet at all times. There is no playing or bullying allowed in the bathrooms. Students must request permission from an adult before going to the bathroom. After permission is granted, students must have a pass to go to the bathroom.

If there is a problem with a bathroom, students should notify an adult or report the problem to the main office.

The only adults who should ever be in the student bathrooms are custodians and staff members who are supervising or dealing with a specific problem. If a student sees an adult in the student bathroom whom the student does not know, the student should leave the bathroom and notify a staff member immediately.

Families/guardians and visitors must use the main office bathrooms.

Hallways

Students must request permission from an adult before going to the bathroom, main office, or another classroom. After permission is granted, students must have a pass on their way to their destination. In the hallways, students are expected to walk on the right side of the hallway in a safe and quiet manner so as not to interrupt learning happening in other classrooms.

Courtyard

Staff members supervise students during all recess times and as part of morning arrival between 7:40am to 8:15am. Students may not be on the courtyard during class unless accompanied by an adult.

During recess, students on the courtyard must use the bathrooms next to the main building and not enter the hallways because there is no hallway supervision.

Visitors

Guest-students, siblings, friends, and other relatives may not attend class if they are not enrolled. To ensure minimum interruption of our academic program and prioritize the safety of our school community, visits during school hours must be arranged at least 24 hours in advance with the teacher or staff member and Principal/designee. If a meeting or conference is desired, an appointment must be scheduled with the teacher during non-instructional time.



Visitors who do not comply with school policies will be asked to leave. Families are able to come into school by appointment. All families and all visitors must check in at the main office and receive a visitor's sticker pass prior to entering the school.

[EFC Visitor Policy](#)

Volunteers

Learning Without Limits welcomes volunteers in the main office and school campus. All volunteers must sign up as a school volunteer with the main office, fill out required documentation, and complete volunteer training before volunteering at Learning Without Limits.

[EFC Volunteer Policy](#)

FAMILY INVOLVEMENT

Family involvement and engagement is an important part of creating a successful learning community at Learning Without Limits, and necessary to fulfilling the school's vision.

Family Leadership Council (FLC)

The Family Leadership Council (FLC) serves as the Local Governance. The purpose is to address and provide an opportunity for the school community to give input on instructional and non-instructional issues as they pertain to the school, including: curriculum, budget, schedule, student health and welfare, programs, procedures, and other issues, as deemed appropriate.

Interested families/guardians should contact the main office for more information. The Family Leadership Council (FLC) meets once a month, on the first Tuesday of each month from 5:30-6:30pm. Spanish translation is available.

OPERATIONS

Dress Code & Uniform

Student and staff dress should be appropriate for a positive learning environment. Optimally, students and staff will dress each day as though they are going to work in a professional environment.

All students are expected to wear the Learning Without Limits uniform polo shirt and/or sweater, along with black or khaki uniform pants, shorts, or skirts. Pants are encouraged as children may fall or trip during play. Skirts must come down to two inches above the knee or longer.

Students must wear shoes that are suitable for running and playing. Students must wear closed-toed shoes and may not wear heelies, dress shoes, or sandals to school.

Clothing, apparel, and/or accessories that could be construed as sexual, violent, inappropriate (such a drugs and alcohol), or gang-related may not be worn to school.

If a student arrives at school not in uniform, the student will be given a loaner polo shirt and/or sweater to borrow for the day.

Contacting Students at School

If families experience an emergency at home, please call the main office and the main office team will call the classroom and request the child to come to the main office. However, please consider that the school tries not to



interrupt learning. Families should not expect students to answer cell phones or return text messages during school hours.

If students need to make a phone call home during school hours, they must check in with the main office and use the school phone in between classes: before school, during morning recess/lunch/afternoon recess, and after school. Students may not make a phone call in the main office or use the classroom phone to call families during class.

Food & Drink

To maintain and promote a professional atmosphere, and protect our equipment and facilities, food and drinks will be allowed only during designated eating times and in designated eating locations. Food must only be eaten in the cafeteria or outside during morning recess or afternoon recess. There is to be NO food and/or drink (except water) in classrooms. Drinking bottled water is acceptable, except when working with digital technology.

Good nutrition helps children grow and learn. Oakland schools, including Learning Without Limits, adheres to the Wellness Policy and follows the Healthy Food Guidelines. Foods that meet the Healthy Food Guidelines include: fruit, vegetables, dairy food, protein, and whole grain food. Foods that are **NOT** okay on school campus include: fried chips (i.e., Flamin' Cheetos, hot chips, cheesy nachos, and potato chips, etc.); candy (i.e., chocolate, lollipops, gummies, etc.); sugary drinks, including soda and energy drinks; and fast food.

No gum, candy, chips, soda, energy drinks, fast food, or nuts are allowed at school. If a student brings food that is not allowed, it will be taken and returned at the end of the school day. If a student continues to bring food that does not meet the Healthy Food Guidelines, they will be taken and returned to the families/guardians.

Fruit and vegetables are healthy snack alternatives. Students may eat a snack during morning and afternoon recesses.

Students are discouraged from sharing food. Many children have food allergies or dietary restrictions.

Lunch

All families/guardians complete and fill out an application for free and reduced-priced meals at the beginning of the school year, during Registration Day.

Lunch Drop-Off

Families/guardians who are dropping off lunch for students must drop off the lunch at the main office. The main office team will distribute lunch at the beginning of each grade-level lunch. Students may not be taken out of class to retrieve lunches from families/guardians.

Birthday Celebrations

In order to make celebrations fair for all students, Learning Without Limits maintains the following birthday celebration expectations. The school recognizes that each child's birthday is a special event and enjoys celebrating with students. However, the celebrations should not create a competition between students or interfere with learning.

Families/guardians are encouraged to bring and drop off individual healthy treats to share with the whole class. Birthday celebrations must occur during the last 15 minutes of the school day or after school only. **Families/guardians and teachers must inform the main office at least 24 hours in advance of the birthday celebration.**

Toys

Students may not bring personal toys, stuffed animals, trading cards, music players, electronic devices, or games to school. Personal items from home often get lost, broken, or taken and cause disagreements among students.



If a teacher or an adult sees any personal toys, stuffed animals, trading cards, music players, electronic devices, or games, s/he will hold the items for the student until the end of the school day.

Lost & Found

In order to help the school return lost items to students, clothing articles, backpacks, and other items should be labeled with the student's name, using a permanent marker. All items presumed to be lost or misplaced by students will be placed in the Lost & Found metal rack and bin by the main entrance. Operations team members will check items for labels to return items to the owners. Unclaimed items without labels or names will be donated to a local donation center the first Monday of each month. The school assumes no responsibility for lost items.

Family Tips

- Label or write the **child's name with permanent marker** on his/her coats, jackets, hoodies, sweaters, backpacks, lunch boxes, and water bottles so items can be easily identified if lost or misplaced.
- Everyone loses things now and then. When students lose something, they can look for it in the Lost & Found metal rack and bin by the main entrance. When students find lost or misplaced items, they can bring the items to the Lost & Found metal rack and bin by the main entrance. If the item is valuable (costs more than \$100), students should bring the item to the office for safekeeping.
- Items that are not necessary for school, especially valuable ones, are best left at home.

Lost and/or Misplaced Items

1. Check the Lost & Found metal rack and bin by the main entrance.
2. If the item is not there, check again after a day or two because someone might have found the item and turned it in later.
3. If the item has not been turned in to the Lost & Found metal rack and bin, inform the main office.

Field Trips

Learning Without Limits always strives to make learning relevant. This entails frequent interaction with resources outside of school. Therefore, families/guardians must sign a Field Trip permission form for each field trip. Families/guardians are notified in advance when students will be taking a field trip and will receive additional forms and information regarding the specific details of the field trip.

ATTENDANCE

At Learning Without Limits, the school expects students to come to school on time, every day. More time in class means more time for learning, thereby preparing all students to access and excel in the college and career of their choice. Every minute of a child's time at school is important. Students who are absent for even one day, or who arrive late to school, miss valuable learning time and can easily fall behind in school. While there are legitimate reasons to miss school such as illness (including COVID-19) and bereavement, students should be in school at all times so they can meet their full academic potential while attending Learning Without Limits. Families/guardians are responsible for sending students to school everyday and planning vacation trips and absences for personal reasons during school breaks so that the education process is not disrupted.

Daily attendance is taken electronically by 8:30am every school day. If a student is not in class and the main office cannot determine a reason for the absence, the student's family/guardian will be called.

Students who demonstrate perfect attendance will be recognized during CLAP assemblies and community celebrations throughout the school year!

Reporting & Clearing Absences



If a student will be absent, please notify the main office (510-879-1282) or stop by the main office to notify and provide a reason for the absence. If a student is marked absent and the main office has not received a phone call or notice of absence, the main office will call the family/guardian.

After the eighth (non-consecutive and consecutive) absence, a doctor’s note is required to be submitted to the office for the absence to be excused. A doctor’s note must be turned in for absences of more than three consecutive days. Families/guardians must clear absences within 24 hours immediately following an absence. Absences must be cleared within three days; otherwise, it will be considered an unexcused absence.

Students may be disenrolled after 10 consecutive absences without a response from the family/guardian.

Students who are absent three days without an excuse will receive a SART letter. Multiple SART letters can result in not attending and/or participating in school culture events (i.e., spirit week, field trips, etc.), court fines, and disenrollment from Learning Without Limits.

Excused & Unexcused Absences

Families/guardians will be contacted in the event there is an excused or unexcused absence. All absences will be indicated on weekly student reports from DeansList and trimester report cards.

Excused Absences	Unexcused Absences
<ul style="list-style-type: none"> ● illness (<i>medical note required for 3+ days</i>) ● injury (<i>medical note required for 3+ days</i>) ● quarantine (COVID-19) ● medical/dental appointments ● funeral services ● immunization ● religious holidays ● court appearances 	<ul style="list-style-type: none"> ● unverified absences ● leaving campus without permission ● personal reasons ● vacation

Independent Study

If a student is going to be out of school for more than three days, an Independent Study (IS) Contract may be assigned to the student upon approval from the Principal.

IS will only be approved for the following reasons:

1. quarantine;
2. health/medical reasons for 3+ days with documentation;
3. “home and hospital” instruction; and
4. bereavement (up to 3 days if domestic and up to 6 days if international).

IS exceeding 14 days in one academic year shall only be approved for the following reasons:

1. quarantine;
2. health/medical reasons; or
3. “home and hospital” instruction.

To request for an Independent Study (IS) Contract, stop by the main office and inform the Attendance Manager at least two days prior to the start of the Independent Study (IS) period so that the Principal can review the request, and upon approval, provide assignments while the student is out. The Independent Study (IS) contract needs to be approved, signed, and reviewed in full before taking effect.



Independent Study (IS) is offered as an alternative instructional strategy, not an alternative curriculum or approach to attending school.

[EFC Independent Study Policy](#)

Tardies

Students are expected to be at school and in Community Circle by 8:15am every school day. All grade-level entrances close at 8:15am. After 8:15am, students are tardy and must enter the school building through the main entrance on 40th Street. Students must pick up a tardy slip from the main office before entering class.

Early Release

To ensure the safety and learning of all students, students are expected to stay in school until their dismissal time. **Learning Without Limits will not be releasing students during the last 30 minutes of school. Please schedule routine medical or other appointments before or after school day hours. Keep in mind that Wednesdays and Fridays are minimum days; therefore, Wednesday and Friday afternoons are the best times to make medical or other appointments.** In the event that this is not possible, families/guardians must phone, email, or send a note to the main office before students may leave campus.

When picking up a student, please notify the main office and the main office team will call the classroom and request the child to come to the main office. The student must wait in the main office until families/guardians arrive. Families/guardians must go to the main office to sign in and out students.

When students return from appointments, they must check back in at the office before going to class. In order to excuse the absence, a doctor's note must be provided.

Truancy

In California, all children are required by law to attend school between the ages of 6 and 18, and must have good attendance records as well. If the student is under the age of 6, the school is still required to follow the same procedure as the student is the school's responsibility.

Students who are absent three days without an excuse will receive a SART letter and will be entered into the Learning Without Limits's SART (School Attendance Review Team) and SARB (School Attendance Review Board) process.

Chronic Absences

Students who are absent for more than 10% of school days and/or who are consistently tardy (tardies over 30 minutes) more than 10% of school days are considered to be chronically absent. Chronic absences cause extended loss of learning and instructional time. Extended loss of learning and instructional time leads to students falling behind and possible retention. Students considered to be chronically absent (missing more than 10% of their days enrolled) will be entered into the Learning Without Limits's SART (School Attendance Review Team) and SARB (School Attendance Review Board) process.

SART & SARB Attendance Review Procedures

Attendance data is reviewed on a weekly and monthly basis. The Learning Without Limits's SART (School Attendance Review Team) and SARB (School Attendance Review Board) process is described below:

1. SART Letter 1 Notification and Attendance SART Meeting 1 at Learning Without Limits;
2. SART Letter 2 Notification and Attendance SART Meeting 2 at Learning Without Limits; and
3. SART Letter 3 Notification and Attendance Review SARB Meeting at Education for Change Public Schools.



For students who do not meet the attendance goals agreed upon during SART and/or SARB meetings, Learning Without Limits and Education for Change Public Schools may make a report to the Truancy Officers with Alameda County.

STUDENT HEALTH & WELFARE

Emergency Cards

Each student must have an Emergency Card, available in the registration or re-enrollment packet, completed by his/her family/guardian. The Emergency Card is kept on file in the main office. The Emergency Card includes the following information:

1. Family/guardian complete names, address, and home telephone numbers;
2. Family/guardian work telephone numbers and cell numbers;
3. Other authorized adults' complete names, addresses, and telephone numbers who can be called in an emergency when a family/guardian cannot be reached; and
4. Medical and health information.

Please keep this information updated throughout the year to assist us in helping your children. To ensure student safety and timely communications, it is imperative to keep the school informed of changes regarding student information, including mailing address, email address, and telephone numbers.

Medications & First Aid

Whenever possible, families/guardians will be notified if a student requests an ice pack or has another health-related request.

Whenever possible, medication should be given at home. However, if a student needs to take medication during school hours, the school requires the following:

1. The family/guardian must complete and turn in the Medication form to the main office. The Medication form must be accompanied by a healthcare provider and must be filled out each year.
2. The family/guardian must bring all medication in its original container to the school for dispensing. The medication cannot be brought to school in old or odd bottles, plastic bags, foil, or envelopes. Please remember to pick up the child's medication at the end of the school year.
3. Except with written permission, students may not keep medication in their backpacks, desks, or clothing.
4. Students needing Epi-pen for allergic reactions, inhalers for the treatment for asthma, or insulin for students with diabetes are allowed to keep medication in their backpacks, desks, or clothing if the family/guardian and the physician filled out and signed the Medication form.

It is also advised that the families/guardians and physician fill out the [School Asthma Action Plan](#) and/or the [Food Allergy Action Plan](#) for students with either of these conditions.

All forms are available in the main office.

Head Lice

The goals of providing a healthy and safe environment for students with head lice are to: (1) maximize academic performance; and (2) minimize absences due to unnecessary exclusion of students with head lice.

To better manage and to limit the spread of head lice infestations, staff members shall report all suspected cases of head lice to the main office. Upon notification, office staff shall examine the student. If nits are found, but there are no live (crawling) lice on the hair, the student will be re-inspected within 7-10 school days.

If live (crawling) lice are found on the hair, the parent/guardian shall be notified by the end of the day via phone and/or a note sent home with the student. **THE CHILD WILL NOT BE SENT HOME OR EXCLUDED FROM**



CLASS. The parent/guardian shall be provided information and encouraged to verify treatment as soon as possible. If the parent/guardian is unable to afford treatment, the student will be referred to appropriate community services. Parents/guardians in the affected classroom will be notified to encourage parents/guardians to check their children and to treat, if appropriate; and to examine students most likely to have had direct head-to-head contact with the affected student.

Students affected with head lice shall be discouraged from direct head-to-head contact with other students. Staff members shall maintain the confidentiality of students identified as having head lice.

Accidents & Illnesses

If a student is hurt, has a fever of 100 degrees or higher, tests positive for COVID-19, or comes down with any type of illness that prevents the student from continuing the school day, the student's family/guardian will be called and notified. The student must then stay in the main office until the family/guardian picks the student up.

Care & Supervision of Students

Teachers and staff members may not send a student out from the school campus for any reason without permission from the Principal.

If a student needs to stay after school, teachers must inform families/guardians ahead of time. All students kept after dismissal must be supervised by an adult until they are picked up by families/guardians.

Adults must get permission from families/guardians to transport students to or from school.

Learning Without Limits will only release a student to individuals listed on the student's Emergency Card unless a family/guardian provides written or verbal permission to the main office for someone else to pick the student up.

Families/guardians must provide permission before Learning Without Limits can take photographs or videos of students for publicity purposes.

Food Allergies & Dietary Restrictions

Families/guardians are responsible for informing the main office and teachers know about students' food allergies and other dietary restrictions. Families must fill out and submit a form for students' dietary restrictions.

Emergency Preparedness

A Safety Plan for all Education for Change Public Schools governs what happens at Learning Without Limits in the event of an emergency. The objective of the Safety Plan is to provide effective action to minimize injuries and loss of life among students and school personnel in case of disaster during school hours. The Principal, working in cooperation with County disaster officials, will make decisions and determine actions within the framework of student and employee safety.

Emergency Procedures

All students are to remain on campus. Based on the nature of the emergency, they will be instructed to:

1. Stand by (stay where they are);
2. Take cover; and
3. Evacuate the building and assemble, with school staff, in predetermined areas.

Evacuation routes are posted in each classroom and workspace. Under no circumstances will teachers release their students unless given directions to do so by the Principal. Any adult calling for a student will be required to identify him/herself to an assigned staff member before being allowed to take a student out of school.



Families in Transition

Families in transition are welcome and encouraged to enroll at Learning Without Limits. The McKinney-Vento Homeless Assistance Act ensures educational rights and protections for children and youth experiencing homelessness.

Our school's McKinney-Vento Coordinator is our Site Operations Manager, Berenice Cortez. Unhoused youth and families should contact Berenice Cortez (bcortez@efcps.net) for assistance with enrollment applications, referrals to services, access to technology, and other questions.

ACADEMICS

Grading

Learning Without Limits implements a standards-based grading system across all grade levels organized by Common Core State Standards, California Content Standards, and Next Generation Science Standards.

Students at Learning Without Limits receive standards-based report cards that reflect student progress towards mastering grade-level standards each trimester. We expect all students to demonstrate mastery of all standards by the end of each grade level. Learning Without Limits students are graded on a scale of one to four for each standard, with the average point value of all standards for a given content area corresponding to a numeric score.

Formal trimesterly report cards are mailed out to families three times per year, at the end of each trimester. These report cards are also shared with families during family conferences, which occur each trimester. Families of students identified as requiring additional support to meet grade-level standards will be invited to participate in a COST meeting with all relevant stakeholders.

Promotion

Learning Without Limits is committed to setting up all students for success, so the school maintains rigorous standards for promotion. The promotion policy takes into account two factors: (1) reading level and (2) grade-level standard mastery in core content areas, as specified on report cards.

In compliance with IDEA, all students who have IEPs will be promoted to the subsequent grade level based on the successful completion of their IEP goals in alignment with our school's promotion policy.

Retention

If the school determines a student is not academically ready for the next grade despite multiple interventions and supports given throughout the year, the school reserves the right to retain a student and will make the decision in service of the student's best interest and long-term academic and personal success. In developing the retention policy, the school took into account the detrimental effects of social promotion, which can lead to significant academic gaps in middle school and high school.

When students are socially promoted without demonstrating appropriate grade-level proficiency, students may experience academic challenges with more advanced work as a result of not having mastered previous grade-level standards. Thus, the school makes decisions around retention and promotion carefully, in consultation with relevant stakeholders, such as families, teachers, and school leadership team members, considering reading level and grade-level standard mastery in core content areas.

If retention is a possibility, then our school leadership team works closely with the student's family to determine appropriate next steps, grounded in the student's best interest. Families of students who are likely candidates for retention will be notified by the school leadership team during Trimester 2 family conferences. Families will also be invited to attend a meeting with the Principal to discuss continued action steps for supporting student



success through the COST process and to clearly communicate promotion requirements. Teachers and the grade-band Assistant Principal will provide promotion or retention recommendations for all students and the Principal will make all final promotion or retention decisions.

Homework

At Learning Without Limits, the goal is to prepare students for the expectations they will be asked to meet in middle school, high school, college, and beyond. Each grade level at Learning Without Limits determines their own grade-level policies regarding homework in an attempt to meet students at their developmental level and, at the same time, prepare them for college.

Academic Integrity

Learning Without Limits takes academic integrity seriously. Plagiarism and cheating of any kind are not permitted. Students may not look at and/or copy from the test, assignment, or digital work of another person; they may not let anyone look at and/or copy from their own test, assignment, or digital work. Students may not offer verbal help or pass notes to other students regarding a test. Students may not complete the work of another student. Teachers and administrators will enforce the honor code, but it is the responsibility of Learning Without Limits students to uphold it. By signing the handbook, Learning Without Limits students make a commitment to completing their own work and maintaining high ethical standards (reference: *Stanford University Honor Code*).

STUDENT SUPPORT & DISCIPLINE

Restorative Practices

“Restorative Practices” is an approach to school culture and discipline that focuses on repairing harm before assigning punishments. Teachers and students who are in conflict have a conversation about how their actions affected each other and what they can do to fix the situation. The method reduces punitive discipline and builds relationships that feed a positive school culture.

Learning Without Limits strives to use restorative practices whenever appropriate and feasible. Learning Without Limits believes that students can learn from mistakes and that the goal of the adults on campus should be to focus on restoring harm caused between community members rather than to dole out punishments.

Circles

One of the key aims of our restorative justice program at Learning Without Limits is to build a sense of community among students, and between students and adults at school. For cooperative and trusting relationships to best develop, students need to feel a high level of pride in membership and a high level of respect at school. Homerooms serve as the place where students participate in Community Circles to begin developing these types of relationships that leads to a successful restorative community. To belong, each student has to be seen and heard. The Circle process used in homerooms provides the means for everyone to belong and to feel significant under any circumstance. The goal of Circles includes flattening the hierarchy between various members of a school community.

Trauma-Informed Practices

A trauma-sensitive learning environment is one in which each student can feel appreciated and cared for by adults in the school, while being held to clearly articulated high standards for behavior that are reinforced through positive interventions and relationships. The goal is to help all students become more self-disciplined both in and outside of class. Instead of focusing on punishing students, Learning Without Limits aims to model, teach, and practice desired behaviors with students (adapted from *Circle Forward* by Carolyn Boyes-Watson & Kay Pranis and from *Getting Classroom Management Right* by Carol Miller Lierber).



Restorations

Restorations are the school's primary pathway to model, teach, and practice desired behaviors with students. When a student receives a referral, they must also complete a reflection form that guides them through the process of:

1. Taking responsibility for their behavior;
2. Acknowledging how their behavior affects others;
3. Restoring relationships and carrying out restorative consequences; and
4. Practicing how to change their behavior next time.

Repairing Harm

If a member of the school community causes a serious harm (one resulting in substantial physical or emotional damage), the school leadership team will respond in a manner that ensures safety for all students and provides an opportunity for the people involved to express their needs. The Circle is a process that seeks to attend to the whole person and to provide space for emotional, social, and moral development alongside the consequences required by local and state policies. In addition to being held accountable to these consequences, students restore their place in the learning community, repair harms done or experienced, and learn valuable skills necessary for handling conflict in a more peaceful and productive manner in the future.

Behavior Response

When responding to students who are not meeting expectations, the staff at Learning Without Limits take the following steps:

1. Try to understand what led the student to act the way the student did;
2. Help the student reflect so that s/he understands how her/his actions hurt her/him and other community members;
3. Help the student make things right with the people s/he hurt; and
4. Help the student make a plan so that s/he does not experience the same problem again or knows how to handle the situation in the future.

