

Board Office Use: Legislative File Info.	
File ID Number	24-2020
Introduction Date	8/28/2024
Enactment Number	
Enactment Date	



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 September 11, 2024

Subject Charter Renewal Initial Public Hearing – ASCEND Charter School

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 ASCEND Charter School. 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 15, 2024, ASCEND Charter School submitted its renewal petition. ASCEND Charter School 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 ASCEND Charter School 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)

- ASCEND Charter School Renewal Petition – Redline
- ASCEND Charter School Renewal Petition – Clean
- ASCEND Charter School Initial Public Hearing Presentation

Board Office Use: Legislative File Info.	
File ID Number	24-2010
Introduction Date	8/28/2024
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 Submission – Education for Change – ASCEND School – Petition and Charter (Renewal) – Grades TK-8 – July 1, 2025 - June 30, 2030

Ask of the Board **Submission to the Board of Education of Oakland Education for Change – ASCEND School- Petition and Charter (Renewal) – Grades TK-8 – Ju1y 1, 2025 – June 30, 2030, with initial Public Hearing set for 6:30 P.M., September 11, 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 ASCEND Charter School. 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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To Board of Education

From Kyla Johnson-Trammell, Superintendent
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Kelly Krag-Arnold, Director, Office of Charter Schools

Meeting Date September 11, 2024

Subject Charter Renewal Initial Public Hearing – ASCEND Charter School

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- ASCEND Charter School Initial Public Hearing Presentation



Education *for* Change



Education *for* Change Public Schools

ASCEND

Renewal Charter RENEWAL Petition

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Submitted to:

Oakland Unified School District Board of Education

~~ON~~
~~DECEMBER 14, 2016~~ July 15, 2024

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

Submitted by:

~~Hae-Sin-Thomas~~
~~Lead Petitioner~~

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STATEMENT OF ASSURANCES

As the authorized lead petitioners, we, Larissa Adam and Education for Change Public Schools
(EFC) and Hae Sin Thomas

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AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Larissa Adam, hereby certify under the penalties of perjury that the information submitted in this renewal petition for ASCEND (the "School"), located at 3709 East 12th Street, Oakland, CA 94601 within the boundaries of a California public charter school named ASCEND ("ASCEND" or the "Charter School"), operated by Education for Change Public Schools ("Education for Change" or "EFC"), submitted to the Oakland Unified School District (OUSD), ("OUSD"), and to be located in Oakland, California is true to the best of my knowledge and belief; and further we 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 granted this charter, ASCEND 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)

ASCEND (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 the charter school/Charter School or for participation in programs that are required for students. (Ref. except as authorized by those Education Code Section provisions that explicitly apply to charter schools). (Ed. Code § 47605(d)(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 students/pupils who wish to attend the School who submit a timely application, unless the School receives a greater Charter School. However, if the number of applications than there are spaces for students, in which case each application will be given equal chance of admission through 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 process. Preference in a public random drawing shall be extended to pupils

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currently attending the charter school and pupils who reside in the Oakland Unified School District (“OUSD” or “District”) except as provided as described for in Education Code Section 47605(d)(2)(B). In the event of a drawing the chartering authority section 47614.5. Priority order for any preference shall make reasonable efforts to accommodate be determined in the growth of the School charter petition in accordance with Education Code Section 47605(d)(2)(C) and Education Code Section 51747.3. [Ref. Education Code Section 47605(d) all of the following: (Ed. Code § 47605(e)(2)(A)-(B))]

❖ Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

❖ Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, 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 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)]

❖ Shall not determine admission according to the place of residence of the student or his or her parents within the State except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school as provided in Education Code Section 47605(d)(2).

❖ 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 public schools. [Ref. Education 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

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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 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(de)(3H))

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

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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

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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 ~~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 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(e).

Shall operate in compliance with generally accepted government accounting principles.

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

❖ ~~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~~

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~~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)]~~
~~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 ASCEND community are submitting a petition for renewal of the ASCEND 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.

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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.

ASCEND

The vision of ASCEND is to nurture a passion for learning and cultivate personal agency in order to discover who we are, what we need and how to advocate for it. Together, our community of students, families and staff explores, learns and grows through success and failure. Diverse learners thrive through an approach that develops the whole individual, which includes arts integration, expeditionary learning, personalization, and a focus on social and emotional

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growth. Through a common vision guided by love, we empower each other to forge our own paths and to create a school that reflects the world we want.

History And Accomplishments at ASCEND

In 1998, families with children in the Oakland public schools 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 over curriculum and instruction, calendar and schedule, budget (and thus class size and position control), facilities, and staffing. In its planning stages, ASCEND was “The School of Inquiry,” and an inquiry lens has continued to inform curriculum, instruction, professional development and all ASCEND decision-making.

The strong partnership amongst all stakeholders and that fundamental inquiry lens has continued to drive innovation and ASCEND’s evolution in the pursuit of deeper learning. ASCEND started as an Expeditionary Learning school; students still actively participate and engage in semester-long project based learning and present their learnings to the broader community via biannual EXPO days. While ASCEND is the same school it has always been at its core, it has made shifts towards more effectively educating the 21st century learners of today. In 2012, ASCEND was the recipient of a Blended Learning Pilot Grant and has successfully launched and maintained blended learning K-8 for the past three years. In January of 2016, parents, students and staff all engaged in the process of re-visioning and revaluing for the school. This process resulted in ASCEND becoming a Next Generation Learning Grant winner, and initiating a new, transformational vision that we believe will lead to radically improved outcomes for our students.

The vision of ASCEND is to nurture a passion for learning and cultivate personal agency in order to discover who we are, what we need and how to advocate for it. Together, our community of students, families and staff explores, learns and grows through success and failure. Diverse learners thrive through an approach that develops the whole individual, which includes arts integration, expeditionary learning, personalization, and a focus on social and emotional growth. Through a common vision guided by love, we empower each other to forge our own paths and to create a school that reflects the world we want.

The group of stakeholders that drafted this vision, also deeply believe that there are habits that an ASCEND student must develop, refine and embody in order to meet these expectations and aspirations. These are known as the ASCEND HOWLS: Habits of Work and Learning.

- ★Compassion
- ★Perseverance
- ★Craftsmanship

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★Responsibility

★Curiosity

As can be seen in ASCEND's vision statement, all community members are expected to uphold and demonstrate these habits to learn and grow from one another.

ASCEND's successes over the last 15 years are the result of a rich and engaging academic curriculum fostering academic, social/civic, and emotional development; an excellent and dedicated staff; a strong and committed community of family leaders; extensive partnerships with community; and intensive collaboration at the school among teachers, parents and the community.

ASCEND has made academic gains since it opened in 2001. Prior to the transition to Common Core, ASCEND increased 161 API points to an API of 757 in the 2012-13 school year (the last year that API was calculated). Recognizing that the transition to Common Core standards has raised the bar even higher for students, the ASCEND community is committed to accelerating student outcomes for Fruitvale students. Based on cohort-matched data, ASCEND experienced a 2 percentage point increase in proficiency on the ELA CAASSP and 1 percentage point increase in proficiency on the Math CAASP from 2015 to 2016. While ASCEND is not satisfied by this incremental growth, there is evidence that their new next generation vision is having an impact. In particular, the Grade 5 cohort increased proficiency in ELA by 15 percentage points and in Math by 19 percentage points; we believe that this increase is largely driven by a new multi-age classroom model that was started in the 15-16 school year. There are now plans to expand the multi-age classroom approach to more grades. ASCEND remains focused on achieving the primary goal of creating learners who have the skills, work habits, and perseverance to succeed in the academic and social climate of high school in preparation for college and career readiness.

As a neighborhood focused school, ASCEND is driven to increase the high school graduation rate of students in the Fruitvale neighborhood. Towards that goal, ASCEND remains one of the top schools serving the community. In particular, ASCEND ranks 2nd out of 10 elementary schools, in both ELA and Math, and 4th and 2nd out of 6 middle schools, in ELA and Math respectively, among Fruitvale schools serving similar populations of high-need students (more detailed data provided in Request for Renewal section above).

What Children at ASCEND Experience

- ❖ Rigorous, Common Core Aligned expectations and standards that are communicated clearly to staff, students, and families
- ❖ Authentic assessments conducted on a regular basis to monitor student progress
- ❖ A variety of instructional and interventions strategies for a diverse population of learners
- ❖ A multicultural curriculum integrated with the arts
- ❖ Curriculum organized and presented as learning expeditions where children learn through inquiry and guided discovery

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- ❖ ~~Balanced literacy across the curriculum~~
- ❖ ~~Multiage, collaborative classrooms where students have multiple adults and a range of students to learn with and to develop and maintain relationships with.~~
- ❖ ~~Academic and social/emotional interventions~~
- ❖ ~~An after school program that extends student learning~~
- ❖ ~~Family and community as critical partners~~

~~ASCEND believes that our students are worthy of the highest quality of education and deserve the learning environment to develop themselves as individuals and as citizens of the world.~~

~~Education for Change—History and Accomplishments~~

~~Founded in 2005 by experienced educators and entrepreneurs, Education for Change (EFC), a nonprofit public benefit corporation, created a home for district schools that were seeking to become public charter schools. As a Charter School Management Organization, EFC operates public TK-8 schools designed to offer a high quality education to ethnically and economically diverse student bodies. EFC currently operates six schools in Oakland, California: Achieve Academy, ASCEND, Achieve Academy, Lazear Charter Academy, Learning Without Limits, and Epic, 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 core beliefs have been translated into a set of non-negotiables across all of our sites. They are outlined below.~~

~~*EFC Non-Negotiables:*~~

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The Instructional Model

- 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

Teacher development

- 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

Supporting the whole child

- 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

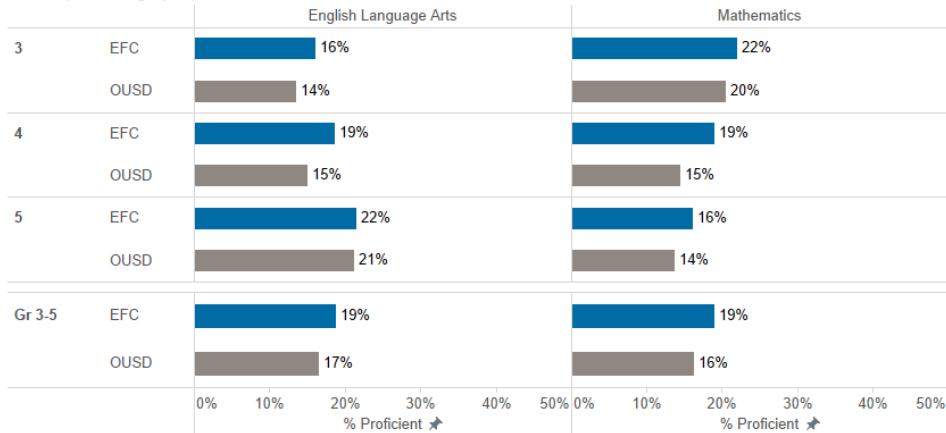
All of EFC's schools have experienced academic gains over the past ten years. With respect to serving high poverty students, EFC manages some of the highest performing elementary and middle schools in the Fruitvale, and currently one of our elementary schools is the highest performing Oakland elementary 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).

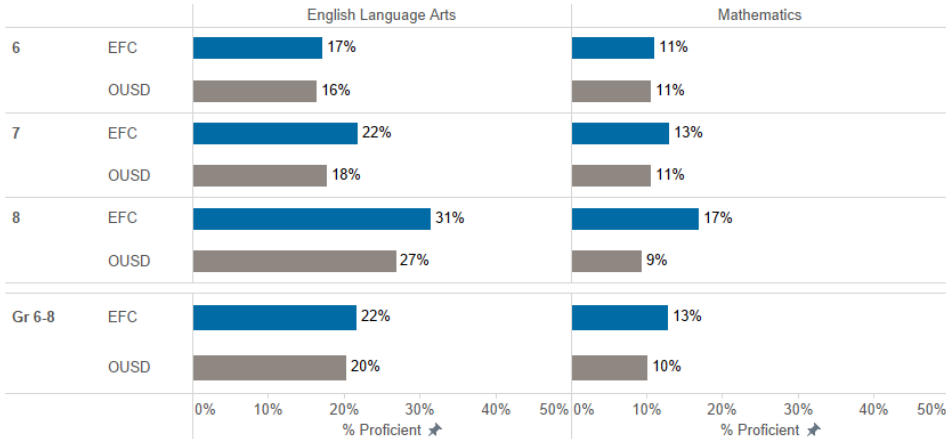
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In the aggregate, how does EFC's proficiency in Gr 3-5 compare to schools in OUSD (district only) also serving Gr 3-5, with high proportions of EL and FRL students?



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 f.

Providing the minimum number of instructional minutes

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~~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.~~
- ~~Implemented Teach to One, a personalized math program, for middle school students. This program meets each student at their appropriate instructional level and has also produced promising results after only one year of implementation.~~
- ~~Invested in a language and literacy-focused Transitional Kindergarten program and are launching our first pre-K programs.~~

The above programs are only a few examples of the the innovative programs that EFC encourages its schools to seek out. All of these programs are in operation at ASCEND.

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

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individualized interventions to meet the needs of every child.

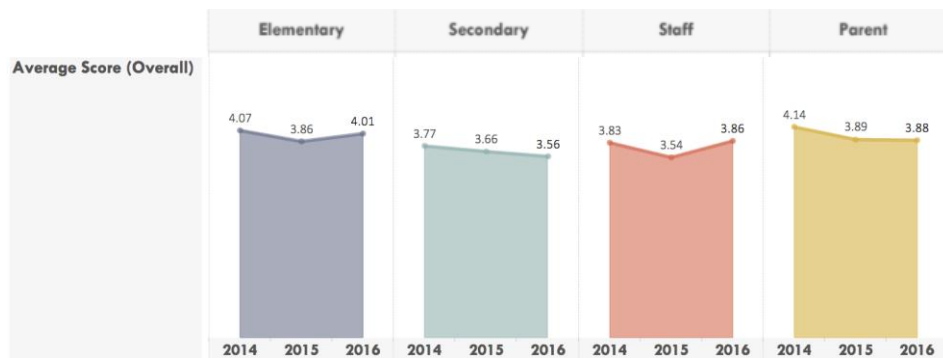
We listen. We are a small, responsive organization that values student, family, and employee voice and input.

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 90% of ASCEND staff agree or strongly agree that they are satisfied with their work experience. 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

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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 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 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 ASCEND 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 ASCEND, we provide intensive social-emotional, behavioral and academic interventions to 42 **Special Education** students, and we also provide that intensity of service to an additional 83 General Education students, totaling approximately 29% of the ASCEND student population.

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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

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

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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

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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 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.

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Site Leadership Team

Morgan Alconcher, Principal, ASCEND

Morgan Alconcher is the Principal of ASCEND. In her first years of principalship at ASCEND, she led the change process towards becoming a nationally recognized Next Generation School (NGLC: Next Gen Learning Challenge recipient). Ms. Alconcher graduated from the University of Washington (B.A. in Media Studies Communications) and holds two Master's Degrees from the University of California, Berkeley (Developmental Teacher Education and Educational Leadership). Ms. Alconcher was a founding teacher of Learning Without Limits Elementary School and taught 3rd-5th grade prior to joining the ASCEND Team. She became the Assistant Principal in 2012, and has been Principal since 2014.

Jeffrey Embleton, Assistant Principal

Jeffrey Embleton is currently in his second year as the Assistant Principal at ASCEND. He joined ASCEND with a strong foundation in school culture and Expeditionary Learning. Previously, he served as the Dean of Culture at Launch Expeditionary Learning Charter School in Brooklyn, NY and started his teaching career in Oakland as a Special Education Resource Specialist for 4 years at MetWest High School and Roots International Academy Middle School. Mr. Embleton graduated from Kenyon College (B.A. in English with emphasis in Creative Writing) and holds a Master of Fine Arts (MFA), Writing and Consciousness from the California Institute of Integral Studies.

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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 ASCEND is at least equal to the academic performance of the public schools that ASCEND pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which ASCEND is located, taking into account the composition of the pupil population that is served at ASCEND.

-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, as stated in the updated OUSD Charter Renewal Handbook, “therefore, Ed. Code 47607(b)(1) through (3) will be moot, and sections (4) and (5) (for schools that qualified for an alternative accountability system) remain the only thresholds to meet for renewal. ASCEND’s goals as set forth in the LCAP, as well as its performance on SBAC, will be the two primary (but not exclusive) data drivers for the renewal process.”

ASCEND meets the performance threshold for renewal criteria based on criteria 4, and evidence is presented below:

For the 2014-15 and 2015-16 school years, we have analyzed ASCEND’s performance on the CAASSP, and ASCEND 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, ASCEND has become an effective elementary and middle school for high need students as compared to similar schools in the city. ASCEND's student performance compares favorably to schools in Oakland broadly and within the Fruitvale¹ neighborhood, particularly when looking at middle school, an area of challenge throughout the state and Oakland.

On the CAASSP ELA assessment for 2015-16, among Fruitvale elementary schools serving at least 40% English Language Learner and 85% Free and Reduced Lunch in grades 3-5, ASCEND ranks 2nd out of 10 schools in proficiency and outperforms Global Family by 4 percentage points, the OUSD school the ASCEND students would have otherwise attended.

% EL	% FRL	School Name	% Met/Exceed	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 elementary schools serving at least 40% English Language Learner and 85% Free and Reduced Lunch in grades 3-5, ASCEND ranks 2nd out of 10 schools in proficiency and overperforms Global Family by 9 percentage points, the OUSD school the ASCEND students would have otherwise attended.

% EL	% FRL	School Name	% Met/Exceed	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
70%	96%	Achieve Academy	19%	4	Education for Change

¹The comparison includes all schools within a 1.5-mile radius of the Fruitvale BART station.

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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	Education for Change
59%	92%	Lazear Charter Academy	15%	9	Lazear Charter Academy
81%	96%	Global Family	14%	10	Oakland Unified School District
46%	87%	Fruitvale Elementary	6%	11	Oakland Unified School District

On the CAASSP ELA assessment, among Fruitvale middle schools serving at least 40% English Language Learner and 85% Free and Reduced Lunch, ASCEND's middle school ranks 4th out of 6 schools in proficiency and outperforms United for Success by 17 percentage points and underperforms Urban Promise Academy by 1 percentage point, the two OUSD schools the ASCEND students would have otherwise attended.

% EL	% FRL	School Name	% Met/Exceed	Rank	Operator
57%	94%	Aspire Eres Academy	35%	1	Aspire Public Schools
46%	95%	Urban Promise Academy	29%	2	Oakland Unified School District
59%	92%	Lazear Charter Academy	29%	3	Education for Change
63%	90%	ASCEND	28%	4	Education for Change
41%	90%	Epic Charter	15%	5	Education for Change
41%	88%	United For Success Academy	11%	6	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 6-8, ASCEND ranks 2nd out of 6 schools in proficiency and outperforms United for Success by 15 percentage points and outperforms Urban Promise Academy by 7 percentage points, the two OUSD schools the ASCEND students would have otherwise attended.

% EL	% FRL	School Name	% Met/Exceed	Rank	Operator
57%	94%	Aspire Eres Academy	29%	1	Aspire Public Schools
63%	90%	ASCEND	21%	2	Education for Change
59%	92%	Lazear Charter Academy	15%	3	Education for Change
46%	95%	Urban Promise Academy	14%	4	Oakland Unified School District
41%	90%	Epic Charter	8%	5	Education for Change

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41%	88%	United For Success Academy	6%	6	Oakland Unified School District
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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.~~

ASCEND Vision: Development of Agency

In January of 2016, parents, students and staff all engaged in the process of re-visioning and revaluing for the school. While ASCEND is the same school it has always been at its core, there are things we have learned and shifts we’ve made towards most effectively educating the 21st

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century learners of our community today. After many rounds of iteration we finalized our new vision:

~~The vision of ASCEND is to nurture a passion for learning and cultivate personal agency in order to discover who we are, what we need and how to advocate for it. Together, our community of students, families and staff explores, learns and grows through success and failure. Diverse learners thrive through an approach that develops the whole individual, which includes arts integration, expeditionary learning, personalization, and a focus on social and emotional growth. Through a common vision guided by love, we empower each other to forge our own paths and to create a school that reflects the world we want.~~

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The group of stakeholders that drafted this vision, also deeply believe that there are habits that an ASCEND student must develop, refine and embody in order to meet these expectations and aspirations. These are known as the ASCEND HOWLs: Habits of Work and Learning:

- ★Compassion
- ★Perseverance
- ★Craftsmanship
- ★Responsibility
- ★Curiosity

As can be seen in our vision statement, all ASCEND community members are expected to uphold and demonstrate these habits as we learn and grow from one another.

ASCEND's successes over the last 15 years are the result of a rich and engaging academic curriculum fostering academic, social/civic, and emotional development; an excellent and dedicated staff; a strong and committed community of family leaders; extensive partnerships with community; and intensive collaboration at the school among teachers, parents and the community.

Students to be Served

ASCEND presently serves 463 students (as of 10/5/16) in grades K-8. There will be 13 Gr TK-5 classrooms and 6 Gr 6-8 classrooms of up to 27 students. Budgetary constraints notwithstanding, ASCEND aspires to keep class sizes low.