Classroom-Managed vs. Office-Managed Behaviors

Classroom-Managed Behaviors (Teacher-Led)	Office-Managed Behaviors (Admin-Led)
<ul style="list-style-type: none">● Minor insults or talking back● Unkind language● Off-task talking● Refusal to attempt work after appropriate scaffolds (ie. chunking work, star chart) and after checking in to determine student needs.● Refusal to comply with safety protocols including requirement to wear mask● Calling out● Roaming/wandering in class● Play fighting● Off-task contact (touching a neighbor or their materials w/o permission, sitting in someone else's space, pushing in line, poking with pencil)● Undirected and directed profanity● Throwing materials without intent to harm (e.g.	<ul style="list-style-type: none">● Unsafe language (i.e., insults based on race, gender, orientation directed to another individual(s))● Bullying another student● Unsafe behavior (i.e., climbing, standing on top of containers, throwing objects with intent of harm)● Physical aggression or altercation with intent to harm● Elopement from class if unsafe or persistent (3 times or more in a class period)● Continued off-task behavior (same or different from the classroom-managed behavior list) after 3 interventions● Intentional damaging of school property● Stealing● Possession of a dangerous object



throwing pencil across room)	
Appropriate Responses & Consequences	Appropriate Responses & Consequences
<p>Appropriate Consequences:</p> <ul style="list-style-type: none"> ● Active Ignoring paired with positive narration for other students doing the right thing ● Reminder ● Redirect ● Reset ● Restorative conversation <p>If the behavior persists:</p> <ul style="list-style-type: none"> ● Phone Call Home ● Loss of Privilege ● Make Up Time or Give Back 	<p>Appropriate Consequences*:</p> <ul style="list-style-type: none"> ● Push-in support and modeling ● Loss of privileges (e.g., choice time, recess) ● Community service ● Facilitated conversation ● Behavior contract ● Family meeting ● Family sit-in ● In-School Suspension (Dean of Culture Office) ● Out-of-School Suspension

Proactive Measures	
Whole Class/Tier 1	Individualized/Tier 2
<ul style="list-style-type: none"> ● Intentional relationship-building, student interest survey, time outside-of-class/school time ● Model, re-teach & practice desired behaviors ● Incentive systems (individual, group, whole class) ● Build in more student talk time and/or choral response ● Use Community Meeting to address consistent class behavioral challenges ● Use of forced-choice language ● Respond predictably and equitably to student behaviors on card/clip chart 	<ul style="list-style-type: none"> ● Offer a break in class (<5 min) ● Strategic leadership positions or “Special Helper” job ● “Secret Signal” for a break ● 1:1 check-ins with teacher ● Problem-solving conference with student ● Behavioral goal-setting conference w student ● Strategic seating and/or partnership ● Family phone call/conference ● Conflict mediation ● Practice during preferred activity (recess, choice time)

Classroom Management Plan (6 R’s System)

Learning Without Limits knows that consistency is key in developing positive student behavior. Therefore, every grade-band classroom uses the same classroom management plan. R’s may be skipped depending on the severity of the behavior.

	Grades TK-2	Grades 3-5
R1	Reminder (Blue)	Reminder
R2	Redirection (Green)	Redirection
R3	Reflection (Yellow)	Reflection



R4	Recalibrating Conversation (Orange)	Recalibrating Conversation
R5	Referral (Red)	Referral
R6	Restoration	Restoration

Reflection

A reflection is an opportunity for students to step outside of class and take a break from the learning environment and to go to another space to think about what is bothering them or getting in the way of their learning. Students fill out a reflection sheet, and have it reviewed and signed by the cooperating adult. Upon returning to the classroom, students will meet with their teacher at the doorway to review the expected behavior and next steps for student success. Ideally, the reflection time and space gives them a chance to grow in terms of processing feelings and emotions.

Recalibrating Conversation

Students may engage in a recalibrating conversation for not meeting expectations, receiving multiple reminders for inappropriate behavior in class, and engaging in unsafe or inappropriate actions at school.

When a student gets to a recalibrating conversation, it means that they will engage in a conversation with the teacher or adult to share what is bothering them and getting in the way of their learning, review expectations, and commit to agreements before returning to class.

Referral

At Learning Without Limits, a “Referral Ladder” is used to ensure consequences for repeated behavior infractions are fair, equitable, and restorative. Administrators may move students up or down the referral ladder if students follow through on behavior contracts, counseling, and other interventions and supports that are built into the ladder.

Each time a student gets a referral, the following takes place:

- student reflection;
- adult-student conference;
- phone call home;
- referral logged into DeansList; and
- opportunity to repair and/or restore the relationship between affected individuals.

If a student does something illegal, threatening, or dangerous on school campus, or coming/going from school or school-related activities, the student will skip directly to the 5th step, or higher, as warranted by the severity of the behavior and California Education Code. The Principal/admin designee may use discretion based on California Education Code to disregard any steps.

Referral Ladder

Student Council members may not earn a referral. If a member of the Student Council earns a referral, the student will be ineligible for Student Council, effective immediately.

# of Referrals	Logical Consequences
1-2	<ul style="list-style-type: none"> ● adult-student conference (teacher if classroom-managed and administrator if office-managed) ● family phone call ● 1 restorative consequence: loss of morning recess, loss of afternoon recess, give back



	<ul style="list-style-type: none"> time/fix it, behavior practice (do it again), social skills practice (books) ● verbal/recorded/written apology AND restorative conversation
3	<ul style="list-style-type: none"> ● adult-student conference (teacher if classroom-managed and administrator if office-managed) ● family phone call ● 1 restorative consequence: loss of morning recess, loss of afternoon recess, give back time/fix it, behavior practice (do it again), social skills practice (books) ● verbal/recorded/written apology AND restorative conversation ● family observation for 2 hours ● teacher consults with grade-level team and initiates inquiry cycle
4	<ul style="list-style-type: none"> ● adult-student conference (teacher if classroom-managed and administrator if office-managed) ● family phone call ● 2 restorative consequences: loss of morning recess, loss of afternoon recess, give back time/fix it, behavior practice (do it again), social skills practice (books) ● verbal/recorded/written apology AND restorative conversation
5	<ul style="list-style-type: none"> ● adult-student conference (teacher if classroom-managed and administrator if office-managed) ● family phone call ● 2 restorative consequences: loss of morning recess, loss of afternoon recess, give back time/fix it, behavior practice (do it again), social skills practice (books) ● verbal/recorded/written apology AND restorative conversation ● loss of 1 schoolwide privilege: field trip, ASP enrollment, grade-level tradition/celebration, schoolwide day event ● meeting with student, family, teacher, Dean of Culture/admin designee, and ASP Program Manager (if enrolled in ASP)
6	<ul style="list-style-type: none"> ● adult-student conference (teacher if classroom-managed and administrator if office-managed) ● family phone call ● 2 restorative consequences: loss of morning recess, loss of afternoon recess, give back time/fix it, behavior practice (do it again), social skills practice (books) ● verbal/recorded/written apology AND restorative conversation ● family observation for half day
7	<ul style="list-style-type: none"> ● adult-student conference (teacher if classroom-managed and administrator if office-managed) ● family phone call ● 3 restorative consequences: loss of morning recess, loss of afternoon recess, give back time/fix it, behavior practice (do it again), social skills practice (books) ● verbal/recorded/written apology AND restorative conversation ● achievement/behavior contract developed by MTSS Team and teachers
8-9	<ul style="list-style-type: none"> ● administrator-student conference ● family phone call ● 3 restorative consequences: loss of morning recess, loss of afternoon recess, give back time/fix it, behavior practice (do it again), social skills practice (books) ● verbal/recorded/written apology AND restorative conversation ● family observation for full day



10	<ul style="list-style-type: none"> ● administrator-student conference ● family phone call ● 3 restorative consequences: loss of morning recess, loss of afternoon recess, give back time/fix it, behavior practice (do it again), social skills practice (books) ● loss of 2 schoolwide privileges: field trip, ASP enrollment, grade-level tradition/celebration, schoolwide day event ● verbal/recorded/written apology AND restorative conversation
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Restoration

When a student receives a referral, it means that they will be required to meet with the teacher or adult to work on repairing whatever harm was caused. Restorations may consist of, for example: practicing the desired behavior, completing an assignment, cleaning or giving back to the school community in some way, apologizing, or engaging in a mediation. Students must complete their restoration within one week after receiving a referral. If the student does not complete her/his restoration, the student will be referred to an administrator. Students must complete their restoration with the teacher or adult who wrote a referral for the student. Usually restorations take place after school, although sometimes a staff member may hold a restorative conversation during lunch, between classes, before school, or after school.

Discipline Policies

Learning Without Limits maintains a comprehensive set of student discipline policies. These policies are summarized below.

Bullying

No hate language is allowed at school. Hate language consists of words referring to people by race, ethnicity, ability, gender, or sexuality with the intent to demean or hurt. Learning Without Limits takes bullying and hate language very seriously.

No bullying based on religious affiliation is tolerated. No cyberbullying is tolerated.

No cursing or foul language is allowed at school. Teasing, threatening, or intimidating is not tolerated.

Families/guardians and students are encouraged to report instances of bullying to the students' teachers, main office team members, and/or school leadership team members.

[EFC Policy: Title IX, Harassment, Intimidation, Discrimination, and Bullying](#)

Cell Phones & Electronic Devices

If a student needs to bring a cell phone, the student must get permission from the office and it must be turned off and kept in the student's backpack during school.

The school is not responsible for lost, damaged, or stolen cell phones and electronic devices.

Electronics of any kind (including, but not limited to, cell phones, Mp3 players, cameras, bluetooth speakers, earphones/earbuds, etc.) are not permitted from the start of the school day until the end of the school day, unless the teacher has given permission.

If a student is caught using an electronic device without permission, an adult will confiscate the item and turn in the electronic device to the office, where it will be locked up for safe-keeping. If a student fails to give up the electronic device, they will receive a referral. The first time an electronic device is confiscated, a family/guardian may call to have it released to the student that same day. The second time an electronic device is confiscated, a



family/guardian must pick it up. The third time an electronic device is confiscated, the student must adhere to a Student Support Contract.

If families/guardians need to reach their children because of an emergency during class time, they can call the main office at 510-879-1282.

Alcohol & Drugs

The following applies from the moment a student leaves home for school, is at school, and travels home from school.

Possession, sale, distribution or use of any alcoholic beverage, controlled substance, imitation controlled substance, marijuana, or tobacco on school property or any school-related event is cause for immediate removal from the class or activity and referral to the administration.

Smoking is not permitted by anyone on the school campus. This pertains to students, staff, family members, friends, community members, and the general public and is a federal mandate. This also includes vaping, vapor products, and electronic cigarettes. Violators will be asked to extinguish, submit, or conceal tobacco products within 100 feet of the campus.

Skateboards/Skates/Rollerblades/Razors

Riding or wearing anything with wheels will not be permitted anywhere on school campus. Students caught will be given a warning, and if it happens again, they will have the item(s) confiscated. Confiscated items will be brought to the main office and a family/guardian will have to pick them up.

Suspension & Expulsion

When student behavior moves far beyond the Learning Without Limits expectations and discipline policy, the Education for Change Public Schools and California Education Code for suspension and expulsions are followed. The following pages spell out the general consequences in line with policies and procedures for suspension and expulsions under Education for Change Public Schools and California Education Code. For more detailed information, contact the Principal.

When dealing with behavior violations, the Principal or designee may use her/his discretion to provide alternatives to suspension or expulsion.

A student may be suspended or recommended for expulsion for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to:

- (a) while on school grounds;
- (b) while going to or coming from school;
- (c) during the lunch period, whether on or off the school campus; and
- (d) during, going to, or coming from a school-sponsored activity.

Students may be suspended or recommended for expulsion for any of the following acts when it is determined that the pupil:

- (a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (b) Willfully used force of violence upon the person of another, except self-defense.
- (c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.



- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- (g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- (h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- (k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- (l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (m) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- (n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- (o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- (q) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property which includes, but is not limited to, electronic files and databases,, or the personal property of the person threatened or his or her immediate family.
- (r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- (s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- (t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.



- (u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- a. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - b. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - c. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - d. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - e. “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 1. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 2. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 3. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 4. An act of cyber sexual bullying For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 5. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- (v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil



who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

- (w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

Students must be suspended and recommended for expulsion for any of the following acts when it is determined that the pupil:

- a. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

EDUCATION FOR CHANGE PUBLIC SCHOOLS POLICIES & PROCEDURES

[Uniform Complaint Policy & Procedures](#)

[Uniform Complaint Procedure Form](#)

[Attendance Policy](#)

[Title IX, Harassment, Intimidation, Discrimination, and Bullying](#)

[Suspension & Expulsion Policy](#)





Education *for* Change
Public Schools

Employee Handbook

2023-24

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I. WHO WE ARE

Introduction

As an Education for Change (“EFC”) employee, you are an integral member of our team. Your dedication and commitment are the primary ingredients of our success as an organization and of the success of our students. We trust that you will find your employment with EFC to be both challenging and rewarding.

EFC recognizes that our strength as an organization lies in the quality of our employees and our ability to work together as a team to achieve our shared mission. We believe that each individual makes a profound and positive difference, not only in shaping the lives of our students but also in contributing to the effectiveness of our Leadership Team. Toward this end, we encourage you to engage in open communication with the Leadership Team about any aspect of your employment with EFC.

This handbook is designed to help employees get acquainted with EFC. It explains some of our philosophies and beliefs, and describes some of our employment guidelines in general terms. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School.

Should any provision in this handbook be found to be unenforceable and invalid, such finding does not invalidate the entire handbook, but only the subject provision. Furthermore, should any provision of this handbook contradict a provision of an applicable collective bargaining agreement at EFC, the applicable collective bargaining agreement shall be controlled.

Education for Change’s History

Education for Change Public Schools (“EFC”) was born in 2005 through a strategic partnership between the Oakland Unified School District and the education reform community. It was originally designed to become a charter management organization that would focus on converting existing OUSD Program Improvement schools to charter schools to provide the flexibility and agility of charter law to existing district public schools.

The designers of EFCPS operated under the belief that a laser-like focus on aligning curriculum implementation and improving instruction in Mathematics and English Language Arts was the most critical lever for improving student outcomes. EFC initially started with two schools, Achieve and Cox Academy; over seven years, that laser-like focus translated into enormous gains with Achieve and Cox Academy achieving API gains of over 200 points on the former state assessment (California State Test).

In 2012, Lazaar Charter Academy, ASCEND, and Learning Without Limits, formerly OUSD schools, converted to become neighborhood charter schools as part of Education for Change. That same year, the EFC board passed a strategic plan to transition EFC from a K-5 school turnaround charter management organization to a preK-12 neighborhood transformation CMO. In 2014, as a response to community demand for a quality middle school, EFC developed its first brand new school, Epic Middle School, a Next Generation Learning Challenge school. In 2018, EFC opened Latitude HS, an innovative new High School, starting with 50 9th graders and expanding to serve up to 400 Oakland youth by 2022.

EFC’s schools are heavily concentrated in two target neighborhoods – the Fruitvale and Elmhurst. EFC is currently the largest K-8 public school operator in the Fruitvale and serves 2700 TK-12 students in six schools throughout the Fruitvale and Elmhurst neighborhoods. We are committed to, over time, transforming the neighborhood by using educational opportunities and outcomes to empower the families and their children. In the short term, we will measure our impact through student outcomes, but over time, our impact will be measured by how many children in our target neighborhoods graduate from college.

Our Governance Structure

EFC is a California Non-Profit Public Benefit Corporation, and is a tax-exempt 501(c)(3) organization. All EFC schools operate as part of this single organization and all EFC employees are employees of this single non-profit corporation. While local school boards approve our charters, neither they nor the local school districts direct EFC's internal operating policies and procedures. EFC has the freedom to establish its own policies and procedures, as long as they comply with the EFC charters, applicable collective bargaining agreements, and applicable state and federal law.

The leader(s) of each school are the school Principal(s) and the entire school staff reports to the Principal(s). The Principal, in turn, reports to the Chief Executive Officer of Education for Change or their designee. Each Principal will work with and receive guidance on local issues from the Home Office, Parent Liaison, and the Parent Leadership Council, which includes parents and community members

The EFC Board of Directors is responsible for governing the organization. The Trustees each have a personal fiduciary duty to look out for the long-term well-being of EFC. The Board is responsible for dealing with the strategic policies that affect the organization, as well as approving budgets, policies, and other important decisions. The Board is composed of a broad cross-section of the school community, the community at large, and professionals and community leaders.

Role of the EFC Home Office

The EFC Home Office provides support and assistance to each school and helps disseminate EFC's values, programs, norms, and high standards. The Home Office focuses on:

- Facilitating learning across the community based on best practices, site innovation, and research.
- Guiding school development, negotiating school district relationships, and building community partnerships.
- Providing centralized services and support, including professional development, curriculum development, financial management, enrollment outreach, fundraising, human resources, recruiting, payroll, facilities development, government compliance, technology planning, and purchasing.

EFC combines Home Office coordination and oversight with significant school authority. Centralized functions have economies of scale and support our educational mission by enabling principals, teachers, and school staff to focus on teaching, students, and learning. The goal of the Home Office is to provide services to the schools far in excess of what a stand-alone charter school would be able to afford or acquire on its own.

Charter Schools Background

Charter schools are independent public schools with rigorous curriculum programs and unique educational approaches. In exchange for operational freedom and flexibility, charter schools are subject to higher levels of accountability than traditional public schools. Charter schools, which are tuition-free and open to all students, aim to offer quality and choice in the public education system. Charter schools can design their own innovative curriculum, hire their own staff, and control their own budget. They are publicly funded like other public schools.

When lawmakers passed the Charter Schools Act of 1992, California became the second state in the country (after Minnesota) to enact charter school legislation. The intent was to allow groups of educators, community members, parents, or others to create an alternative type of public school.

A charter school is generally exempt from most laws governing school districts, except where specifically noted in the law. For example, California public charter schools are required to participate in the statewide testing program. The law also requires that a public charter school be nonsectarian in its programs, admission policies, employment practices, and all other operations, and it prohibits the conversion of a private school to a charter school. Public charter schools may not charge tuition and may not discriminate against any person on the basis of ethnicity, national origin, gender, or disability.

The "charter" establishing each such school is a contract detailing the school's mission, program, goals, students

served, methods of assessment, and ways to measure success. In California, charters are granted for five years. At the end of the term, the entity granting the charter (“authorizer”) may renew the school’s contract. EFC has schools authorized by both the Oakland Unified School District and the Alameda County of Education. Charter schools are accountable to their authorizer, and to the students and families they serve, to produce positive academic results and adhere to the charter contract.

For additional information on charter schools, please visit the following websites: ●

California Charter School Association: <https://www.ccsa.org/>

- California Department of Education Charter Schools Home Page: www.cde.ca.gov/sp/ch/index.asp
- US Charter Schools: <https://charterschoolcentered.gov/charter-schools-usa>
- Charter Schools Development Center: <https://www.chartercenter.org/>
- US Department of Education Charter Schools Program: www.ed.gov/programs/charter/index.html

II. THE EDUCATION FOR CHANGE WAY

Our Mission

The mission of Education for Change is to provide a superior public education to Oakland’s most underserved children by creating a system of public schools that relentlessly focuses on our students’ academic achievement. We believe that high-quality instruction, and its continuous refinement, will lead to success for our students. When our students succeed, they will be prepared to make thoughtful and informed choices that will set them on a path to a successful life.

Our Values

We believe in order to do this work, the following values and ways of being are critical to creating the environment of belonging necessary to make our mission a reality:



CONNECTED

- We continually work to build trusting relationships among students, families, staff, and the Oakland community at large. We are an all-hands-on-deck network driven by empathy. We value our collective identity and the individual identities of our community members and scholars such that we have a sense of collective ownership and responsibility for each other and for our scholars.



INCLUSIVE

- We proactively disrupt predictable patterns of opportunity, power, privilege, and performance. We create an inclusive environment where multiple perspectives are not only valued but sought, where people from all

backgrounds feel seen and heard and can thrive, and where we all feel a deep sense of accountability to our mission.



INTERDEPENDENT

- Our success at every level is dependent on our individual and collective sustainability. To that end, we are transparent, creative, and collaborative problem-solvers who seek to build trusting relationships. We are curious and are open to new ideas while also putting systems in place to ensure continuity so that our employees can stay, grow, thrive, and help make good on our promise to our students and families.



LEARNERS

- We support each other to develop and grow so that we can leverage our collective power, intelligence, and passion on behalf of our students. We lean on home-grown leaders who are rooted in our community. Individuals feel known and are provided opportunities to maximize their potential in alignment with their passions and goals.

EFC Strategic Plan

EFC is an organization filled with passionate, thoughtful, and driven leaders who stand together committed to excellent educational outcomes and equitable educational opportunities for every child in Oakland. In 2022-23, EFC worked with stakeholders across the organization to develop its 2023-28 Strategic Plan. This Strategic Plan defines EFC's vision for the next three to five years, and outlines the priorities for EFC and its schools and will guide site planning, budgeting, fundraising, progress monitoring, and most of our decision-making.

You can read [the Strategic Plan here](#).

In particular, our Board, our leadership, and our stakeholders came together around a strategic plan to drive student outcomes by focusing on Instructional Coherence, Data-Driven Instruction, and Instructional Leadership. The ultimate vision is that EFC students challenge the predictable patterns of performance and access to opportunity in this country by demonstrating the essential academic competencies, personal agency, and integrated identity necessary to be prepared for a meaningful and productive life.

EFC Non-negotiables

The EFC non-negotiables define what all sites are required to implement and the programmatic features that ultimately define the EFC culture. These non-negotiables are a result of strategic planning work and input from all staff.

EFC Non-negotiables

Coherent Instructional Model	Strong Teacher Development	Supporting the Whole Child
<ul style="list-style-type: none"> ● Coherent, research-based, standards-aligned instructional model ● EFC standards-aligned benchmarks ● Grade-level coherence: instructional goals, content, instructional strategies, pacing ● Structures that support high levels of student engagement ● Rigor – higher levels of Bloom’s taxonomy 	<ul style="list-style-type: none"> ● Structures that enable coaching, modeling, training, feedback ● Data-based inquiry ● Grade-level collaboration ● Teacher leadership/ decision- making structure ● Appropriate levels of teacher planning time built into schedule 	<ul style="list-style-type: none"> ● Family leadership council ● MTSS – research-based interventions at every tier ● School-wide culture policy with clearly communicated values and expectations ● Structures and practices to promote physically healthy kids

School-Level Site Planning

Every year, each school must engage community and staff stakeholders to develop their Site Plan. Each school has the opportunity to refine its instructional programming within the parameters of the EFC Strategic Plan, EFC non-negotiables, its specific charter, and its budget. Specific areas where staff members have input are:

- Above and beyond investments in staff and resources
- Instructional priorities
- Instructional schedules
- Supplemental curriculum
- Professional development plan

For more detailed information regarding the site planning process, please refer to [this site planning overview](#).

Staff Feedback and Organization Participation

Staff Feedback and organization participation are structured in a variety of ways to ensure feedback is collected in a consistent and comprehensive manner. This includes annual surveys, ongoing site surveys/temperature checks, embedded surveys/feedback in agendas/help tickets, school site committees, organizational committees/standing meetings, site-based activities, strategic planning, 1:1 meetings, and more. Working groups are also established by EFC and CEFC on an as-needed basis. Additionally, employees who are members of a union at EFC may be entitled to bring additional complaints or concerns according to the grievance systems outlined in the applicable collective bargaining agreement. Staff are also encouraged to share feedback directly with site leadership.

Each grade level, department, or circuit has a Grade Level Chair who is responsible for leading and facilitating all grade-level meetings and activities. The Grade Level Chair meets regularly with the grade level team about math, language arts, ELD, and school functions and reports to the Principal. The Grade Level Chair meets at least monthly with all the Grade Level Chairs as part of the site Instructional Leadership Team. Please contact the Principal of your school if you are interested in serving as your Grade Level Chair. Please see the job description for further details.

Budget

Each school develops a school site plan that aligns resources to the goals for the school for the upcoming year. Schools use the instructional program described in the Instructional Framework and their current data analysis to set goals and strategic investments for the upcoming year.

Hiring

Schools are able to hire the qualified teachers and staff they feel will best implement the educational program at that specific site. EFC feels that it is important for schools to be able to attract and retain staff that are passionate about and skilled at implementing the school's instructional model. The Certificated and ESS collective bargaining agreement outlines more specific requirements for hiring, such as interview panels.

Calendar and Scheduling

Schools use the base EFC calendar to create their own school-specific calendar that outlines professional development days, parent conferences, school events, etc. In terms of scheduling, each school creates their own bell schedules that best meet the needs of the families and the instructional program. Both the bell schedule and calendar must ensure compliance with the state expectations for instructional minutes. Scheduling also includes the setting of prep schedules, specials schedules, etc. The Certificated and ESS collective bargaining agreement provides more specific direction regarding the annual calendar.

Professional Development and Data Analysis

As a cornerstone for all EFC schools, staff professional development will be developed and conducted with the intent of creating collaborative, supportive, continuous learning environments at each school. Just as we encourage our students to achieve through high expectations and by providing the best educational services possible, we look similarly at building this same culture of achievement, support, and quality for our teachers.

The professional development calendar and schedule vary by school and are outlined in the school's Instructional Framework. Each school has some form of professional learning community or inquiry groups as an anchor for teacher professional development.

During the school year, staff development will continue through network-wide professional development days, whole staff meetings, and grade-level team or department meetings. Additional staff development could include conferences, workshops, school visits, peer observation and coaching, videotaping in the classroom, collaboration with partner organizations, or involvement in other projects designed to enhance one's professional skills and knowledge.

Data analysis is a critical component of our professional development model. Teachers are expected to analyze data as part of their planning process. Together they set goals, design instructional responses to the data, implement those instructional responses, monitor students' progress, and then assess whether the grade level has met their goals on the following assessment.

Preparation and Collaborative Planning

Preparation time is time for teachers to prepare for their teaching. This can include cognitively planning lessons, preparing necessary materials, planning instructional responses to data, internalizing pedagogical moves, etc. This also is a time when teachers can meet with parents, schedule pre- and post-observation conferences, meet with colleagues, give student assessments, etc. Actual prep schedules are specific to each school site.

Collaboration time is critical to teacher development. Teachers are expected to attend grade-level and/or department-level meetings. Meeting attendance means arriving on time, actively engaging, and staying for the duration of the meeting. If for any reason, a teacher cannot attend the collaborative meeting they must clear it

through the Principal and alert the meeting chair that they will not be available. The Certificated and ESS collective bargaining agreement provides more specific guidelines for teacher preparation.

III. CONDITIONS OF EMPLOYMENT

General Professional Expectations

As a charter and reform-minded community of schools, EFC requires staff roles to be different from some traditional schools. EFC teachers and administrators will, at times, assume and incorporate new roles such as student mentor, activity leader, peer coach, problem solver, and team member. It is important that each staff member be accountable for their actions so that the intricate web of school functions remains intact. A breakdown in any part of this web puts a great strain on all members of the school community. The school expects all staff to be professionals. The following professional expectations are the basis for staff to recognize and develop those attitudes and responsibilities necessary to function as a member of EFC. EFC staff will:

- Practice professional and respectful discourse in all communications with each other, students, parents, other community members, and school partners. Staff will strive to consider others' points of view when identifying and solving problems. Whenever possible, we should seek to understand before we seek to be understood. Assume good intentions.
- Wear appropriate professional attire. Our professional reputation and atmosphere are maintained, in part, by the image that we present to the students, parents, and community.
- Be on time for school, class, meetings, and other scheduled events.
- Follow meeting norms, office norms, and other agreed-upon norms.
- Model appropriate leadership and respectful behavior at school and all school events.
- Strive to support each other. Staff should go to the source when there is a conflict and use the appropriate and agreed-upon measures for conflict resolution.
- Maintain confidentiality for sensitive and/or confidential issues involving students and other staff.
- Be honest (e.g., in communications and on employment documents and time reports).
- Collaborate to create a positive learning environment for all that is focused on teaching and learning.
- Help maintain a safe work environment, one free of workplace injuries. This includes, among other things, not coming to work under the influence of alcohol or illegal drugs, not possessing firearms or weapons at work, not engaging in physical aggression with any person at work, and not engaging in the willful destruction of property or material.
- Model punctuality and appropriate attendance for students.

EFC takes professional expectations seriously as we want to create a positive place to work and learn.

By accepting employment with Education for Change, you are considered a disaster service worker. In the event of a natural, manmade, or war-caused emergency that results in conditions of disaster or extreme peril to life, property, and resources, all employees of Education for Change are subject to disaster service activities as assigned to them

by their supervisors.

Employment Status

Except if stated expressly otherwise by a collective bargaining agreement or individual employment contract, it is the policy of the School that all employees are considered “at-will” employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Job Duties

When you begin working at EFC, your supervisor will review your job responsibilities and the performance standards expected of you. Be aware that your job responsibilities may change at any time during your employment. From time to time, you may be asked to work on special projects or to assist with other work necessary or important to the operation of your department or the organization. EFC depends on your cooperation and assistance in performing such additional work, and reserves the right to alter or change job responsibilities, reassign or transfer job positions, or assign additional job responsibilities.

School-site staff members are expected to attend all school-arranged parent-teacher conferences and to assume supervisory responsibilities at school events/activities. In addition, teachers are expected to share responsibility for attending Back to School Nights, Open House, Data Summits, other school-wide events, and participating on school committees. Up to 12 hours maximum per school year for certificated staff as defined in Article 10.5 in the Certificated CBA.

We know that at times, the administrators will need to be away from the schools. In this case, the Principal appoints a Teacher in Charge who will act as principal in the absence of the administrators. The Teacher in Charge makes decisions for the administrators, except with regard to pupil suspension.

Work Schedule

Following are work schedule expectations for all staff. There are some staff members (e.g., receptionists, custodians) whose specific job requirements demand their presence at certain times. Part-time staff may have other hours, as determined by their supervisor. Occasionally, there will be events that require attendance at non-school times of the day or week, and staff members are expected to be present.

● School Staff Arrival Time

School-site staff are expected to be at school every work day no more than 15 minutes before student instructional time begins in order to be ready for classes or work, or at the time directed for other school events/responsibilities. Other school-site staff may be required to be on campus earlier because of their specific job responsibilities.

● School Staff Departure Time

Staff work hours are outlined in the Collective Bargaining Agreements. All other management staff (including Home Office management staff) and administrators are expected to be at the school (or office) until 4:30 p.m., although later hours will be needed frequently. Supervisors will determine individual schedules.

● Home Office Arrival and Departure Time

Home Office staff are generally expected to be in the office from 8:30 a.m. to 5:00 p.m. unless arrangements are approved by one’s supervisor. Longer hours will be required as needed.

Meal and Rest Periods

Employees in union-represented positions are entitled to rest and meal periods as described in the applicable collective bargaining agreement.

The following agreement has been created for employees who work under six (6) hours per day and who wish to waive their right to a 30-minute unpaid break.

What to do next:

1. The waiver of a meal break must be at the request of the employee.
2. The employee must request permission from an authorized supervisor to waive their 30-minute unpaid break. The break may only be waived by mutual agreement between the employee and the supervisor.
3. The employee must sign and submit a meal break waiver agreement to the authorizing supervisor for each meal break waived (see below).
5. The supervisor will submit the signed meal break waiver agreement to the Human Resources Dept.

Documentation Required Prior to Employment

All EFC employees are responsible for submitting the following forms required either by our charters, insurance carriers, local law, or state law: (a) a valid teaching certificate and transcripts for teachers; (b) a TB test; (c) fingerprints clearance; (d) a W-4 tax form; and (f) a DE-4 tax form; (g) an I-9 form. Other required forms are specified in our new hire checklist provided to new employees. In addition, all employees must consent to a background check as a condition of employment.

Equal Opportunity Employer

EFC is an equal opportunity employer and makes employment decisions on the basis of merit. EFC strives to hire the best available people for each job. EFC cultivates a work environment that encourages fairness, teamwork, and respect among all employees. EFC is firmly committed to maintaining a work atmosphere in which people of diverse backgrounds and lifestyles may grow personally and professionally. It is the policy of EFC to afford equal employment and advancement opportunities to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

EFC is committed to compliance with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in the operations of EFC and prohibits unlawful discrimination by any employee of EFC.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, EFC will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

An applicant, employee, or unpaid intern who requires an accommodation of a religious belief or practice should also contact the EFC Home Office representative for the day-to-day personnel responsibilities and discuss the need for accommodation. If the accommodation is reasonable and will not impose an undue hardship, EFC will make the accommodation.

Policy Against Unlawful Harassment/Discrimination/Retaliation

EFC is committed to providing a work and educational atmosphere that is free of unlawful harassment. The School's policy prohibits harassment, discrimination, or retaliation based on the employee's status in one or more protected classes outlined in the Equal Opportunity Employer policy in this handbook. The School will not condone or tolerate harassment of any type by any employee, independent contractor, or other person with whom the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. The School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action if warranted.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes, comments, or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race, or any other protected basis;
- Retaliation for reporting or threatening to report harassment
- Differential or preferential treatment based on any of the protected classes above.
- Prohibited harassment is not just sexual harassment but harassment based on any protected category.
- Employees should also know that if they engage in harassment, they can be held personally liable for the misconduct.

Prohibited Unlawful Sexual Harassment

In accordance with existing policy, discrimination on the basis of gender in educational institutions is prohibited. All persons, regardless of their gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

The School is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment may consist of sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment training within six (6) months of their hire or

assumption of a supervisory position and will receive further training once every two (2) years thereafter. All other staff will receive one (1) hour of sexual harassment training within six (6) months of hire and will receive further training once every two (2) years thereafter.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive school environment that is free from harassing or disruptive activity. Any employee who believes they have been harassed or has witnessed harassment is encouraged to immediately report such harassment to their supervisor or the Chief Executive Officer (“Superintendent”). See Attachment B for the “Harassment Complaint Form.”

Sexual harassment may include but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation, or attempts to commit these assaults
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body.
- Unwanted sexual advances, propositions, or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making a performance of the employee’s job more difficult because of the employee’s sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning, or pornographic, or bringing to work or possessing any such material to read, display, or view at work.
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning, or pornographic; and displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint, or reporting sexual harassment.

The School will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Employees may also direct their complaints to the California Department of Fair Employment and Housing (“DFEH”), which has the authority to conduct an investigation of the facts. The deadline for filing complaints with the DFEH is one year from the date of the alleged unlawful conduct. If the DFEH believes a complaint is valid and

settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Council (“FEHC”) or file a lawsuit in court. Both the FEHC and the courts have the authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC by checking the State Government listings in the local telephone directory.

Whistleblower Policy

Education For Change Public Schools is committed to lawful and ethical behavior in all its activities and requires board members, executives, directors, and employees to act in accordance with all applicable laws, regulations, and policies and to observe high standards of business and personal ethics in the conduct of their duties and responsibilities.

The objectives of Education for Change Public School’s Whistleblower Policy are to establish policies and procedures to:

- Prevent or detect and correct improper activities.
- Encourage each board member, executive, director, and employee (reporting individual) to report what he or she in good faith believes to be a material violation of law, policy, or questionable accounting or auditing matters by EFCPS.
- Ensure the receipt, documentation, retention of records, and resolution of reports received under this policy, protect reporting individuals from retaliatory action.

Reporting Responsibility

Each reporting individual has an obligation to report what he or she believes is a material violation of law, policy, or any questionable accounting or auditing matter by Education for Change Public Schools, its officers, directors, executives, employees, or other representatives. Reporters must also notify Education for Change Public Schools if an action needs to be taken in order for Education for Change Public Schools to be in compliance with law, policy, or generally accepted accounting practices. The types of concerns that should be reported include, for purposes of illustration and without being limited to, the following:

- Providing false or misleading information on the Education for Change Public Schools financial documents, grant reports, tax returns, or other public documents.
- Providing false information to or withholding material information from the Education for Change Public Schools auditors, accountants, directors, or other representatives responsible for ensuring compliance with fiscal and legal responsibilities.
- Embezzlement, private benefit, or misappropriation of funds.
- Material violation of Education for Change Public Schools policy, including among others, confidentiality, conflict of interest, whistleblower, ethics, and document retention.
- Discrimination based on race, gender, sexual orientation, ethnicity, disability, or any other unlawful biases.
- Facilitating or concealing any of the above or similar actions.

Reporting Concerns

All Education for Change Public Schools Employees:

Whenever possible, employees should seek to resolve concerns by reporting issues directly to his/her manager or the next level of management as needed until matters are satisfactorily resolved. However, if for any reason an employee is not comfortable speaking to a manager or does not believe the issue is being properly addressed, the employee may contact the HR Director or Chief Executive Officer. If an employee does not believe that these channels of communication can or should be used to express his/her concerns, an employee may contact the Board of Directors within Education for Change Public Schools.

Handling of Reporting Violations

Except otherwise required by law, or as otherwise required by court order, Education for Change Public Schools will investigate all reports filed in accordance with this policy with due care and promptness. Matters reported internally without initial resolution will be investigated by the Superintendent or their designee to determine if the allegations are true, whether the issue is material, and what actions, if any, are necessary to correct the problem.

Education for Change Public Schools' staff will issue a full report of all matters raised under this policy to the Board of Directors. The Board of Directors may conduct a further investigation upon receiving the report from the Superintendent.

For matters reported directly to the Chairman of the Board of Directors, the Board of Directors shall promptly acknowledge receipt of the complaint to the complainant if the identity of the complainant is known and conduct an investigation to determine if the allegations are true and whether the issue is material and what if any, corrective action is necessary. Upon the conclusion of this investigation, the Board of Directors shall promptly report its findings to all pertinent parties.

Authority of Investigative Parties

The Investigative Parties (any Chief or the Board of Directors) shall have full authority to investigate concerns raised in accordance with this policy and may retain outside legal counsel, accountants, private investigators, or any other resource that is necessary to conduct a full and complete investigation of the allegations.

No Retaliation

This Whistleblower Policy is intended to encourage and enable executives, directors, and employees to raise serious concerns within the organization for investigation and appropriate action. With this goal in mind, no executive, director, or employee who, in good faith, reports a concern shall be threatened, discriminated against, or otherwise subject to retaliation or, in the case of any employee, adverse employment consequences as a result of such report. Moreover, an employee who retaliates against someone who has reported a concern in good faith is subject to discipline up to and including termination of employment.

Acting in Good Faith

Anyone reporting a concern must act in good faith and have reasonable grounds for believing the matter raised is a serious violation of law, policy, or a materials accounting or auditing matter. The act of making allegations that prove to be unsubstantiated, and that prove to have been made maliciously, recklessly, with gross negligence, or with the foreknowledge that the allegations are false, will be viewed as a serious disciplinary offense and may result in discipline, up to and including termination of employment. Depending on the circumstances, such conduct may also give rise to other actions, including civil or criminal lawsuits.

Confidentiality

Reports of concerns, and investigations pertaining thereto, shall be kept confidential to the extent possible. However, consistent with the need to conduct an adequate investigation, Education for Change Public Schools cannot guarantee complete confidentiality. Disclosure of information relating to an investigation under this policy by staff, directors, or others involved with the investigation of Education for Change Public Schools to individuals not involved in the investigation may be viewed as a serious disciplinary offense and, with respect to Education for Change Public Schools' employees, may (on a case by case basis) result in discipline, up to and including termination of employment. Depending on the circumstances, such conduct may also give rise to other actions, including civil or criminal lawsuits.

Therapy Dogs and Live Animals in the Classroom

EFC maintains standards for particular use cases of animals in educational settings to support student learning and

emotional needs. Specifically, Education for Change public school maintains standards for Therapy Dogs and Live Animals in the Classroom.

Therapy Dogs

Education for Change Public Schools supports the use of certified therapy dogs for the academic, social, and emotional benefit of its students. A certified therapy dog is a dog trained to provide affection and comfort to students in the school. The most important characteristic of a therapy dog is its temperament. A good therapy dog must be friendly, patient, confident, at ease in all situations, and gentle. Therapy dogs must enjoy human contact and be content to be petted and handled, sometimes clumsily. A therapy dog's primary job is to allow unfamiliar people to make physical contact with it and to enjoy that contact.

The following minimum standards shall be in effect for all dogs approved to serve in the school.

1. A therapy dog must be clean, well-groomed, and not have an offensive odor.
2. A therapy dog does not urinate or defecate in inappropriate locations.
3. A therapy dog does not annoy any member of the student body or school personnel by seeking attention.
4. A therapy dog does not vocalize unnecessarily.
5. A therapy dog shows no aggression towards people or other animals.
6. A therapy dog does not solicit or steal food or other items from the student body or school personnel.
7. A therapy dog does not pose a health or safety threat to any student, personnel, or other persons.
8. The owner providing the therapy dog must be in full control at all times. The owner must provide care, and supervision and will be solely responsible for handling the therapy dog.
9. The therapy dog owner must always carry equipment sufficient to clean up the animal's waste, immediately remove the waste, and be responsible for the proper disposal of the animal's waste.

Therapy dogs are independently owned and must meet standards of health as prescribed by veterinarians at the owner's expense. Education for Change Public Schools bears no financial responsibility for the care or feeding of the animal.

Prior approval, owners shall provide to the Chief Strategy Officer or their designee:

1. Proof of current inoculations
2. Proof of health, such as a current health certificate from a veterinarian.
3. Proof of physical
4. Proof of heartworm test
5. Proof of the owner's Therapy Dog Owner liability insurance policy.
The policy shall name Education for Change Public Schools and its Board Members as additional insureds, and provide coverage of at least \$1 million per occurrence.
6. Proof of the dog's Therapy Dog Certification

In addition, prior to approval, the owner shall present to the Principal:

1. A visibly clean dog with no sign of fleas/ticks.
2. A visually healthy, alert, and not grossly over or underweight dog.

These same requirements must be met on an annual basis, prior to the start of any school year. Should the Therapy Dog Owner's liability insurance expire during the school year, a copy of the renewed policy must be provided to the COO prior to the expiration date.

The Principal shall notify parents on an annual basis regarding the presence of therapy dogs in the school building.

Live Animals in the Classroom

Education for Change Public Schools allows the use of live animals in the classroom to enhance the learning

experience of our students. In order to ensure student and animal health and safety, the following requirements must be met for the use of live animals in the classroom:

1. The principal must establish procedures for approving requests from teachers for the use of live animals prior to their display in the classroom.
2. Animals whose bite may be poisonous or may cause severe physiological reactions are not permitted in schools.
3. Animals should be kept in an appropriate cage or enclosure that provides maximum containment of the animals, clean and sanitary conditions, shelter and protection from the weather, and appropriate temperatures and assures safety for the students.
4. Warning signs such as Keep Hands Away from Cage should be posted conspicuously on cages housing animals that may bite. Students and visitors should be cautioned about inserting fingers in an occupied animal cage.
5. All animals should be supplied with suitable and sufficient food and water as often as the feeding habits of such animals require. Students should feed and handle animals under the supervision of the teacher.
6. Teachers should train students in the handling and care of animals, such as mice and guinea pigs. Students should not excite animals or engage in activities such as poking pencils at animals because such activity encourages biting. Students need to know that many animals are nocturnal and are likely to bite if disturbed during the day.
7. Every reasonable precaution shall be taken to ensure that animals are not teased, abused, mistreated, annoyed, tormented, or in any manner made to suffer by any person or by any means.
8. Students should thoroughly wash their hands after they finish touching or handling an animal in the classroom to ensure proper hygiene. Students should not eat or drink anything while touching or handling an animal. Students shall wash their hands thoroughly after touching or handling an animal before eating or drinking anything.
9. All sick animals shall be isolated from healthy animals in such a manner that the illness or disease will not be transmitted to other animals. Students should not be allowed to touch or handle sick animals.

Volunteers/Chaperones

EFC recognizes the importance of parent and community involvement in all aspects of our educational and extracurricular school programming. Volunteers contribute to the success of our schools and allow schools to expand many programs and activities. A volunteer is defined as someone who is not employed by EFC, and who, for no compensation.

EFC requires that:

1. Any volunteer who will be associated with any school program in any capacity and on a frequent basis during the year, and who may have regular and/or unsupervised contact with students, will submit fingerprints to allow for a criminal background check at the expense of the school. The volunteer may also need to complete a TB test depending upon the frequency/duration of the volunteer's visits to EFC. Administrators of each school will maintain records of volunteers and their number of visits to the school.
2. All volunteers comply with all policies and regulations set forth by the school or EFC that involve the safety of students, as well as have a signed "Volunteer Commitments & Oath" form on file with EFC.
3. All volunteers must sign in with the Office Staff when on school property.
4. All volunteers must work under the direction and supervision of a school employee.
5. All volunteers wear some form of proper identification (Volunteer Badge) visible to the entire staff and outside visitors.

Implementation:

- Volunteers must check in with the Office Manager and/or main office. The Office Manager will monitor volunteer hours using a "Sign-in and out binder".
- Any volunteer who will be in schools and have significant and/or possibly unsupervised contact with

students must receive HR clearance prior to starting volunteering service.

Fingerprinting and TB Test process:

- Site Operations Manager, or designee, provides a fingerprint/TB test packet to the volunteer.
- Volunteer completes fingerprinting at an EFC approved fingerprinting location
- Volunteer provided a copy of the completed form to the Site Operations Manager, or designee
- Return the original TB test results to the Site Operations Manager, or designee
- The Site Operations Manager, or designee, notifies the HR Department with name, contact information and purpose of the volunteer
- The HR Department notifies the Site Operations Manager if the volunteer is approved or not approved

Personal Property

EFC is not responsible for any loss or damage that occurs to employees' personal property that is brought onto its premises, in vehicles, or in parking areas. Employees are to use their own discretion when choosing to bring personal property to the workplace and do so at their own risk. Employees should take necessary precautions to protect their personal effects from theft, loss, or damage while on EFC premises.

Parking

Employees may park their vehicles in permissible public areas in the vicinity of EFC facilities. Employees may not use loading zones or parking areas specifically designated for other vehicles. EFC is not responsible for any loss or damage to employee vehicles or contents while parked during EFC sessions, nor is it responsible for employees' parking violations. However, as a courtesy, EFC may reimburse up to \$200 of the cost of repairing vehicle damage. Original receipts must be submitted for reimbursement.

Solicitation and Distribution of Literature

In order to ensure the efficient operation of EFC's business and to prevent disruption to students and employees, EFC has established control of solicitations and distribution of literature unrelated to EFC business on EFC property.

Employees may not solicit or disturb other employees for any reason whatsoever during working time and may not circulate, distribute, or post notices or other written material of any kind during working time or in working areas. "Working time" is when an employee should be performing his or her job duties. Non-working time includes rest or meal periods, before or after assigned work shifts, and other specified periods, if any, during the work day when employees are not expected to be performing their job duties.

Persons not employed by EFC may not solicit nor distribute literature for any purpose at any time without the express authorization of the Principal or Superintendent.

Conflicts of Interest

All employees must avoid situations involving actual or potential conflicts of interest. Personal or romantic involvement with a competitor, supplier, or subordinate employee of EFC, which impairs an employee's ability to exercise good judgment on behalf of EFC, creates an actual or potential conflict of interest. Supervisor subordinate romantic or personal relationships also can lead to supervisory problems, possible claims of sexual harassment, and morale problems.

An employee involved in any of the types of relationships or situations described in this policy should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or Human Resources Director, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, EFC may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

EFC has no prohibition against hiring relatives of our staff members. However, to avoid potential conflicts of interest, relatives will not be hired, promoted, or transferred into positions in which there is a direct relationship

between relatives. Relatives include the employee's spouse, children, parents, siblings, all in-laws, grandparents, grandchildren, stepparents, stepchildren, domestic partner, and any relative living in the household of the employee or domestic partner.

IV. WORKPLACE SAFETY

Health and Safety

The School is committed to providing and maintaining a healthy and safe work environment for all employees. Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. Employees will complete a series of annual trainings related to health and safety.

Employees are required to report immediately to your supervisor any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

EFC has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits, and service areas. Report any suspicious persons or activities to security personnel or your supervisor. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable or personal articles around your workstation that may be accessible. The security of facilities as well as the welfare of our employees depends upon the alertness and sensitivity of every individual to potential security risks. You should immediately notify your supervisor when keys are missing or if security access codes or passes have been breached.

Occupational Safety and Health

EFC will comply with applicable state and federal laws and regulations relating to Occupational Safety and Health.

Any employee(s) shall report to the Principal, any possible health or safety hazards so that EFC may resolve any such circumstances.

EFC's employees do have the right to file anonymous OSHA complaints if they see a need that is not being addressed.

EFC agrees to take no retaliatory action against any employee for his/her actions in reporting possible health or safety hazards.