The ASCEND campus is located at 3709 E. 12th St. in an area distinguished by significant racial, cultural and ethnic diversity. Located in the Greater Fruitvale, the ASCEND campus 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 Census² 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

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²US Census American Community Survey for Oakland 94601, http://thedataweb.rm.census.gov/TheDataWeb_HotReport2/profile/2014/5yr/np01.html?SUMLEV=860&zeta=94601

City of Oakland's Demographic Profile³. 44% of households have one or more people under the age of 18.

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. At ASCEND, 93.5% of students are eligible for free/reduced lunch, indicating that 93.5% of ASCEND families live in poverty.

ASCEND students primarily reside in police beat 23X where there are numerous community stressors as reported by the Measure Y evaluation, which states beat 23X has been ranked by a 'high stressor' beat since the inception of Measure Y, placing it in the 4th (highest) quartile in a city-wide comparison of two-year crime totals. The indicators of 'stress' include arrests, crime reports, food stamp recipients, youth incarceration and probation, violent suspensions and chronic absence for OUSD students.

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 ASCEND 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 ASCEND includes students living in the Fruitvale neighborhood as well as other students who wish to attend the school, subject to capacity.

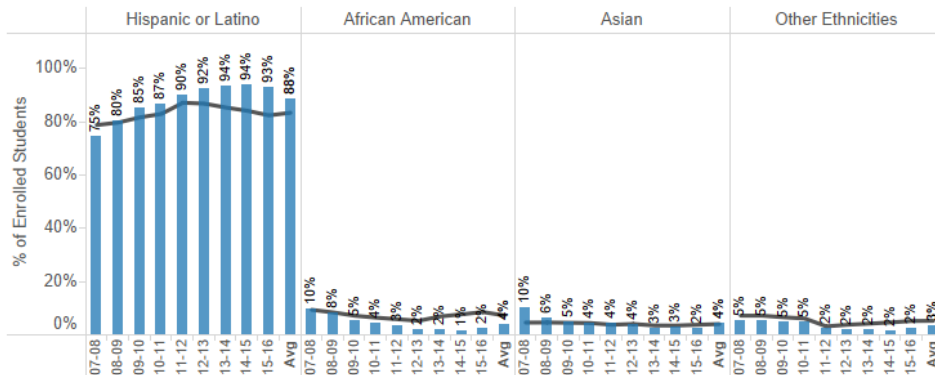
³City of Oakland's Demographic Profile, <http://www2.oaklandnet.com/Government/o/CityAdministration/d/EconomicDevelopment/s/MerchantOrganizations/DOWD008095>

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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.

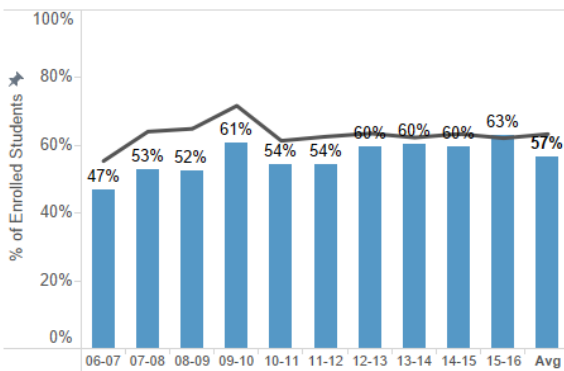
Historical Enrollment by Ethnicity: ASCEND



Blue bars = ASCEND
Gray line = OUSD schools within 1 mile of ASCEND

As shown in the graph above, prior to converting to a charter school, ASCEND annually served a high proportion of Latino students. Since ASCEND converted to a charter school in the 2012-2013 school year, it has continued to serve a high proportion of Hispanic students.

Historical EL Population: ASCEND

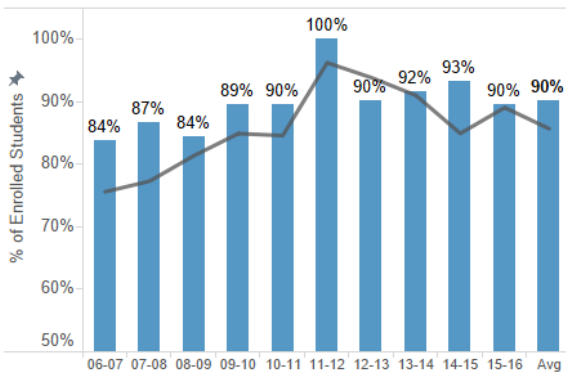


Blue bars = ASCEND
Gray line = OUSD schools within 1 mile of ASCEND*

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Since converting to a charter school in the 12-13 school year, ASCEND has served a higher proportion of English Learners (ELs) than prior to its conversion. Specifically, ASCEND averaged an EL population of 54% in the six years prior to its charter conversion as compared to an average EL population of 61% since the conversion. This higher proportion of EL students is similar to the EL population of the district schools surrounding ASCEND.

Historical FRL Population: ASCEND



Blue bars = ASCEND
 Gray line = OUSD schools within 1 mile of ASCEND

ASCEND has historically served a high proportion of students that qualify for free or reduced priced lunch. In the six years prior to ASCEND’s conversion to a charter school, on average about 89% of ASCEND’s students qualified for free or reduced priced lunch annually. In the first four years of ASCEND’s current charter term, on average about 91% of ASCEND’s students have qualified for free or reduced priced lunch annually. This is similar to the FRL population in district schools within 1 mile of ASCEND’s campus over the same time period.

For the past three school years, ASCEND has had approximately 38-44 Special Education students, which is 8-10% 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	7	28	22
Tier 3 AND Tier 2	31	40	21
Tier 2 Only	71	67	26
Total	174	135	74

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Tier 2 and 3 Interventions— Students with IEPs Only (All Streams)			
	14-15	15-16	16-17*
Tier 3 Only	4	8	16
Tier 3 AND Tier 2	24	27	20
Tier 2 Only	16	7	2
Total	44	42	38

*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:

- A large percentage of students are still performing below grade level in English Language Arts and Mathematics
- ELA proficiency is slightly higher than Math proficiency
- Students typically experience a drop in proficiency when moving from Grade 5 to Grade 6
- Cohort-matched data in both ELA and Math shows promising results for the multi-age classroom model.

Since opening its doors in 2001, ASCEND has had both successes and challenges. The overall percentage of students scoring at Proficient and Advanced decreased slightly in both English Language Arts and Mathematics while the cohort-matched data showed growth (see below). Overall, in 2016, 25% percent of students were Proficient in English Language Arts (ELA) and 22% were proficient in Mathematics.

ASCEND'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?
CAASPP Math	Increase students scoring Level 3 or Level 4 by 5 percent annually OR achieve a level of 70%	Overall	N/A	23%	22%	28%	N
		Hispanic	N/A	22%	23%	27%	N
		English Learners	N/A	10%	10%	15%	N

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CAASPP ELA	Increase students scoring Level 3 or Level 4 by 5 percent annually OR achieve a level of 70%	Overall	N/A	27%	25%	32%	N
		Hispanic	N/A	26%	25%	31%	N
		English Learners	N/A	6%	8%	11%	N
DRA	Each year, 60 percent of students will increase 1 grade level OR achieve proficiency	Overall	50%	71%	55%	60%	N
		Hispanic	50%	71%	56%	60%	N
		English Learners	28%	60%	48%	60%	N
SPED	Average % of goals met	Students with IEP	41%	40%	48%	45%	Y
CELDT/ ELPAC	Each year, 40% of ELs will improve one proficiency level OR maintain proficiency on CELDT/ELPAC.	Overall	39%	36%	37%	40	N
Chronic Absence Rate	Each year, less than 8% percent of students will be absent more than 10% of enrolled days.	Overall	N/A	4.6%	6.0%	8%	Y
		Hispanic	N/A	4.5%	5.7%	8%	Y
		English Learners	N/A	4.6%	4.9%	8%	Y
		Students with IEP	N/A	7.5%	11.1%	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	84%	89%	75%	Y
		Students (Gr 3-8)	N/A	78%	80%	75%	Y
Academic	Each year, at least	Families	N/A	91%	91%	75%	Y

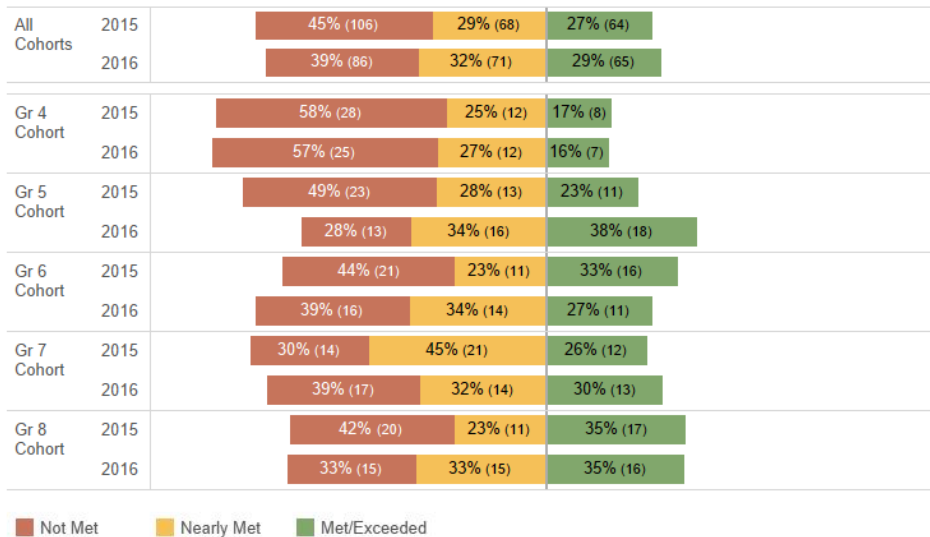
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Instruction	75% of students and families positively rate academic instruction. (As measured by School Climate Assessment Instrument)	Students (Gr 3-8)	N/A	87%	91%	75%	¥
School Decision-Making	Each year, at least 75% of students and families positively rate their void in school decision-making and/or opportunity for feedback. (As measured by School Climate Assessment Instrument)	Families	N/A	85%	90%	75%	¥
		Students (Gr 3-8)	N/A	91%	90%	75%	¥

English Language Arts

SBAC Cohort-Matched Growth: ASCEND - ELA



Cohort matched data provides a more meaningful way to track growth as it allows us to see how the same group of students performed over time. When looking at cohort matched data,

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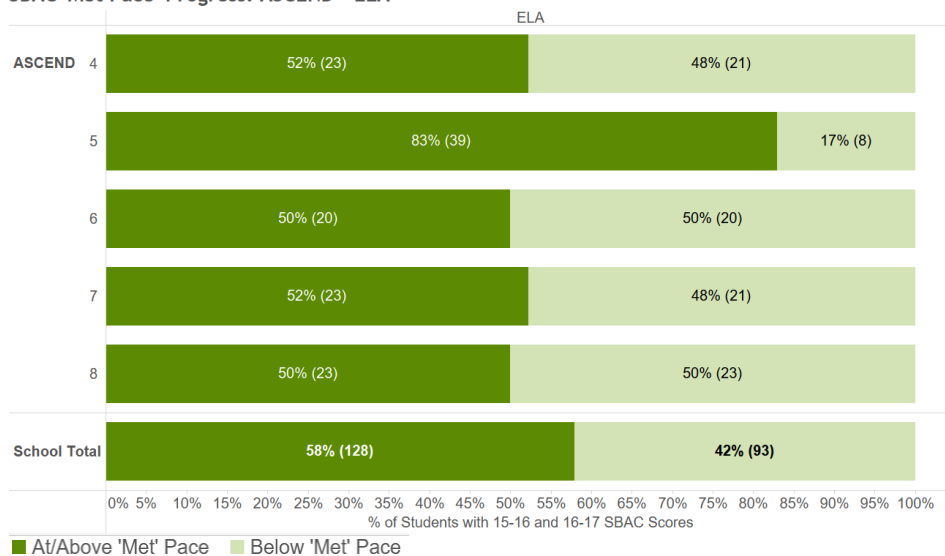
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ASCEND experienced a 2 percentage point increase in proficiency from 2015 to 2016. In particular, **the Grade 5 cohort increased proficiency by 15 percentage points.** We believe that this increase is largely driven by a new multi-age classroom model that was piloted in the 15-16 school year. We have now expanded the multi-age classroom approach to the lower grades and across grades 4-5 (only one team piloted last year and their classroom performance was higher than that of the team that did not pilot).

SBAC 'Met Pace' Progress: ASCEND - ELA



'Met pace' is a metric that the California Charter Schools Association (CCSA) has recommended for a more precise way of measuring student growth beyond simple band growth. Each grade is assigned a 'met pace' target based on the number of points necessary for a minimally proficient student to maintain proficiency from one year to the next. For example, CCSA has found, on average, that a minimally proficient 3rd grader must increase their scale score by 45 points to maintain proficiency in Gr 4. Therefore the 'met pace' growth target for a 4th grade student is 45 points. CCSA has determined a different target for each grade:

Grade Level	'Met Pace' Target
4	46
5	36
6	26

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7	18
8	17

As the graph shows above, nearly 60% of ASCEND students achieved their ‘met pace’ target in ELA. In particular, 83% of students in Grade 5 achieved their ‘met pace’ target of 36 points.

An areas of focus continues to be middle school, particularly the transition from Grade 5 to Grade 6, where ASCEND experienced the largest decrease in cohort matched proficiency (6 percentage points). To address this transition, ASCEND instituted ***Crow*** (Advisory) and deepened its implementation of Restorative Justice this year to support students social/emotional needs as they enter adolescence. Academically, ASCEND is committed to small class sizes in Middle School and is currently determining how to bring the multi-age program to middle school.

We believe that these results show the beginning trends of 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 8th grade and beyond. As a result, we expect proficiency in upper grades to exceed proficiency in lower grades. We also believe that students who have had more exposure to Common Core curricula will and do outperform students who have had less, so we anticipate increased levels of proficiency year after year.

Mathematics

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SBAC Cohort-Matched Growth: ASCEND - Math

All Cohorts	2015	41% (98)	36% (84)	23% (55)
	2016	43% (96)	33% (73)	24% (52)
Gr 4 Cohort	2015	54% (26)	27% (13)	19% (9)
	2016	41% (18)	41% (18)	18% (8)
Gr 5 Cohort	2015	51% (24)	38% (18)	11% (5)
	2016	32% (15)	38% (18)	30% (14)
Gr 6 Cohort	2015	31% (15)	38% (18)	31% (15)
	2016	59% (23)	15% (6)	26% (10)
Gr 7 Cohort	2015	34% (16)	45% (20)	21% (10)
	2016	40% (18)	38% (17)	22% (10)
Gr 8 Cohort	2015	35% (17)	31% (15)	33% (16)
	2016	48% (22)	30% (14)	22% (10)

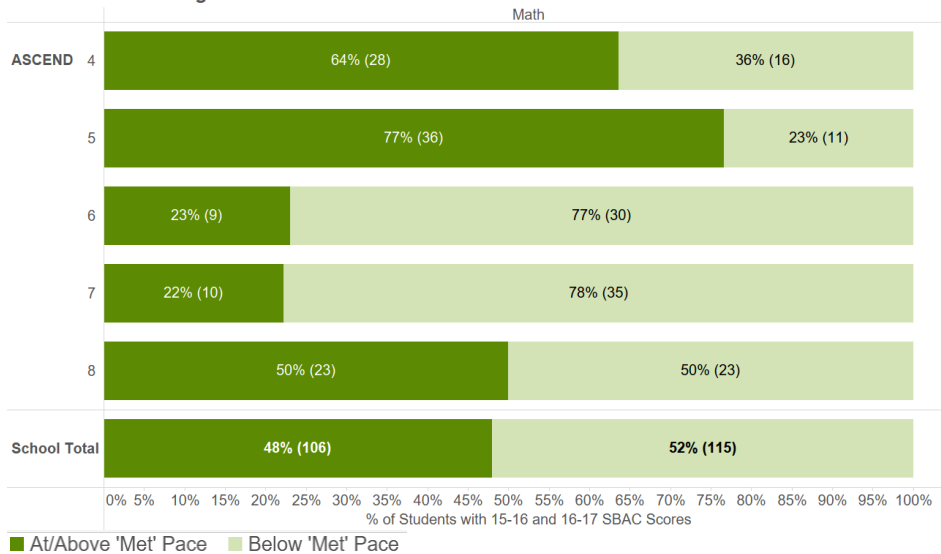
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When looking at cohort matched Math data, ASCEND experienced a 1 percentage point increase in proficiency from 2015 to 2016. In particular, the Grade 5 cohort experienced the largest gains in math proficiency (19 percentage points).

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SBAC 'Met Pace' Progress: ASCEND - Math



When looking at Math 'Met Pace' performance, about 50% of ASCEND's students school wide achieved their 'met pace' target. In particular, 64% of students in grade 4 and 77% students in grade 5 achieved their 'met pace' target.

As with ELA, we believe that the gains in grades 4 and 5 are largely due to the multi-age classroom model piloted in those grades. In contrast, we saw a less students in grades 6 and 7 achieve their 'met pace' target. We believe that this drop is in part due to the first year implementation of New Classroom's Teach To One (TTO) program, an innovative math program that personalizes instruction for each student, each day. Specifically, in the 15-16 school year one set of math teachers moved between multiple sites. Now in our second-year of the TTO program, ASCEND has a dedicated TTO team, which we anticipate will help accelerate middle school math outcomes. The internal benchmark data at ASCEND as well as observation data from the coach indicate that the year 2 implementation of TTO at ASCEND is much stronger than year 1.

Early Literacy

One of ASCEND's biggest challenges has been the level of kindergarten readiness of our incoming students. Only 15% of kinder students this fall tested kinder ready on our K Diagnostic. 69% tested significantly below. While the general trajectory is accelerated growth (38% of 5th graders demonstrated proficiency on the CAASSP ELA assessment last spring), ASCEND teachers are constantly playing catchup from day 1 of Kindergarten.

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To address, we are launching a TK program at ASCEND in fall of 2017. We had been space-constrained previously but have decided to prioritize TK over other programming in light of the Kinder outcomes at sites like Lazear and Cox where 50% and 80% of Kinder students respectively are reading at grade level in the first trimester. We are also prioritizing summer early literacy intervention for rising 1st, 2nd and 3rd graders not reading at grade level and also exploring summer Kinder readiness programming to accelerate readiness for children who need additional support. Last summer, we saw an average of 3 months of summer reading gain at ASCEND versus 3 months of summer slide for children who attended our Springboard summer intervention.

In conclusion, although the school has shown that they are making progress in some areas, during the self-study we identified several areas for growth, particularly considering the community stress that students experience on a daily basis as well as the school's high population of ELs. 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:

- ❖ Increasing Kinder readiness and intervening early in grades K-2 in literacy
- ❖ A focus on rigor and facilitating learning experiences at Depth of Knowledge (DOK) levels 3 and 4 leveraging Learning Expeditions more strategically
- ❖ Increased targeted interventions and greater personalization of instruction to accelerate learning for all students grades K-8
- ❖ Expanding the student agency focus into the middle school humanities program
- ❖ Development of social-emotional skills and resiliency strategies, especially at the middle school grades
- ❖ Continued parent and community involvement to ensure student success
- ❖ A need to continue to build a strong, positive, coherent and collaborative faculty culture

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

At ASCEND, 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, great creativity, and great skill in communicating across cultural differences. Citizens of the 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, emotional intelligence, social skills, and self-confidence to take action.

A 21st Century Learner not only 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, but they also understand the interrelatedness of the core disciplines and can

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apply skills across a variety of contexts, experiences, and disciplines in an ever-changing world. ASCEND's next gen school vision, where content is integrated across disciplines and classrooms are multi-age so that students have the opportunity to mentor and be mentored by peers, provides an ideal context for the learning required to be successful in the 21st Century. Student-driven learning maximizes engagement, thereby fostering creativity, student agency and respect for all learners.

In order to be truly competitive and prepared for success in a constantly evolving world, our children must also be:

- ❖ Technologically and academically 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, and confident learners with a high level of resilience and agency who strive for excellence
- ❖ Critical thinkers who know how to solve problems, make informed decisions and generally navigate life in the 21st century
- ❖ A powerful, culturally competent and positive citizen of the world
- ~~❖ Collaborative team players who can both facilitate and participate in collective efforts~~
- ❖ Life-long learners with the desire, discipline, and dedication to achieve their highest aspirations and dreams

Most important, ASCEND 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 where students develop a desire to serve the community in which they live. The ASCEND children of today will grow to be the educated citizens and leaders of this community tomorrow.

See Appendix A1 for ASCEND's NGLC School Design Blueprint

ASCEND's Core Values and 21st Century Learning

To help ASCEND students be prepared for the demands of the 21st Century, students, staff, and families have successfully developed and now implement kid-friendly and actionable values that speak both to habits of mind and heart as well as habits of success. These values were derived from our original 6 Ways to ASCEND, Expeditionary Learning Design Principles, and the MOSAIC Project. What emerged were five core values to support students' academic, social and emotional growth: **compassion, craftsmanship, curiosity, perseverance, and responsibility**. These values are informed by the CASEL developmental framework for social and emotional learning and based off research from expeditionary learning mentor schools. We believe that these are key character skills and habits that foster deeper academic achievement.

Compassion

Emotional intelligence means understanding one's emotions, recognizing emotions in others and

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being able to get along with others and work with them. At ASCEND students learn to respect each other, the staff, parents and school guests. They learn how to be in the world and have compassion for others. Having learned these ways to ASCEND, graduates will be good colleagues and people will want to collaborate and be with them at and outside work. They will be good citizens, mindful of assisting community members who need support. This ability to work and collaborate with others effectively will enable them to succeed in school, at work, and in their communities.

Craftsmanship

In his book *An Ethic of Excellence*, Ron Berger writes that “in carpentry there is no higher compliment builders give to each other than this: That guy is a craftsman. This one word says it all. It connotes someone who has integrity and knowledge, who is dedicated to his work and who is proud of what he does and who he is. Someone who thinks carefully and does things well” (page 1). This spirit of producing high quality work, being open to revision and feedback, and knowing that we need to cultivate a culture of quality and care among our students is vital.

Curiosity

Students learn by asking questions and finding the answers to those questions. The value of curiosity speaks to the notion that students need to have topics of study that engage and interest them, and that they need to be agents in their own learning by taking charge of seeking and discovering information. Curiosity goes beyond just asking questions, it is also having wonder and appreciation for how things operate, whose story or point of view is the information coming from, and more. Curiosity also lends itself to constant reflection and questioning of personal progress and what needs to be done to improve.

Perseverance

In a recent article in the New York Times (“What if the secret to success is failure?” Paul Tough, Sunday Magazine, September 18, 2011) reported on the students from Riverdale, an exclusive New York private school, and the KIPP schools, who graduated from college and moved on to productive lives. The interesting finding was that successful students all had something identified as “grit.” In the face of failure they were resilient. They were not necessarily the students who earned the highest grades in middle and high school. To persevere is to have grit, to stay the course and overcome failure and disappointments. Students who persevere are more likely to succeed in this century of challenge and change.

Responsibility

Over the last decades work and professional life have undergone radical change; typically people change careers five or more times over their work lives. With each change, they become students again learning new skills. ASCEND students who understand and are comfortable taking charge of their learning have an advantage. They will be able to take the risks of taking new directions and jobs and also have the lifetime pleasure of learning new things.

A Day in the Life of ASCEND in 2019

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When Atzin, age 8, enters ASCEND, he feels at home. Walking through familiar halls, he waves to the students and teachers on his way to his learning hall. Atzin pops in to see if his guided reading teacher, Ms. M, is there. Even though Ms. M isn't his homeroom teacher, she has been his data coach. Yesterday they had a mid-cycle conference about how he needed to persevere through his book by choosing two reading strategies. Atzin lets her know what strategies he tried at home just as the bell rings. It's Community Time!

Atzin walks over to the 1-2-3 homeroom class, eager to pick his seat for Community Time. The message on the whiteboard asks students to post how they are feeling this morning. He thinks about how his baby sister cried all night, and he couldn't sleep, and moves his picture magnet to "tired." Space is filling up fast, Atzin spies a spot on the top row of the stadium seats—his favorite! Atzin takes his seat and waits for the remaining 70 students enter the room. Five teachers take their places around the room as the MOSAIC theme song begins to play. Atzin knows this is the signal to go to his multi-age tribe. In his tribe, Mr. W reminds them to pick roles. The group of 1st-3rd graders work collaboratively to complete the daily social-emotional learning activity. Mr. W scans check-in responses and comes back to talk with Atzin about why he is feeling tired. The daily rotation schedule is projected on the board and Atzin notes he will be spending his day in two different learning halls.

Atzin heads first to Readers Workshop. He goes to his cubby to grab his book bag, and walks with purpose through the connecting door to the learning hall. Even though it used to be a first grade classroom, Atzin thinks that it doesn't feel like that—there are first, second, AND third graders all independently working on reading. Atzin surveys the room to see where he wants to work. According to his dashboard, he needs to complete the next level on iReady by the end of the week. Atzin takes his computer to the carpet to complete his assignment. After 20 minutes, he hears a chime and sees Ms. M calling his group for guided reading! Ms. M asks him to reflect about how he persevered last night, and Atzin proudly demonstrates a reading strategy in his book. After the lesson, his group moves to the couch to complete their independent reading.

At recess, Atzin looks for his new group of friends. He made some first and third grade buddies during a Community Time activity called 4 Corners, where everyone picked their favorite sport. Twelve other students loved soccer! Since then, they have been playing a game at recess. After recess, Atzin heads to homeroom for grade-level instruction. In science, they are learning about the life cycles of plants and animals. After grade-level content, lunch, and an art lesson on butterflies and symmetry, Atzin is excited for the afternoon. Even though he is usually tired by 2pm, the afternoons have become his favorite part of the day—Creation Time!

During Creation Time, Atzin's group has been designing a skit to show the life cycle of a butterfly. His group analyzed a rubric, created a thinking map to brainstorm important details, assigned roles, wrote a script, and made paper puppets. Today they are finally going to film on the iPad and Atzin is the director! His group decides to work in the class library, where they use the futon as a puppet stage. Other groups are working at tables, sprawled on the carpet, or huddled on the stadium seats.

After Creation Time, the day concludes with multi-age math groups. Atzin is reunited with some multi-age friends as they do application problems to review math standards that needed to be retaught. Before dismissal, the students huddle for an appreciation circle. Atzin thinks to himself, "I appreciate working with so many great friends."

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How Learning Best Occurs

The ASCEND team holds that learning best occurs when our team aligns expectations, curriculum, assessment, and interventions with research-based instructional practices. We do so by providing each student with access to cultural and creative diversity in order to increase opportunities for students to authentically engage in learning. The following ten elements include six practices and four structures that comprise the core of our approach at ASCEND. The overarching guiding practice, inquiry-based learning through expeditions, interweaves our other five practices to create a coherent, cross-curricular instructional program for students. Central to ASCEND's philosophy is the idea that students' social and emotional growth is critical to their ability to succeed academically and to navigate the world around them. The key structures we have identified support students both in their social-emotional growth and in their academic growth.

Six Key ASCEND Practices

1. Instruction is Learning Expedition, based and inquiry focused.

ASCEND teaches through quarter-, semester-, or year-long learning expeditions where our students learn skills through integrated and deep exploration of content, using an inquiry-based approach, and as part of a larger community which they actively explore and provide service to. Our approach promotes student metacognition and reflection as well as depth of knowledge and authentic, arts-integrated demonstrations of learning. We believe this is a particularly effective approach for a largely English Language Learner population most of whom will be first-in-family college-goers. EL students need repeated exposure to academic and content language and instructional approaches that enable them to learn, practice and apply that language authentically. Learning expeditions and inquiry-focused learning authentically build academic and content language and develop the higher-order thinking and the college-readiness skills our students need to be academically, socially, and emotionally competitive with peers from every background.

2. Balanced literacy instruction is cross-curricular.

At ASCEND, we believe that providing learners with a balanced range of language and literacy approaches will ensure that all students read and write proficiently and become lifelong learners who engage in reading and writing activities for a variety of purposes. Therefore, a large part of our inquiry as a school centers on literacy and how to best enable individual students to become skilled lovers of reading and writing. Students are instructed in small, multi-age Guided Reading groups using many of the tools in Jan Richardson's *The Next Step in Guided Reading*. All students use Blended Learning programs to support their literacy development—programs such as iReady, Accelerated Reader, and Reading Plus. These programs all have different foci (fluency, decoding skills, comprehension, etc.) and are carefully chosen to target students' needs at different reading levels. Teachers address grade-level ELA through *Core Ready*, Lucy Calkins units, and other Expeditionary Learning units that contain ELA objectives. ELA content objectives are aligned with language objectives to support our large number of English language

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learners. Currently, we are focusing our energies on academic English development as demonstrated in oral and written expression; in TK-5 classes we utilize the strategies developed by the CRLP's *Results for English Learners* project to support our students to quickly acquire academic English, and in the 6th-8th grades we use Susana Dutro's *Constructing Meaning* to support Academic English Development.

3. High expectations align with the Common Core State Standards and are communicated clearly to stakeholders.

ASCEND 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 Oakland. To this end, ASCEND's teachers work together to develop and iterate a program that operates with the highest expectations for all children, in which all children achieve mastery.

Therefore, ASCEND teachers collaborate across multiple grade levels so that students can learn at their instructional level in multi-age settings. Core content curriculum at each grade level is also prioritized and integrated to maintain focus on depth of learning over breadth of curriculum. In both, multi-age and grade-level settings, the focus of the ASCEND instructional program is mastery of high-leverage Common Core standards and pushing past skills and knowledge acquisition to application, synthesis, analysis, and evaluation. Both teachers and students are regularly reviewing students' goals and reflecting on mastery of prioritized standards, and adjusting instruction to personalize student learning to meet those goals. Students and teachers work together to deepen their understanding and application of those goals so that they see their purpose and relevancy to their learning and their future. There are multiple embedded structures to communicate to families about the students' expectations and their performance against those expectations, including school-wide expositions of student learning and student-led report card conferences.

4. Core curriculum is multicultural and arts integrated.

ASCEND's core curriculum harnesses the power of various arts integration along with holding a multicultural perspective to maximize student engagement and achievement. The arts provide another lens through which students can gain deep understanding of content, and also an opportunity to creatively demonstrate their learning. ASCEND is recognized as a demonstration school for arts integration. We have received funding to support visual arts and music integration specialists who collaborate with and coach teachers to meaningfully integrate arts into our expeditions. Additionally, we work to choose core curriculum that is both aligned with the Common Core State Standards and has repeated opportunities to hold a multicultural focus so that students are increasingly able to engage across difference and be successful in an increasingly connected world. Meaningful learning takes place when classroom objectives extend into children's lives outside the classroom. Therefore, ASCEND core curriculum emphasizes fieldwork that involves families and community in learning (eg. student interviews that lead to a written family history) to provide authentic opportunities to participate in our

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diverse local community.

5. Varied instructional strategies support a diverse population of learners.

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. We recognize that students will listen, process, and respond in many different ways. Therefore, our teachers personalize instruction to enable students to develop agency around the most effective place, path, and groupings for them to learn. The use of learning expeditions and the integration of the arts play key roles in providing greater access and enabling greater success for a variety of learners.

6. Authentic assessments administered regularly monitor student progress.

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. Students are given multiple opportunities to show what they know, including through tasks, performances/demonstrations, presentations, and assessments. Additionally, Learning Expeditions provide students with multiple entry points for engaging with content, learning, and demonstrating what they understand. EXPO presentations to parents and community members require students to authentically demonstrate what they've learned in a real life context, with a real audience. Both are described in greater detail below. Furthermore, students at ASCEND are actively involved in what Rick Stiggins calls assessments for learning, setting goals, articulating what it takes to meet those goals and leading report card conferences.

In order to more formally monitor student progress, teachers use both summative and formative assessments. We benchmark our students' performance against the 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 also create interim assessments that measure students' growth throughout the benchmark period, so our teachers can better target interventions and accelerate learning, and equally important, so that students can monitor their progress following what they have mastered and what they need to work on. Finally, a variety of diagnostic assessments (eg. the QPS, DRA, and K/1-Diagnostic etc., depending on the subject matter and grade level) are administered to ensure that teachers understand where each student's Zone of Proximal Development is, and where students may be struggling. Teachers also use Checks for Understanding, Exit Tickets, and other methods to assess mastery of daily lessons.

Three Key ASCEND Structures

1. Multi-age groupings facilitate academic and social/emotional interventions.

In addition to the robust interventions outlined in Key Practice #5, ASCEND has designed several multi-age structures that facilitate academic support and/or social/emotional support for

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students. These structures are grounded in some important core beliefs:

- Students learn best when they are known well by adults and peers
- ~~Students learn best when school and classroom conditions are such that they feel safe~~
- Capitalizing on our K-8 model to connect students across age enables deeper and more targeted learning and differentiation
- ~~Families are an integral part of their child's education and having the same group of adults (teachers) work with their child(ren) across multiple years facilitates deeper relationships and higher levels of trust among families and school, which research shows improves academic outcomes for students.~~

2. The after-school program extends student learning.

Through a strong partnership with the Oakland Leaf Foundation, we are able to provide a comprehensive after-school program that provides both students and families with social, recreational, and educational opportunities. Students participate in homework support classes, math and literacy tutoring, and arts, music, gardening and sports programs after school five days a week. Not only does this program create a safe and supportive space for children during the after-school hours, it also provides valuable opportunities for supporting struggling students and families and for further engaging them as well.

3. ~~Family and community partnerships are prioritized.~~

~~Family involvement and community partnerships are fundamental to meeting the needs of the whole child. When we refer to ASCEND, 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. We engage families in regular conversations about student progress, hold parent teacher conferences three times a year, conduct home visits and regularly hold events that bring families into the school.~~

Schoolwide Program Overview & Methods of Instruction

~~ASCEND's kindergarten to eighth grade program incorporates a highly developed inquiry-based learning curriculum (Expeditionary Learning) with robust standards-based instruction across subject areas. Instruction at ASCEND prepares students to be academically and socially prepared to succeed in any high school and beyond, be responsible young adults who care about their community, be excited about their opportunities in the future, and be independent and motivated leaders.~~

In both the elementary and middle school programs, there are nine curricular areas that link into this inquiry approach: English Language Arts, English Language Development, Mathematics,

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Science, History/Social Science, Arts and Music Integrated Learning Expeditions (Visual and Performing Arts), Physical Education/Health, Social and Emotional Learning, and Technology. In the middle school program, English Language Arts and History/Social Science are cored. Grade level standards are taught to mastery in each curricular area, so that children in all grades, kindergarten through eighth grade receive standards-based instruction across all content areas.

A summary description of the elementary and middle school programs is followed by details of each program within the six practices and four structures described above in *How Learning Best Occurs*.

KEY ASCEND PRACTICE 1: Instruction is Learning Expedition-based and inquiry focused.

SCHOOL-WIDE PRACTICE

Expeditionary Learning

Since our school was founded in 2001, ASCEND has been an Arts Integrated Expeditionary Learning school. Much of what stands out to visitors at ASCEND—and to students when they describe their school—is how learning across subjects comes alive through expeditions. Students at ASCEND are challenged by the high-level tasks and active roles required by Expeditionary Learning (EL) Expeditions. This model supports the project-based and interdisciplinary nature of learning at ASCEND and our school-wide arts-integrated approach.

Staff engage in professional development around “*Leaders of Their Own Learning: Transforming Schools Through Student Engaged Assessment*” by Ron Berger of Expeditionary Learning; examining use of authentic project-based learning that facilitates academic and character growth, and meaningful reflection, feedback and presentations.

Expeditionary Learning at ASCEND: Core Practices Outline

Five Core Practices and twenty-four components outline the structure of the Expeditionary Learning model at ASCEND. These are described in detail in Appendices (see below) and provided here briefly to illustrate the scope of the EL model. While we are in different stages of focus over the course of our practice, we are collectively working to continue to reflect and build our implementation of expeditions to address these key components:

Core Practice 1—Learning Expeditions

- Component 1: Implementing Learning Expeditions Across the School
- Component 2: Designing Compelling Topics and Guiding Questions
- Component 3: Designing Linked and Culminating Projects
- Component 4: Incorporating Fieldwork, Local Expertise, and Service Learning
- Component 5: Producing and Presenting High Quality Student Work

Core Practice 2—Active Pedagogy

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Component 1: Using Effective Instructional Practices School-wide
Component 2: Teaching Reading Across the Disciplines
Component 3: Teaching Writing Across the Disciplines
Component 4: Teaching Inquiry-based Math
Component 5: Teaching Inquiry-based Science and Social Studies
Component 6: Learning In and Through the Arts
Component 7: Using Effective **Assessment** Practices

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Core Practice 3—Culture and Character

Component 1: Building School Culture and Fostering Character
Component 2: Ensuring Equity and High Expectations
Component 3: Fostering a Safe, Respectful, and Orderly Community
Component 4: Promoting Adventure and Fitness
Component 5: Developing a Professional Community
Component 6: Engaging Families in the Life of the School

Core Practice 4—Leadership and School Improvement

Component 1: Providing Leadership in **Curriculum**, Instruction, and School Culture
Component 2: Sharing Leadership and Building Partnerships
Component 3: Using Multiple Sources of Data to Improve Student Achievement
Component 4: Linking Expeditionary Learning and School Improvement Plans

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Core Practice 5—Structure

Component 1: Designing Time for Student and Adult Learning
Component 2: Creating Structures for Knowing Students Well

Expeditionary Learning at ASCEND: Core Practices Summary

At ASCEND, the Core Practices and Components of Expeditionary Learning have been translated into a program that deeply engages students in meaningful inquiry and rigorous standards-based and cross-curricular learning. Their learning expeditions are designed to integrate across the disciplines of English Language Arts, mathematics, science, social studies, physical education/health, the arts, and technology. Minimally, expeditions occur once a semester. These expeditions are deep investigations of a topic across multiple academic disciplines. Some teachers also use the framework to design more frequent mini-expeditions or units that may not integrate *all* academic disciplines. All learning expeditions have a strong literacy component, which often includes a nonfiction emphasis and a real-life context for learning reading skills and strategies. Learning Expeditions provide opportunities for students to use the inquiry process to consider scientific developments and historical periods and events. Before beginning an expedition with students, ASCEND's teachers collaborate with their grade level partner and visual arts, music and technology teachers to generate compelling topics and guiding questions for the expeditions. Collaborative planning includes use a consultancy protocol facilitated with colleagues and use of ASCEND's Learning Expedition Planning Template, outlined below:

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- ❖ Learning Expedition title
- ❖ Topic
- ❖ Value of the topic (What is the rationale for doing this expedition? Why is this expedition important for students in this grade developmentally, socially, academically?)
- ❖ Guiding question(s)
- ❖ Overarching objectives
- ❖ Learning targets from CCSS (I can...)
- ❖ Qualities of character/community to be practiced
- ❖ Learning activity outline/timeline
- ❖ Assessments
- ❖ Major projects
- ❖ Detailed key/pivotal lesson plans
- ❖ Resources
- ❖ Arts, music and technology integration plan
- ❖ Field work and guest speakers
- ❖ Community service
- ❖ Parent involvement
- ❖ Public Presentations of Student Work (student led conferences and EXPO)

Below are two brief sample expedition overviews:

4th Grade: Social Justice Movements in California History

Fourth graders examine social justice resistance movements in 20th century California history. They begin by studying the United Farm Workers Movement, and then work in small groups to research other social movements and important organizers in California history. Students explore themes of justice, injustice, and resistance as they examine a wide variety of primary and secondary sources, including films, newspaper articles, and interviews.

Students conduct field work at a farmers market interviewing vendors about farmworkers rights today, and they hear from three different experts who visited ASCEND to speak with them. Students study flyers and posters as key tools for social justice movements, and create their own flyers and posters to teach or persuade other people about their topic. The students demonstrate their learning at EXPO where numerous members of ASCEND's greater community come to hear students present their learning and share the artifacts they have created.

6th Grade: Caring for the Earth and Caring for Each Other

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The 6th-grade learning expedition, *Caring for the Earth and Caring for Each Other*, centers around this year's trip to Point Reyes. The group spent a week learning about ecology and strengthening community with the support of wonderful 7th and 8th grade student leaders.

Students cared for the Earth by participating in two service-learning projects. One of the projects was the Long-term Monitoring Program and Experiential Training for Students (LIMPETS), in which students used scientific methods to take core samples from Limantour Beach and to gather data that will be used by scientists monitoring climate change and the marine ecosystem.

For the other service-learning project, students learned about marine debris and used scientific techniques to document various types of marine debris that they found in a measured area to extrapolate the total amount of trash on the entire beach. Students took extensive video and photos and are in the process of editing a documentary to assist in future education about this annual adventure. Students will share these photos and video with the greater ASCEND community at Expo.

See Appendix A2 for *Expeditionary Learning Key Design Principles*

KEY ASCEND PRACTICE 2: Balanced literacy instruction is cross-curricular.

ASCEND's elementary literacy program is rooted in the belief that all students can and will learn to read at high levels. ASCEND's program balances explicit whole group reading instruction, tailored small group guided reading instruction, and opportunities to practice independently and to choose the best path to move each individual student. These practices converge to ensure that students are strategically taught the skills they need to meet grade-level standards in 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.

TK-8 Overall Balanced Literacy Goals

The research of Snow et al. states that adequate progress in learning to read English (or any alphabetic language) depends on students:⁴

- 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

⁴ Snow, 1998.

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- 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
- Fitzgerald⁵ 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 contents⁶, 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.

ASCEND'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 writers.⁷ 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.

ELEMENTARY PROGRAM

English Language Arts

Curriculum

ASCEND believes that no one method can teach all children to learn to read proficiently and become lifelong learners. Therefore, a large part of its inquiry as a school is in looking at literacy and how to best enable individual students to become skilled lovers of reading and writing. ASCEND'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. ASCEND'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. As students mature, they transition to book clubs and content integrated units where they develop critical thinking skills and deep comprehension skills in preparation for middle school. Additional tools and resources include:

- ❖ Core Ready series by Pam Allyn

⁵ Fitzgerald, 1999.