Accident/Incident Reporting

It is the duty of every employee to immediately, or as soon as is practical, report any accident or injury occurring during work or on EFC premises to the sites office personnel, so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes. Every employee must complete an incident report.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the

local emergency numbers such as 911.

School Facilities and Security

EFC facilities are generally located in or near urban neighborhoods with higher-than-average crime rates. It is critically important that staff follow security procedures established for each school, and carefully protect keys, passwords, and other security-related information.

Please report any and all incidents via the [Incident / Injury Form](#).

Inspection of Property

In order to help ensure the health and safety of EFC students and staff, EFC reserves the right to inspect School premises. An employee's consent to such a search is required as a condition of employment. By signing the acknowledgment of receipt of this Handbook, employees understand that they do not have a reasonable expectation of privacy with regard to EFC property and personal property while on EFC premises.

Drug-Free Workplace

Employees are expected to remain drug-free. "Drug-free" shall be understood to mean free from the use of any illegal, non-physician-prescribed drugs, alcohol, or other substances. Violation of this policy will not be tolerated. Use of these substances, whether on or off the job, can detract from an employee's work performance, efficiency, safety, and health, and therefore seriously impair the employee's value to EFC. In addition, the use or possession of these substances on the job constitutes a potential danger to the welfare and safety of students and of other employees and exposes EFC to the risk of property loss or damage, or injury to other persons.

Employees shall not use, purchase, sell, transfer, or possess any form of illegal drugs or any type of drug paraphernalia on EFC property at any time or during working time in a professional capacity (e.g., with students) anywhere. Likewise, employees shall not possess or consume alcoholic beverages on EFC property or during work hours, including lunch and break periods. In addition, employees shall not report for work under the influence of drugs or alcohol.

Where a violation of this policy is suspected, an employee may be asked to submit to drug and alcohol screening and/or allow a search of his or her desk, work area, personal belongings, or vehicle. As stated earlier in this Handbook, an employee's consent to such a search is required as a condition of employment. Refusal to consent to a drug or alcohol screening or to allow a search of personal property will be considered to be insubordination and a basis for discipline, including possible release from employment. In addition, EFC will decide, based on all other available information, whether a violation of the drug or alcohol prohibition in this policy has occurred. Such a violation, if found, constitutes a separate and independent basis for discipline or termination. EFC also may bring the matter to the attention of appropriate law enforcement authorities.

An employee's conviction on a charge of illegal sale or possession of any controlled substance while in the employment of EFC property will not be tolerated because such conduct, even while off duty, reflects adversely on EFC. In addition, EFC must keep people who sell or possess controlled substances off EFC premises in order to keep the controlled substances themselves off the premises.

Any employee who is using prescription or over-the-counter drugs that may impair the employee's ability to safely perform the job, or affect the safety or well-being of others, must notify a supervisor of such use immediately before starting or resuming work.

EFC will encourage and reasonably accommodate employees with alcohol or drug dependencies to seek treatment and/or rehabilitation. Employees desiring such assistance should request a treatment or rehabilitation leave. Additionally, employees who are given the opportunity to seek treatment and/or rehabilitation, but fail to successfully overcome their dependency or problem, will not automatically be given a second opportunity to seek treatment and/or rehabilitation. This policy on treatment and rehabilitation is not intended to affect EFC's treatment of employees who violate the regulations described previously. Rather, rehabilitation is an option for an employee who acknowledges a chemical dependency and voluntarily seeks treatment to end that dependency.

On occasion, the EFC Superintendent may authorize the use of EFC premises for celebrations or gatherings wherein alcohol is served. Employees participating in these gatherings are expected to show good judgment and reasonable behavior with respect to alcohol.

Lactation Accommodation

EFC shall provide appropriate space for employees to express breast milk when needed. The space shall not be a bathroom, shielded from view and free from intrusion by coworkers or the public, have a lock, and not be used for any other activity while used for lactation purposes. The location shall not be accessible to students, shall be in a consistent location, shall be clean, and shall have access to running water and a refrigerator, and electricity. Employees will be allowed to use this space without question for at least 25 minutes at a time as frequently as needed.

Employees' Children in the Workplace

Education for Change Public Schools strives to be a family-friendly employer that promotes healthy work-life balance. We are aware that many of our employees are also caregivers and parents and respect the challenges that arise when childcare emergencies or other unavoidable situations arise. However, EFC is liable for incidents involving employees' children in the workplace. Therefore, the presence of children in the workplace is to be avoided whenever possible. If bringing a child to work with the employee is unavoidable, the employee must contact the principal/supervisor by email as soon as possible to discuss the situation and obtain permission to have the child accompany the employee while working. Factors the leadership will consider are the age of the child, how long the child needs to be present, the work environment in the employee's area, and any possible disruption to the employee's and co-workers' work. A child brought to the workplace in unavoidable situations will be the responsibility of the employee. Because of our liability, under no circumstances will an employee's child be allowed at a school site during school hours unless they are old enough (at least 10 years of age), to volunteer or assist in the classroom under the supervision of an employee. A child who is ill cannot be brought to the workplace at any time.

Recycling, Waste Prevention, and Conservation

EFC actively recycles as many materials as possible. Please place aluminum cans, glass, white paper, and envelopes in the proper recycling bins. Recycling containers are located near computer printers, copiers, and in the staffroom. Please do your part to prevent waste, conserve resources, and recycle reusable materials.

Workplace Violence

EFC is committed to providing a safe workplace. We want to minimize the risk of personal injury to employees and damage to property. We specifically discourage you from engaging in any physical confrontation with a violent or potentially violent individual. However, we do expect and encourage you to exercise reasonable judgment in identifying potentially dangerous situations and informing your supervisor or appropriate manager.

Smoking

Pursuant to California law, no smoking will be allowed in school facilities or at school-related activities. Employees choosing to smoke must do so only during their break and/or lunch periods and must do so away from school facilities.

V. STUDENT SAFETY

Child Abuse Reporting Requirements

All EFC personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters must report suspected child maltreatment *immediately* when they have "reasonable suspicion to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed – physically, sexually, or through neglect – and that a caregiver either committed the harm or should have taken steps to prevent the child from harm."

EFC shall provide training to all personnel regarding the obligations as mandatory reporters and the steps required to report suspected abuse. AB 1432 requires annual training for all our employees. This training is provided as an online course using Everfi.

This training is assigned to all employees in September. Personnel hired after this time will be assigned training after hiring.

Information on Child Abuse and the Suspected Child Abuse reporting form can be found in the HR resources folder on the EFC internal website. Click [here](#) to access this information.

California law requires that you acknowledge your understanding of child abuse reporting requirements and that you will comply with these laws. Child abuse is defined as a physical injury that is inflicted by other than accidental means, sexual abuse, willful cruelty or unjustifiable punishment, cruel or inhuman corporal punishment or injury, and negligent treatment or maltreatment under circumstances indicating harm, or threatened harm, to the child's health or welfare. The California Penal Code section and acknowledgment are in your employment materials and must be filed with the Home Office.

[CA Penal Codes - Mandated Reporting](#)

Policy Defining Appropriate and Inappropriate Physical Contact

Our organization's physical contact policy promotes a positive, nurturing environment while protecting students, employees, and volunteers. Any inappropriate physical contact by employees or volunteers towards students in the organization's programs will result in disciplinary action, up to and including termination of employment.

The organization's policies for appropriate and inappropriate physical interactions include but are not limited to:

Appropriate Physical Interactions

Inappropriate Physical Interactions

<p>Contact initiated by the student such as:</p> <ul style="list-style-type: none"> ● Side hugs ● Shoulder-to-shoulder or “temple” hugs ● Pats on the shoulder or back ● Handshakes ● High-fives and hand slapping ● Pats on the head when culturally appropriate ● Touching hands, shoulders, and arms ● Arms around shoulders ● Holding hands (with young children in escorting situations) 	<ul style="list-style-type: none"> ● Full-frontal hugs ● Kisses ● Showing affection in isolated areas or while one-on-one ● Lap sitting ● Wrestling ● Piggyback rides ● Tickling ● Allowing a student to cling to an employee’s or volunteer’s leg ● Allowing students, older than kindergarten, to sit on an employee or volunteer’s lap ● Any type of massage given by or to a student outside of accepted and documented medical treatment ● Touching bottom, chest, or genital areas that is outside authorized and documented personal care assistance
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Policy Defining Appropriate and Inappropriate Verbal Interactions

Employees and volunteers are prohibited from speaking to students in a way that is, or could be construed by any observer, as harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning, or humiliating.

Employees and volunteers must not initiate sexually-oriented conversations with students. Employees and volunteers are not permitted to discuss their own sexual activities with students.

Our organization’s policies for appropriate and inappropriate verbal interactions include but are not limited to:

<i>Appropriate Verbal Interactions</i>	<i>Inappropriate Verbal Interactions</i>
<ul style="list-style-type: none"> ● Positive reinforcement ● Appropriate jokes ● Encouragement ● Praise ● Strength-based conversations ● Self-disclosure as a supervised therapeutic tool by licensed clinicians, medical professionals, and pastoral counseling 	<ul style="list-style-type: none"> ● Name-calling ● Discussing sexual encounters or in any way involving students in the personal problems or issues of employees and volunteers ● Secrets ● Cursing ● Off-color or sexual jokes ● Shaming, belittling ● Oversharing personal history ● Derogatory remarks ● Harsh language that may frighten, threaten or humiliate students ● Derogatory remarks about the student or his/her family ● Compliments relating to physique or body development

Reporting of Suspect Abuse or Inappropriate Behaviors and/or Policy Violations

EFC has zero tolerance for abuse. It is imperative that every employee or volunteer actively participates in the protection of students and staff.

In the event that employees or volunteers observe red-flag or inappropriate behaviors and/or policy violations by other employees or volunteers, it is their professional and personal responsibility to immediately report their observations in accordance with the organization's reporting procedures.

Remember, at our organization, the policies apply to everyone.

The following are examples of red-flag or inappropriate behaviors that all employees and volunteers are required to report:

- Any violation of the organization's abuse prevention policies
- Seeking unauthorized private time or one-on-one time with students and staff
- Seeing or visiting with a student outside of scheduled programming
- Buying gifts for individual students and staff
- Sending unauthorized electronic communications through text messaging, social media, online gaming, etc. in violation of the organization's electronic communication policy
- Making suggestive comments to students and staff
- Showing favoritism towards a student or type of student
- students and staff disclosing that an employee or volunteer makes them feel uncomfortable

All reports of suspicious or inappropriate behavior with students and staff will be taken seriously. Our procedures will be carefully followed to ensure that the rights of all those involved are protected.

If employees or volunteers witness suspicious or inappropriate behaviors or policy violations from another employee or volunteer, the individual is instructed to do the following:

- Interrupt the behavior.

- Report the behavior to a supervisor, director, or other authority.
- If you are not comfortable making the report directly, make it anonymously
- If the report is about a supervisor or administrator, contact the next level of management.
- Complete an internal report but do not conduct an investigation.
- Keep reporting until the appropriate action is taken.

Bullying/ Harassment

EFC staff are expected to respond to signs and/or reports of bullying or student harassment with a sense of urgency. Such incidents need to be documented and teachers must create action plans to support students' safety. If incidents continue, the classroom teacher must reach out to their grade level Admin and Dean of Students for support.

According to Stopbullying.gov, bullying can be defined as “unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems. In order to be considered bullying, the behavior must be aggressive in nature and include:

- **An Imbalance of Power:** Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. EFC staff must report and respond to all four types of bullying: social, physical, verbal, and cyber.

EFC Safe Place to Learn Policy

See [EFC Handbook for Sexual Harassment Policy](#).

Transportation of Students

Student transportation shall be allowed only with advance Administrator level approval. Any EFC employee transporting students must have and provide to the Administration a valid California Driver's License as well as proof of auto insurance prior to driving an EFC student other than their own child. A copy of the driver's license and current proof of auto insurance is to remain on file in the Human Resources Department in the employee's file at the Home Office. Staff members are to complete the EFC expense reimbursement form in order to be reimbursed for mileage relating to student transportation (use Google Maps to document the mileage). Staff members are expected to keep the student seating area free of trash and personal items and must have appropriate restraint devices required by law in order to transport students. Staff and students are required to wear required restraints at all times (i.e.; seatbelts). Students are not permitted to eat in the vehicle. EFC staff members are expected to obey all DMV regulations while transporting students, including obeying posted speed limits and not texting and/or using an electronic device that requires hands while driving or participating in any activity that compromises safety. Staff members transporting students are expected to keep a first aid kit in the vehicle in case of an emergency (this can be provided by the school).

Accident Policy while Transporting Students

1. Pull to the side of the road when it is safe to do so, putting the vehicle in park and turning off the engine.
2. Check yourself, students, and other staff for injury. Provide first aid where necessary. Do not move an injured person if it is likely to cause further injury unless leaving the individual in the vehicle puts them at a higher risk (i.e.; car fire), then move the individual to safety.
3. Call 911 if there are serious injuries.
4. Call your immediate supervisor, giving them your location, phone number, license plate number, and names of any individuals in the vehicles.
5. If a second party is involved, call the police and make a police report. Do NOT admit fault!
6. Obtain all pertinent driver information (i.e.; license plate, driver's license number, make/model and color of vehicle, and insurance card (take a photo if possible)).
7. Notify your insurance carrier immediately.
8. Fill out the EFC incident report form.

9. Notify appropriate Home Office personnel.

Student Files

Student files are kept under the supervision of the Site Operations Manager. All files are confidential and may not be removed from the locked file cabinet without the express consent of the Site Operations Manager. The school makes every attempt to access the cumulative files of every student, though it is often a lengthy process to obtain the information. When a student transfers out of EFC, the school will not release copies of the files without written notification from the requesting school.

Confidentiality and Proprietary Information

The security of EFC property is of vital importance to EFC. School property includes not only tangible property, such as desks and computers but also intangible property such as data and information. All employees share a responsibility to ensure that proper security is maintained at all times. In the course of your work, you may have access to confidential information regarding EFC, its students, its suppliers, its customers, or perhaps even fellow employees. You have a responsibility to prevent revealing or divulging any such information unless it is necessary for you to do so in the performance of your duties. Access to confidential information should be on a "need-to-know" basis and must be authorized by your supervisor.

Technology and Security of Passwords

EFC has developed an email system, voice mail system, access to the Internet, and other technology systems to assist employees in conducting EFC business. All information, data, and messages created, received, sent, or stored in these systems are, at all times, the property of EFC. These systems are to be used solely for business-related purposes. EFC does not allow these systems to be used in creating, receiving, sending, or storing data that may reasonably be considered to be maliciously defamatory, obscene, or harassing. EFC has software and systems in place that are capable of monitoring and recording all community traffic to and from any computer employees may use. EFC reserves the right to inspect any and all files stored in all areas of the EFC community in order to assure compliance with this and other policies.

EFC relies on Aeries, the student information system, and other software to run mission-critical functions of the school, such as student attendance, grades, scheduling, and transcripts. Each employee entrusted with a network ID and password, and/or access to Illuminate, must carefully protect the assigned passwords, regularly change the passwords used, and use non-obvious passwords to avoid unauthorized access to the system. When leaving a computer unattended, always lock the workstation or shut down the machine to avoid unauthorized access by others on your account. Employees must acknowledge their acceptance of the EFC Acceptable Use Policy in order to use EFC technology resources.

Electronic Communications

This policy describes EFC's guidelines with regard to the use of electronic mail, voice mail, Internet access, and computer systems. This policy covers all EFC systems including all individual equipment (e.g., stand-alone computers and laptops). These systems are important assets of EFC and have been installed at substantial expense to facilitate business communications.

EFC respects the individual privacy rights of its employees; however, employee privacy does not extend to the employee's work-related conduct or to the use of our equipment or supplies. EFC operates under this policy for several reasons including: (1) to ensure that these systems are only used for business purposes; (2) to follow up on departing employees' work-in-progress; (3) to ensure that the confidentiality of these trade secrets is being preserved; (4) to monitor employee performance; (5) to maintain the systems; and (6) to monitor our customer service and relations with outside business. You should be aware that the following guidelines might affect your privacy in the workplace.

Although each employee may have individual passwords to access these systems, the systems belong to EFC and the contents are to be accessible at all times by management for any business purpose. The systems may be subject to periodic unannounced inspections and should be treated like other shared filing systems. All systems passwords

must be given to EFC management and you may not use passwords that are unknown to your supervisor or Human Resources Manager. Of course, these systems are intended solely for business use. Employees should inform family members and friends not to use the systems for any confidential messages (e.g., confidential voicemail or e-mail messages).

Do not assume that messages and files are confidential. EFC has the capability to access, review, and copy or delete any messages sent, received, or stored on the systems. EFC reserves the right to access, review, and copy or delete all such messages for any purpose and to disclose them to any party (inside or outside of EFC) it deems appropriate. Back-up copies of electronic mail messages, voicemail messages, and computer files are maintained and referenced for business and legal reasons.

These systems may not be used in any manner that would be discriminatory, harassing, or obscene, or for any other purpose which is illegal, or against EFC policy. Employees are not permitted to access the electronic

communications of other employees or third parties unless directed to do so by EFC management. Accessing another employee's electronic communications is strictly forbidden. EFC reserves the right to access and review files and messages and to monitor the use of electronic communications as is necessary to ensure that there is no misuse or violation of EFC policy or any law. Employees who misuse these communication systems will be subject to discipline up to and including termination.

Employees may not install personal software in EFC computer systems without prior written approval.

All electronic information created by any employee using any means of electronic communication provided by EFC is the property of EFC and remains the property of EFC.

Use of email on the Internet to copy and/or transmit any documents, software, or other information protected by copyright laws is prohibited.

Employees must exercise a greater degree of caution in transmitting EFC confidential information by email than they take with other means of communicating information, (e.g., written memoranda, letters, or phone calls) because of the reduced human effort required to redistribute such information. EFC confidential information should never be transmitted or forwarded to outside individuals or companies not authorized to receive that information and should not even be sent or forwarded to other employees inside EFC who do not need to know the information.

Always use care in addressing e-mail messages to make sure that messages are not inadvertently sent to outsiders or the wrong person inside EFC. In particular, exercise care when using distribution lists to make sure that all addresses are appropriate recipients of the information. Lists are not always kept current and individuals using lists should take measures to ensure that the lists are current. Refrain from routinely forwarding messages containing company confidential information to multiple parties unless there is a clear business need to do so.

Access to the Internet, Web sites, and other types of EFC-paid computer access are to be used for EFC-related business only.

Any EFC-provided laptops or portable computers are covered by this policy at all times. They are not to be used by employees for personal business activity.

Also, EFC strives to maintain a workplace that promotes a culture of respect. Therefore, EFC prohibits the use of computers, access to the Internet, and the E-mail system in ways that are malicious, disruptive, offensive to others, or harmful to morale.

For example, the display or transmission of sexually explicit images, messages, and cartoons is not allowed. Other such misuse includes but is not limited to, ethnic slurs, racial comments, off-color jokes, or anything that may be construed as harassment or showing disrespect for others.

E-mail may not be used to solicit others for commercial ventures or purchases, religious or political causes, outside organizations, or other non-business matters or fundraising not approved by the Superintendent.

Remember that EFC purchases and licenses the use of various computer software for business purposes and does not own the copyright to this software or its related documentation. Unless authorized by the software developer,

EFC does not have the right to reproduce such software for use on more than one computer.

Employees may only use software on local area networks or on multiple machines according to the software license agreement. EFC prohibits the illegal duplication of software and its related documentation.

Employees should notify their supervisor or Human Resources Manager upon learning of violations of this policy.

Employees who violate this policy will be subject to disciplinary action, up to and including termination of employment.

Cell Phone Policy

Cell phones (including earpieces) of any type may not be used in the classroom during instructional time. Cell phone usage, except for in the case of an emergency, should be limited to employee's break/lunch periods. Cell phone usage during times of student supervision is prohibited. If you have a camera phone, you may not use the camera function in any areas where other employees and students may have an expectation of privacy (e.g.: restrooms, locker rooms). Also, EFC has the legitimate expectation that you will respect all confidential information when using your cell phone on EFC premises. Violation of either of these expectations may result in discipline up to and including release from employment.

News Media Contacts

Employees may be approached for interviews or comments by the news media. Only individuals specifically designated by the Superintendent may comment on behalf of EFC to news reporters regarding matters such as EFC policy or events relevant to EFC.

VI. COMPENSATION AND BENEFITS

Salary Basis Employee Classifications

For salary administration purposes and to determine eligibility for certain employee benefits, EFC assigns employees to one or more of the following employment categories:

10 Month Staff

10 Month Staff members typically work a 191-196 day work-year. School-year staff typically do not have scheduled work days between the end of June and mid-August. This category generally includes all classroom teachers and some other school-site staff.

Payroll schedule and medical benefits run from August through July.

11 Month Staff

11 Month Staff members typically work from 207-215 days per year, depending on the position. These staff members typically do not have scheduled work days in the month of July. This category generally includes Reading Coaches and some other Intervention positions.

Payroll schedule and medical benefits run from July to June.

12-Month Staff/Year-Round Staff

Year-Round staff typically works a 12-month work year. This category includes all Home Office and other support staff such as school-site custodians. Site Office Managers and employees scheduled to work 222 days are considered 12-month employees.

Payroll schedule and medical benefits run from July to June.

Full-Time Staff

Staff who are regular employees who are scheduled to work 8 hours per day and five days a week.

Part-Time Staff

Staff who are regular employees who regularly work less than 8 hours per day or less than five days per week.

Temporary Staff

Temporary staff are those working for less than 90 days. Temporary staff are not eligible for certain benefits, including health insurance, or paid time off.

Non-Exempt Staff (Eligible for overtime)

Under federal and state law, employees in certain types of jobs are entitled to overtime pay for hours worked in excess of eight (8) hours per day or forty (40) hours per workweek or for working seven consecutive days during the workweek. These employees are referred to as 'non-exempt' in this handbook. This means they are not exempt from (and therefore should receive) overtime pay. Supervisors will approve any overtime hours in advance and submit appropriate documentation for payroll purposes.

Salaried Non-Exempt Employees (Eligible for overtime)

Salaried Non-Exempt employees are generally salaried, i.e., not paid on an hourly basis, and eligible for overtime for hours worked over eight (8) hours per day or 40 hours in a week. Supervisors must approve any overtime hours in advance and will submit appropriate documentation for payroll purposes.

Exempt Employees (Not eligible for overtime)

Exempt employees include professional staff, teachers, supervisors, executives, and others whose duties and responsibilities allow them to be exempt from overtime pay provisions. Exempt employees are paid on a salary basis, and their salary already takes into account that long hours are necessary at times. Change in employment status may result from a job change, promotion, a change in working hours, or a change in a job description.

Please see the applicable collective bargaining agreement for further information on your job assignment.

Compensation

It is important to us that our compensation levels reflect the capabilities of our employees. It is EFC's objective to attract and retain talented and dedicated employees. EFC desires to pay all regular employees wages and salaries that are competitive with other non-profit employers and local school districts.

Classified employees' annual salary will be based on work experience and qualifications and will be based on market-rate salaries for similar positions. Classified employees will be paid on a semi-monthly basis and will be paid in twenty (24) equal monthly payments, less statutory and other authorized deductions.

Certificated employees (teachers only): compensation shall be determined based on the EFC Teacher Salary Schedule. Coaches' compensation shall be determined based on the EFC Coaches Salary Schedule. Employee's annual salary will be based on verification of work experience and will be paid in twelve (12) equal monthly payments, less statutory and other authorized deductions. The employee understands that his/her position is

exempt from overtime under State and Federal law and other applicable wage and hour laws.

Automatic Payroll Deposit

EFC requires automatic payroll deposit for all employees, either through a bank account. To begin automatic payroll deposit, you must submit a direct deposit form and a canceled check to the Home Office during the hiring process or be issued an Aline Visa Card. The automatic deposit should begin with the second payroll following the submission of your direct deposit information. Your paycheck will be deposited on or before the last business day of each month. Semi-monthly will be deposited on or before the 15th and on or before the last business day of each month.

EFC has implemented the use of Aline Cards. These are Visa Cards that will be used in lieu of a checking account for direct deposit. Payroll deposits will be uploaded to the cards for the employee's use. These Aline Cards are also available to any employee who is interested in using one. The card can be used in addition to your direct deposit. A designated amount would need to be indicated to be uploaded to the card. For more information, contact Human Resources/Payroll.