⁶ Baumann, Hoffman, Moon, & Duffy Hester, 1998; Duffy, 1991; Wharton-MacDonald, Pressley, & Mistretta, 1997

⁷ Baumann & Ivey, 1997; McIntyre & Pressley, 1996; Speigel, 1998; Strickland, 1994/1995; Weaver, 1998

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- ❖ Lucy Calkin's units of study
- ❖ Open Court Reading
- ❖ *Strategies that Work*, Harvey & Goudvis
- ❖ *The Art of Teaching Reading*, Calkins
- ❖ *Guiding Readers and Writers Grades 3-6*, Fountas & Pinnell
- ❖ *The Next Step in Guided Reading* by Jan Richardson
- ❖ CLRP's *Results for English Learners Curriculum*
- ❖ *Phonemic Awareness: The Skills That They Need to Help Them Succeed* by Michael Heggerty
- ❖ Mind Maps
- ❖ GLAD Tools

Instructional Strategies and Materials

ASCEND'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.

When referring to a balanced literacy program, it is important to define the *Core Instructional Components* each of which is described in detail below:

- Phonemic Awareness, Phonics, and Word Study
 - Phonemic Awareness
 - Phonics
 - Word Study
 - Vocabulary
- Differentiated Reading Instruction
 - Guided reading (K-2)
 - Book clubs & Comprehension Focus (3-8)
 - Literacy centers
 - Comprehension
 - Fluency
 - Literacy Centers
 - Blended Learning
- Interaction with Complex Text
 - Read Aloud
 - Shared Reading
 - Close Reading

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Writing

- Whole class mini lessons
- Interactive writing
- Writing workshop
- Listening and Speaking

Development of Phonemic Awareness and Phonics Instruction:

Explicit Direct Instruction and 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." ASCEND teachers will use curriculum such as the *Words Their Way* 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.

ASCEND 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 Way* toolkit, and the green section of Open Court to support instruction in this area. EFC's K/1 Diagnostic enables teachers to differentiate early reading and phonics instruction and monitor progress.

In grades 3-5, students at ASCEND will move from explicit phonics instruction to word study, in which teachers provide students with opportunities to investigate and understand the patterns in

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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.⁸ Word study is also designed to build word knowledge that can be applied to both reading and spelling.⁹

See Appendix A3 for phonics instructional overview, and Appendix A4 and Appendix A5 for sample phonics curricular scope and sequences

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.¹⁰ Students need explicit instruction in the various tiers of vocabulary, particularly academic vocabulary that have generalizable uses across disciplines (tier 2 words).¹¹ 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.¹² 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.¹³

⁸ Baker, 2000.

⁹ Henderson, 1992; Zutell, 1998.

¹⁰ Biemiller, 2000

¹¹ Beck, McKeown, Kucan, 2002

¹² 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

¹³ Blowitt, Rump, Shealy, & Cook, 2009

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To respond to the implications of this research, teachers at ASCEND 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 include¹⁴:

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 will also utilize dialogic reading and repeated read-alouds for vocabulary instruction.

See Appendix A6 for more on our comprehensive approach to vocabulary instruction.

Differentiation and Acceleration through Guided Reading

Reading instruction at ASCEND is centered around guided reading groups during multi-age instructional time. 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. 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.

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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.¹⁵ The ability to

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¹⁴ Marzano, R. J. & Pickering D. J., Building Academic Vocabulary: Teacher's Manual. Alexandria, VA: ASCD, 2005.

¹⁵ Pearson and Dole, 1987

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 challenging texts. In addition, "all students need instructional support so they can expand their competence across a greater variety of increasingly challenging texts."¹⁶

Teachers at ASCEND 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 ASCEND 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 A7 for EFC Guided Reading Overview, Appendix A8 for a sample Guided Reading Checklist and Rubric, and Appendix A9 for a sample Guided Reading Planning Tool.

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

¹⁶ Fountas and Pinnell. Guided reading: Good first teaching for all children. Portsmouth: Heinemann, 1996.

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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 then have students use those strategies themselves to better understand the text with which they are interacting. At ASCEND, teachers explicitly focus on the following aspects of Reading Comprehension Strategy Instruction:

- ❖ **Comprehension monitoring:** During comprehension monitoring, good readers are aware of whether they understand a passage with respect to their purpose for reading. When comprehension difficulties occur they determine what “fix up” strategies to use such as rereading sections that did not make sense.
- ❖ **Sentence level integration:** Sentence level integration involves making connections within and across sentences. This includes complex grammatical structures such as passive voice, conditional sentences, and pronominal antecedents.
- ❖ **Overall text integration:** Overall text organization involves understanding the main ideas in the selection, their organization, and their relationship to the genre or type of text. Organizational elements in stories include: setting, characters, problem(s), events, and resolution. Common informational/expository structures are (a) time sequence, (b) description, (c) comparison/contrast, (d) cause and effect, and (e) problem solution.

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...”¹⁷

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. ASCEND teachers will ensure that all three reading components are taught and practiced.

Teachers at ASCEND 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,

¹⁷ J. Osborn, Lehr, and Hieber, 2003.

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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.

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."¹⁸ Currently, we are working to ensure all students spend significant time engaging in independent or partner reading practice during literacy centers at ASCEND.

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.

Personalized Learning by Leveraging Technology and Building Student Agency

ASCEND 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.¹⁹ We believe it is unrealistic to provide ZPD learning regularly in the traditional school model. Therefore, ASCEND currently implements a personalized learning model that enables students to use online adaptive software during small group reading and has a school-wide focus on building student agency so that students can be the active participants in designing their own learning.

¹⁸ Allington, R. A., *What Really Matters in Response to Intervention: Research-based Designs*. Boston, MA: Pearson Education, 2009.

¹⁹ Vygotsky, L. *Mind and Society*. Cambridge, MA: Harvard University Press, 1978. 79-91.

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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 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.²⁰ 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 A10 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

²⁰ "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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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.

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.²¹

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 A11 for ASCEND's outcomes under personalized learning and Appendix A12 and Appendix A13 for the Dell Foundation's Blended Learning Report and i-Ready's National Growth Analysis.

In an effort to differentiate instruction and to provide targeted feedback to students, ASCEND is working to implement personalized learning in all grades. To support differentiated reading time in all classrooms at ASCEND, 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,

²¹ 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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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 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 ASCEND.

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.

Opportunities to Practice Reading at Student’s Independent Level

Students have ample opportunity to work in small groups, with partners, and independently to practice reading skills throughout the day. The multi-age nature of reading instruction at ASCEND provides students with cross-age partners to read with. 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.

Shared Reading and Close Reading in Expeditionary Learning

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.²²
- Strategic—readers have purposes for their reading and use a variety of strategies and skills as they construct meaning.²³
- Adaptable—readers change the strategies they use as they read different kinds of text or as they read for different purposes.²⁴

To ensure that all students at ASCEND meet these criteria for proficiency, ASCEND plans to build on the work developed through its initial work with David Pearson from UC Berkeley on

²² Heilman, Blair, and Rupley, 1998

²³ Baker and Brown, 1984

²⁴ Dole et al., 1994

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developing a shared understanding and aligned, articulated Shared and Close Reading practices K-8 that include:

- Explicitly explaining what the strategy is with familiar examples and student friendly definitions
- Explaining why the strategy is important and when it might be used
- Teacher demonstrations of how to do the strategy. This includes using think alouds to model a limited number of “thinking steps”
- Guided and collaborative use of the strategy. Teachers initially avoid using text where limited background knowledge and difficult vocabulary hamper students’ success.
- Guided practices and gradually releasing responsibility to the students
- Independent use of the strategy

ASCEND’s expeditions 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 3-8 the onus of reading is more firmly on the students. In all grades, text dependent questions that strategically increase in cognitive demand will teach students to close read and ground their learning in texts.

Writing Workshop

ASCEND 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 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 informational and persuasive writing, in addition to narratives, and will support students in engaging in all stages 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.

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Writing workshops will include the following strategies:

- Explicit mini 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 will use the SEEDS of Early Literacy framework once we begin our TK program. Finally, writing serves as an integral part of all of our Expeditionary Learning Units.

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, discussion cards, and, more formally, the presentation elements in all Expeditions.

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

- 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

Academic English Language Instruction

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All students at ASCEND benefit from Academic English Language (AEL) instruction. Students are supported in oral discussions through the careful scaffolding of sentence frames. These frames provide students with options by increasing in complexity and range. Once students are able to demonstrate flexibility with these sentence frames, the frames are removed and students are encouraged to construct additional sentences on their own. Our goal is to move from a structured conversation to a more genuine conversation that does not rely on the use of frames.

Teachers use this approach across the curriculum during math tasks, science investigations, discussion of ideas and themes in ELA and history. We have had this focus on the development of Academic Language at ASCEND for several years and are seeing increased time and opportunities focused on student discussion.

Academic English Language (AEL) instruction at ASCEND includes three parts: cognitive, tasks, academic language, and proficiency.

- Cognitive tasks include language functions
- Academic language includes linguistic functions
- Proficiency includes language fluency

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, ASCEND intends to designate significant time towards grade level planning, data analysis on progress, and professional development. As our teachers hone our research-based balanced literacy program including the following aspects for all students:

- 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)

ENGLISH LANGUAGE DEVELOPMENT

ELEMENTARY PROGRAM

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English Language Learners (ELLs) at ASCEND 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.

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

In accordance with the California Framework for ELA/ELD, ASCEND will be supporting its English learners through a combination of integrated and supplemental designated English language 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 and *Discussions for Learning*. 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 supports the 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."²⁵

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

²⁵ Dutro and Moran, 2003

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● Build both language and content knowledge²⁶

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.²⁷ 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.²⁸ These frontloading strategies are embedded at ASCEND in expeditionary learning units, particularly through the explicit teaching of language functions and setting expressive and receptive tasks before shared and close reading activities.

ASCEND 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.²⁹

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.³⁰

Curriculum

²⁶ Francis, Rivera, Lesaux, Kieffer, and Rivera, 2006; Genesee, Lindholm, Leary, Saunders and Christian, 2006; Short and Fitzsimmons, 2007.

²⁷ 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.

²⁸ Achugar, Schleppegrell, and Oteiza, 2007; Aguirre and Muñoz, Park, Amabisca and Boscardin 2008; Gebhard and Martin 2010; Schleppegrell, Achugar, and Oteiza, 2004; Spycher, 2007.

²⁹ Christie, 2012; Derewianka, 2011; Gibbons, 2009; Halliday, 1993; Hyland, 2004; Schleppegrell, 2004.

³⁰ 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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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. ASCEND 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 and Discussions for Learning*.

See Appendix A14 for "Rethinking English Language Instruction" by Dutro and Moran.

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. Whereas *Discussions for Learning*, which is used with students at the higher proficiency levels, is focused on intensive vocabulary development and academic discourse.

See Appendix A15 for Dutro's Systematic ELD Rationale

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.³⁴ 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

³⁴ Beebe, Selinger, Genessee, Long, Cummins and Scover, 1988; Bourhis, 1990.

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- Discussions 4 Learning: an oral vocabulary and language program
- Personalized learning curriculum designed to support English Language learners

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 informational texts, providing access to and comprehension of rigorous academic content for our ELs. These strategies explicitly tie to ASCEND's balanced literacy framework.

Instructional Strategies and Materials

ASCEND will implement 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 whether, to expand and deepen language skills.

See Appendix A16 for a list of all ELD curricular materials.

Professional Development for Teachers TK-8 Focus Areas:

Ongoing professional development for ASCEND teachers emphasize the following core tenants in implementation of practices to serve English Learners:

- ❖ Acquiring reading skills in a second language (L2) is similar to the process of acquiring reading skills in a first language (L1);

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- ❖ 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; and
- ❖ EL students need multiple opportunities for structured, oral English language practices about academic topics and text.

Assessment

ASCEND students are assessed at the beginning of each school year by the CELDT, or if that data is unavailable, their level on the California English Language Development Test (or CELDT) the year prior. These beginning-of-the-year scores determine groups for each grade cluster to begin with. Students will be assessed using the *ADEPT* assessment to monitor student progress throughout the year and to 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. 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 (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. The assessments we are researching include the following:

- Santillana English Benchmark Assessments
- Ballard and Tighe's IPT assessments
- CTB McGraw-Hill LAS Links Online assessment

All of these assessments 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.

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SECONDARY PROGRAM

Humanities (ELA and History/Social Science Core)

Goals

The ASCEND humanities curriculum is designed from the Common Core standards. The ASCEND humanities goal is for students to master grade level state standards, leave ASCEND with a foundation in 21st Century Skills in ELA and History/Social Science, including preparation to succeed in high school, college and beyond as highly literate and civic minded citizens.

ASCEND cores the two disciplines of ELA and History/Social Science because the staff believes that when the two disciplines are integrated, learning is more meaningful and for more authentic purposes. The ELA goals, aligned with state grade level standards, are for students to become proficient readers, writers and speakers.

History/Social Science goals accompany the ELA goals. They include developing students' 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 also develop a better understanding of themselves from the literature they read and the history they study. And they use their ELA skills to understand and express what they learn about history.

Curriculum—Reading, Writing and Oral Language/World and American History and Geography

HUMANITIES CORE

Goals

- ❖ Students will make accelerated growth towards mastery of grade level Common Core standards in order to be on a trajectory towards grade level proficiency by 8th grade promotion
- ❖ Students will be able to read, write, and speak for a variety of purposes to a variety of audience
- ❖ Students will be able to interpret and analyze a variety of texts for different purposes
- ❖ Students will be able to leave ASCEND with a foundation in College Readiness skills in ELA and History—Social Science
- ❖ Students will succeed in high school, college and beyond as highly literate and civic minded citizens
- ❖ 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

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- ❖ Students will develop a better understanding of themselves from the literature they read and the history they study

Curriculum

The ASCEND Humanities curriculum is designed from the Common Core ELA and History—Social Science standards. ASCEND cores the two disciplines of ELA and History—Social Science because the staff believes that when the two disciplines are integrated, learning is more meaningful and for more authentic purposes. The Humanities core provides teachers with the opportunity to maintain the workshop structure that exists in the Elementary school and allows for small group instructional time. The students engage in whole class lessons, small group instruction and independent practice throughout the class period. This provides the teacher the opportunity to differentiate instruction for students who need additional support during independent reading and writing and independent practice.

Reading

One of the college-ready academic behaviors that will be emphasized in our Middle School is increasing the volume of texts students read in a year. As mentioned in Conley's work, "Research findings describe college courses that require students to read eight to ten novels in the same time that a high school class only requires one or two." The Middle School Reading curricula, Core Ready and EngageNY, include novels, short stories, and poetry. The number of texts increases each year in grades 6th-8th. Genre and reading skills will be taught through the studies of various texts and include: realistic fiction, nonfiction and science fiction.

In addition to the reading of core texts, students will engage in discussion about what they are reading to promote academic discourse. Class and small group discussion will support students with developing the necessary skills to conduct academic discourse: students talking to students using evidence from the text to defend their ideas. Students will have the opportunity to practice forming opinions and discussing them with their peers.

Finally, in order to continue to capitalize on the independent reading habits that the students developed during TK-5, we implement a personalized model in reading. Middle School students will be expected to select books to read for independent reading every two weeks to maintain high interest reading at each student's independent level. A key component of the Middle School independent reading program will be to assess students using *Teachers College Running Records from TCRWP*, in order to identify the independent reading level of each student. Teachers will also support independent reading by conferencing with students about what they are reading, what they enjoy about reading and what they are challenged by. Students are expected to read at home daily and track their reading including what they are reading and the number of pages read. In all three grades, students have at least 30 minutes of independent reading every day in class during Reading Workshop. During Reading Workshop, teachers are working with targeted small groups of students and supporting students at their instructional level. Students strive to meet the goal that by the end of Middle School they will have read one million words annually on their

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own, including a good representation of narrative (classic and contemporary literature) and expository (magazines, newspapers, online) instructional materials. A million words translate into about 15 to 20 minutes of reading per day (*Reading/Language Arts Framework for CA Public Schools, 1999*).

See Appendix A17 for sample Humanities Grade Level Novel List

Writing

Building on our work in the Elementary program, writing instruction will occur through a Writer’s Workshop model which includes whole class mini-lessons and Writing Conferences with students. Guided Writing groups will be new in Middle School as they will allow the teacher to meet the needs of multiple students based on the data collected during Writing Conferences. Middle School students will be expected to write every day. In addition to Writing Workshop, writing is a central practice of our Expeditions. During Expeditions, student write to learn, write to demonstrate mastery and write to communicate during Expo. By design, ASCEND Middle School students will satisfy Conley’s assertion that quality writing depends on writing “a variety of topics, with proper conventions, grammar and usage.” The workshop approach along with writing for Expo will allow teachers to differentiate their instruction and focus on the various writing applications from the Common Core standards. The Writing Process will continue to be the structure that is used for Writing instruction. Students will be expected to publish several pieces of writing at each grade level.

All grades will be expected to develop a Writing portfolio that will contain a series of published pieces to match ASCEND’s Writing Expectations. ELA teachers will begin with intensive lessons focusing on topics, the principles of Writing, genre and conventions. Every grade level will be required to publish pieces of writing that have well developed arguments or topics that are backed by evidence and/or relevant information. As part of their work learning to write argument and explanatory pieces, students will develop research skills such as formulating questions, refining them, making a plan and learning about the topic. They will publish five to ten page research papers more than once a school year.

Teachers will use the Literacy Design Collaborative Rubric to score student writing on a regular basis. They will meet two to four times a year to score writing as a school across grade level and content area to calibrate against the rubric and discuss their standards and expectations for student writing.

See Appendix A18 for Writing Expectations and College Ready Writing Rubric

Social Studies

The core texts that will be used for Social Studies is *History Alive!* and units from The DBQ Project. These materials will give the students the opportunity to read informational text and interactively learn about the different periods throughout history. Students will analyze primary

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and secondary sources, identify point of view and assess its importance as they weigh evidence, wrestle with conflicting perspectives and look for ways in which different documents support claims, draw inferences and use factual evidence to write evidence-based, argument essays. In addition, students will read historical fiction, which makes the past feel more immediate and alive in a discipline that can, at times, feel bafflingly distant to students. Students also become skilled in using specific Reading Strategies to better understand and use historical text.

6th-grade History-Social Studies curriculum focuses on Ancient Civilizations and geography. Students will study the rise of ancient civilizations: why, when and where they developed, why they thrived and why they declined. Some of the integrated literature includes *The Pharaoh's Daughter* by Julius Lester and *Bound*, by Donna Jo Napoli.

7th-grade World History focuses on the years from 500 to 1789, and covers social, cultural and technological changes in Europe, Africa and Asia. Students will learn to compare cultures across continents. For an understanding of the medieval period, they will read *Crispin* by Avi.

8th-grade curriculum covers American history from the Constitution to World War I. A big emphasis in this curriculum is reading famous historians and diverse texts to understand the complexity of what it means to write history. An example of a novel the students read in conjunction with American history is *To Kill a Mockingbird* by Harper Lee which takes place in the 1930s.

See Appendix A19, Appendix A20 and Appendix A21 for history curricula (History Alive) overview

Listening and Speaking

Oral language development will begin in class with daily 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.

All Middle School Humanities teachers will receive professional development in balanced literacy and will practice the following techniques to support oral language development for all students:

- ❖ 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)

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- ❖ Explicit instruction of Reading comprehension strategies in authentic ways and opportunities to practice Reading comprehension strategies
- ❖ Explicit instruction of Writing strategies in a varieties of genres including written response to literature
- ❖ 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

Since vocabulary may be the single biggest gatekeeper for ASCEND students as many of them are English Language Learners, much attention will be paid to vocabulary instruction. One research proven fact about teaching vocabulary is the key role of root words, prefixes and suffixes, which are taught developmentally in the three grades. This is a continuation of the study of roots, which begins in 2nd grade. Students also practice the use of context clues as a vocabulary strategy in which words or phrases from the text help the reader identify the meaning of the unknown word.

Instructional Strategies

Whole Class

The instructional strategies in the Middle School are designed to build on the approach to teaching in Elementary. Students will continue to receive grade level instruction through the whole class mini-lesson in Reading, Writing and Social Studies every day. Independent reading will also occur every day.

Small Group

During independent reading, Middle School teachers will either work with a guided reading group or have one-on-one conferences with students about their independent reading books. The guided reading groups will primarily include students who are performing below grade level and need additional intervention. During writer's workshop, teachers will work with students one on one through the Writing *Conference* to differentiate their instruction in Writing.

Assessment

ASCEND Humanities teachers will use a combination of formative and summative assessments. They will have a wide range of formative assessments including mid-unit quizzes, exit slips/tickets, homework, class work and participation. These will be used within units for teachers to gauge what students are learning and for students to self-assess their learning. Students take summative assessments at the end of each unit. Teachers design the assessments prior to completing the Understanding by Design (UbD) unit plan (Wiggins and

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McTigue) so they can backwards plan from the assessment and ensure that all unit activities lead students towards mastery of the standards and a deep understanding of key Humanities ideas.

In addition to teacher created assessments, all Middle School Humanities teachers will use Teachers College Reading Records to determine the independent reading level of every Middle School student for independent reading. Students will be assessed in Writing using EFC's Performance Writing Tasks three times per year in order to gauge students' writing skills on different text types/genres (informational, narrative, and opinion/argument). We will also administer Common Core aligned benchmarks in 6-8 to track standards mastery over time.

See Appendix A22 for a sample Humanities Unit and History Unit

See Appendix A23 for a sample Humanities Pacing Guide

ENGLISH LANGUAGE DEVELOPMENT

MIDDLE SCHOOL PROGRAM

Goals

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

In accordance with the California Framework for ELA/ELD, ASCEND will be supporting its English learners through a combination of integrated and supplemental English language 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 *Constructing Meaning: Explicit Language for Secondary Content Instruction (CM)*. Each teacher will designate time during the day for supplemental ELD instruction.

Integrated support of ELs weaves throughout the day, most notably during our Humanities Core program above, particularly the explicit vocabulary instruction, small group instruction, opportunities for academic discourse, and the Core Ready curriculum. Our newcomers are supported by the supplemental ELD time, balanced literacy approach and by immersion in the English language.

Dutro and Moran describe a well-designed approach to English language development (ELD) instruction in *Constructing Meaning* that includes: front loading language for content instruction, and maximizing the "teachable moment."

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

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- ❖ 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 knowledge

Research conducted over the past decade, in particular, has demonstrated the positive effects of focusing on domain-specific and general academic vocabulary with K-12 EL students, which supports our explicit teaching of vocabulary. 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. These frontloading strategies are embedded at ASCEND in each expedition, particularly through the explicit teaching of language functions and setting expressive and receptive tasks before shared and close-reading activities.

ASCEND 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. The use of the *ADEPT* and the design of expeditions at ASCEND aim to support all learners, especially ELs, to access high-text complexity and rigorous discourse in both speaking and writing.

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.

Curriculum

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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. ASCEND 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 *Constructing Meaning*.

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See A14 for "Rethinking English Language Instruction" by Dutro and Moran.

Constructing Meaning 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 A15 for Dutro's *Systematic ELD Rationale*.

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. 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:

- ❖ Specifically Designed Academic Instruction in English (SDAIE)
- ❖ 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

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

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informational texts, providing access to and comprehension of rigorous academic content for our ELs. These strategies explicitly tie to ASCEND's balanced literacy framework.

Instructional Strategies and Materials

ASCEND will implement the comprehensive framework developed by Dutton 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 *Constructing Meaning* 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 and is especially prominent in Expeditionary Learning. 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.
- ❖ 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 whether, to expand and deepen language skills.

See A16 for a list of all ELD curricular materials.

Professional Development for Teachers:

See TK-8 outline above in Elementary ELD Program.

Assessment

Middle school students have been assessed at the beginning of each school year their level on the California English Language Development Test (or CELDT) the year prior and teacher-knowledge from work in the class. Additionally, all students were given the ADEPT, which has been proven to be a valid and reliable oral language assessment instrument to assess key grammatical structures. It assesses both receptive and expressive English language proficiency at the first three levels, (Beginning, Early Intermediate, and Intermediate) and expressive proficiency at the fourth level (Early Advanced). These beginning of the year scores determine the focus for language instruction that is embedded in every lesson students receive. Students are assessed twice more (at the end of fall and the beginning of spring) to monitor student

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progress and inform teachers about changes needed to the pacing of instruction. We have decided to use the *ADEPT* as our primary assessment tool since this is the last year that CELDT will be used, and, once students have taken the test, it is much quicker to administer the second time. 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.

Future Goals for ASCEND

Middle school students will be supported in their English language development through the implementation of Expeditionary Learning, as stated above for elementary students. ASCEND realizes that teaching academic English and discourse is critical for our students. Frontloading vocabulary and language functions and effective use of sentence frames as a scaffold only, will help ELs' reading comprehension and writing proficiency. These methods will 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.

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SCHOOL-WIDE PRACTICES

Buddy Reading—Connecting Elementary and Middle School Students

Since 2008 ASCEND has had a school-wide Buddy Reading program in which lower grade students are matched with upper graders. Buddy Reading matches often stay together for two years. The program was created to establish a stronger connection between the elementary and middle school students and teachers, and to promote a culture of reading scholarship at ASCEND.

Buddy Reading is a school community event that happens once a week during the first half hour of school. Usually the older students visit the younger students in their classroom. The younger students already have books picked out to read with their buddy. Depending on the level of the students, the reading can look differently: older to younger, younger to older, or alternating. Book reading is sometimes supplemented with an art project to foster the relationships.

Buddies share appreciations at the end of each session. Younger students learn from older students how to give appreciations, an ASCEND tradition. Appreciations vary from, "I appreciate Chris for reading a book to me" to "I appreciate Ramses for sounding out the words he didn't know."

KEY ASCEND PRACTICE 3: High expectations align with the California frameworks and are communicated clearly to stakeholders.

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All nine curricular areas are aligned with the California frameworks and communicated clearly to stakeholders. The communication occurs through family engagement in our monthly Family Leadership Council structures, decision-making sessions, and through frequent teacher-parent communication. This section includes detailed descriptions of six: Mathematics, Science, History-Social Studies, Physical Education/Health, Social and Emotional Learning, and Technology. Although the three other curricular areas, English Language Arts, English Language Development, and Arts and Music Integrated Learning Expeditions (Visual and Performing Arts), are also relevant here, they are described in detail under other Key Practices and are not duplicated here to avoid repetition and for the sake of brevity.

ELEMENTARY PROGRAM

MATH

Goals

In alignment with the CCSS Math Practices, students will be able to independently and collaboratively solve problems using multiple strategies, communicate an understanding of mathematical logic in the problem-solving process, and apply mathematical concepts to real world scenarios.

Curriculum

Teachers use the *TERC* curriculum, a constructivist math curriculum that goes beyond rote calculation so that students monitor, explain and defend their choices in the problem-solving process. Learning is set up around tasks, is inquiry-based, and uses games for practice and exploration.

Instructional Strategies and Materials

ASCEND's elementary mathematics program is aligned with CCSS, is preparatory for STEM, and 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. In first through fourth grades, there is dedicated math facts practice time to build automaticity. Within all parts of math instruction, consensus building, oral math development, and math reasoning are prioritized.

Explicit-Direct Instruction

Our direct instruction model allows students multiple entry points and immediate corrective feedback. While, teachers use explicit direct instruction when needed, we seek to provide a strong constructivist model. Through a gradual release of responsibility, students complete guided practice and finally independent practice using manipulatives to support their conceptual understanding. Teachers utilize various structures to support students who need more support.

Mathematical Tasks

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Teachers are committed to structuring student work into small groups to solve mathematical tasks that include multiple standards and can be solved using multiple methods. Teachers are developing student capacity to work together for one or more days with this intentional focus on complex problem solving.

Teaching for Mastery

ASCEND 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 proficiency for all students. ASCEND 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.

Investigations 3 Math Curriculum

The *Investigations 3* curriculum was developed by TERC and is published by Pearson. It is a constructivist math curriculum that goes beyond rote calculation so that students monitor, explain and defend their choices in the problem-solving process. Learning is set up around tasks, is inquiry-based, and uses games for practice and exploration. It is focused on developing flexible, deep student understanding of the meaning of mathematical concepts through engaging games and investigations to develop these concepts and practice skills, integration and support of previous work, and multiple opportunities to use and review math words and ideas. Each unit is focused on clearly delineated mathematical ideas and mathematical practices that are developed through investigations. There is also support for ELs, students who need additional math support, and students who need added challenge.

Blended Learning

ST Math, Khan Academy, and other online math programs are used to provide additional opportunities to learn math content.

Small Group Instruction

Students form collaborative groupings that are flexible and reflect a sense of agency by the choice of place and path to do their work. Increasingly, students are taking cognitive load by leading discussions and monitoring teamwork.

Students have the opportunity to practice mathematical concepts within a structured small group. The math groups are created so that the teacher can 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.

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Assessment

Currently, ASCEND uses standards-aligned formative assessments given 3-4 times per year at grades K-5. The SBAC assessment is given online. Teachers also create their own assessments for lessons and units as needed.

See Appendix A24 for a sample ASCEND Math Assessment

SCIENCE

Goals

- ~~Students will be able to demonstrate the process of scientific inquiry through experimentation, data collection and analysis, and problem solving.~~

Curriculum

The science curriculum in ASCEND's elementary program is a mixture of teacher-developed standards-based lessons, units, and arts-and-music-integrated Learning Expeditions using the Lawrence Hall of Science's Full Options Science System (FOSS) kits and accompanying lessons. Supplemental resources are also used, including non-fiction (or expository) science texts within English Language Arts.

Instructional Strategies and Materials

Inquiry-based instruction within the context of the arts and music-integrated Learning Expeditions are central to ASCEND's science instruction at the elementary levels. More details on this approach are provided earlier in the petition under the section about Learning Expeditions and below, with respect to the arts and music integration. Students are able to develop deep understanding of content and make meaningful connections when they learn science in the context of a Learning Expedition and not as discrete content, disconnected from the world around them.

ASCEND's science program is designed to develop students' curiosity about the world around them while developing students' mastery of key grade-level content standards. Students construct their understanding of scientific concepts by engaging in hands-on scientific inquiry and fieldwork, researching related science topics in nonfiction texts and the internet, and writing research reports based on their findings. Teachers build students' scientific understanding by using FOSS kits as well as supplementary science lessons and materials.

Assessment

Students' mastery of key science standards is 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 learning expeditions.

See Appendix A25 for conceptual map of the Foss modules

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History–Social Science

Goals

- ❖ Students will be able to analyze the past and present events through multiple perspectives.
- ❖ Students will demonstrate an understanding of how geography, government, economics, and culture shape their own lives and the lives of others.

Curriculum

The history–social science curriculum in ASCEND’s elementary program is a mixture of teacher-developed standards-based lessons, units, and arts and music integrated Learning Expeditions, using *Reflections* and its accompanying lessons. Additionally, supplemental resources are used, including historical fiction within English Language Arts, internet resources and artifacts, photos, and primary source documents.

Instructional Strategies and Materials

Inquiry-based instruction within the context of the arts and music integrated Learning Expeditions are central to ASCEND’s history–social science instruction at the elementary levels. More details on this approach are provided earlier in the petition under the section about Learning Expeditions and below, with respect to the arts and music integration.

ASCEND’s history–social science program is 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. Students construct their understanding of historical themes, events, and figures by engaging in historical inquiry and fieldwork, researching 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 the Oakland Museum, 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 learning expeditions.

Future Goals for ASCEND

The SBAC does not include a history–social science test for elementary grades. Absent that data and an accompanying California State Department of Education Blueprint, teachers must prioritize together, in grade and cross-grade level teams. Together, they must consider how to pace standards and how to address depth and breadth. As a result, ASCEND teachers engage in collaborative work that prioritizes opportunities to revisit pacing, depth, and breadth. Their process of

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considering which standards should be taught deeply at each grade level and which should be taught more quickly is ongoing.

See Appendix A26 for Unit Analysis and Social Studies

Physical Education/Health

Goals

Students will demonstrate an understanding of the ways nutrition and exercise impact their physical and emotional health.

Curriculum

Physical education curriculum in the elementary program is developed by ASCEND teachers, backwards planned from state grade level physical education standards, and implemented by our P.E. teacher. In addition, ASCEND 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 (e.g., through goal setting, readings on health/nutrition, etc.)~~

Instructional Strategies and Materials

ASCEND’s P.E. teacher provides students with standards-based instruction in physical education, health, and nutrition. The instruction may happen within the context of an integrated Learning Expedition 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 ASCEND students with a morning snack of fresh fruits and vegetables three times a week.

Assessment

Currently, ASCEND students are assessed by the President’s Physical Fitness test in fifth and seventh grades.

Future Goals for ASCEND

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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 ASCEND students and their families is an area of the ASCEND curriculum to be strengthened.

See Appendix A27 for ASCEND's PE Units Overview in grades 2-5

Social and Emotional Learning

ASCEND's value of social-emotional learning is evident in its vision statement:

The vision of ASCEND is to nurture a passion for learning and cultivate personal agency in order to discover who we are, what we need and how to advocate for it. Together, our community of students, families and staff explores, learns and grows through success and failure. Diverse learners thrive through an approach that develops the whole individual, which includes arts integration, expeditionary learning, personalization, and a focus on social and emotional growth. Through a common vision guided by love, we empower each other to forge our own paths and to create a school that reflects the world we want.

Curriculum

ASCEND's name is an acronym that stands for A School Cultivating Excellence, Nurturing Diversity. The social-emotional learning curriculum addresses both parts—being a school that cultivates excellence and being a school that nurtures diversity.

Social-emotional learning is a core focus and begins with the ASCEND Habits of Work and Learning (HOWLs) which are applied to all stakeholder groups. The ASCEND HOWLs are Compassion, Perseverance, Craftsmanship, Responsibility, and Curiosity. All members of the community are expected to strive to embody and develop personal character in line with the ASCEND HOWLs. With input from staff, students, and caregivers, ASCEND has developed a HOWLs Matrix (rubric) that 1) defines each habit and 2) sets developmental appropriate character learning targets for each grade level.

See Appendix A28 for ASCEND HOWL Matrix

All stakeholders participate in the introduction to the ASCEND Habits of Work and Learning (HOWL) in the beginning of each school year and each student is explicitly taught and shown exemplary models of the HOWLs across multiple settings on campus. ASCEND also has intentional time in the student daily schedule that is dedicated to working towards meeting HOWLs learning targets. Adults design curriculum that draws from curriculums and structures including CREW, TRIBES, TOOLBOX, and Restorative Justice circles. Teachers and students work together to develop character and teach social-emotional skills.

By the teaching and reinforcing the Habits of Work and Learning (HOWLs) ASCEND hopes to develop student's 1) performance character (skills that enable students to perform to potential, to do good work) as well as 2) relational character (skills that enable students to work well with others, to be a good person).

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Instructional Strategies and Materials

ASCEND employs many instructional strategies and materials to meet its social emotional learning goals. Many of these are teacher created, but others draw from published curriculums.

ASCEND will be implementing Toolbox, a specific SEL curriculum developed by Dovetail Learning. *The Toolbox Project* is a research based, community tested, social emotional learning (SEL) curriculum that fosters the development of resilience, self mastery, and empathy in K-2 students and beyond.

The goals of the curriculum are as follows:

Toolbox starts with each child, building self knowledge and self mastery; it soon improves empathy and communication and helps resolve conflicts in the classroom, playground and whole school community. Children experience their own power and naturally take more responsibility for managing themselves and solving problems.

The examples below are included in seven categories ASCEND values as part of its social emotional learning:

Student Reflection and Metacognition

- Community Circle/TRIBES discussions
- Student reflections (oral and written) on behavior
- Student talk facilitation (e.g., dyads, think/pair/share)
- Students practice multiple perspectives/points of view (e.g., write a letter to yourself from another person's point of view)
- Culminating written reflections (e.g., end of lesson, end of project, end of semester, end of year) that ask "What does this say about me as a learner?" "What did I learn about myself as a learner?"
- Authentic opportunities to present and share learning (e.g., EXPO, report card conferences, videos)
- Teachers build time into lessons for process

Maximize Student to Student Social Interaction

- Classroom culture of conflict resolution
- Reflection component of behavior consequence
- Heterogeneous and homogenous groupings
- Small group discussions (e.g., in math, Literature Circles, writers' groups)
- Student talk facilitation (e.g., dyads, think/pair/share, peer writing conference, peer teaching, cross grade level projects/presentations/coaching)
- Jigsaw
- Socratic Seminar

Parent and Community Support, Interaction, Involvement, and Communication

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- Family Leadership Team with two representatives from every classroom
- System of teacher-parent leader communication
- Back and forth letters with parents of select students
- Parent volunteers in each class
- Parent expertise solicited, valued, and available to students
- Outreach to community (e.g., class visits to Las Bougainvilleas)
- Monthly newsletter with translation
- Expeditions that explicitly involve parents (e.g., parents assess student presentations)
- Curriculum that honors family and requires a collaboration (e.g., book talks with parents, collaborating on a project or poem)
- Service learning
- Student-led report card conferences with >90% parent participation
- Expositions of learning that present powerful student learning to families and community
- Community-based organizations in partnership with ASCEND to support families and students with academic, social-emotional, and physical needs

Multiple Teaching Approaches that Support Multiple Learning Styles

- Role playing/acting
- Hands-on experiments
- Observational drawing in science
- Writing song lyrics
- Building models
- Diagramming
- Making models with your body
- Using manipulatives
- Slide shows
- Documentaries
- Students create visuals for content areas (e.g., word mapping, drawing)
- Computers and technology
- Chants and songs
- Public presentations
- Multiple types and flexible students groupings
- Collaborating with Resource Specialist and allowing oral responses for special needs students
- Observe each other in best practices

Positive and Supportive Community that Encourages Risk Taking

- Risk taking and errors modeled by teacher; mistakes are gently turned into learning opportunities
- Appreciations
- Student talk facilitation (e.g., dyads)
- Opportunity to experiment with weaker skills
- Use of protocols in order to create a safe learning environment

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- Small issues of how students may mistreat each other are handled quickly and standards are upheld
- Students have opportunity to share their thinking with a partner or small group before sharing with the whole group (thus lowering the affective filter)
- Behavior issues are handled in a non-humiliating way—maximum effort is devoted to helping students develop ability to self-monitor and develop

Engaged, Passionate Adult Teachers and Student Learners

- Asking thoughtful questions
- Independent small group work (e.g., students wanting to come in at recess)
- Students come to school
- Incorporation of choices for students
- Appreciations
- Consultancies
- Peer observations
- Teachers structure lessons so students can make authentic applications
- Teachers supported to pursue personal interests
- Teachers present inquiry to audience beyond school (e.g., BayCES/National Equity Project)
- Staff plans and executes teacher development workshops for teachings in Oakland (Park Day model)
- Teachers choose individual next course of professional development to pursue (e.g., National Board Certification)
- Monetary freedom to buy materials needed to support content

*Curriculum that is Meaningful and **Connected** to Students' Lives*

- Instruction of discrete skills is embedded in authentic projects (e.g., learning how to create graphs is taught in science and survey projects; grammar lessons embedded in writer's workshop)
- Literature materials that connect to students' lives
- Fieldwork based in local community
- Purposeful studies—work has authentic purpose
- Math that is connected to the real world, both basic and high math; students understand the purpose of higher math
- Even with application is abstract, students understand value of problem solving, logical thinking development
- Expeditions based on issues/people/places in our communities
- Lens of cultural relevance to prioritize standards and choose expedition topics
- Component of student choice in expeditions
- Student learning led by inquiry and guided discovery

Celebration of Achievement

- Student recognitions for exemplifying HOWLs
- Trimester HOWL awards for students, staff, and caregivers

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● Celebrations linked with HOWL

ASCEND's elementary teachers facilitate multi-age classroom meetings multiple times per week. During these meetings, community is built, conflicts are resolved, students give each other appreciations, and community success is celebrated. Additionally, elementary students are mentored by middle school students. All students engage in monthly ASCEND Vertical Family session and students mentor elementary students through activities and discussions designed to develop lasting relationships. Vertical Families are matched in kindergarten and stay together for multiple years. Purposefully designing structures that facilitate cross-age interactions supports both younger and older students Social and Emotional development.

See Appendix A29 for Toolbox **Key Principles**

Extended Social Emotional Supports

The All In! Partnership between Education for Change and Seneca was formed in 2012 to collaborate on the implementation of school-wide academic and social-emotional interventions to improve the success and well-being of all students 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. Seneca provides Tier 2 and Tier 3 social-emotional and behavioral support. As well as consultation, case management and helps to link families community resources.

The partnership with La Clinica de la Raza has been in place for a number of years at ASCEND. La Clinica La Clinica is the primary mental health provider on campus and clinicians support students with moderate to severe mental health needs. La Clinica also extends mental health supports for families and caregivers by offering a number of family workshops throughout the school year.

Assessment

Student progress toward the social-emotional learning goals is part of the faculty's ongoing monitoring of student learning and the state of the school climate. Student attendance, tardies, parent conference attendance, number and type of suspensions, number and type of behavior incidents in classrooms, student surveys, parent surveys, student progress, and overall, subgroup, and individual student achievement are all part of this monitoring. Taken together, these provide ASCEND with information about whether it is making a positive difference in the lives of its young people, whether it is building and maintaining strong relationships between parents, staff, students, and community, and whether it is developing leaders and mentors who create a more compassionate, equitable, and just society.

Future Goals for ASCEND

ASCEND hopes to operationalize the roll-out of teaching the Habits of Work and Learning every year and create systems and structures that support the reinforcement of character development through the school year. ASCEND is excited to see the positive effects that dedicated time

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towards social-emotional skill building and student agency will have on data points such as Office Discipline Referral data, student reflection data, classroom walkthrough observations, and culture and climate survey data.

Technology

Goals

ASCEND's elementary technology program teaches students to begin using technology to effectively communicate, collaborate, and conduct research. This includes using computers to inspire and motivate students and to supplement what they are learning in other classes, while developing computer skills. Finally, since keyboarding is a fundamental computer skill, ASCEND 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. Formal technology classes begin in fourth grade.