Payroll Information

Paydays for certificated staff are generally scheduled on the 25th of each month. Your paycheck or pay statement will include an itemization of the various deductions required by law or authorized in writing by you. You should keep these statements for your personal records. Paychecks will be presented only to the named employee. Requests for special handling of your check-in certain cases must be arranged in writing in advance with the Office Manager at the Site or the Home Office.

For non-exempt, hourly, temporary, or part-time employees on a semi-monthly pay schedule(including substitute teachers), as well as full-time employees performing, approved extra duties, ADP timesheets will be kept from the 1st of the month through the 15th of the month, then from the 16th day of the month through the last working day of the following month. Timesheets will be approved by your timecard supervisor in ADP no later than the 15th, or last day of the month.

Hourly Employees using time and attendance online must clock in when they start their work schedule and clock out when they leave. If the employee is eligible for 30 minutes of unpaid lunch (working 5 or more hours), they must clock out for lunch prior to the end of the 5th hour and clock back in no earlier than 30 minutes later when they return from their lunch break.

If the 15th or the last day of the month falls on a weekend or holiday, timesheets should be submitted on the school day closest to the 15th and the last day of the month. You are responsible for accurately recording your time on your timesheet. Falsification of any time records is cause for disciplinary action, up to and including termination.

If you believe there is a mistake on your paycheck, notify the Payroll Analyst or Director of Human Resources/Payroll via the [HRRT Ticketing System](#).

Reimbursement/Purchasing Policy

EFC will pay reasonable expenses incurred in the course of an employee's work. Employees must obtain approval prior to incurring expenses on behalf of EFC to ensure the expenses are within budgetary guidelines. In order to receive reimbursement, all costs should be itemized on an expense report, signed by your supervisor, and accompanied by original receipts affixed to a full sheet of paper and submitted to the Home Office. Purchases made on behalf of EFC must be separated from personal items on the store receipt. All reimbursement reports must be completed within one calendar month of purchase.

EFC will reimburse employees for pre-approved reasonable and necessary travel, accommodations, and other actual expenses incurred during the course of business travel. Use of an employee's personal automobile for company business will be reimbursed at the IRS-approved mileage reimbursement amount per mile after 'basic' miles are deducted. Basic miles are the number of round trip miles from home to your regular workplace.

Our EFC Operating Guidelines will contain more detailed information on our reimbursement and travel policies. If you have any questions about EFC's expense reimbursement policy, please contact your Principal, who is your liaison to the Home Office.

Employees requesting additional classroom supplies and/or instructional material must obtain approval prior to incurring expenses on behalf of EFC, to ensure the expenses are within budgetary guidelines.

Group Benefits

Education for Change is committed to providing competitive benefits. The following benefits are currently offered to those employees meeting eligibility requirements (e.g., those employees classified as Full-Time and/or Part-time who are working in excess of 30 hours per week). Education for Change does not provide for double coverage of health benefits for its employees. If spouses/domestic partners/or any dependent are both employed by Education for Change they have the option of either: 1) Individual separate coverage, or 2) being covered by the spouse/domestic partner's plan. You are responsible for completing the necessary paperwork in a timely manner to ensure activation of your benefits. Also, please refer to the separate EFC benefits summary for more information. If there is any conflict between this handbook and the official Summary Plan Descriptions ("SPD"s) or plan documents, the official SPDs and/or plan documents will govern. As with all policies in this handbook, healthcare coverage may change at any time.

Health coverage runs consistently with your work term dates.

10 Month Employees: August –July

11 Month Employees: July – June

12 Month Employees: July – June

Individual Benefits

EFC offers qualifying employees school-sponsored benefit programs as outlined below, and in the applicable collective bargaining agreement.

Medical Insurance

Kaiser Permanente and Sutter Health Plus are our options for medical coverage. There are 2 different plan options within each of these Health Providers' systems.

Option 1 is the Traditional HMO for both Kaiser and Sutter Health Plus. The employees' cost share is 20% of the monthly premium.

Option 2 is the Deductible HMO for both Kaiser and Sutter Health Plus. The employees' cost share is 10% of the monthly premium.

You will be given more information about the specific plans upon enrollment. Specific plan details are in the [Benefits Guide booklet](#).

Guardian Supplementary Insurance Plans: Accident, Critical Illness, and Hospital Indemnity. The monthly premiums for these Supplementary Plans are employee-paid. Specific plan details are in the [Benefits Guide booklet](#).

Dental Insurance

Dental benefits are provided by Delta Dental. The employees' cost share is 20% of the monthly premium. Specific details on this account are in the [Benefits Guide booklet](#).

Vision Insurance

Vision benefits are provided by the Vision Service Plan (VSP). The employees' cost share is 20% of the monthly premium. You will be given more information about the specific plans upon enrollment. Specific details on these accounts are in the [Benefits Guide booklet](#).

Employee Assistance Program (EAP)

Employee Assistance benefits are provided by Concern-EAP. EFC currently covers the entire cost of the EAP plan for employees and their dependents. Specific details on this account are in the [Benefits Guide booklet](#).

Flexible Spending Accounts (FSA)

Education for Change offers Flexible Spending Accounts to all employees. The plan year for Flexible Spending Accounts begins in July and runs through June. The different Flexible Spending Accounts are: Health Flexible Spending Account, Dependent Care Flexible Spending Account, and Commuter Benefits. Specific details on these accounts are in the [Benefits Guide booklet](#).

Disability Insurance

All employees participate in California State Disability Insurance. The state-designated amount is deducted from your paycheck.

Life Insurance

Life Insurance from Hartford is payable up to \$30,000 in the event of your death, in accordance with the policy. You can indicate your beneficiary or beneficiaries by submitting the appropriate documents to Human Resources. You can change beneficiaries by submitting the change in writing.

COBRA

The federal Consolidated Omnibus Budget Reconciliation Act ("COBRA") gives you and your qualified beneficiaries the opportunity to continue health insurance coverage under our health plan when a "qualifying event" would normally result in the loss of eligibility. Some common qualifying events are: resignation, termination of employment, or death of an employee; a reduction in your hours or a leave of absence; your divorce or legal separation; and a dependent child no longer meeting eligibility requirements.

Under COBRA, you or your beneficiary pays the full cost of coverage at our group rates, plus an administration fee.

You will be provided with a written notice describing your rights granted under COBRA when you become eligible for coverage under our health insurance plan. The notice contains important information about your rights and obligations.

Health Insurance Portability

Under the Health Insurance Portability and Accountability Act, you and your qualified beneficiaries are entitled to Certificates of Coverage from EFC when any of three circumstances are present. These Certificates allow you and your dependents to transfer from one employer health plan to another without starting a new pre-existing condition waiting period. The three conditions are:

- When you are no longer covered under the health plan, or you begin COBRA coverage (as in the case of extended leaves of absence or termination);
- At the time your COBRA coverage ends; and
- When a request is made within 24 months of termination of coverage.

The term “portability” does not mean you may take your specific health insurance policy from one job to another. It means that once you obtain health coverage, you will be able to use evidence of that insurance to reduce or eliminate any pre-existing medical condition exclusion period that might otherwise have been imposed on you when you move to another group health plan. Portability is designed to help people maintain coverage by giving them credit for having been covered previously.

You will be advised in writing of any pre-existing condition clause in your health insurance plan when you are hired. You may then request Certificate(s) from your previous employer (if applicable) to apply to your current plan. You may also request Certificate(s) from us under the conditions mentioned above when applicable.

Domestic Partners Coverage

EFC offers domestic partners insurance coverage. This policy gives you the opportunity to cover a long-term, significant non-spouse partner under our medical and dental plans. A domestic partnership will be recognized when it meets the provisions of Family Code Section 297 and when the couple has registered with the California Secretary of State.

Unemployment Compensation

Under certain circumstances, employees may be eligible for unemployment compensation upon termination of employment with EFC. Eligibility for unemployment compensation is determined by the State Employment Development Department and not by EFC.

Retirement

EFC currently offers one of two mandatory retirement programs (depending on your job description and status), and an additional voluntary retirement program available to all employees.

Which Retirement Plan?

Mandatory participation: Full-time non-teaching (Classified) staff are automatically enrolled in the Public Employee Retirement System (“CalPERS”). Certificated staff working greater than 50% of full time are automatically enrolled in the California State Teachers Retirement System (“CalSTRS” or “STRS”). Special regulations dictate the participation of foreign teachers. In addition, any teacher or substitute already enrolled in CalSTRS through a previous job must participate in CalSTRS while working at EFC.

Elective participation: Teachers working less than 50% of full time, who are not already members of STRS, can elect to participate in STRS. Substitute teachers who are not already members of STRS can elect to participate in STRS. Membership in STRS becomes mandatory for substitutes once they have served 100 days in any school year.

Public Employee Retirement System

For eligible staff, EFC offers PERS, a “defined benefit” retirement plan that covers most California classified employees. Employees contribute 8% of their salary, and EFC contributes 19.721% of the staff member's salary (these rates may change over time). PERS has a five-year vesting period; once vested members are eligible for retirement benefits based on a formula including the member's years of service and salary. Complete information on PERS is available at <https://www.calpers.ca.gov/>.

Accrued sick time from previous employers may be carried over to EFC within 90 days of initial employment. It is the responsibility of the employee to contact a previous employer to obtain official documentation that lists the sick balances of previous work years. If a previous employer needs authorization from EFC please contact the Director of Human Resources.

California State Teachers Retirement System

For eligible staff, EFC offers STRS, a “defined benefit” retirement plan that covers most California public school teachers. Employees contribute based on their STRS designation (Classic 10.25%, Pepra 10.205%) of their salary, and EFC contributes 17.10% of the teacher's salary (these rates may change over time). STRS has a five-year vesting period; once vested, members are eligible for retirement benefits based on a formula including the member's years of service and salary. Complete information on STRS is available at www.calstrs.com.

Accrued sick time from previous employers may be carried over to EFC. It is the responsibility of the employee to contact a previous employer to obtain official documentation that lists the sick balances of previous work years. If a previous employer needs authorization from EFC please contact the Home Office. Upon leaving EFC, unused sick days may be transferred to your new place of employment.

Voluntary Supplemental Retirement Plans – 403(b), 457(b)

EFC allows additional voluntary retirement plans for employees who wish to save additional money for retirement on a pre-tax basis. Participation is voluntary, and all employees are eligible to participate. Employees can specify a percentage of salary or a flat amount to be withheld from each paycheck (the IRS currently caps contributions at \$22,500 in 2023). EFC does not contribute any matching funds to 403(b) and/or 457(b) accounts.

For more information on these plans, please contact TDS @ 866-446-1072. Specific details are in the Benefits Guide booklet.

Social Security

EFC does not participate in federal Social Security for certificated staff members.

VII. EVALUATION AND RECORD KEEPING

Support, Evaluation, and Intervention

The support, evaluation, and intervention process for EFC faculty and staff is constantly being improved. More than an evaluation process, it is a philosophy. This process considers all aspects of the person at work: from the teacher in the classroom to the colleague in the faculty meeting or the staff person at a school or in the Home Office. Home Office Staff will also use the same process adapted for administrative functions. The evaluation process will typically occur annually. The exact parameters may vary depending on the applicable collective bargaining agreement.

The philosophy is that all staff can improve and that the evaluator is a support provider as well as an evaluator. Asking for help is valued because it helps others help you, the employee.

Ongoing Support

EFC believes that being an educator is a professional role that can be enhanced through continued scholarship, collegial interaction, evaluation, goal setting, self-assessment, and involvement in educational work beyond the school.

EFC is committed to using faculty and staff development time to:

- Reflect on our own practice for improvement;
- Educate ourselves on current research and best practices; and
- Build collegiality through a structured system of collaborations, peer observations (“peer coaching”) and other protocols.

Formal Evaluations

Formal Certificated Evaluations

Formal evaluations for certificated staff occur once or twice each year, depending on the employee’s job classification, years of experience, and the previous year’s evaluation ratings.

We purposely set the performance standard high as we believe that highly effective teachers are critical to the success of our students. We firmly believe that the most important resource that we can provide for each and every one of our students is a highly skilled teacher. EFC is an appropriate organization for teachers who recognize the depth and breadth of content and pedagogical knowledge necessary to perform at proficient and advanced levels and who are committed to their own continuous growth as professionals.

Please reference the Performance Management section of the [EFC Operations Manual](#) for specific information regarding evaluation tools and schedules.

Personnel Files

EFC maintains a personnel file on each employee. The personnel file includes such information as your job application, resume, records of training, documentation of performance appraisals and salary increases, and other employment records.

Personnel files are the property of EFC and are kept in a locked file. Access to the information they contain is restricted. Generally, only management personnel who have a legitimate reason to review information in a file are allowed access.

You may review your personnel records and your payroll records if you wish. If you would like to review these records, you should contact the Human Resources Department. With reasonable advance notice, you may review your own personnel file in the School’s offices and in the presence of the Human Resources representative.

Any records containing medical information are kept in a separate file and they will not influence employment decisions about you without your permission.

EFC’s records about you will not be disclosed in an individually identifiable form to people or organizations outside EFC without your written approval unless disclosure is compelled for legal reasons. The only other exception will be to confirm you are or were an employee, the dates of your employment, and your title or position. This information may be disclosed without your authorization in response to a request identifying you by name.

Changes in Status

All employees are required to notify Human Resources via [HRRT Ticket](#) of any status changes including

- a) Name
- b) Address
- c) Marital status
- d) Number of dependents
- e) Telephone number (home, work, and cell)
- f) Person to be notified in case of emergency
- g) Loss of driver's license, or restriction(s) in driving privileges
- h) Felony arrest or pending charges or convictions

The following changes can be made directly by the employee in their ADP self-serve account.

- a) Name
- b) Address
- c) Telephone number
- d) Person to be notified in case of emergency
- e) Change to your direct deposit information account or additional account
- f) Changes to federal and state exemption number (W-4 & DE4)
- g) In an effort to reduce paper usage, this is where you will find your pay statements. You can print out your pay statements, and W-2 when you need them directly from ADP.

VIII. HOLIDAYS AND LEAVES

General Policies Regarding Paid Time Off, Sick Days, and Personal Days

It is EFC's expectation that all employees make every effort to schedule appointments outside of regular work hours. In the event that it is not possible to schedule a necessary appointment outside of regular hours, and request a sick day used as a personal day or for other important appointments (i.e. court date or a residential emergency). Leave time is usually requested and used in one-hour increments. Should you have a need for a minimal amount of leave time during regular work hours your supervisor should be consulted to determine the best way to address the specific circumstances. For absences that are four (4) or more consecutive work days, the site may require physician verification.

Staff must arrive at school, to class, and to meetings on time every day. We ask staff to make every effort to avoid absences on days preceding or following school vacations or long weekends. We strongly discourage the families of EFC students from taking such days off, and it is important that we model the behavior we request. Similarly, since students are not allowed to attend an after-school activity on a day during which they have been absent, staff should avoid absences on days when their attendance is required after school.

Planned absences for medical and dental appointments are expected to be arranged, as much as possible, during non-school hours and must be taken on either half-day or full-day blocks.

The school staff has an obligation to make sure their responsibilities are covered, including arranging substitutes.

Please note that these policies and procedures may be impacted as outlined in the applicable collective bargaining agreement. Where in conflict, the collective bargaining agreement shall take precedence.

Observed Holidays

EFC observes the following 13 holidays for all staff:

New Year's Day
 Martin Luther King Jr.'s Birthday
 President's Day
 Cesar Chavez Day
 Memorial Day
 Juneteenth
 Independence Day
 Labor Day
 Indigenous People Day
 Veteran's Day
 Thanksgiving Day
 Friday after Thanksgiving Day
 Christmas Eve
 Christmas Day
 New Year's Eve

When a holiday falls on a Saturday or Sunday it is usually observed on the preceding Friday or the following Monday. Specific holiday observances will be announced in advance. Holidays are not counted as part of the work year.

Personal Necessity Days

Full-time employees are entitled to up to five paid personal days off per year. Employees must notify their supervisors as early as possible of their intention to use a personal day. Supervisors must report employees' use of personal days to the Home Office. It should be clear to all employees that personal days are to be used only in cases of necessity.

Staff must request personal days (paid or unpaid) at least 48 hours in advance. Personal days must be approved by the employee's supervisor. Approval is subject to school/organizational needs (i.e., substitute availability, the number of staff out, etc.) Approval is limited to two requests for a particular day at each school site, and then may be approved only after all other classes are covered and if the requesting teacher secures coverage of her/his classes, and submits the plan for coverage along with her/his substitute plans.

Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, EFC offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physical or flu shots) or to diagnose, treat, or care for a health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouse/domestic partners, grandparents, grandchildren, or siblings) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking. Such family-related sick leave usage is subject to all of the same conditions and restrictions that apply to each employee's use of earned sick leave for his or her own personal illness.

If an employee has no spouse or registered domestic partner, the employee may designate one (1) person that the employee may use paid sick leave to aid or care for that person in lieu of a spouse or registered domestic partner. On an annual basis, the employee shall make or change such designation.

All full-time unit members shall be provided with sick leave as follows:

- **10-month employees:** (191, 196 Calendar) 80 hours of paid sick leave per school year and 40 hours of paid sick leave that may be used as personal leave per year
- **11-month employees:** (207,215 Calendar) 88 hours of paid sick leave per school year and 40 hours of paid sick leave that may be used as personal leave per year
- **12-month employees:** (222, 245 Calendar) 96 hours of paid sick leave per school year and 40 hours of paid sick leave that may be used as personal leave per year

Part-time unit members shall accrue paid sick leave prorated to their FTE status, with a minimum of twenty-four

(24) work hours of sick leave frontloaded at the start of employment and each new work year. . If any applicable local ordinance requires a greater amount of time to be provided at the beginning of any school or fiscal year, the School shall comply. Unused sick leave carries over from year to year and is not paid out upon separation from employment.

Non-exempt employees classified as “hourly” (hereafter “Hourly”) shall accrue one (2) hour of sick leave for every thirty (30) hours of work. Hourly employees may accrue up to seventy-two (72) hours of sick leave per year. Sick leave may carry over from year to year but shall not exceed seventy-two (72) hours.

All other employees classified as “Guest Teachers” shall be credited with twenty-four (24) hours of sick leave at the beginning of each work year. Sick leave may carry over from year to year and shall not exceed seventy-two (72) hours.

Eligible employees will receive pay at their normal base rate for any sick leave taken. However, no employee will receive pay in lieu of sick leave for any granted but unused sick leave at the close of any calendar year or at the time of termination.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee’s basis for leave beyond accrued sick leave Employee requests for unpaid medical leave must be approved in advance by the School.

Employees must notify their immediate supervisors of their need to take sick leave as soon as practicable and, in no event, no later than 30 minutes after their scheduled starting time.

If you are absent longer than three (3) days due to illness, medical evidence of your illness and/or medical certification of your fitness to return to work satisfactory to the EFC will be required before the EFC honors any sick pay requests. EFC will not tolerate abuse or misuse of your sick leave privilege. If EFC suspects abuse of sick leave, EFC may require a medical certification from an employee verifying the employee’s absence.

For members of STRS or PERS unused sick leave counts toward service credit for retirement purposes. Accrued sick time from previous employers may be carried over to EFC. It is the responsibility of the employee to contact a previous employer to obtain official documentation that lists the sick balances of previous work years. If a previous employer needs authorization from EFC, please contact the Home Office.

It is EFC’s expectation that all employees make every effort to schedule appointments outside of regular work hours. In the event that it is not possible to schedule a necessary appointment outside of regular hours, employees may use sick leave for medical appointments. Should you have a need for a minimal amount of leave during regular work hours your supervisor should be consulted to determine the best way to address the specific circumstances.

Abuse of Sick Leave

Regular attendance is crucial to the success of this and any other business. Paid sick leave is provided as a financial buffer for employees who are too injured or ill to work or those who are dealing with the illness or injury of a family member, not as additional time off for employees who are well. Abuse of sick leave is grounds for discipline, up to and including termination.

Workers’ Compensation/Industrial Illness Leave

EFC maintains a workers’ compensation insurance policy for the benefit of all EFC employees with Berkshire Hathaway. This policy provides compensation for lost wages and medical expenses resulting from an on-the job injury or illness. It covers work-related injuries and illnesses only. The earnings benefit is provided only in those instances where the employee cannot immediately return to work as a result of his/her injury. Medical expenses are covered for any on-the-job injury that requires medical attention.

Any employee injured while performing work for EFC should report the incident immediately to his/her supervisor. The supervisor will complete an incident report and submit it to the Home Office immediately. You are required to go to the EFC-designated medical clinic to receive medical attention.

Workers' compensation coverage may be effective upon the occurrence of a work-related injury; sick leave may be used during the waiting period.

It is important that all employees use caution on a daily basis while working. For example not using furniture for anything other than the purpose for what it was designed i.e. sitting on a table or standing on a chair.

Personal Unpaid Medical Leave

Any regular full-time employee who is temporarily disabled and unable to work due to a medical condition, will, upon request, be granted a leave of absence without pay for the period of his or her disability, provided such period shall not exceed 6 weeks, except where other laws require a greater leave entitlement. The term "medical condition" as used in this policy encompasses all temporary medical disabilities including, but not limited to, pregnancy, childbirth, and related medical conditions.

As soon as you become aware of a need for a medical leave of absence, you should request a leave from your supervisor in writing. A physician's statement must be provided verifying the beginning and expected ending dates of your leave of absence. Any changes in this information should be promptly reported to your supervisor.

Except where other laws require a greater leave entitlement, eligible employees are normally granted leave for the period of the disability, up to a maximum of 6 weeks. You must take any available paid sick leave or paid time off as part of the approved period of leave. If paid time off or sick leave is used, the paid and unpaid portions of the leave will be added together to a total of 6 weeks. You may also be eligible for State Disability Insurance ("SDI"). You may not apply for Paid Family Leave benefits for your own disability.

Subject to the terms, conditions, and limitations of the applicable plans, health insurance benefits will be provided until the first day of the month following the first full month of disability. After that time, you will become responsible for the full costs of these benefits if you wish coverage to continue. When you return from medical leave, benefits will again be provided by EFC according to the applicable plans. If you sustain a work related injury or illness, you are eligible for a medical leave of absence for the period of disability in accordance with all applicable laws covering occupational disabilities.

Holiday benefits will be suspended and sick leave benefits will not continue to accrue during the approved medical leave period.

Please notify EFC at least two weeks before the date you will be able to return to your job. Prior to returning to your position, you must provide a written release from your doctor on or before your return date.

When a medical leave ends, every reasonable effort will be made to return you to the same position, if it is available, or to a similar position for which you are qualified. However, EFC cannot guarantee reinstatement in all cases.

If you fail to timely report to work at the end of the medical leave, we will assume that you have terminated your employment in accordance with the policies herein.

Family Care and Medical Leave

This policy explains how EFC complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require EFC to permit each eligible employee to take up to twelve (12) workweeks (60 days) (or twenty-six (26) workweeks (130 days) where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

Employee Eligibility Criteria

To be eligible for FMLA/CFRA leave, the employee must have been employed by EFC for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where EFC has at least fifty (50) employees within seventy-five (75) miles (except for purposes of CFRA where the School must only have at least five (5) employees).

Events That May Entitle an Employee To FMLA/CFRA Leave

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by EFC, they each will be entitled to a separate twelve (12) weeks of leave for this purpose which cannot be loaned or otherwise assigned from one employee to the other.
2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by EFC' separate pregnancy disability policy).
 - a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
 - b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits that person to the facility with the expectation that the person will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
 - c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
 - d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.
3. To care for a spouse, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a parent-in-law, grandparent, grandchild, or sibling for CFRA purposes.
4. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member.
5. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

Amount of FMLA/CFRA Leave Which May Be Taken

1. FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks (60 work days) total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.

2. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.
3. The “twelve-month period” in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.
4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, EFC’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days EFC’s activities have ceased do not count against the employee’s FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA or CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee’s leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during FMLA/CFRA Leave

1. EFC shall offer unit members supplemental coordinated wage payment to their State Disability Insurance, or Paid Family Leave benefits, whichever is relevant to the unit member’s particular situation, that will bring the staff member’s pay to 100% of their normal base pay for a period of up to fifty (50) work days. Unless negotiated otherwise, all supplemental EFC payments herein will terminate as of June 30, 2023. All such coordinated supplemental pay from EFC must be authorized by the State as a condition to the benefit being implemented.
2. Employees are may use paid sick leave for any otherwise unpaid leave days. If an employee has exhausted his/her sick leave, leave taken under FMLA/CFRA shall be unpaid leave.