Curriculum

Curriculum beginning in 4th grade is structured to provide students with a flexible range of stimulating and relevant projects that simultaneously build essential skills, support cross-curricular learning, promote problem solving, and nurture collaboration and communication skills. A strong emphasis is placed on inspiring and motivating students to use computers to supplement what they are learning in other classes.

In addition to formal technology classes that begin in 4th grade, the use of computers to conduct research and develop content for an integrated Learning Expeditions supports student understanding across multiple disciplines. The following are some examples:

- In the support of math development students use spreadsheets to perform basic calculations
- 3D modeling to visualize and design develop an understanding and provide agency in the community through the art and science
- Digital citizenship units address Internet conduct, including teaching about what's appropriate on the Internet and the dangers of unethical behaviors such as plagiarism and cyber-bullying.

All of ASCEND's technology curriculum is designed to fulfill the **6 ISTE National Educational Technology Standards** and Performance Indicators for Students:

1. Digital Citizenship
2. Technology Operations and Concepts
3. Research and Information Fluency
4. Creativity and Innovation
5. Communication and Collaboration
6. Critical Thinking, Problem Solving, and Decision Making

Instructional Strategies and Materials

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Computer skills and office applications are taught through simulated and real problem-solving situations. There is some direct instruction in basics and topics like digital citizenship that require live discussion. However, students are encouraged to seek answers to their questions, first by rereading on-line instructions or the instructional blog. Increasingly instruction is through blogs. Students access a blog where they read directions for the tasks they are to perform. If they are still confused after rereading the instructions, they consult another student and then finally, if necessary, they ask the teacher. They are developing independence about using computers.

Assessment

Technology assessments include both formative and summative assessments. The teacher circulates around the classroom while the students are working on computers to assess their progress. The teacher observes and provides immediate feedback. Students take quizzes during units to help them gauge their own learning and so the teacher can adjust instruction. At the end of each unit, students take a summative assessment; this assessment is written by teachers before they use the Understanding by Design template to plan the unit, since identifying standards for mastery and backwards planning instruction from those standards are key practices at ASCEND. Performance assessments are given in each unit as part of the summative assessment process. Students are expected to perform a series of computer tasks while the instructor watches. Students are scored according to a performance rubric the students know and have practiced using.

See Appendix A.30 for ASCEND Technology Scope & Sequence

Future Goals for ASCEND

ASCEND seeks to increase student and teacher collaboration using technology tools. This includes leveraging technology advances to improve its use of technology in its teaching of the core curriculum. Further, it 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.

In the next year, integration of technology (along with art and music) will be increased within core curriculum so that both teachers and students will be building skills and proficiency. Students will be learning and creating in more immersive learning experiences. Teachers will be upping their skills as they learn from designing and deploying Technology Integration curriculum with Tech teacher.

SECONDARY PROGRAM

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;

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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

- 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 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.

Grades 6-8 Math Curriculum and Instructional Strategies

ASCEND uses the Teach to One (TTO) Math instructional model, which is based on the Common Core State Standards for Mathematics and blends teacher-led and computer-assisted instruction to personalize learning for every student every day. The school provides a 1:1 student-to-computer ratio offered to students in this math class.

Teach to One uses daily assessments to create an individualized student schedule for the following day, matching them with the skill or concept they are ready to learn, and an instructional modality that's likely to work well to support their learning each session. Students may be taught skills that are below the grade level they are currently in, if they have not yet mastered predecessor skills useful for success in their grade-level skills. Similarly, if their assessments indicate they are ready to progress to skills that are above their current grade level, they will be scheduled for those.

Students experience two different learning modalities each day. Learning modalities include:

Teacher-led Live Investigations (LIN)

- Teachers meet with a small group of students (~8-16).
- Planned activities are engaging, differentiated, and promote higher-level thinking.
- Activities ask students to use appropriate math vocabulary and discuss concepts with peers.
- Students have an opportunity to discover and construct understandings of math skills and concepts through active, hands-on exploration.

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Computer-led Virtual Instruction

- An independent learning environment, supported by the classroom teacher.
- Virtual lessons provide instruction and reinforce specific concepts, allowing students to practice a particular skill.
- Students develop ownership of their learning by monitoring their own understanding.

Small Group and Partner Collaboration

- Two to three students work collaboratively to solve a math problem related to a particular skill with minimal teacher assistance.
- Students are expected to teach one another, share strategies, and explain their thinking.
- Students develop independent and collaborative learning skills and learn to monitor their own pacing.

Tasks

- Mini-projects that offer real-world contexts to learn and deepen their conceptual understandings.
- Students are supported in using appropriate math vocabulary.
- Lessons are designed to scaffold development of all student understanding.
- Task sessions take place over 6-7 days.
- At the end of the round, students show what they have learned in a task demonstration and practice both peer and self-assessment to improve their work.

The combination of using all of these modalities is a learning experience supporting each student's unique learning needs and a personal pathway through essential mathematics skills and concepts during the year.

The teachers and program support students in developing mathematics skills mastery, build conceptual understanding and develop lifelong habits of learning and success. Specifically, learning and success habits are reinforced in Math Advisory. Students are assigned to a math advisor in groups. Advisors develop relationships with students and track student progress. Math advisory meets every other week to reinforce successful learning habits, including Growth Mindset, Goal Setting, Self-Regulation and Perseverance.

Grades 6-8 Assessment

The TTO program includes a daily formative assessment for all students. In addition, approximately every three weeks, students take a personalized summative assessment on the skills they have studied during the round. At the middle school, ASCEND uses the NWEA MAP in Math three times a year to track students' growth.

See Appendix A31 for the TTO Skills and Concept Map
See Appendix A32 for a Third-Party Evaluation of Teach to One

Science

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Middle School Goals

ASCEND's middle school science curriculum is aligned with grade-level state science standards and designed to give students hands-on opportunities to apply scientific skills and communicate their results. The overarching goal for ASCEND's middle school science program is to develop 21st Century Skills to prepare students for higher education and jobs in the modern world. The skills taught in these years are crucial to success in high school science courses and to help students transition after high school into the modern workforce. With their growing understanding of the scientific process and the development of 21st Century Skills, students are developing an appreciation of the vital role of science in today's world and are able to apply their analysis skills to their daily lives. Students are encouraged to be critical thinkers who cite evidence in their explanations, and analyze information they are given, rather than being passive receivers of information, in their science courses and beyond. The dispositional goal is that students will find science exciting and enticing, that they will become lifelong learners of science and perhaps even study science or engineering in college.

See Appendix A33 for Partnership for 21st Century Skills Framework

Curriculum

As in all disciplines, science instruction increases in depth and complexity in the middle grades. Each grade focuses on one science:

- Sixth grade focuses on Earth Science
 - Plate tectonics
 - Earth's internal structure and surface
 - Thermal energy
 - The forces that drive Earth's energy systems
 - Ecology
 - Resources
- Seventh grade focuses on Life Science
 - Scientific method
 - Cells
 - Matter, energy, and relationships between organisms and ecosystems
 - Structure and function of living systems
 - Genetics
 - Evolution and Natural Selection
 - Engineering design
- Eighth grade focuses on Physical Science
 - Review of scientific method
 - Energy
 - Forces and interactions
 - Structure and properties of matter
 - Chemical reactions
 - Waves
 - Revisiting engineering design

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Students conduct background research, ask testable questions, formulate a hypothesis, find the logical connections among hypotheses and apply their knowledge of mathematics to analyze and write reports from experiments. Following the current state science framework, sixth grade students study and practice the scientific process through scaffolded investigations on the topics above. The skills of scientific investigations are built on in seventh and eighth grade, as students are responsible for designing investigations, changing and controlling for variables, and presenting their results formally.

Instruction

Sixth grade instruction focuses on the basics of scientific process and building a foundation for developing 21st Century Skills. Time is devoted to developing functional collaborative groups, learning how to measure and use scientific tools. Academic language specific to the content is taught and practiced using strategies and frameworks developed through Susana Dutro and E.L. Achieve's *Constructing Meaning* approach and through WestEd's *Academic Literacy* model. As the sixth grade gains foundational skills and acquires content academic literacy, the goal is for instruction to become less teacher directed and more project driven. Eventually a large amount of learning will be self initiated or group initiated and will come through collaboration, problem solving, scaffolded discussions, and projects. The idea is that direct instruction will eventually be used as a support to build skills, rather than as a primary method for facilitating student learning. It is hoped that scaffolded investigations will lead to student developed projects designed to solve real problems.

In seventh and eighth grades, students experience lots of inquiry based activities and labs that demonstrate science in action. Students use science vocabulary to debrief in groups large or small, to support their formation and writing of the conclusions they draw. Science instruction focuses on language development, with formal lab reports and communicating ideas through written and oral presentations. The following science skills are emphasized in seventh and eighth grade: using microscopes, making precise measurements, record observations, explore curiosities through designing investigations, accurate scientific drawings and diagrams, creating and interpreting graphs, and engaging in an iterative engineering design process.

The seventh and eighth grade science classrooms use the *CPO Science* curriculum: *CPO Focus on Life Science* in seventh grade and *CPO Focus on Physical Science* in eighth grade. These grades are also transitioning to implementing the Next Generation Science Standards, and are implementing curriculum and supplemental texts called Project Based Inquiry Science, which is fully aligned with NGSS. Students practice the concepts explored in class through homework assignments, reading journals, written reflection prompts, and applied practices of skills.

ASCEND science teachers use *Constructing Meaning* extensively to support their English Learners as well as concept maps and graphic organizers. In addition, they use Kagan structures to facilitate learning activities and increase student engagement. The sixth grade teacher is also piloting academic conversation and knowledge rating reflection activities developed in a training on academic literacy she attended by WestEd.

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See Appendix A34 and Appendix A35 for CPO Life Science and CPO Physical Science Curricula samples.

Assessment

Science teachers use a combination of formative and summative assessment. They have a wide range of formative assessments including mid-unit quizzes, lab reports, journals, projects, presentations, debates, exit slips/tickets, homework, class work, and structured discussions. These are used within units for teachers to gauge what students are learning and for students to self-assess their learning. Students take summative assessments at the end of each unit. Teachers design the assessments prior to completing the Understanding by Design (UbD) unit plan (Wiggins and McTigue) so they can backwards plan from the assessment and ensure that all unit activities lead students towards mastery of the standards and a deep understanding of key mathematical ideas.

Future Goals for ASCEND

California is currently in a transitional period of aligning Science instruction to the NGSS, and to an integrated Science instruction model.

There is an effort by teachers to focus on transferable skills as those outlined by the *Partnership for 21st Century Skills* as a way of closing achievement and opportunity gaps. Over the next few years, ASCEND teachers will create more opportunities for students to

- Think critically and make judgments based on evidence
- Collaborate to solve complex multidisciplinary open-ended problems
- Hone creative and entrepreneurial thinking
- Effectively communicate with evidence to support claims
- Enhance information media and technology literacy specific to science and engineering
- Understand how flexibility and adaptability fit into the field
- Develop initiative and self-direction
- Practice social and cross-cultural skills
- Be productive and held accountable by a collaborative team
- Practice leadership and responsibility

In all three middle school grades, with continued planning time and professional development, students will simultaneously learn content and 21st-Century Skills through integrated instruction within project-based Learning Expedition units.

Social and Emotional Learning: Advisory

OVERVIEW

Advisory is the intentional time where we build relationships, collaborate and learn social and emotional skills to create a strong character, community, and citizenry. At ASCEND, we call Advisory “Crew.”

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PURPOSES OF CREW

At ASCEND, each student is known well by at least one adult within the school. One structure for developing this relationship is Crew. All faculty members can be Advisors for a Crew. Crew introduces and reinforces the community values and character traits.

The goals of our Crew program are:

- ☐ to connect every student with a trusted adult
- ☐ to create a strong respectful culture of achievement and cultivate community
- ☐ to support students' intellectual, physical, emotional and social development.

The following broad areas provide the focus of Crew.

RELATIONSHIPS

Crew provides each student a one-to-one relationship with an adult advisor (Advisor) at the school, as well as a consistent and ongoing small-scale peer community. Advisors monitor and support student progress, serve as the student's advocate in difficult academic and social situations, and act as the primary contact point between parents and the school. Crew meetings are frequently used for teambuilding exercises and for group discussions on topical issues. These exercises and discussions help establish Advisory identity and a positive school culture.

LIFELONG LEARNING

Crew has a strong academic focus on the goal of developing life-long learners. This goal, while primarily addressed in academic classes, has a special home in Crew. Crew can be used for literacy skills and structured discussions based on current events or book studies. Advisors utilize readers' workshops and other practices that hone students' ability to apply reading comprehension strategies to progressively more challenging texts.

Goals

ASCEND's Crew (advisory program) builds a strong community at each grade level. Crew provides time and structure to address the important social, emotional and learning issues pertinent to middle school communities in a serious and sophisticated manner. Students focus on teaching and practicing the Habits of Work and Learning in authentic ways both inside the school walls and extended into the greater community.

Curriculum

Some curriculum is consistent each year and some is created to meet needs as they arise. Crew meets on average four times per week for thirty minutes. Crew sizes are intentionally small to ensure that every student has at least one trusted adult to connect with during the school day. Crew sizes will range from 12-15 students per staff.

Crew will have intentional time for a rotation of important topics that will help development of social, emotional and academic skills. There is a regular routine for Crew to allow time for a daily greeting and check in, a main activity or initiative, and time to debrief the lesson to talk

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about application of next steps.

In sixth grade, students keep binders, which are used in the advisory curriculum as a time to work on organizational skills. Class meeting in sixth grade is also a time for the class to organize and plan big projects like fundraising events for the sixth grade's annual trip to Point Reyes. Students take ownership of the process of raising money for the week-long event and often plan how they will conduct events such as raffle sales or movie nights during class meeting. In addition, class meeting is an opportunity for teachers to do instruction related to buddy reading. As mentioned above, buddy reading is a school-wide initiative that matches elementary and middle school students weekly to read or participate in other academic or community-building activities together. Sixth grade buddies learn about questioning strategies they use with their younger buddies, and plan special events like Halloween celebrations or art projects.

In seventh and eighth grades, students also meet weekly in Restorative Justice circles. All students meet in one classroom where the chairs are placed in a giant circle. Open circle begins with silent reflection on the week as students sit for five minutes thinking about what went well and what had gone differently at school and at home. The teachers provide instruction each year about its purpose and the need to know more about each other because strong communities support growth and learning. The teachers explain why the community needs to know when bad things are happening so they can treat them with extra sensitivity. Students share one high or low or something they are looking forward to. At first check-ins can be superficial, such as "My high is that we don't have school over the weekend and I can get some sleep!" It takes some time for students to share what's important to them in a peer group during adolescence, but already this school year, a student shared that her dad had lost his job. Students may respectfully check-in with each other about anything said.

Next, students can make announcements that apply to everyone about school, the community or their church. Teachers also make announcements. One recently was about rowdy and inappropriate student behavior in the lunchroom. RJ Circles close with a dyad, game, a quick article or current events. Or they may need to do a further reflection, for example on report cards. Protocols like these help students experience circles as a safe space and over time, allow them to be more vulnerable—and more able to build relationships with peers—in the group setting. In eighth grade, time is spent on preparation for high school. In both grades, teachers provide instruction about organization of binders and school materials.

In Crew, students learn to trust in each other and their teachers. Teachers get to know the students deeply and are able to be assets for them into the future.

See Appendix A36 for ASCEND Crew Overview

Technology

Goals

ASCEND's middle school technology program builds on what students begin learning in elementary school—how to use technology to effectively communicate, collaborate, and conduct

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research. This includes using computers to inspire and motivate students and to supplement what they are learning in other classes, while developing computer skills. ASCEND expects students to master keyboarding skills. Middle school teachers incorporate technology instruction into their classrooms, but students also take formal technology classes in sixth, seventh, and eighth grades.

In lieu of state technology standards ASCEND 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." The ASCEND 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.

See A30 for ASCEND Technology Scope & Sequence

KEY ASCEND PRACTICE 4: Core curriculum is multicultural and arts integrated.

SCHOOL-WIDE PRACTICE

TK-8 Arts and Music Integrated Learning Expeditions

Goals

ASCEND's elementary visual and performing arts program uses instruction aligned in arts and music integrated Learning Expeditions to support student mastery of grade level visual and performing arts standards.

At ASCEND, arts and music are integrated into the core curriculum through the Expeditionary Learning model described above for our K-8 students (this will include TK once opened). The arts and music integration is especially powerful for capturing student interest and bolstering student motivation because it's visual, kinesthetic, high interest, and culturally relevant to students from all backgrounds. Arts and music are important in every culture around the world and they help students make connections between what they are learning and what they are interested in and care about. This model is a key equity tool, providing students with multiple entry points to access the core curriculum and make meaning of what they are learning and express their learning. It is within the context of integrated curriculum that many of the state visual and performing arts standards are taught. This model for music and art integration enables and empowers the classroom teacher to teach music and art on his/her own in the context of the core curriculum. Students are also taught music and/or art by specialists during teacher's prep time. Curriculum in lower elementary is informed by our MOCHA partnership.

At the core of our Arts and Music Integrated Learning Expedition model is collaboration among grade level teaching teams and artists where they define a semester length expedition around one unit of study from the CCSS. We believe it is this collaboration that accounts for much of the

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success of this model. The results of this deep collaboration is a seamless experience for students where their content learning and art/music learning are interwoven to support students' deepening their understanding of both.

This collaborative model has two instructional components. The first focused on skill building basic art instruction and uses the Visual and Performing Arts standards as a guide/framework to ensure that students are able to develop and refine their gross and fine motor skills as well as have access and exposure to historical and cultural arts related knowledge. During this component, Artists see most students for one hour a week for this type of instruction outside of the Expeditionary Learning study.

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In the second component, the arts and music integrated Learning Expedition model, artists plan collaboratively with classroom teachers to define a semester length expedition around one unit of study from the core content standards. This allows students to access information and learning through the arts as well as to use the skills that they have built to create meaningful projects around what they have learned. In planning, the classroom teacher and teaching artist create a fusion between the core content standards and the visual and performing arts standards, while ensuring that the teaching and learning is exciting and engaging for all involved. The curricula is implemented by both teachers involved under a collaborative teaching model that allows teachers and students to make connections to both the core and visual art content. At the end of each semester, we celebrate student learning and achievement is celebrated through the culminating exposition of student learning called the ASCEND EXPO.

See Appendix A37 for example of ASCEND Expo Integration and Arts Lesson Planning

KEY ASCEND PRACTICE 5: Varied instructional and intervention strategies support a diverse population of learners.

Since Spring 2012 ASCEND has been participating in a grant funded Unconditional Education (UE) program through 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 ASCEND and three other EFC schools (Lazear, Cox Academy, and Learning Without Limits). 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 ASCEND's UE implementation has been particularly positive.

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Findings for All Students

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Outcomes	ASCEND	Oakland UE	Oakland Comparison
SBAC ELA	2483	2466	2446
SBAC Mathematics	2490	2461	2451
Attendance rate	97%	96%	96%
Suspensions (per 100 students)	<1	8	4

On average, ASCEND students performed 17 points higher in ELA and 29 points higher in mathematics than Oakland UE students. Additionally, ASCEND students performed 37 and 39 points higher in ELA and mathematics, respectively, than the Oakland comparison. ASCEND students also attended school at a higher rate and had fewer suspensions than both Oakland UE and Oakland comparison students.

Findings for Special Education Students

Outcomes	ASCEND	Oakland UE	Oakland Comparison
SBAC ELA	2432	2385	2378
SBAC Mathematics	2441	2375	2380
Attendance rate	98%	94%	95%
Suspensions (per 100 students)	< 1	16	9

On average, special education ASCEND students performed 47 and 66 points higher in ELA and mathematics, respectively, than Oakland UE students. Additionally, special education ASCEND students performed 54 and 61 points higher in ELA and mathematics than Oakland comparison students. Special education ASCEND students also attended school at a higher rate and had 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. ASCEND 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.

Unconditional Education utilizes the Response to Intervention (RTI) tiered framework to provide aligned academic and social-emotional approaches to prevent student struggles and remedy existing gaps. RTI 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 RTI 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 ASCEND is committed to providing as part of a comprehensive student support system. Seneca facilitates a Coordination of Services Team that includes Seneca and ASCEND staff. This team oversees the implementation of the tiered support system. Seneca provides Tier 3 academic interventions, as they have expertise in providing Special Education and intensive support services. The Seneca Academic Intervention Specialist is able to provide some Tier 2 Academic Interventions as well by including other students requiring support into groups with special education students. Tier 2 reading intervention is also provided by ASCEND's Reading Interventionist teacher. Seneca provides Tier 2 behavior and social emotional interventions through their counseling programs. 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 A38 for the All In! Program Overview

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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%



Process

	ACADEMIC (SENeca and school personnel)	BEHAVIORAL (SENeca and school personnel)	SOCIAL-EMOTIONAL (SENeca 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

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

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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 A39 for the ASCEND Intervention Plan 2016-17

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.³² All of these assessment components are synthesized into a summative report and the All in! 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, Dean of Students, 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 (including academic assessment scores, office discipline referral data, and

³² Austin et al., 2011; Zulig et al., 2010.