Health Benefits

The provisions of EFC’s various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by EFC during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, EFC will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, EFC will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

EFC may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have “failed to return from leave” if that employee works less than thirty (30) days after returning from FMLA/CFRA leave; and
2. The employee’s failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

Seniority

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority that the employee had when the leave commenced.

Medical Certifications

1. An employee requesting FMLA/CFRA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate healthcare provider on a form supplied by EFC. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of EFC's request for certification) may result in denial of the leave request until such certification is provided.
2. EFC will notify the employee in writing if the certification is incomplete or insufficient and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. EFC may contact the employee's health care provider to authenticate a certification as needed.
3. If EFC has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, EFC may request a second opinion by a health care provider of its choice (paid for by EFC). If the second opinion differs from the first one, EFC will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
4. Recertifications are required if leave is sought after the expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA/CFRA Leave

1. An employee should request FMLA/CFRA leave by completing a [HRRT Ticket](#). An employee asking for a Leave of Absence will be given a copy of EFC's then-current FMLA/CFRA leave policy.
2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt EFC's operations.
4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that EFC will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which that employee is qualified, for which the position that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
7. EFC will respond to an FMLA/CFRA leave request no later than five (5) business days after receiving the request. If an FMLA/CFRA leave request is granted, EFC will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will

explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

1. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.
2. When a request for FMLA/CFRA leave is granted to an employee, EFC will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from FMLA/CFRA leave taken because of their own serious health condition, the employee must obtain a certification from their healthcare provider that they are able to resume work.
4. If an employee can return to work with limitations, EFC will evaluate those limitations and, if possible, will accommodate the employee as required by law. The employee will be medically separated from EFC if accommodation cannot be made.

Employment during Leave

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without EFC' written permission. An employee who accepts such employment without EFC' written permission will be deemed to have resigned from employment at EFC.

Pregnancy Disability Leave

This policy explains how EFC complies with the California Pregnancy Disability Act, which requires EFC to give each female employee an unpaid leave of absence of up to four (4) months, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

Events That May Entitle An Employee to Pregnancy Disability Leave

The four-month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

Duration Of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months in total. "Four months" means the number of days the employee would normally work within four months. For a full-time

employee who works five eight-hour days per week, four months means 88 working and/or paid eight-hour days of leave entitlement based on an average of 22 working days per month for four months.

Pregnancy disability leave does count against the FMLA leave but does not count against CRFA leave which may be available.

Pay During Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued personal time at the beginning of any otherwise unpaid leave period.
2. The receipt of sick leave pay or state disability insurance benefits will not extend the length of pregnancy disability leave.
3. Sick pay accrued during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits

The provisions of EFC's various employee benefit plans govern continued eligibility during pregnancy disability leave and these provisions may change from time to time. When a request for pregnancy disability leave is granted, EFC will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

Seniority

An employee on pregnancy disability leave remains an employee of EFC and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, he or she will return with the same seniority he or she had when the leave commenced.

Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by EFC. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after the expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

Requesting And Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by by completing a [HRRT Ticket](#). An employee asking for a Request for Leave form will be referred to EFC's current pregnancy disability leave policy.
2. Employees should provide not less than thirty (30) days or as much notice as is practicable if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt EFC's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
6. In most cases, EFC will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, EFC will notify the employee in writing, and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return To Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position (at the time reinstatement is requested). If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless there is no comparable position available, but filling that position with the returning employee would substantially undermine EFC's ability to operate the business safely and efficiently. A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.
2. When a request for pregnancy disability leave is granted to an employee, EFC will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from a pregnancy disability leave of three days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
4. If the employee can return to work with limitations, EFC will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from EFC.

Employment During Leave

An employee on pregnancy disability leave may not accept employment with any other employer without EFC's written permission. An employee who accepts such employment will be deemed to have resigned from employment with EFC.

Other Leaves of Absence/Time Off

Paid Family Leave (Wage Replacement Benefits)

Paid Family Leave ("PFL") does not create the right to a leave of absence but is part of the State Disability Insurance program which provides wage replacement benefits for eligible employees. California employees may file a claim for up to six (6) weeks of PFL benefits with the Employment Development Department ("EDD") within a 12-month period to take time off work to care for a child, spouse, parent or domestic partner or the child of a domestic partner with a serious health condition, or to bond with a newborn or a child under eighteen (18) who has been placed in their home by adoption or foster care. The plan will provide benefits of approximately 55% of lost wages after a 7-day waiting period. This leave is sponsored within the State Disability Insurance ("SDI") program and funded through employee contributions.

If you are eligible for either federal Family Medical Leave Act ("FMLA") and/or California Family Rights Act ("CFRA") leave, both of these leaves will overlap with your receipt of PFL benefits and you will be reinstated to the same position, or to a similar available position for which you are qualified. If you are not eligible for FMLA or CFRA, then reinstatement is not guaranteed.

PFL does not apply to your own illness or injury nor can benefits be applied to time off under medical leave, workers' compensation leave or pregnancy disability leave. Before collecting paid time off under Paid Family Leave, you must serve a seven (7)-day unpaid waiting period. If you have accrued unused personal leave, you may apply one (1) week to the otherwise unpaid waiting period. You may apply for accrued but unused sick leave but are not required to do so.

Bereavement Leave

Staff are entitled to time off from work with full pay in the event of a death in the family, in accordance with the following guidelines. Requests for bereavement leave must be made to the Principal or designee:

Days Allowed

Up to six (6) consecutive work days in the event of death of a family member.

Up to two (2) additional work days in the event the unit member is required to travel more than two hundred (200)

miles in connection with the family member's death. An employee's right under this section may be different under an applicable collective bargaining agreement. Please refer to the collective bargaining agreement for further information.

Time Off for School Children

Employees are encouraged to participate in the school activities of their child(ren). Parents, guardians, or grandparents having custody of schoolchildren are provided unpaid time off to participate in school or daycare activities. EFC may require proof of your participation in these activities. You may use accrued personal leave or unpaid time off for this purpose. Please provide reasonable notice to your supervisor before taking time off for school children.

Military Leave of Absence

Any employee who is in any branch of the uniformed services or a similar government military operation may take military service leave for military duty for up to five (5) years. Advance notice is required to maintain such a leave status. Available time off may be used for the absence as military service leave is unpaid. For teaching staff, a request must first be made to serve the time when school is not in session. Sick time and holiday benefits will not accrue during a military service leave.

Domestic Violence Crime Victims Leave

Victims of domestic violence and sexual assault may take time off work to obtain help from a court, seek medical attention, obtain services from a shelter, program, or crisis center, obtain counseling, or participate in safety planning. You may also assist a member of your immediate family who has been a victim. EFC may require proof of your participation in these activities. You may use accrued personal leave or granted sick leave or time without pay. When possible, give your supervisor reasonable notice.

Bone Marrow and Organ Donation Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a twelve (12) month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by EFC for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to EFC that they are a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay, and other terms and conditions of employment.

Unless specified otherwise in an applicable collective bargaining agreement, leave will be as specified herein.

Jury and Witness Duty

Staff, while serving jury duty or if summoned as a witness, shall receive full pay during such duty for up to five (5) days, unless the unit member continues to perform job duties during their leave. A unit member is also

permitted to retain the allowance they receive from the court for such service. Unless specified otherwise in an applicable collective bargaining agreement, leave will be as specified herein.

Process for Requesting Jury/Witness Leave

To qualify for either jury duty or witness leave, staff must submit to their supervisor a copy of the summons within (1) week of the leave, or as soon as it is received, if leave is less than one (1) week away of receipt. In addition, staff must also submit to the unit member's supervisor a related proof of service with the period of jury duty or witness duty when completed. No adverse employment action will be taken against staff due to their service as either a juror or witness in state or federal courts.

Leave for Volunteer Firefighters and Emergency Personnel

If you are a volunteer firefighter, reserve peace officer, or other type of emergency rescue personnel, you are entitled to take up to fourteen (14) days off per calendar year to perform your duties, or to engage in fire or law enforcement training. Leave is unpaid but you may apply any accrued paid time off to your absence.

If you receive notice that you must report for duty prior to coming to work, or leave work after you have come to work, you must inform your immediate supervisor as soon as possible, stating the amount of time you expect to be gone, if possible. You are expected to come back to work as soon as you are able to do so.

Voting Time Off

You are encouraged to fulfill your civic responsibilities by participating in elections. Generally, employees are able to find time to vote either before or after their regular work schedule. If you are unable to vote in an election during your non-working hours due to your work schedule, we will grant you up to two (2) hours of paid time off to vote.

You should request time off to vote from your supervisor at least two (2) working days prior to Election Day. Time off will be scheduled at the beginning or end of the workday, whichever provides the least disruption to the normal work schedule.

You must submit a voter's receipt to your supervisor on the first working day following the election to qualify for paid time off. Unless specified otherwise in an applicable collective bargaining agreement, voting time off will be as specified herein.

IX. DISCIPLINE AND TERMINATION

The following conduct is prohibited and will not be tolerated by EFC. This list of prohibited conduct is illustrative only and applies to all employees of EFC; other types of conduct that threaten security, personal safety, employee welfare, and EFC operations also may be prohibited. If an employee is working under a contract or collective bargaining agreement with the School which grants procedural rights prior to termination, the procedural terms in the contract/agreement shall apply. Please see the Certificated and ESS collective bargaining agreements for further information regarding discipline and termination guidelines.

1. Insubordination - refusing to perform a task or duty assigned or acting in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties, or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on EFC property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their

- work tasks.
4. Damaging, defacing, unauthorized removal, destruction, or theft of another employee's property or of EFC property.
 5. Fighting or instigating a fight on EFC premises.
 6. Violations of the drug and alcohol policy.
 7. Using or possessing firearms, weapons, or explosives of any kind on EFC premises.
 8. Gambling on EFC premises.
 9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness, or production reports or records, specifically including applications for employment and time cards.
 10. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record your clock card.
 11. Use of profane, abusive, or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
 12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
 13. Excessive absenteeism or tardiness excused or unexcused.
 14. Posting any notices on EFC premises without prior written approval of management, unless posting is on an EFC bulletin board designated for employee postings.
 15. Immoral or indecent conduct.
 16. Conviction of a criminal act.
 17. Engaging in sabotage or espionage (industrial or otherwise)
 18. Violations of the sexual harassment policy.
 19. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures, or treatment.
 20. Sleeping during work hours.
 21. Release of confidential information without authorization.
 22. Any other conduct detrimental to other employees or EFC's interests or its efficient operations.
 23. Refusal to speak to supervisors or other employees.
 24. Intentional dishonesty.

Staff Resignation Process

EFC may also consider that an employee has voluntarily terminated his or her employment if: (a) the employee fails to return from an approved vacation or leave on the date agreed upon; or (b) the employee fails to report for work without notice for three (3) consecutive days.

All EFC-owned property, including vehicles, computers, instructional materials, equipment, supplies, keys, security system fobs, uniforms, identification badges, and credit cards, must be returned immediately upon termination of employment.

Procedures for a For Cause Release

General Provisions

The following independently or collectively are causes for discipline:

- Unsatisfactory performance
- Mistreatment of others, including students, parents, or staff
- Dishonesty, including any falsifying of employment records, employment information, or other School records
- Theft or deliberate or careless damage or destruction of any School property, or the property of any employee or student
- Possession of any firearms or any other dangerous weapons on School premises at anytime
- Possession of any intoxicant on School grounds, including alcohol or controlled substances (unless such substances are supported by a valid prescription)
- Conviction of any felony or crime of moral turpitude
- Insubordination, including but not limited to failure or refusal to obey the orders or instructions of a supervisor or member of management

- Absence without leave, repeated tardiness or abuse of leave privileges
- Unprofessional conduct
- Violating any safety, health, security procedure or engaging in any conduct which risks injury to the employee or others
- Committing of or being involved in any act of unlawful harassment of another individual
- Failure to maintain legally required credential(s) for the position
- Abandonment of position

Suspension or Dismissal Process

A written Notice of Recommended Discipline (“Recommendation”) shall be given to the unit member in person or by certified mail prior to imposing a suspension without pay or dismissal from employment. A copy of the Recommendation shall also be provided to the Union President. The Recommendation shall contain the following information:

- The type and effective date of disciplinary action intended
- The cause(s) for the proposed discipline
- A factual summary of the basis for the charges
- A copy of all written charges, materials, reports, and/or documents upon which the discipline is based
- Notice of the unit member’s right to grieve in accordance with the Grievance and Arbitration provisions of this Agreement

Unit members should refer to the Collective Bargaining Agreement for further information.

Right to Grievance

Except as provided herein, all discipline is subject to the Grievance and Arbitration provisions of this Agreement.

Reference to or Reliance upon the Education Code

Provisions for certificated or classified discipline (suspension without pay or dismissal) which are enumerated in the California Education Code or interpreting case law do not apply to EFC.

The Superintendent or the Human Resources Designee/Manager and Principal jointly are the only representatives who have the authority to promise or enter into a written salary agreement or other employment contracts. To be enforceable, any commitment must be in writing and signed by both parties.

Salary agreements are generally made on an annual basis and are renewed in approximately May or June preceding the academic year. Staff members who do not intend to return to the school the following year should inform the Principal of that decision by April 1.

X. COMPLAINTS AGAINST PERSONNEL

Specific complaints of unlawful harassment are addressed under the School’s “Policy Against Unlawful Harassment.”

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a Charter School employee raises a complaint or concern about a coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Superintendent (“Superintendent”) or designee:

1. The complainant will bring the matter to the attention of the Superintendent as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Superintendent or designee will then investigate the facts and provide a solution or explanation;

3. If the complaint is about the Superintendent, the complainant may file his or her complaint in signed writing to the Chair of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Chair or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequences to employment.

Policy For Complaints Against Employees

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a Charter School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Superintendent or Board President (if the complaint concerns the Superintendent) as soon as possible after the events that give rise to the employee’s work-related concerns. The written complaint should set forth in detail the factual basis for the employee’s complaint.

In processing the complaint, the Superintendent (or designee) shall abide by the following process:

1. The Superintendent or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

2. In the event that the Superintendent (or designee) finds that a complaint against an employee is valid, the Superintendent (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Superintendent (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The Superintendent’s (or designee’s) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the Charter School. The decision of the Board of Directors shall be final.

General Requirements

1. **Confidentiality**: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances, absolute confidentiality cannot be assured.
2. **Non-Retaliation**: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. **Resolution**: The Board (if a complaint is about the Superintendent) or the Superintendent or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Open Door Policy

Suggestions for improving EFC are always welcome. At some time, you may have a complaint, suggestion, or question about your job, your working conditions, or the treatment you are receiving. We want to hear your good-faith complaints, questions, and suggestions. If you wish to raise an issue, please take the following steps:

- Bring the situation to the attention of your immediate supervisor, who will then investigate and provide a response or explanation.
- If the issue persists, you may describe it in writing and present it to the Human Resources Manager, who will investigate and provide a response or explanation. We encourage you to bring the matter to the Human Resources Manager as soon as possible after you believe that your immediate supervisor has failed to resolve it.
- If the issue is not resolved, you may present it in writing to the Superintendent, who will attempt to reach a final resolution.

This procedure, which we believe is important for both you and EFC, cannot guarantee that every problem will be resolved to your satisfaction. However, EFC values your observations and you should feel free to raise issues of concern, in good faith, without the fear of retaliation.

COMPLAINT FORM

Your Name: _____ Date: _____ Date of Alleged

Incident(s): _____ Name of Person(s) you have a

complaint against: _____

_____ List any witnesses that
were present: _____

_____ Where did the incident(s)
occur?

Please describe the events or conduct that are the basis of your complaint by providing as much
factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any
verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize Education for Change to disclose the information I have provided as it finds
necessary in pursuing its investigation. I hereby certify that the information I have provided in this
complaint is true and correct and complete to the best of my knowledge and belief. I further
understand providing false information in this regard could result in disciplinary action up to and
including termination.

_____ Date: _____
Signature of Complainant

Print Name

To be completed by School:

Received by: _____ Date: _____

Uniform Complaint Policy

Scope

The Education for Change (the “Charter School”) policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program.

The Charter School acknowledges and respects every individual’s right to privacy. Discrimination complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. While the Charter School cannot guarantee the anonymity of the complainant, this includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Chief Executive Officer (“Superintendent”) or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant’s filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Governing Board designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School’s compliance with the law:

Ernest Peterson
 Chief Talent & Strategy Officer
 Education for Change
 333 Hegenberger Rd, Suite 705
 Oakland, CA 94621
 510-568-7936

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

Notifications

The Superintendent or designee shall annually provide written notification of the Charter School’s uniform complaint procedures to students, employees, parents/guardians, the Governing Board, appropriate private officials or representatives, and other interested parties.

The Superintendent or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints.
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable.
3. Advise the complainant of the appeal process pursuant to Education Code Section 262.3, including the complainant's right to take the complaint directly to the California Department of Education ("CDE") or to pursue remedies before civil courts or other public agencies.
4. Include statements that:
 - a. The Charter School is primarily responsible for compliance with state and federal laws and regulations;
 - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline;
 - c. An unlawful discrimination complaint must be filed not later than six months from the date the alleged discrimination occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination;
 - d. The complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision; and
 - e. The appeal to the CDE must include a copy of the complaint filed with the Charter School and a copy of the Charter School's decision.

Procedures

The following procedures shall be used to address all complaints that allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of the alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter

School staff shall assist him/her in the filing of the complaint.

Step 2: Mediation

Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of the law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation, or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation, or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Response

OPTION 1:

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within 60 days of the Charter School's receipt of the complaint.

OPTION 2:

Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within

60 days of the Charter School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

Step 5: Final Written Decision

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For discrimination complaints arising under state law, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Superintendent or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within 60 days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For

discrimination complaints arising under state law, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.



UNIFORM COMPLAINT FORM

I. Contact Information

Last Name: _____

First Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Home Phone: Work or Cell Phone: _____

II. Complainant

You are filing this complaint on behalf of: _____

- Parent/Guardian Pupil
- Witness to the Incident
- Other

III. School Information

School Name: _____

Grade: _____ Principal: _____

IV. Basis of Complaint

District violation of state or federal law or regulations governing:

- Adult Education
- Career/Technical Education
- Special Education
- Local Control Accountability Plan
- Consolidated Categorical Aid
- Child Care & Development
- Pupil Fees for Educational Activities

- Migrant Education
- Child Nutrition

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual or perceived characteristics of the following:

- Age
- Ancestry
- Color
- Physical or Mental Disability
- Ethnic Group Identification
- Gender Expression
- Gender Identity
- Gender
- Genetic Information
- Marital or Parental Status
- Nationality
- National Origin
- Race or Ethnicity
- Religion
- Sex
- Sexual Harassment (Title IX)
- Sexual Orientation
- Association with any of these actual or perceived characteristics
- Allegations of noncompliance of the following:
 - Bullying
 - Retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to the uniform complaint procedures

V. Details of Complaint

Please answer the following questions to the best of your ability. Attach additional sheets of paper if you need more space.

Please **describe** the type of incident(s) you experienced that led to this complaint, in as much detail as possible, including all dates and times when the incident(s) occurred or when the alleged acts first came to your attention and location(s) where the incident(s) occurred:

List the **individuals** involved in the incident(s) complaint of:

List any **witnesses** to the incident(s):

Education for Change Public Schools Employee HandbookPage 64

What steps, if any, have you taken to resolve this issue before filing a complaint?

Signature of Person Filing Complaint _____

Please submit this complaint to:

Larissa Adam
Superintendent
Office (510) 370-2865
Fax (510) 904-6741
ladam@efcps.net

TITLE IX

Pursuant to Federal Title IX of the Education Amendments of 1972 (“Title IX”), implemented at 34 C.F.R. § 106.31, subd. (a), each EFC student and employee has a right to learn and work in an environment that is safe and free from unlawful discrimination and are treated equally and fairly. Education for Change (EFC) is committed to providing a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. This policy is inclusive of instances that occur while the following: on any school campus; at school-sponsored events and activities, regardless of location; through school-owned technology; and through other electronic means.

TITLE IX COORDINATOR

The Title IX Coordinator has the primary responsibility for coordinating the school’s efforts to comply with and carry out its responsibilities under Title IX, which prohibits sex discrimination in all the operations of EFC, as well as retaliation for the purpose of interfering with any right or privilege secured by Title IX.

Sexual misconduct against students, including sexual harassment, sexual assault, rape, and sexual exploitation, can be a form of sex discrimination under Title IX. The Title IX coordinator oversees EFC’s response to reports and complaints that involve possible sex discrimination to monitor outcomes, identify and address any patterns, and assess effects on the campus climate so that EFC can address issues that affect the wider school community.

A student or employee should contact the Title IX Coordinator in order to:

- seek information or training about students’ rights and courses of action available to resolve reports or complaints that involve potential sex discrimination, including sexual misconduct,

- file a complaint or make a report of sex discrimination, including sexual misconduct,
- notify EFC of an incident or policy or procedure that may raise potential Title IX concerns,
- get information about available resources (including confidential resources) and support services relating to sex discrimination, including sexual misconduct, and
- ask questions about the school's policies and procedures related to sex discrimination, including sexual misconduct.

Title IX Coordinator – Contact Information:

Ernest Peterson
Chief Talent & Strategy Officer
Office (510) 370-2865
Fax (510) 904-6741
epeterson@efcps.net

FILING A FORMAL COMPLAINT

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment) and request an investigation, in person, by mail, or by e-mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's **written report**. **Such a report may be made at any time, including during non-business hours, by using the contact information listed for the EFC Title IX Coordinator.**

Under new provisions of the law (Final Rule), a formal complaint must be signed by the complainant or by a parent/guardian on behalf of the complainant. While parents and guardians do not become complainants (or respondents), the Final Rule expressly recognizes the legal rights of parents and guardians to act on behalf of parties (including by filing formal complaints) in Title IX matters. A complainant's wishes with respect to whether the school investigates will be respected unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances. In circumstances where the Title IX Coordinator signs a formal complaint Where the Title IX Coordinator signs a formal complaint, they are not a complainant or a party during a grievance process and must comply with requirements for Title IX personnel to be free from conflicts and bias.

It should be noted that the Final Rule provides rape shield protections for complainants (as to all recipients), deeming irrelevant questions and evidence about a complainant's prior sexual behavior unless offered to prove that someone other than the respondent committed the alleged misconduct or offered to prove consent.

[\[Read the full Title IX Policy\]](#)

STATUTE OF LIMITATIONS – TIMELINES

Complaints must be filed within six months from the date when the alleged unlawful discrimination occurred, or from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying that is based on sex. All complaints shall be appropriately investigated in a timely manner.

Within 10 business days after the Title IX Coordinator receives the complaint, the Title IX Coordinator shall begin an investigation into the complaint; at which time, the Title IX Coordinator will send written notice of the allegations to both parties upon receiving a formal complaint and notice of any investigative interviews, meetings, or hearings. Written notice will include the grievance process, sufficient details of the allegation(s), the right to an advisor, and the results of false statements or false information. Prior to the completion of the investigation report, all evidence related to the allegations raised in a formal complaint must be sent to both parties. During this time, both parties will have ten (10) days to provide written responses which the investigator must consider. Once the investigative report has been sent to both parties and before reaching a determination regarding responsibility, the decision-maker will:

- Afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness

- Provide each party with the answers
- Allow for an additional three (3) days for limited follow-up questions from each party

EFC shall issue a written decision based on the evidence within sixty (60) calendar days from receipt of the written complaint by the Title IX Coordinator, unless an extension is appropriate pursuant to EFC policy. A determination must be made using a clear and convincing evidentiary standard. Which means “that proof which results in reasonable certainty of the truth.”

Any complainant who is dissatisfied with the final written decision may file an appeal in writing with the designated EFC administrator within 15 calendar days from the date when the school’s decision was sent.

FORMAL COMPLAINT – DISMISSAL

Through the Title IX process, EFC holds the right to dismiss a formal complaint or allegations therein by discretion. Other reasons for dismissal of a formal complaint or allegations therein are:

- The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;
- The respondent is no longer enrolled or employed by the school; or
- Specific circumstances prevent the school from gathering sufficient evidence to reach a determination.