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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 A40 for a flowchart illustrating the COST system and Appendix A41 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.

Goal 2: To increase achievement for struggling students³³, 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 ASCEND and across EFC, the COST process can trigger intensive supports without an IEP.

³³ Students receiving Tier 2 or 3 academic, behavioral, and/or social-emotional interventions

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Level of Service	All Students	Students with IEPs only
Tier 3 Only	28	8
Tiers 2 and 3	40	27
Tier 2 Only	67	0
TOTAL	135	35

ASCEND provided 135 children, more than one quarter of its student population, with intensive supports above and beyond tier 1 general education scaffolding, personalization and differentiation though there are only 35 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 A42 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 ASCEND 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 ASCEND. At the middle school level, ASCEND leverages technology to implement a highly effective readers and writers workshop model in the humanities classrooms and to implement the Teach To One math program (described in detail earlier in this document). In the elementary 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.

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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

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for Tier 3 services. Students in grades 1-3 who require additional intensive support in literacy growth are targeted for Springboard summer programming. This past summer, participating ASCEND students grew an average of 3 months 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 will be Positive Behavioral Interventions and Supports (PBIS), a program utilized in many EFC schools and supported by our partnership with Seneca Center. ~~PBIS is not a curriculum or a program. It is part of our larger RTI 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.

Tier One, Behavioral

The ASCEND Culture Team (ACT) 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 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 ACT 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 UE Coach is a key member of the ACT team. She coordinates and delivers in-class supports to our higher needs students, tracks and analyzes behavior data with the support of the rest of the Seneca team, and communicates with teachers

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and families, in order to provide comprehensive behavioral and emotional supports to our students.

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.

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. Seneca Student Support Assistants (SSAs) deliver Behavior Intervention Services in the classroom to aid students in utilizing replacement behaviors, remaining engaged in class activities, and accessing classroom curriculum.

Tier One, Social Emotional

To assess school wide climate and social emotional needs, ASCEND 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 ASCEND. 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, ASCEND 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 A43 for the SCAI results for ASCEND
See Appendix A44 for the SCAI survey*

Please see the section below on social emotional learning.

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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 A45 for a 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 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, 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 ASCEND, teachers will participate in select trainings 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

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~~outcome.~~³⁴ 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.

KEY ASCEND PRACTICE 6: Authentic assessments administered regularly monitor student progress.

In addition to weekly formative assessments, the Assessment Matrix below provides a list of the assessments that ASCEND students will complete. An additional description of ASCEND's use of assessments is included in each of the curricular areas described within the practices and structures from *How Learning Best Occurs*.

Assessment Matrix

Subject	Grade Levels	Assessment	Annual Frequency
ELA	Gr TK	Standards-based benchmark	3x
ELA	Gr TK-1	K/1 Reading Diagnostic	1-4x
ELA	Gr 2-8	Standards-based benchmark	2-3x
ELA	Gr K-5	Developmental Reading Assessment (DRA)	3-4x
ELA	Gr 3-8	SBAC	1x
ELA	Gr K-8	Writing Performance Task	2-3x
Math	Gr TK	Standards-based benchmark	3x
Math	Gr K-5	Standards-based unit assessments	5-8x
Math	Gr 6-8	NWEA MAP	3x
Math	Gr 3-8	SBAC	1x
ELD	Gr TK-8	CELDI (will transition to ELPAC)	1x

³⁴ 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.secdl.org/connections/engagement_forum/resources.cgi?item=29

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Science	Gr 5 and 8	California Science Test (CAST)	1x
Physical Fitness	Gr 5 and 7	Physical Fitness Test (PFT)	1x

ASCEND teachers will 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

ASCEND uses the multiple sources of data in the matrix along with other assessment data to understand what, how, and whether students are learning. Taken together, these multiple sources of data illustrate student learning and achievement. Examples of multiple sources of data include:

- EXPO presentations to parents and community members on arts and music integrated Learning Expeditions
- Developmental Reading Assessment 2 (DRA2), a diagnostic reading assessment
- Standards-based assessments (formative and summative) in all subjects

Students are given multiple opportunities to show what they know, including through tasks, performances/demonstrations, presentations, and assessments. The arts and music integrated Learning Expeditions provide students with multiple entry points for engaging with content, learning, and demonstrating what they understand. Assessments like EXPO presentations to parents and community members require students to demonstrate what they've learned in a real life context, with a real audience. Such assessments are considered authentic ways of measuring student learning and are a key part of how ASCEND monitors and measures student learning. Preparation of process boards, which make learning from an arts and music integrated Learning Expedition visible to the school community validate student learning in their visual representations and require students to create artifacts to display.

Assessment of Learning: Data Analysis

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. ASCEND will use 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

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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 A46 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

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 ASCEND 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

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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.

KEY ASCEND STRUCTURE 1: Multi-age Structures facilitate academic and social/emotional interventions.

Teachers at ASCEND use a multi-age instructional model to address the needs of students in ELA and Math and to address students' social/emotional needs. The purpose of this multi-age model is to provide teachers, students, and families with the opportunity to build close relationships, and to provide teachers with the opportunity to develop a deep understanding of their students' academic and social and emotional needs as well as target their instruction to meet those needs. The multi-age model in our elementary program allows students to stay with the same set of teachers, 3 teachers in grades 1-3 and 2 teachers in grades 4-5, for several years. In addition to the strategic multi-age groupings for academic purposes, ASCEND instituted a CREW, or Advisory, described below.

A detailed description of the academic and social/emotional interventions at ASCEND can be found in the *Plan for Students Who Are Academically Low Achieving*, which includes Response to Intervention (RTI) and other interventions. Additional details can be found in the *Plan for Students Who Are High Achieving* and the section, *Supports for Students with Disabilities*, later in this petition. In addition, two examples of how ASCEND's structures interventions to support students' academic and social/emotional needs are included below.

Crew:

Goals

Crew is the intentional time where students and staff build relationships, collaborate and learn social and emotional skills to create a strong character, community, and citizenry. The intention of Crew is to build community, dedicate time towards character development and reflect on current events. Another component of Crew is academic conferencing with students. One day a week, students review academic progress with their adult advisor, set growth targets, and identify strategies to support moving towards their goals.

Logistics

Crew is a consistent element in every student's schedule and meets on a weekly basis in K-5 and daily in middle school. Crew size is 12-15 kids to 1 adult and is multi-age. Crew time also aligns in student schedules K-8 (8:30 am-9:00 am) which allows for whole-school community meetings or mixed-crew groups across grade levels.

Restorative Justice (RJ) Practices

Goals

RJ is a set of principles and practices employed at ASCEND to build community and respond to

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a disruption of community trust, with the goals of repairing harm and restoring relationships between those impacted. These practices are also used as a proactive approach to create and sustain community. The goal of using RJ principles at ASCEND is to maintain community and to offer alternatives to punitive consequences when responding to behavioral incidents.

Logistics

RJ circles are held on a weekly basis in our middle school for 30 minutes per session. Circles are facilitated by adults and students and utilized as a space where students can discuss topics that are relevant to the class community, school community, or neighborhood/world. Interventions such as restorative family meetings, restorative conflict resolutions, and restorative projects are strategies employed by staff in response to office discipline referrals as a way to resolve things as opposed to more punitive measures.

See the *Plan for Students Who Are Low Achieving*, the *Plan for Students Who Are High Achieving* and the section, *Supports for Students with Disabilities*, later in this petition for more examples of how ASCEND students receive academic and social/emotional interventions.

KEY ASCEND STRUCTURE 2: The after-school program extends student learning.

After School Program: ASCEND Sunset Warriors

Goals/Mission

The mission of Oakland Leaf, the umbrella organization for ASCEND Sunset Warriors, our After School Program, is to cultivate community transformation through creative education with youth and families. Their programs interweave four essential strands: Social Justice, Urban Ecology, Youth Empowerment, and Arts. Students receive strong academic support, and exposure to artistic, cultural consciousness, recreational, social justice, leadership, and urban ecological focused enrichment classes.

See Appendix A47 for *ASCEND Sunset Warriors Overview*

Curriculum

Oakland Leaf's flagship comprehensive after school program, ASCEND Sunset Warriors (ASW), was established in 2004 to provide a safe, caring and enjoyable learning environment between the hours of 3:30 and 6:00pm, Monday through Friday. The program serves over 200 students daily. Operating Monday-Friday, ASW provides over 15 hours per week in comprehensive after school programming providing a full spectrum of enrichment, academic support and targeted academic interventions.

Each student enrolled in ASW receives at least one hour per day of academic support from a team of two academic coordinators along with adult homework mentors, academic liaisons, parent volunteers, and teen tutors. Homework mentors provide students with homework assistance and are trained in skill development, English literacy and math intervention.

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Students in the ASW program (with the guidance of parents and guardians) choose to participate in two enrichment workshops per week, per semester. Enrichment opportunities include engaging students in science, technology, engineering and math, visual/performing arts, sports and recreation, leadership, service learning and urban ecology.

Recent data shows that when compared to students who are not in the ASW program, students who regularly attend the ASW after school program exhibit higher school day attendance and achieve higher test scores on the CELDT than students who do not attend ASW. Additionally, 100% of students and parents indicated that students were safer because of the ASW after school program.³⁵

Future Goals for ASCEND

The Oakland Leaf Foundation and ASCEND are continually seeking additional sources of funding for the after school program, since the program always has a long wait list of students who seek the academic support, enrichment activities, and safety provided by ASW. We seek to expand the program in the future so that all ASCEND students and families who wish to participate will have the opportunity to do so.

KEY ASCEND STRUCTURE 3: Family and community partnerships are prioritized.

Goals:

- ❖ Create empowered families that actively participate in school decisions
- ❖ Build strong, mutually supportive partnerships between families and ASCEND
- ❖ Maintain clear, consistent, regular communication
- ❖ Galvanize community partners to best serve the students at ASCEND

Strategies/ Structures Parent Involvement:

ASCEND operates under the premise that the teachers, parents/guardians, and students, by their own choice, must work together as partners to ensure a quality education. Parents are a vital part of this partnership, and accordingly, ASCEND works to encourage all parents, even those who traditionally have not engaged with the school community, to participate. Students and staff at ASCEND 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 including:

- **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 towards ASCEND

³⁵-Data provided by Oakland SUCCESS/ASPO Site Evaluation

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standards. These conferences are mandatory for every family and can last as long as an hour. There is 100% parent participation. Teachers review the standards-based report cards and share student work to demonstrate student progress towards standards mastery. Students are expected to participate actively in this process. The conference is an opportunity for students to practice being reflective, celebrating what they have learned and setting new goals.

- **Parent education on curriculum:** Teachers in the primary grades run regular class meetings with parents to review what children are learning and how they are learning it, give suggestions on helping with homework, and reviewing future units. Our Family Resource Center provides parents with early literacy and college preparedness workshops. Monthly “Coffee with the Principal” gives parents another opportunity to get information, ask questions, and check in with the principal in an informal setting. Parents are encouraged to attend workshops where the principal updates them about the NGLC grant and changes in instructional format
- **Family Resource Center:** ASCEND has created a warm and welcoming central space on campus to serve as a Family Resource Center, which is run by our three Family Resource Center coordinators. Open every morning it provides coffee and food and place for parents to meet. We provide a variety of services to our families through this center. The center has a computer, printer, internet access, phone, kitchen facilities, parent resources, and a community bulletin board with opportunities for parent education, community opportunities, important meetings, and job opportunities. One example of a workshop series is *Rise and Shine Reading* provided for Kindergarten and first grade students and families. They participate three times a month. On these occasions, families are invited into the classroom to read with their children, to learn and practice reading strategies, and to connect the work being done in the classroom around literacy with what’s happening at home.
- **The Family Leadership Council:** The Family Leadership Council is a parent leadership team comprised of at least two representatives from each classroom. Monthly Family Leadership Council meetings give parents an opportunity to provide input about school activities, quality of the program and campus safety. Parents also voice their needs so that they can partner with the school for student success. Five members of that team also sit on the School Site Council. In an effort to provide greater consistency of participation and increased involvement in school governance at the org level, ASCEND parents elect two family members to serve on the EFC Family Leadership Council and who will serve as liaisons to EFC.

Community Involvement

Building strong links with the local community is critically important to the school’s success. The school 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.

Current partners include:

- Oakland Leaf Foundation
- MOCHA

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- Oakland Community Organizations
- Oakland Education Fund
- Girls Inc. of Alameda County
- La Clinica de la Raza
- Sylvan Learning Center

ASCEND 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.

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.

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PROFESSIONAL DEVELOPMENT

Professional Development at Education For Change

~~Education for Change sees professional development as a key driver to improving instruction and student outcomes. As teachers and administrators gain deeper content and pedagogical knowledge, the results for students improve. Education for Change defines professional development in the more global sense, not simply as workshops that deliver new content, although they are one form of professional development. Grade-level collaboration, professional learning communities, peer observations, demonstration lessons, and coaching are often some of the most powerful forms of professional development, especially when they are coupled with new knowledge from a workshop. Every moment of professional development is maximized and aligned with the school's and EFC's goals. 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.~~

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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~~

Goal/ Mission

- ~~To create powerful, positive, unified, and 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

~~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, and teacher inquiry.~~

PD Days

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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 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 and Friday minimum days at ASCEND. Additionally, 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 ASCEND Instructional Leadership Team works with EFC's Instructional Management Team to determine session content based on identified school site needs.

Staff Preparation Time

ASCEND provides weekly preparation time for all teachers to ensure teachers have adequate time to integrate the arts, plan learning expeditions and develop powerful standards aligned lessons. K-5 teachers receive 3 hours of weekly prep time and 6-8 teachers receive 4 hours of weekly prep time. These times may be changed due to budget considerations by votes of the Advisory Team and Family Leadership team.

See Appendix A48 for ASCEND's Bell Schedule and Appendix A49 for the 16-17 calendar.

Collaboration

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 which will drive site based professional development and inquiry. As grade levels, teachers work together to plan and develop lessons to address their grade level standards. 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. Teachers in the EFC network will be encouraged to observe one another

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and other excellent teachers in the community as a method of improving practice. Teachers are expected to collaborate, exchanging best practices with their site colleagues and teachers at other EFC schools.

Coaching

Education for Change believes that coaching teachers and administrators is critical in improving practice. EFC schools use their data to determine where they want to place coaching resources. Administrators typically receive coaching from Home Office staff. Whether it is teacher coaching or administrator coaching, the approach is that of a thought partner. Problems of practice are analyzed, research conducted, observations made and solutions sought in this collaborative model.

At ASCEND, we have a full-time coach on-site who coaches teachers directly as well as supports our lead teachers who also provide coaching and facilitate grade span meetings.

Data-based Inquiry cycles

All EFC schools participate in data inquiry cycles. Time is allotted for teachers to analyze data, develop targeted instructional responses, be they whole group or small group, and then time to reflect on the results of those instructional plans. ASCEND's already established culture of data analysis dovetails with this component of EFC's professional development vision.

The goal for EFC's focus on professional development is to create educational laboratories for ideas, strategies, and best practices. Leveraging the knowledge base and creativity of motivated and dedicated staff across multiple schools will provide ASCEND and the other EFC schools with a vast repertoire of tools to utilize in their work toward providing an excellent education for all students. EFC firmly believes that reinventing the wheel time and time again is not in the best interests 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 best practices and scaffolds, and disseminate them across EFC.

Building Content Knowledge

EFC has developed an instructional management team that includes strong leadership in ELA/ELD, Mathematics and Science. This team, in addition to our Chief Academic Officer, supports ASCEND in building and implementing a strong core program in ELA/ELD, Mathematics and Science. This leadership team also works closely with site-level coaches and teachers at the school to analyze student growth data, assess the effectiveness of instructional program and the implementation of the instructional program, identify strengths and gaps in practice and programming, align professional development and coaching, and to facilitate inquiry.

Mathematics

The Director of Mathematics, the CAO, and ASCEND site administration conduct regular walkthroughs of ASCEND's mathematics classrooms to ensure adherence to the mathematics approach and to provide regular feedback to teachers and teams about their mathematics practice.

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Data from these walkthroughs is then analyzed to determine necessary focus areas for coaching and/or professional development.

English Language Development

Teachers at ASCEND receive training in the administration and analysis of the ADEPT Language Development assessment. ASCEND's coach then supports teachers in planning instruction to meet the needs of EL students. Throughout the school year, the Director of ELA/ELD and coaches across the organization will conduct regular walkthroughs of ASCEND's ELD classrooms to ensure effective ELD instruction and to provide regular feedback to teachers and teams about their ELD practice.

Personalized Learning

All teachers at ASCEND received training to implement personalized learning during the 2013-14 school year. This training was provided by the instructional team, in partnership with personalized learning vendors such as I Ready. Site-wide training was provided in multiple stages, first to support the initial roll-out of personalized learning and during the school year to support data analysis and deeper implementation. In addition, ASCEND teachers benefit from readily available online resources developed by the EFC coach team, as well as regular walkthroughs by the Chief Academic Officer, and the Director of ELA/ELD, that are supported by analyzing weekly data. This data is regularly reviewed by instructional coaches so they can provide regular and ongoing support to teachers as needed, including weekly grade-level team meetings.

Student Agency

To develop student agency, teachers will be reading *Leaders of Their Own Learning* by Ron Berger and working with a trained coach to implement these concepts at all grade levels. This PD will focus on applying the concepts to our school so that our students can become empowered members of society. The site leaders work in collaboration with Home Office staff to develop conduct walk-throughs to observe for student agency. This team then develops a plan for professional development aligned to meet the needs observed in the walk-through.

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 ASCEND 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.

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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. ASCEND has budgeted for substitutes to cover grade level teams to observe other classrooms across EFC, within ASCEND 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 (ILPE), Reach coached site leaders in this process. EFC has integrated the ILPE into its site leadership evaluation process.

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

In the future, ASCEND will continue to use academic data to determine the foci of its professional development program. As is currently the practice, input from the Advisory Team and other teacher leaders will help to shape the content and process.

See Appendix A50 for ASCEND Professional Learning Alignment Plan

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SUPPORTING ALL STUDENTS

Support for Students with Disabilities

Philosophy

Our general belief at ASCEND 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)

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:

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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

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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

<u>Projected Student Enrollment for Each Year</u> <u>by Grade Level and Total Enrollment</u>					
	<u>FY26</u>	<u>FY27</u>	<u>FY28</u>	<u>FY29</u>	<u>FY30</u>
<u>Grade Level</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
TK	40	40	44	44	44
K	48	48	48	48	48
1	48	48	48	48	48
2	48	48	48	48	48

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<u>3</u>	<u>48</u>	<u>48</u>	<u>48</u>	<u>48</u>	<u>48</u>
<u>4</u>	<u>48</u>	<u>48</u>	<u>48</u>	<u>48</u>	<u>48</u>
<u>5</u>	<u>48</u>	<u>48</u>	<u>48</u>	<u>48</u>	<u>48</u>
<u>6</u>	<u>58</u>	<u>58</u>	<u>58</u>	<u>58</u>	<u>58</u>
<u>7</u>	<u>58</u>	<u>58</u>	<u>58</u>	<u>58</u>	<u>58</u>
<u>8</u>	<u>58</u>	<u>58</u>	<u>58</u>	<u>58</u>	<u>58</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>502</u>	<u>502</u>	<u>506</u>	<u>506</u>	<u>506</u>

Maximum Enrollment for Charter Term: 506

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 ASCEND shall comply with all applicable State and Federal Laws in serving children with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“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 School is its own local education agency (“LEA”)

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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). The School LEA and is a member in good 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.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services, and all EDCOE SELPA policies and procedures, and shall utilize appropriate EDCOE SELPA 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.

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.

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.

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

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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 A51 for the Joseph Starr story.

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

ASCEND is an LEA. The Charter School participates as a member of the EDCOE Charter SELPA in accordance with Education Code section 47641(a). ASCEND 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.

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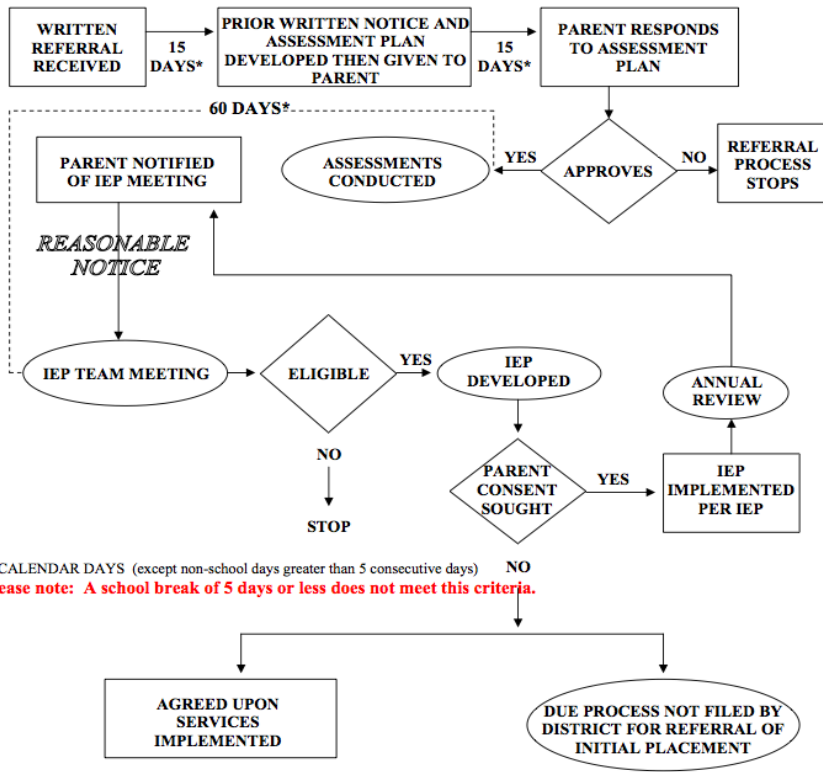
Identification and Referral

ASCEND actively and systematically ~~seeks~~~~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~~ coordinated with school site procedures for referral of students with needs that cannot be met with modification of the general instructional program. ASCEND 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. ~~The flowchart~~ in Figure 2 below outlines the process once a referral has been ~~:-~~.