In the event that a formal complaint is dismissed, written notice will be sent to the complainant, with appeal rights attached. EFC is required to dismiss any formal complaints when the alleged conduct:

1. Would not constitute sexual harassment by definition (stated above)
2. Did not occur in EFC’s education program or activity
3. The alleged conduct did not occur in the United States.

It should be noted that EFC may still address the allegations in any manner the school deems appropriate under the school’s own non-discrimination, harassment, intimidation, and bullying policies.

RETALIATION PROHIBITED

The Final Rule expressly prohibits retaliation:

- Charging an individual with code of conduct violations that do not involve sexual harassment, but arise out of the same facts or circumstances as a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX constitutes retaliation.
- The school must keep confidential the identity of complainants, respondents, and witnesses, except as may be permitted by FERPA, as required by law, or as necessary to carry out a Title IX proceeding.
- Complaints alleging retaliation may be filed according to a school’s prompt and equitable grievance procedures.
- The exercise of rights protected under the First Amendment does not constitute retaliation.
- Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a Title IX grievance proceeding does not constitute retaliation; however, a determination regarding responsibility, alone, is not sufficient to conclude that any party made a bad faith materially false statement.

How to File a Complaint with the U.S. Department of Education, Office for Civil Rights

- [Overview/Information](#)
- [Discrimination Complaint Form](#)—online and PDF versions (bottom of linked page)

A complaint must be filed within 180 calendar days of the date of the alleged discrimination, unless the time for filing is extended by the U.S. Department of Education’s Office of Civil Rights for good cause shown under certain circumstances.

U.S. Department of Education, Office for Civil Rights

San Francisco Office Contact Information

50 United Nations Plaza
Mail Box 1200, Room 1545
San Francisco, CA 94102
Phone: (415) 486-5555; TDD/TTY: (800) 877-8339
FAX: (415) 486-5570
Email: ocr.sanfrancisco@ed.gov

U.S. Department of Education Contact Information

Office for Civil Rights
Lyndon Baines Johnson Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
Phone: (800) 421-3481
Email: ocr@ed.gov



Date

Employee Name

School

California labor law requires that employees periodically be allowed to take meal breaks. Specifically, the law requires:

No employer shall employ any person for a work period of more than five (5) hours without a meal period of not less than 30 minutes, except that when a work period of not more than six (6) hours will complete the day's work the meal period may be waived by **mutual consent of the employer and the employee.**

By signing this agreement I understand that I am waiving my right to have a 30 minute non-paid meal break.

Employee Signature

Principal/Supervisor

EMPLOYEE ACKNOWLEDGEMENT

PLEASE READ THE EDUCATION FOR CHANGE EMPLOYEE HANDBOOK AND FILL OUT AND RETURN THIS PORTION TO YOUR PRINCIPAL OR OFFICE MANAGER WITHIN ONE WEEK OF RECEIVING THE HANDBOOK. This Acknowledgement will be placed in the employee's personnel file.

I acknowledge that I have received and read a copy of the Education for Change Employee Handbook which outlines the policies, benefits, and expectations of Education for Change, including my responsibilities as an employee.

I agree to abide by the rules, policies, expectations, and standards set forth in the handbook. I also agree to the following Education for Change policies regarding: anti-harassment, discrimination policy, child abuse reporting, alcohol and drug abuse, and technology use.

I understand that this handbook is a general guide and does not constitute an employment agreement or a guarantee of continued employment. Negotiable employment rights for all represented employees shall be governed by any applicable collective bargaining agreement. This handbook supersedes any previously issued handbooks or policies. Furthermore, should any provision of this handbook contradict a provision of an applicable collective bargaining agreement at EFC, the applicable collective bargaining agreement shall be controlled. I also understand that the employer can make changes to this handbook at any time without notice consistent with any applicable collective bargaining agreement provisions and other legal requirements.

Employee's Signature

Date

Employee's Printed Name

Attachment B**Sexual Harassment Complaint Form**

It is the policy of EFC that all of its employees be free from sexual harassment. This form is provided for you to report what you believe to be sexual harassment, so that EFC may investigate and take appropriate disciplinary or other action when the facts show that there has been sexual harassment.

If you are an employee of EFC, you may file this form with the Director or Board President.

Please review EFC's policies concerning sexual harassment for a definition of sexual harassment and a description of the types of conduct that are considered to be sexual harassment.

EFC will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, EFC will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, EFC will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize EFC to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that EFC will be able to address your complaint to your satisfaction.

Charges of sexual harassment are taken very seriously by EFC both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe sexually harassed you or someone else: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that is the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize EFC to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____
Signature of Complainant

Print Name

Received by: _____ Date: _____

EDUCATION FOR CHANGE

UNIFORM COMPLAINT POLICY AND PROCEDURES

Revised
9/24/20

Scope

The Education for Change (the “Charter School”) policy complies with applicable federal and state laws and regulations. **The Charter School is the Local Education Agency (LEA) that shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.** Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

(1) Complaints of discrimination, harassment, intimidation, or bullying against any protected group including actual or perceived, including discrimination, harassment, intimidation, or bullying on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and

(2) Complaints of noncompliance or violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, Every Student Succeeds Act / No Child Left Behind, migrant education programs, career technical and technical education training programs, child care and development programs, child nutrition program, adult education, After School Education and Safety, Agricultural Career Technical Education, American Indian Education Centers and Early Childhood Education Program Assessments, Bilingual Education, California Peer Assistance and Review Programs for Teachers, Career Technical Education, Compensatory Education, Course Periods without Educational Content, Economic Impact Aid, Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a public school, Migratory Children, and Children of Military Families, Local Control and Accountability Plans (LCAP), Physical Education Instructional Minutes, Pupil Fees, Reasonable Accommodations to a Lactating Pupil, Regional Occupational Centers and Programs, School Safety Plans, State Preschool, Tobacco-Use Prevention Education

The Charter School shall investigate and seek to resolve complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by The Charter School. The Charter School will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in EC sections 200, 220 and California Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the LEA, which is funded directly by, or that receives or benefits from any state.

The Charter School acknowledges and respects every individual's rights to privacy. Complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. While the Charter School cannot guarantee anonymity of the complainant, this includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Chief Executive Officer ("CEO") or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination, harassment, intimidation, or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant. Complainants are protected from retaliation.

Compliance Officers

The Governing Board designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Larissa Adam, Superintendent of Schools
Education for Change
333 Hegenberger Road, Suite 600
Oakland, CA 94621
510-568-7936

The CEO or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the CEO or designee.

Should the complaint be specific to the CEO, the complaint will be directed to and the investigation will be conducted by the Board Chair.

Notifications

The CEO or designee shall annually provide written notification of the Charter School's uniform complaint procedures to students, employees, parents/guardians, the Governing Board, appropriate private officials or representatives, and other interested parties. The annual notice shall be in English. If fifteen (15) percent or more of the students enrolled in the Charter School speak a single primary language other than English, this notice will also be provided to the parent/guardian of any such students in their primary language. The CEO or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints, including the compliance officer.
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal laws, if applicable.
3. Advise the complainant of the appeal process pursuant to Education Code Section 262.3, including the complainant's right to take the complaint directly to the California Department of Education ("CDE") or to pursue remedies before civil courts or other public agencies.
4. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
5. Include statements that:
 - a. The Charter School is primarily responsible for compliance with state and federal laws and regulations;
 - b. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.**
 - c. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline;
 - d. If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint,**

unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

e. An unlawful discrimination, harassment, intimidation, or bullying complaint must be filed not later than six months from the date the alleged discrimination, harassment, intimidation, or bullying occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying;

f. The complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 30 days of the date of the Charter School's decision except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements; and

g. The complainant who appeals to the CDE shall receive a written appeal decision with sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

h. If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

General Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

● Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation, or bullying pursuant to this policy.

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six months from the date when the alleged discrimination, harassment,

intimidation, or bullying occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation, or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation, or bullying.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist him/her in the filing of the complaint.

- Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- Step 4: Response

OPTION

1:

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within 60 days of the Charter School's receipt of the complaint.

OPTION

2:

Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the Charter School's initial receipt of the complaint or within

the time period that has been specified in a written agreement with the complainant.

- Step 5: Final Written Decision

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) providing a clear determination for each allegation as to whether the Charter School is in compliance with the relevant law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within thirty (30) calendar days to the CDE and procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Specific Procedures for Particular Complaints

If the Charter School finds merit in a complaint regarding Pupil Fees; Local Control and Accountability Plan (LCAP); Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district, and pupils in military families; Reasonable Accommodations to a Lactating Pupil; Course Periods without Educational Content (grades nine through twelve); and Physical Education Instructional Minutes (grades one through eight), the Charter School shall provide a remedy. The remedy shall go to the affected pupil in the case of complaints

regarding:

1. Course Periods without Educational Content;
2. Reasonable Accommodations to a Lactating Pupil, and/or
3. Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in our school district, and pupils in military families.

The remedy shall to go all affected pupils and parents/guardians in the case of complaints regarding:

1. Pupil Fees for Educational Activities.
2. Physical Education Instructional Minutes, and/or
3. LCAPS.

Regarding pupil fees and/or an LCAP complaint: A pupil fees complaint may be filed with the principal of a school or the Charter School Compliance Officer. A pupil fees complaint and/or an LCAP complaint may be filed anonymously (without an identifying signature) if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. A pupil fees complaint shall be filed no later than one year from the date the alleged violation occurred. If the Charter School finds merit in a pupil fees complaint, or the California Department of Education finds merit in an appeal, the Charter School will attempt in good faith to engage in reasonable efforts to identify and fully reimburse all affected pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the CEO or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only

if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- Adult Education Consolidated Categorical Programs Nutrition Services
- Career/Technical Education Migrant and Indian Education Special Education
- Adult Education After School Education and Safety Agricultural Career Technical Education
- Pupil Fees Physical Education Instructional Minutes Economic Impact Aid
- School Safety Plans State Preschool Tobacco-Use Prevention Education
- Career Technical Education Compensatory Education Course Periods without Educational Content
- Economic Impact Aid Every Student Succeeds Act Local Control and Accountability Plans (LCAP)
- Reasonable Accommodations to a Lactating Pupil Regional Occupational Centers and Programs
- Bilingual Education California Peer Assistance and Review Programs for Teachers
- American Indian Education Centers and Early Childhood Education Program Assessments
- Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district and Children of Military Families

For allegation(s) of unlawful discrimination/harassment, please check the basis of the unlawful discrimination/harassment described in your complaint, if applicable:

- Age Ethnic Group Identification Religion
- Ancestry Gender Sex (Actual or Perceived)
- Color National Origin Sexual Orientation (Actual or Perceived)
- Disability (Mental or Physical) Race
- Based on association with a person or group with one or more of these actual or perceived characteristics

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.



Education *for* Change

Public Schools

POLICY: Title IX, Harassment, Intimidation, Discrimination, and Bullying

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Education for Change (the "School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in the School's policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, gender, gender identity, gender expression, nationality (including national origin, country of origin, and citizenship), marital status, age, sexual orientation, immigration or citizenship status, or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. School staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which the School does business, or any other individual, student, or volunteer. This policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. The School will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy in a manner that is not deliberately indifferent and take appropriate corrective action, if warranted. The School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):

Larissa Adam
Superintendent of Schools
333 Hegenberger Road, Suite 600, Oakland, CA 94621
ladam@efcps.net
510-568-7936

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment;
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Harassment Under Title IX

Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution’s admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by the School.

The School is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (1) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (2) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (3) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (4) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - o Rape, sexual battery, molestation or attempts to commit these assaults.
 - o Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - o Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - o Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex.
- Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
 - o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.

- o Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
- o Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student group or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the School.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of “Cyber sexual bullying” including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in the school’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

The School has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

The School advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

The School informs Charter School employees, students, and parents/guardians of the school's policies regarding the use of technology in and out of the classroom. The school encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

The School employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. The School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at the school and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

The School's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

The School informs the school employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

The School annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other school employees who have regular interaction with students.

The School informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by the school, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

The School encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for the school’s students.

Grievance Procedures

1. Scope of Grievance Procedures

The School will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the School's UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, the School will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Larissa Adam
Superintendent of Schools
333 Hegenberger Road, Suite 600, Oakland, CA 94621
ladam@efcps.net
510-568-7936

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. The School will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately

indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

The School acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

The School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator, or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to the School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the

school's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The School will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the School to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of the School, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
 - o Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
 - § A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
 - § A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
 - § A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
 - § A statement that the School prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

- Emergency Removal

- o The School may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with the School's policies.
- o The School may remove a respondent from the School's education program or activity on an emergency basis, in accordance with the School's policies, provided that the School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
- o This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

- Informal Resolution

- o If a formal complaint of sexual harassment is filed, the School may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If the School offers such a process, it will do the following:

§ Provide the parties with advance written notice of:

- The allegations;
- The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
- The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and

§ Obtain the parties' advance voluntary, written consent to the informal resolution process.

- o The School will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

- Investigation Process

- o The decision-maker will not be the same person(s) as the Coordinator or the investigator. The School shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
- o In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the

complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

- o The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
- o The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
- o A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
- o Prior to completion of the investigative report, the School will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
- o The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

· Dismissal of a Formal Complaint of Sexual Harassment

- o If the investigation reveals that the alleged harassment did not occur in the School's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable the School policy.
- o The School may dismiss a formal complaint of sexual harassment if:
 - § The complainant provides a written withdrawal of the complaint to the Coordinator;
 - § The respondent is no longer employed or enrolled at the School; or
 - § The specific circumstances prevent the School from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
- o If a formal complaint of sexual harassment or any of the claims therein are dismissed, the School will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.

· Determination of Responsibility

- o The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
- o The School will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - § The allegations in the formal complaint of sexual harassment;

§ All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;

§ The findings of facts supporting the determination;

§ The conclusions about the application of the School’s code of conduct to the facts;

§ The decision and rationale for each allegation;

§ Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and

The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from the School or termination of employment. The Coordinator is responsible for effective implementation of any remedies order by the School in response to a formal complaint of sexual harassment.

6. Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures (“UCP”) complaint form at any time during the process.

7. Right of Appeal

Should the reporting individual find the School’s resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of the School’s decision or resolution, submit a written appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant’s appeal and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and the School will implement appeal procedures equally for both parties.
- The School will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

8. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

The School will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.



EDUCATION FOR CHANGE

COMPLAINTS AGAINST PERSONNEL

Specific complaints of unlawful harassment are addressed under the School’s “Policy Against Unlawful Harassment.”

INTERNAL COMPLAINTS

(Complaints by Employees Against Employees)

This section of the policy is for use when a Charter School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Chief Executive Officer (“CEO”) or designee:

1. The complainant will bring the matter to the attention of the CEO as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The CEO or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the Chair of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Chair or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

POLICY FOR COMPLAINTS AGAINST EMPLOYEES

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a Charter School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the CEO or Board President (if the complaint concerns the CEO) as soon as possible after the events that give rise to the employee's work-related concerns. The written complaint should set forth in detail the factual basis for the employee's complaint.

In processing the complaint, CEO (or designee) shall abide by the following process:

1. The CEO or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the CEO (or designee) finds that a complaint against an employee is valid, the CEO (or designee) may take appropriate disciplinary action against the employee. As appropriate, the CEO (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The CEO's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the Charter School. The decision of the Board of Directors shall be final.

GENERAL REQUIREMENTS

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the CEO) or the CEO or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize Education for Change to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Received by: _____

Date: _____

**LEARNING WITHOUT LIMITS
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

This charter school uses the following basis of accounting:

Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2024/25		Totals for	Totals for	Totals for	Totals for
		Unrestricted	Restricted	2024/25	2025/26	2026/27	2027/28
ENROLLMENT				343	341	330	329
A. REVENUES							
1. LCFF Sources							
State Aid - Current Year	8011	2,364,092.00	0.00	2,364,092.00	2,487,563.00	2,537,097.00	2,685,185.00
Education Protection Account State Aid - Current Year	8012	959,418.00	0.00	959,418.00	1,033,067.00	1,051,276.00	1,135,363.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	1,186,046.00	0.00	1,186,046.00	1,186,046.00	1,186,046.00	1,186,046.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		4,509,556.00	0.00	4,509,556.00	4,706,676.00	4,774,419.00	5,006,594.00
2. Federal Revenues							
Every Student Succeeds Act (Titles I - V)	8290	0.00	211,543.00	211,543.00	211,543.00	211,543.00	211,543.00
Special Education - Federal	8181, 8182	0.00	51,822.12	51,822.12	51,822.12	51,822.12	51,822.12
Child Nutrition - Federal	8220	0.00	198,128.00	198,128.00	198,128.00	198,128.00	198,128.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00	0.00	0.00	0.00
Total, Federal Revenues		0.00	461,493.12	461,493.12	461,493.12	461,493.12	461,493.12
3. Other State Revenues							
Special Education - State	StateRevSE	0.00	25,208.27	25,208.27	26,310.16	26,688.84	27,986.69
All Other State Revenues	StateRevAO	60,925.27	1,686,198.23	1,747,123.50	1,678,252.93	1,508,788.11	1,208,788.11
Total, Other State Revenues		60,925.27	1,711,406.50	1,772,331.77	1,704,563.09	1,535,476.95	1,236,774.80
4. Other Local Revenues					277,933.97	280,212.04	291,629.74
All Other Local Revenues	LocalRevAO	54,672.72	388,247.34	442,920.06	452,147.19	454,425.26	465,842.96
Total, Local Revenues		54,672.72	388,247.34	442,920.06	452,147.19	454,425.26	465,842.96
5. TOTAL REVENUES		4,625,153.99	2,561,146.96	7,186,300.95	7,324,879.40	7,225,814.33	7,170,704.88
B. EXPENDITURES							
1. Certificated Salaries							
Certificated Teachers' Salaries	1100	1,235,372.00	328,256.45	1,563,628.45	1,610,537.30	1,576,014.50	1,612,576.49

Certificated Pupil Support Salaries	1200	0.00	232,027.40	232,027.40	227,607.83	232,627.99	238,024.73
Certificated Supervisors' and Administrators' Salaries	1300	235,611.00	222,880.00	458,491.00	472,245.73	361,996.25	370,394.20
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		1,470,983.00	783,163.85	2,254,146.85	2,310,390.86	2,170,638.74	2,220,995.42
2 Non-certificated Salaries							
Non-certificated Instructional Aides' Salaries	2100	13,868.40	334,526.08	348,394.48	326,223.92	333,419.17	243,681.55
Non-certificated Support Salaries	2200	245,791.66	210,151.29	455,942.95	427,622.59	437,054.31	447,193.54
Non-certificated Supervisors' and Administrators' Sal.	2300	86,944.00	79,166.00	166,110.00	171,093.30	174,866.96	178,923.70
Clerical and Office Salaries	2400	0.00	59,833.44	59,833.44	61,628.44	62,987.73	64,448.98
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00	0.00	0.00
Total, Non-certificated Salaries		346,604.06	683,676.81	1,030,280.87	986,568.26	1,008,328.18	934,247.78

Description	Object Code	FY 2024/25			Totals for	Totals for	Totals for
		Unrestricted	Restricted	Total	2025/26	2026/27	2027/28
3. Employee Benefits							
STRS	3101-3102	244,316.39	128,609.01	372,925.40	450,141.15	431,233.56	449,751.57
PERS	3201-3202	79,125.40	194,436.09	273,561.49	245,063.55	254,098.70	245,520.32
OASDI / Medicare / Alternative	3301-3302	47,125.64	64,751.91	111,877.55	114,550.49	110,450.94	109,626.67
Health and Welfare Benefits	3401-3402	334,987.28	0.00	334,987.28	353,078.66	340,442.62	337,901.99
Unemployment Insurance	3501-3502	3,644.64	3,324.65	6,969.29	7,135.80	6,880.42	6,829.07
Workers' Compensation Insurance	3601-3602	17,737.79	0.00	17,737.79	18,161.58	17,511.61	17,380.92
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		726,937.14	391,121.66	1,118,058.80	1,188,131.23	1,160,617.84	1,167,010.54
4 Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	53,922.70	5,522.00	59,444.70	60,633.59	61,846.27	63,083.19
Books and Other Reference Materials	4200	29,437.70	0.00	29,437.70	30,026.45	30,626.98	31,239.52
Materials and Supplies	4300	67,739.68	22,260.32	90,000.00	91,800.00	93,636.00	95,508.72
Noncapitalized Equipment	4400	30,375.00	10,125.00	40,500.00	41,310.00	42,136.20	42,978.92
Food	4700	23,188.42	198,128.00	221,316.42	221,780.19	222,253.23	222,735.74
Total, Books and Supplies		204,663.49	236,035.32	440,698.81	445,550.23	450,498.67	455,546.09
5. Services and Other Operating Expenditures					132,470.00		
Subagreements for Services	5100	0.00	298,517.08	298,517.08	302,711.99	298,806.03	303,858.57
Travel and Conferences	5200	25,600.00	19,976.99	45,576.99	15,888.53	16,206.30	16,530.43
Dues and Memberships	5300	18,123.58	0.00	18,123.58	18,486.05	18,855.77	19,232.89
Insurance	5400	32,142.86	10,714.29	42,857.14	43,714.29	44,588.57	45,480.34
Operations and Housekeeping Services	5500	0.00	0.00	0.00	0.00	0.00	0.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	249,884.15	54,544.91	304,429.06	359,736.24	367,019.20	373,277.33
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	745,600.99	855,713.59	1,601,314.58	1,608,145.05	1,598,238.55	1,592,727.60
Communications	5900	11,838.12	0.00	11,838.12	12,074.88	12,316.38	12,562.71

Total, Services and Other Operating Expenditures		1,083,189.70	1,239,466.86	2,322,656.56	2,360,757.03	2,356,030.80	2,363,669.86
6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)							
Land and Improvements of Land	6100-6170	14,725.17	0.00	14,725.17	14,725.17	14,725.17	14,725.17
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00	0.00
<i>Depreciation Expense (for full accrual only)</i>	6900	0.00	0.00	0.00	0.00	0.00	0.00
Total, Capital Outlay		14,725.17	0.00	14,725.17	14,725.17	14,725.17	14,725.17
7. Other Outgo							
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service:							
Interest	7438	0.00	0.00	0.00	0.00	0.00	0.00
Principal	7439	0.00	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		3,847,102.55	3,333,464.51	7,180,567.06	7,306,122.79	7,160,839.41	7,156,194.86
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		778,051.44	(772,317.55)	5,733.89	18,756.62	64,974.92	14,510.02

Description	Object Code	FY 2024/25			Totals for 2025/26	Totals for 2026/27	Totals for 2027/28
		Unrestricted	Restricted	Total			
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979	0.00	361,897.30	361,897.30	293,026.73	123,561.91	123,561.91
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(772,317.55)	772,317.55	0.00			
4. TOTAL OTHER FINANCING SOURCES / USES		(772,317.55)	1,134,214.84	361,897.30	293,026.73	123,561.91	123,561.91
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		1,550,368.98	(1,906,532.39)	(356,163.41)	(274,270.11)	(58,586.98)	(109,051.89)
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	3,107,503.00	1,203,381.00	4,310,884.00	3,954,720.59	3,680,450.48	3,621,863.50
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00	0.00	0.00	0.00

c. Adjusted Beginning Balance
2 Ending Fund Balance, June 30 (E + F.1.c.)

3,107,503.00	1,203,381.00	4,310,884.00	3,954,720.59	3,680,450.48	3,621,863.50
4,657,871.98	(703,151.39)	3,954,720.59	3,680,450.48	3,621,863.50	3,512,811.62
		55.1%	50.4%	50.6%	49.1%

LEARNING WITHOUT LIMITS		2024/25 PROJECTED CASH FLOW															Budget	
2024/25	Object	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total	Budget	
Actuals through Month of:		N/A																
A	Beginning Cash	9110	6,164,962	6,348,624	6,173,773	5,950,039	6,427,661	6,354,062	6,345,698	6,821,103	6,845,770	6,827,733	7,184,353	6,602,729	6,164,962			
B	Receipts																	
	LCFF Sources																	
	State Aid - Current Year	8011	0	141,846	141,846	236,409	236,409	236,409	236,409	236,409	212,768	212,768	212,768	212,768	2,316,810	47,282	2,364,092	2,364,092
	Protection Account State Aid - Current Year	8012	0	0	0	316,608	0	316,608	0	0	316,608	0	0	0	949,824	9,594	959,418	959,418
	Charter Schools in Lieu of Property Taxes	8096	0	71,163	71,163	118,605	118,605	118,605	118,605	118,605	106,744	106,744	106,744	106,744	1,162,325	23,721	1,186,046	1,186,046
	Federal Revenue	8100-8299																
	Every Student Succeeds Act (Titles I - V)	8290 - 8296	0	0	0	50,770	2,115	0	33,847	40,193	0	27,501	19,039	0	173,465	38,078	211,543	211,543
	Special Education - Federal	8181	0	0	0	12,437	518	0	8,292	9,846	0	6,737	4,664	0	42,494	9,328	51,822	51,822
	Child Nutrition - Federal	8220	0	0	0	16,511	16,511	16,511	16,511	16,511	16,511	16,511	16,511	16,511	148,596	49,532	198,128	198,128
	Other State Revenue	8300-8599																
	Special Education - State	8594	0	1,512	1,512	2,521	2,521	2,521	2,521	2,521	2,269	2,269	2,269	2,269	24,704	504	25,208	25,208
	ELOP	8590	0	47,146	47,146	78,577	78,577	78,577	78,577	78,577	70,719	70,719	70,719	70,719	770,057	15,715	785,772	785,772
	ASES	8590	0	0	0	0	0	0	0	100,724	0	0	0	51,888	0	152,612	152,612	
	CCSPP	8590	0	0	0	93,300	0	0	109,200	0	0	97,500	0	0	300,000	0	300,000	300,000
	Prop 28	8590	0	3,819	3,819	6,366	6,366	6,366	6,366	6,366	5,729	5,729	5,729	5,729	62,383	1,273	63,656	63,656
	Lottery + Mandated Block	8560	0	0	0	25,871	0	0	30,280	0	0	27,035	0	0	83,186	0	83,186	83,186
	Other Local Revenue	8600-8799																
	AB 602	8791	0	16,122	16,122	26,871	26,871	26,871	26,871	24,184	24,184	24,184	24,184	24,184	263,333	5,374	268,707	268,707
	Measure G-1	8600	0	0	0	0	0	0	0	0	0	0	0	55,541	0	55,541	55,541	
	Grants & Foundations	8600	118,673	0	0	0	0	0	0	0	0	0	0	118,673	0	118,673	118,673	
	Total Receipts		118,673	281,609	281,609	984,845	488,492	485,859	984,085	535,898	539,648	914,305	462,627	546,353	6,624,003	200,402	6,824,404	6,824,404
C	Disbursements																	
	Total, Certificated Salaries	1000-1999	22,541	187,846	187,846	187,846	187,846	187,846	187,846	187,846	187,846	187,846	187,846	187,846	2,088,843	165,304	2,254,147	2,254,147
	Total, Non-certificated Salaries	2000-2999	51,514	85,857	85,857	85,857	85,857	85,857	85,857	85,857	85,857	85,857	85,857	85,857	995,938	34,343	1,030,281	1,030,281
	Total, Employee Benefits	3000-3999	33,542	67,084	67,084	100,625	100,625	100,625	100,625	100,625	100,625	100,625	100,625	100,625	1,073,337	44,722	1,118,059	1,118,059
	Total, Books and Supplies	4000-4999	39,663	66,105	52,884	26,442	26,442	13,221	44,070	22,035	22,035	22,035	44,070	52,884	431,885	8,814	440,699	440,699
	Services and Other Operating Expenditures	5000-5999	92,906	92,906	92,906	139,359	139,359	92,906	92,906	92,906	139,359	139,359	603,891	371,625	2,090,391	232,266	2,322,657	2,322,657
	Total, Capital Outlay	6000-6599	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-
	Total Disbursements		240,166	499,797	486,576	540,129	540,129	480,455	511,304	489,269	535,722	535,722	1,022,288	798,837	6,680,394	485,449	7,165,843	7,165,842
D	Prior Year Transactions	PY Amount																
	Accounts Receivable-9200	819,546	450,750	188,496	16,391	65,564	8,195	16,391	32,782	8,195	8,195	8,195	8,195	8,195	819,546	0	819,546	
	Prepaid Expense-9330	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Accounts Payable-9500	250,000	127,500	115,000	5,000	2,500	0	0	0	0	0	0	0	0	250,000	0	250,000	
	Current Loans-9640	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Deferred Revenue-9650	1,347,125	18,095	30,158	30,158	30,158	30,158	30,158	30,158	30,158	30,158	30,158	30,158	30,158	349,834	(997,292)	(647,458)	361,897
	Total Pr. Yr. Transactions	(777,579)	305,155	43,337	(18,767)	32,906	(21,963)	(13,767)	2,624	(21,963)	(21,963)	(21,963)	(21,963)	(21,963)	219,712	997,292	1,217,004	
E	Net Increase/Decrease (B-C+D)		183,662	(174,851)	(223,734)	477,622	(73,599)	(8,363)	475,405	24,667	(18,037)	356,620	(581,624)	(274,446)	163,321	712,244	875,565	
F	Ending Cash (A+E)		6,348,624	6,173,773	5,950,039	6,427,661	6,354,062	6,345,698	6,821,103	6,845,770	6,827,733	7,184,353	6,602,729	6,328,283	6,328,283			
G	Ending Cash plus Accruals																7,014,133	5,735

LEARNING WITHOUT LIMITS		2025/26 PROJECTED CASH FLOW															Budget	
2025/26	Object	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total	Budget	
Actuals through Month of:		N/A																
A	Beginning Cash	9110	6,328,283	6,052,340	5,633,047	5,398,633	5,857,864	5,787,265	5,776,618	6,261,320	6,289,797	6,273,471	6,656,106	6,068,329	6,328,283			
B	Receipts																	
	LCFF Sources																	
	State Aid - Current Year	8011	0	149,254	149,254	248,756	248,756	248,756	248,756	223,881	223,881	223,881	223,881	2,437,812	49,751	2,487,563	2,487,563	
	on Account State Aid - Current Year	8012	0	0	0	340,912	0	0	340,912	0	0	340,912	0	1,022,736	10,331	1,033,067	1,033,067	
	er Schools in Lieu of Property Taxes	8096	0	71,163	71,163	118,605	118,605	118,605	118,605	106,744	106,744	106,744	106,744	1,162,325	23,721	1,186,046	1,186,046	
	Federal Revenue	8100-8299																
	y Student Succeeds Act (Titles I - V)	8290 - 8296	0	0	0	50,770	2,115	0	33,847	40,193	0	27,501	19,039	0	173,465	38,078	211,543	211,543
	Special Education - Federal	8181	0	0	0	12,437	518	0	8,292	9,846	0	6,737	4,664	0	42,494	9,328	51,822	51,822
	Child Nutrition - Federal	8220	0	0	0	16,511	16,511	16,511	16,511	16,511	16,511	16,511	16,511				198,128	
	Other State Revenue	8300-8599																
	Special Education - State	8594	0	1,579	1,579	2,631	2,631	2,631	2,631	2,368	2,368	2,368	2,368	25,784	526	26,310	26,310	
	ELOP	8590	0	47,146	47,146	78,577	78,577	78,577	78,577	70,719	70,719	70,719	70,719				785,772	
	ASES	8590	0	0	0	0	0	0	0	100,724	0	0	51,888	152,612	0	152,612	152,612	
	CCSPP	8590	0	0	0	93,300	0	0	109,200	0	0	97,500	0	300,000	0	300,000	300,000	
	Prop 28	8590	0	3,819	3,819	6,366	6,366	6,366	6,366	5,729	5,729	5,729	5,729	62,383	1,273	63,656	63,656	
	Lottery + Mandated Block	8560	0	0	0	25,871	0	0	30,280	0	0	27,035	0	83,186	0	83,186	83,186	
	Other Local Revenue	8600-8799																
	AB 602	8791	0	16,676	16,676	27,793	27,793	27,793	27,793	25,014	25,014	25,014	25,014	272,375	5,559	277,934	277,934	
	Measure G-1	8600	0	0	0	0	0	0	0	0	0	0	55,541	55,541	0	55,541	55,541	
	Grants & Foundations	8600	118,673	0	0	0	0	0	0	0	0	0	0	118,673	0	118,673	118,673	
	Total Receipts		118,673	289,637	289,637	1,022,529	501,872	499,239	1,021,769	549,278	551,690	950,651	474,669	558,395	5,909,386	138,567	6,047,953	7,031,853
C	Disbursements																	
	Total, Certificated Salaries	1000-1999	23,104	192,533	192,533	192,533	192,533	192,533	192,533	192,533	192,533	192,533	192,533	2,140,962	169,429	2,310,391	2,310,391	
	Total, Non-certificated Salaries	2000-2999	49,328	82,214	82,214	82,214	82,214	82,214	82,214	82,214	82,214	82,214	82,214	953,682	32,886	986,568	986,568	
	Total, Employee Benefits	3000-3999	35,644	71,288	71,288	106,932	106,932	106,932	106,932	106,932	106,932	106,932	106,932	1,140,606	47,525	1,188,131	1,188,131	
	Total, Books and Supplies	4000-4999	40,100	66,833	53,466	26,733	26,733	13,367	44,555	22,278	22,278	22,278	44,555	436,639	8,911	445,550	445,550	
	es and Other Operating Expenditures	5000-5999	94,430	94,430	94,430	141,645	141,645	94,430	94,430	94,430	141,645	141,645	613,797	377,721	2,124,681	236,076	2,360,757	2,360,757
	Total, Capital Outlay	6000-6599	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	
	Total Disbursements		242,606	507,297	493,931	550,057	550,057	489,475	520,664	498,386	545,601	545,601	1,040,030	812,865	6,796,571	494,826	7,291,397	
D	Prior Year Transactions	PY Amount																
	Accounts Receivable-9200	200,402	110,221	46,092	4,008	16,032	2,004	4,008	8,016	2,004	2,004	2,004	2,004	200,402	0	200,402		
	Prepaid Expense-9330	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	Accounts Payable-9500	485,449	247,579	223,306	9,709	4,854	0	0	0	0	0	0	0	485,449	0	485,449		
	Current Loans-9640	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	Deferred Revenue-9650	997,292	14,651	24,419	24,419	24,419	24,419	24,419	24,419	24,419	24,419	24,419	24,419	283,259	(714,032)	(430,773)	293,027	
	Total Pr. Yr. Transactions	(1,282,339)	(152,009)	(201,633)	(30,120)	(13,241)	(22,415)	(20,411)	(16,403)	(22,415)	(22,415)	(22,415)	(22,415)	(22,415)	(568,307)	714,032	145,725	
E	Net Increase/Decrease (B-C+D)		(275,942)	(419,293)	(234,414)	459,231	(70,599)	(10,647)	484,702	28,477	(16,326)	382,635	(587,776)	(276,885)	(1,455,491)	357,773	(1,097,719)	
F	Ending Cash (A+E)		6,052,340	5,633,047	5,398,633	5,857,864	5,787,265	5,776,618	6,261,320	6,289,797	6,273,471	6,656,106	6,068,329	5,791,444	4,872,791			
G	Ending Cash plus Accruals															5,506,184	18,757	

LEARNING WITHOUT LIMITS		2026/27 PROJECTED CASH FLOW																Budget
2026/27	Object	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total	Budget	
Actuals through Month of:		N/A																
A	Beginning Cash	9110	5,791,444	5,486,062	5,076,416	4,868,911	5,360,747	5,321,166	5,340,972	5,860,555	5,920,005	5,934,224	6,353,414	5,796,881	5,791,444			
B	Receipts																	
	LCFF Sources																	
	State Aid - Current Year	8011	0	152,226	152,226	253,710	253,710	253,710	253,710	228,339	228,339	228,339	228,339	2,486,355	50,742	2,537,097	2,537,097	
	on Account State Aid - Current Year	8012	0	0	0	346,921	0	0	346,921	0	346,921	0	0	1,040,763	10,513	1,051,276	1,051,276	
	er Schools in Lieu of Property Taxes	8096	0	71,163	71,163	118,605	118,605	118,605	118,605	106,744	106,744	106,744	106,744	1,162,325	23,721	1,186,046	1,186,046	
	Federal Revenue	8100-8299																
	y Student Succeeds Act (Titles I - V)	8290 - 8296	0	0	0	50,770	2,115	0	33,847	40,193	0	27,501	19,039	0	173,465	38,078	211,543	211,543
	Special Education - Federal	8181	0	0	0	12,437	518	0	8,292	9,846	0	6,737	4,664	0	42,494	9,328	51,822	51,822
	Child Nutrition - Federal	8220	0	0	0	16,511	16,511	16,511	16,511	16,511	16,511	16,511	16,511	0	0	0	0	198,128
	Other State Revenue	8300-8599																
	Special Education - State	8594	0	1,601	1,601	2,669	2,669	2,669	2,669	2,402	2,402	2,402	2,402	26,155	534	26,689	26,689	
	ELOP	8590	0	47,146	47,146	78,577	78,577	78,577	78,577	78,577	70,719	70,719	70,719	0	0	0	0	785,772
	ASES	8590	0	0	0	0	0	0	0	100,724	0	0	51,888	152,612	0	152,612	152,612	
	CCSPP	8590	0	0	0	93,300	0	0	109,200	0	0	97,500	0	300,000	0	300,000	300,000	
	Prop 28	8590	0	3,819	3,819	6,366	6,366	6,366	6,366	5,729	5,729	5,729	5,729	62,383	1,273	63,656	63,656	
	Lottery + Mandated Block	8560	0	0	0	25,871	0	0	30,280	0	0	27,035	0	83,186	0	83,186	83,186	
	Other Local Revenue	8600-8799																
	AB 602	8791	0	16,813	16,813	28,021	28,021	28,021	28,021	25,219	25,219	25,219	25,219	274,608	5,604	280,212	280,212	
	Measure G-1	8600	0	0	0	0	0	0	0	0	0	0	55,541	55,541	0	55,541	55,541	
	Grants & Foundations	8600	118,673	0	0	0	0	0	0	0	0	0	0	118,673	0	118,673	118,673	
	Total Receipts		118,673	292,768	292,768	1,033,757	507,092	504,458	1,032,997	554,497	556,387	961,357	479,366	563,092	5,978,561	139,792	6,118,353	7,102,253
C	Disbursements																	
	Total, Certificated Salaries	1000-1999	21,706	180,887	180,887	180,887	180,887	180,887	180,887	180,887	180,887	180,887	180,887	2,011,459	159,180	2,170,639	2,170,639	
	Total, Non-certificated Salaries	2000-2999	50,416	84,027	84,027	84,027	84,027	84,027	84,027	84,027	84,027	84,027	84,027	974,717	33,611	1,008,328	1,008,328	
	Total, Employee Benefits	3000-3999	34,819	69,637	69,637	104,456	104,456	104,456	104,456	104,456	104,456	104,456	104,456	1,114,193	46,425	1,160,618	1,160,618	
	Total, Books and Supplies	4000-4999	40,545	67,575	54,060	27,030	27,030	13,515	45,050	22,525	22,525	22,525	45,050	54,060	441,489	9,010	450,499	450,499
	es and Other Operating Expenditures	5000-5999	94,241	94,241	94,241	141,362	141,362	94,241	94,241	94,241	141,362	141,362	612,568	376,965	2,120,428	235,603	2,356,031	2,356,031
	Total, Capital Outlay	6000-6599	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	
	Total Disbursements		241,727	496,367	482,852	537,761	537,761	477,126	508,661	486,136	533,256	533,256	1,026,987	800,394	6,662,286	483,829	7,146,115	7,146,114
D	Prior Year Transactions	PY Amount																
	Accounts Receivable-9200	138,567	76,212	31,870	2,771	11,085	1,386	2,771	5,543	1,386	1,386	1,386	1,386	138,567	0	138,567		
	Prepaid Expense-9330	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	Accounts Payable-9500	494,826	252,361	227,620	9,897	4,948	0	0	0	0	0	0	0	494,826	0	494,826		
	Current Loans-9640	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	Deferred Revenue-9650	714,032	6,178	10,297	10,297	10,297	10,297	10,297	10,297	10,297	10,297	10,297	10,297	119,443	(594,589)	(475,146)	123,562	
	Total Pr. Yr. Transactions	(1,070,292)	(182,328)	(206,047)	(17,422)	(4,160)	(8,911)	(7,526)	(4,754)	(8,911)	(8,911)	(8,911)	(8,911)	(475,703)	594,589	118,886		
E	Net Increase/Decrease (B-C+D)		(305,382)	(409,645)	(207,506)	491,836	(39,581)	19,807	519,582	59,450	14,220	419,190	(556,533)	(246,213)	(1,159,428)	250,552	(908,876)	
F	Ending Cash (A+E)		5,486,062	5,076,416	4,868,911	5,360,747	5,321,166	5,340,972	5,860,555	5,920,005	5,934,224	6,353,414	5,796,881	5,550,668	4,632,016			
G	Ending Cash plus Accruals															5,255,637	64,975	

LEARNING WITHOUT LIMITS		2027/28 PROJECTED CASH FLOW															Budget	
2027/28	Object	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total	Budget	
Actuals through Month of:		N/A																
A	Beginning Cash	9110	5,550,668	5,253,818	4,859,692	4,662,761	5,105,975	5,083,127	5,119,983	5,574,835	5,651,222	5,680,617	6,045,231	5,502,093	5,550,668			
B	Receipts																	
	LCFF Sources																	
	State Aid - Current Year	8011	0	161,111	161,111	268,519	268,519	268,519	268,519	268,519	241,667	241,667	241,667	241,667	2,631,481	53,704	2,685,185	2,685,185
	on Account State Aid - Current Year	8012	0	0	0	374,670	0	0	374,670	0	0	374,670	0	0	1,124,009	11,354	1,135,363	1,135,363
	er Schools in Lieu of Property Taxes	8096	0	71,163	71,163	118,605	118,605	118,605	118,605	118,605	106,744	106,744	106,744	106,744	1,162,325	23,721	1,186,046	1,186,046
	Federal Revenue	8100-8299																
	y Student Succeeds Act (Titles I - V)	8290 - 8296	0	0	0	50,770	2,115	0	33,847	40,193	0	27,501	19,039	0	173,465	38,078	211,543	211,543
	Special Education - Federal	8181	0	0	0	12,437	518	0	8,292	9,846	0	6,737	4,664	0	42,494	9,328	51,822	51,822
	Child Nutrition - Federal	8220	0	0	0	16,511	16,511	16,511	16,511	16,511	16,511	16,511	16,511	16,511				198,128
	Other State Revenue	8300-8599																
	Special Education - State	8594	0	1,679	1,679	2,799	2,799	2,799	2,799	2,799	2,519	2,519	2,519	2,519	27,427	560	27,987	27,987
	ELOP	8590	0	47,146	47,146	78,577	78,577	78,577	78,577	78,577	70,719	70,719	70,719	70,719				785,772
	ASES	8590	0	0	0	0	0	0	0	0	100,724	0	0	51,888	152,612	0	152,612	152,612
	CCSPP	8590	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-
	Prop 28	8590	0	3,819	3,819	6,366	6,366	6,366	6,366	6,366	5,729	5,729	5,729	5,729	62,383	1,273	63,656	63,656
	Lottery + Mandated Block	8560	0	0	0	25,871	0	0	30,280	0	0	27,035	0	0	83,186	0	83,186	83,186
	Other Local Revenue	8600-8799																
	AB 602	8791	0	17,498	17,498	29,163	29,163	29,163	29,163	29,163	26,247	26,247	26,247	26,247	285,797	5,833	291,630	291,630
	Measure G-1	8600	0	0	0	0	0	0	0	0	0	0	0	55,541	55,541	0	55,541	55,541
	Grants & Foundations	8600	118,673	0	0	0	0	0	0	0	0	0	0	118,673	0	118,673	118,673	
	Total Receipts		118,673	302,417	302,417	984,287	523,172	520,538	967,626	570,578	570,859	906,078	493,838	577,565	5,919,395	143,849	6,063,244	7,047,144
C	Disbursements																	
	Total, Certificated Salaries	1000-1999	22,210	185,083	185,083	185,083	185,083	185,083	185,083	185,083	185,083	185,083	185,083	185,083	2,058,122	162,873	2,220,995	2,220,995
	Total, Non-certificated Salaries	2000-2999	46,712	77,854	77,854	77,854	77,854	77,854	77,854	77,854	77,854	77,854	77,854	77,854	903,106	31,142	934,248	934,248
	Total, Employee Benefits	3000-3999	35,010	70,021	70,021	105,031	105,031	105,031	105,031	105,031	105,031	105,031	105,031	105,031	1,120,331	46,680	1,167,011	1,167,011
	Total, Books and Supplies	4000-4999	40,999	68,332	54,666	27,333	27,333	13,666	45,555	22,777	22,777	22,777	45,555	54,666	446,435	9,111	455,546	455,546
	es and Other Operating Expenditures	5000-5999	94,547	94,547	94,547	141,820	141,820	94,547	94,547	94,547	141,820	141,820	614,554	378,187	2,127,303	236,367	2,363,670	2,363,670
	Total, Capital Outlay	6000-6599	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-
	Total Disbursements		239,479	495,836	482,170	537,121	537,121	476,181	508,069	485,292	532,565	532,565	1,028,077	800,821	6,655,297	486,173	7,141,470	7,141,470
D	Prior Year Transactions	PY Amount																
	Accounts Receivable-9200	139,792	76,886	32,152	2,796	11,183	1,398	2,796	5,592	1,398	1,398	1,398	1,398	1,398	139,792	(0)	139,792	
	Prepaid Expense-9330	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Accounts Payable-9500	483,829	246,753	222,561	9,677	4,838	0	0	0	0	0	0	0	0	483,829	0	483,829	
	Current Loans-9640	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Deferred Revenue-9650	594,589	6,178	10,297	10,297	10,297	10,297	10,297	10,297	10,297	10,297	10,297	10,297	10,297	119,443	(475,146)	(355,702)	123,562
	Total Pr. Yr. Transactions	(938,625)	(176,045)	(200,706)	(17,178)	(3,952)	(8,899)	(7,501)	(4,705)	(8,899)	(8,899)	(8,899)	(8,899)	(8,899)	(463,480)	475,146	11,666	
E	Net Increase/Decrease (B-C+D)		(296,851)	(394,126)	(196,931)	443,214	(22,848)	36,856	454,852	76,387	29,395	364,614	(543,137)	(232,155)	(1,199,382)	132,822	(1,066,560)	
F	Ending Cash (A+E)		5,253,818	4,859,692	4,662,761	5,105,975	5,083,127	5,119,983	5,574,835	5,651,222	5,680,617	6,045,231	5,502,093	5,269,938	4,351,286			
G	Ending Cash plus Accruals																4,981,308	14,511



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June 11, 2024

Larissa Adam

Education for Change Public Schools
333 Hegenberger Road, Suite 705
Oakland, CA 94621

RE: Eligibility for Renewal Notification – Delivered via e-mail

Dear Larissa,

As the California Charter Schools Association (CCSA) Local Advocacy Representative, I am reaching out to affirm that ***Learning Without Limits*** has met the legal requirements to be eligible for a charter renewal from the Oakland Unified School Board of Education.

In light of the California Department of Education's (CDE) March 2024 school performing categories list release, ***Learning Without Limits*** was classified as a Middle Performing school.

Under the Default Renewal Standard (Middle Performing), charter schools are eligible for a renewal for a five-year term and can only be denied if all three criteria listed below are met. As such, renewal under this standard is presumptive. EC § 47607.2(b)(6) says that the chartering authority may deny renewal only upon making written findings, supported by specific facts, that the charter:

1. Failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school;
2. That closure of the charter school is in the best interest of the pupils; and
3. That its decision provided greater weight to performance on measurements of academic performance (EC § 47607.2(b)(2)). Those academic measures are defined as ELA, Math, College/Career, and English Learner Progress, in EC § 47607(c)(3).

As a CCSA member partner, Learning Without Limits will continue to have access to CCSA's robust renewal support and resources to ensure compliance with renewal standards leading up to and beyond the forthcoming public hearing and decision-making meetings.

Please feel free to disseminate this letter to your authorizer and board members or have them contact me directly for further dialogue or assistance. My contact is jcolly@ccsa.org or 510-292-7572.

Sincerely,

Dr. Jaime Colly 

Vice President, Northern California Local Advocacy
California Charter Schools Association