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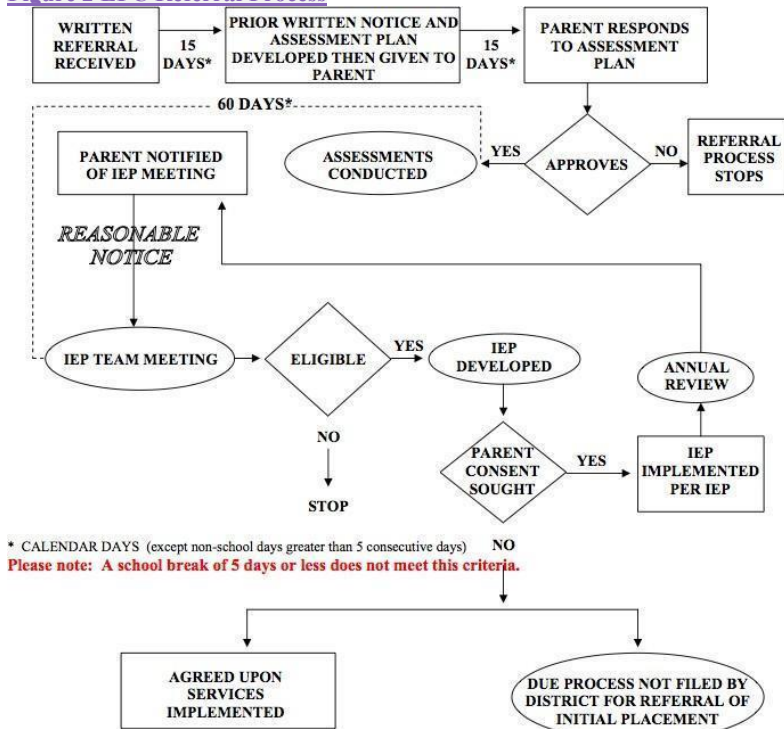
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* CALENDAR DAYS (except non-school days greater than 5 consecutive days)
 Please note: A school break of 5 days or less does not meet this criteria.

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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 ASCEND 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.

Upon receiving a parent request for assessment, ASCEND 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 ASCEND concludes that and the parent determine they want to move forward with granting the request for assessment is appropriate, the parent will receive a written Assessment Plan within fifteen (15)

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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. ~~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 Individualized Education Program (IEP) meeting held within sixty (60) days of receipt of the parent's written consent for assessment.

If for any reason ASCEND determines assessment is not appropriate, ASCEND 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 ASCEND determines an assessment is not appropriate, in addition to providing a PWN documenting why the AP is not being granted, ASCEND also provides ~~Assessment~~

The Special Education site lead will be responsible for gathering all pertinent information to the parent regarding COST/SST and sharing such 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

with ASCEND. 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, ASCEND 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; and.
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and.
- 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. ASCEND 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.

ASCEND 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 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. ASCEND will ensure that all aspects of the IEP and school site implementation are maintained. the IEP is implemented.

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ASCEND will provide modifications and accommodations (outlined within each individual's IEP) 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 ASCEND, 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). 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 least 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;
- 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;
- 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.

ASCEND 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~~ASCEND 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. ~~SEP~~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 ASCEND, in cooperation with the EDCOE SELPA in which ASCEND 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 ASCEND. 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

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o Determination of participation in state and Charter LEA -wide assessments

- o The services the student will receive and the means for delivering those services;
- o 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;
- o Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- o 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
- o Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- o 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:

- o Yearly to review the student's progress and make any necessary changes;
- o Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- o After the student has received a formal assessment or reassessment;
- o 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);
- o When an Individual Transition Plan (ITP) is required at the appropriate age;
- o When ASCEND 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

ASCEND 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 ASCEND students in accordance with the policies, procedures and requirements of the SELPA and state and federal law.

ASCEND shall be responsible for all school site implementation of the IEP. ASCEND shall also provide all home-school coordination and information exchange. ASCEND shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

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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, ASCEND 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 ASCEND 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 ~~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~~ASCEND 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 ~~with~~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

ASCEND 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. ASCEND 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. ASCEND shall ensure that all special education staff hired or contracted by ASCEND is qualified pursuant to SELPA policies, as well as meet all legal requirements. ASCEND shall be responsible for the hiring, training, and employment of itinerant staff

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necessary to provide special education services to ASCEND students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

The Director of 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. ASCEND 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.

Free and Appropriate Education

Since ASCEND operates as an LEA of the EDCOE SELPA 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 ASCEND 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

ASCEND shall comply with Education Code Section 56325 with regard to students transferring into ASCEND within the academic school year. In accordance with Education Code section 47641(a), the District shall have no responsibility to ensure that the Section 56325(a)(1), for students who attend ASCEND are provided enroll in ASCEND from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, ASCEND 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 ASCEND 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 ASCEND from a district operated program under the same special education local plan area of ASCEND within the same academic year, ASCEND shall continue, without delay, to provide services comparable to those described in the

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existing approved IEP, unless the parent and ASCEND agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to ASCEND with an IEP from outside of California during the same academic year, ASCEND shall provide the pupil with a free appropriate public education. In accordance with state and federal law, each, including services comparable to those described in the previously approved IEP in consultation with the parents, until ASCEND 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 ASCEND, and develops a new IEP, if appropriate that is consistent with federal and state law.

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Non-Public Placements/Non-Public Agencies

ASCEND 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 ASCEND and no student eligible under the IDELA will be provided a free and appropriate education in the least restrictive environment. The decisions 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.

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Parent/Guardian Concerns and Complaints

ASCEND has policies for responding to parental concerns or complaints related to special education services. ASCEND shall receive any concerns raised by parents/guardians regarding the specified related services each and rights.

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The ASCEND's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

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Due Process Hearings

ASCEND may initiate a due process hearing or request for mediation with respect to a 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) enrolled in ASCEND 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, ASCEND shall defend the case.

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SELPA Representation

ASCEND understands that it shall represent itself at all SELPA meetings.

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Funding

ASCEND understands that it shall be subject to the allocation plan of the SELPA.

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Section 504 of the Rehabilitation Act

ASCEND 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 is 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 Principals Student Services Coordinator or Dean of ASCEND 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 effect 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

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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.

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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.

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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.

End of District Required Language for Element 1

Education for Change Mission

Dispute Resolution and Complaint Procedures

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 ASCEND 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 A52 for the Uniform Complaint Policy and Procedure~~

Support for Students who are English Language Learners

Identification and Reclassification of English Learners

~~A cornerstone of ASCEND's 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. ASCEND 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~~

~~ASCEND 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.~~

~~See Appendix A53 for the EFC Reclassification Form~~

How Students are Identified as ELLs

~~ASCEND 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~~

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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.

ASCEND 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

ASCEND 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:

- 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

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- 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

ASCEND will teach language functions by explicitly teaching students to:

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:

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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.

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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.

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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.

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Please see [Appendix 1 - the EFC 2023-2028 Strategic Plan](#), which further details the EFC Theory of Action.

ASCEND Vision

The vision of ASCEND is to nurture a passion for learning and cultivate personal agency in order to discover who we are, what we need and how to advocate for it. Together, our community of students, families and staff explores, learns and grows through success and failure. Diverse learners thrive through an approach that develops the whole individual, which includes arts-integration, expeditionary learning, personalization, and a focus on social and emotional growth. Through a common vision guided by love, we empower each other to forge our own paths and to create a school that reflects the world we want.

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Students to be Served

History

ASCEND was formerly an OUSD-operated K-8 school opened in 2001 as one of the original New Small Autonomous Schools. ASCEND is a conversion charter school, and because it was a neighborhood school with an attendance boundary when it was operated by OUSD, Education for Change operates ASCEND as a neighborhood school, providing students residing in the former Jefferson Elementary School boundary a preference for admission.

Located in the Greater Fruitvale, the ASCEND campus is located at 3709 East 12th Street in Census tract 4061. It 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. According to the 2020 Census, only 23% of people living in the Fruitvale zip code of 94601 had a Bachelor's degree or higher as compared to 36% of Californians. 48% of residents identified themselves as Hispanic, 16% as Black, 19% Asian, 12% White, 3% Mixed and 1% as Other. The median household income in the Fruitvale was \$62,825 as compared to \$91,905 in California. At ASCEND, 93% 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 ASCEND 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 ASCEND is located had an overall rank of "most stressed" with respect to community stress with an overall rank of 12 out of 111. ASCEND's neighborhood ranked 7th in homicides, 10th in homelessness and noncompletion of high school, and 12th in health uninsured.³⁶ While Oakland has not updated its stressors map in the last four years, the Fruitvale community, particularly the high poverty immigrant families residing around ASCEND, 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

³⁶ <https://public.tableau.com/app/profile/rda2020/viz/2019OaklandStressorsIndexRDA/2019>

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reportedly increased 31% from 2022 to 2023.³⁷ Miles of homeless encampments can be seen within a few blocks of ASCEND along East 12th Street.

ASCEND is a relatively new school born out of a grassroots organizing movement by Oakland families to bring small and community-based decision-making schools to flatlands schools. In response to the organizing and demands of the community, 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. ASCEND was opened in fall of 2001 as a K-8 New Small Autonomous School at the former Dewey High School facility. In 2011, the ASCEND staff and families submitted and received approval for a conversion charter petition to convert ASCEND into a charter school operated by Education for Change Public Schools.

Today, ASCEND is a robust TK-8 charter school with an enrollment of approximately 500 students and a student population experiencing accelerated academic growth. ASCEND 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

	ASCEND TK-8	Global Family (OUSD-align)	United for Success Academy (OUSD-middle)
2023 SBAC ELA proficiency	35%	15%	17%
2023 SBAC Math proficiency	23%	6%	7%

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. ASCEND 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-8, 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. The school has adopted and maintains a policy of giving an admission preference for students living within the Global Family (OUSD attendance boundary assigned to ASCEND when part of OUSD)

³⁷ <https://cbsnews.com/sanfrancisco/news/oaklands-fruitvale-district-business-owners-hopeful-for-turnaround-from-crime-ridden-2023/>

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attendance boundary. Please see **Element 9** (Admission Policy) for details on this process, including these preferences.

ASCEND primarily serves the same student population as the former Jefferson Elementary School and the former Calvin Simmons School and is similar in demographic composition as the OUSD and Oakland charter schools in the immediate neighborhood (as demonstrated in **Figure 4**). ASCEND is located in the heart of the commercial area of the Fruitvale, and approximately one mile from several district and charter elementary schools - United for Success Academy, Oakland Charter Academy, Global Family, and Learning Without Limits.

Figure 4: 2023-24 Demographics for ASCEND; OUSD; United for Success Academy, Oakland Charter Academy, Global Family, and ASCEND

Demographic Subgroups	ASCEND (DK-3)	LWL (DK-5)	Global Family (DK-5)	Oakland Charter (K-5)	United for Success (K-8)	OUSD (DK-12)
Ethnicity / Race	2023-24	2023-24	2022-23	2022-23	2022-23	2022-23
Latinx	91.0%	78.3%	95.7%	90.4%	75.7%	47.1%
African American	3.0%	11.3%	0.7%	0.7%	13.5%	22.4%
American Indian or Alaskan Native	0.2%	0.0%	0.9%	0.4%	0.5%	0.3%
Native Hawaiian or Pacific Islander	1.0%	1.1%	0.2%	0.0%	1.6%	0.9%
Asian	3.0%	5.9%	0.7%	1.4%	3.5%	11.8%
Two or More Races	2.0%	1.4%	0.2%	0.7%	0.5%	4.3%
White	1.0%	1.4%	0.7%	3.5%	1.6%	10.3%
Filipino	0.0%	0.16%	0.0%	0.4%	0.8%	0.9%
Program Participation	2023-24	2023-24	2022-23	2022-23	2022-23	2022-23
Low-income (FRML)	84.0%	87.3%	97.7%	89.2%	95.9%	74.4%
English Learner	66.0%*	54.4%	78.6%	79.2%	57.6%	34.5%

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Special Education	12.0%	12.7%	N/A	12.4%	N/A	11.9%
Homeless	0.2%	3.9%	N/A	0.0%	N/A	2.1%

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

In summary, the majority of ASCEND 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, 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 EFC, 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.

EFC’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

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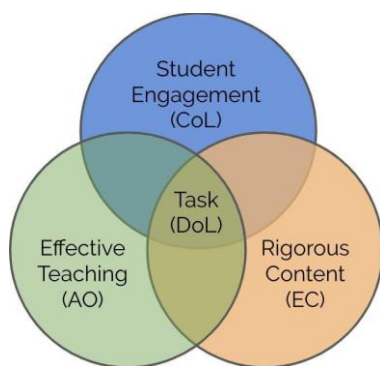
- Fit young people who are able to make good choices to maintain a healthy and safe life

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.³⁸

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.

³⁸ Collins, Jim (2001). *Good to Great*.

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(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 uniformly high expectations to allow students to focus on the new content in their Zone of Proximal Development (“ZPD”).³⁹



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.⁴⁰ All curricular areas within EFC schools and at ASCEND 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. ASCEND 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

³⁹ Vygotsky, L.(1978) *Mind and Society*. Cambridge, MA: Harvard University Press, 79-91.

⁴⁰ McLaughlin, M. and Shepard, L. (1995). *Improving Education through Standards*.

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outcomes for students. Please see [Appendix 1 - EFC 2023-28 Strategic Plan](#), which further details the EFC Theory of Action.

The ASCEND Program

The ASCEND team holds that learning best occurs when our team aligns expectations, curriculum, assessment, and interventions with research-based instructional practices. We do so by providing each student with access to cultural and creative diversity in order to increase opportunities for students to authentically engage in learning. Central to ASCEND’s philosophy is the idea that students’ social and emotional growth is critical to their ability to succeed academically and to navigate the world around them.

ASCEND was founded as an arts-integrated EL Education school (then known as Expeditionary Learning.) Since those early days of ASCEND, many years passed without a formal partnership. What it means to be an EL Education school has also changed. In the summer of 2023, ASCEND and EL Education entered a partnership again and have since been working collaboratively to implement EL Education’s revised Core Practices (see below.) In the intervening years, EL has ramped up their commitment to rigor, to student achievement, to creating high quality curriculum and greater clarity around how to help schools work towards student achievement along three dimensions: Mastery of Knowledge and Skills, High Quality Work, and Character.

The EL model is articulated by 37 Core Practices across five categories (Curriculum, Instruction, Culture and Character, Student-Engaged Assessment, and Leadership) that ASCEND is striving to implement, with a particular school-wide focus in the 2023-24 school year on Planning for and Supporting High-Quality Student Work, Crafting and Using Learning Targets, and Creating a Community of Learning. Please see [Appendix 11 - Expeditionary Learning Outward Bound Resources](#) for a description of the Core Practices.

The philosophy of EL– and ASCEND– is summed up by the following excerpt from the Core Practices document:

Learning is challenging.

Students are supported to do far more than they think they can. Teachers expect excellence and teach in ways that enable students to learn deeply, surpass standards, and produce high-quality work. Students and teachers model academic courage.

Learning is active.

Students are scientists, urban planners, historians, artists, and activists, exploring ideas and engaging in authentic work that allows them to contribute to their communities and promote equity and social justice.

Learning is meaningful.

Students build deep understanding of concepts and can apply their skills and knowledge to new contexts and real-world issues. They are learning with a purpose—getting smart to do good—and see that their education is in service of building a better world.

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Learning is collaborative.

School leaders, teachers, students, and families work together to create a culture of respect, responsibility, and joy in learning. The school community is a place where all students and adults feel that they belong, support each other to succeed, and are inspired to be their best selves.

Learning is public.

Students produce high-quality work for presentation to audiences within and beyond the school. They reflect on what and how they learn with peers, teachers, and community members. Hallways and classrooms are filled with evidence of learning and beautiful student work.

Educational Program

Academic Day and Year

In compliance with Education Code 47612.5, the ASCEND academic calendar includes, at a minimum, the following instructional minutes:

- 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 8th 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.

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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 ASCEND Bell Schedule**

School Day

The instructional day at ASCEND is currently from 8:30 am until 3:15 pm for TK-3, and 8:30 am until 3:30 pm for 4th-8th grades, Monday, Tuesday, and Thursday. On Wednesdays and Fridays, the instructional day is 8:30 am until 1:30 pm for all 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

ASCEND 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.

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Expeditionary Learning and how it weaves into our instructional program

An Inquiry-Based Approach to Learning

ASCEND's program incorporates a highly developed inquiry-based learning curriculum (Expeditionary Learning) with robust standards-based instruction across subject areas. Instruction at ASCEND prepares students to be academically and socially prepared to succeed in any high school and beyond, be responsible young adults who care about their community, be excited about their opportunities in the future, and be independent and motivated leaders.

In both the elementary and middle school programs, all of our curricular areas link into this inquiry approach: English Language Arts, English Language Development, Mathematics, Science, History-Social Science, Visual and Performing Arts, Physical Education/Health, and Social and Emotional Learning.

Grade level standards are taught to mastery in each curricular area, so that children in all grades receive standards-based instruction across content areas. Overall, our approach to teaching and learning means that we are constantly striving to make learning challenging, active, meaningful, collaborative, and public. Specifics about ASCEND's curriculum are included in subsequent sections, but key tenets are as follows:.

Our curriculum is learning expedition-based and inquiry focused.

ASCEND teaches through quarter-, semester-, or year-long learning expeditions where our students learn skills through integrated and deep exploration of content, using an inquiry-based approach, and as part of a larger community which they actively explore and provide service to. Our approach promotes student metacognition and reflection as well as depth of knowledge and authentic, arts-integrated demonstrations of learning. We believe this is a particularly effective approach for a largely English Language Learner population most of whom will be first-in-family college-goers. EL students need repeated exposure to academic and content language and instructional approaches that enable them to learn, practice and apply that language authentically. Learning expeditions and inquiry-focused learning authentically build academic and content language and develop the higher order thinking and the college-readiness skills our students need to be academically, socially, and emotionally competitive with peers from every background.

Literacy and English Language Arts instruction is at the core of our curriculum TK-8

At ASCEND, we believe that developing strong literacy skills is paramount. Our ELA instruction focuses on content, comprehension, and foundational skill building. Our learning expeditions and arts integration are also anchored to our ELA units. In grades K-8, all grades are using the Fishtank curriculum, expanding upon one unit per semester to further "expeditionize" the content, integrate the arts, and engage students in a rigorous revision process to create high quality work products.

Core curriculum is multicultural and arts integrated.

ASCEND's core curriculum harnesses the power of various arts-integration along with holding a multicultural perspective to maximize student engagement and achievement. The arts provide

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another lens through which students can gain deep understanding of content, and also an opportunity to creatively demonstrate their learning. Our arts teachers collaborate with classroom teachers to create high quality work products connected to the academic themes at each grade level. Additionally, we choose and adapt core curriculum that is both aligned with the Common Core State Standards and has repeated opportunities to hold a multicultural focus so that students are increasingly able to engage across difference and be successful in an increasingly connected world. Meaningful learning takes place when classroom objectives extend into children's lives outside the classroom. Therefore, ASCEND core curriculum emphasizes fieldwork that involves families and community in learning (eg. student interviews that lead to a written family history) to provide authentic opportunities to participate in our diverse local community.

High expectations align with the Common Core State Standards and are communicated clearly to stakeholders.

ASCEND 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 Oakland. To this end, ASCEND's teachers work together to develop and iterate a program that operates with the highest expectations for all children, in which all children achieve mastery.

Therefore, ASCEND teachers collaborate across disciplines and grade levels to norm on school-wide expectations so that students can be best supported in their learning. Core content curriculum at each grade level is also-prioritized and integrated to maintain a focus on depth of learning over breadth of curriculum. The focus of the ASCEND instructional program is mastery of high-leverage Common Core standards and pushing past skills and knowledge acquisition to application, synthesis, analysis, and evaluation. Both teachers and students are regularly reviewing students' goals and reflecting on mastery of prioritized standards, and adjusting instruction to personalize student learning to meet these goals. Students and teachers work together to deepen their understanding and application of these goals so that they see their purpose and relevance to their learning and their future. There are multiple embedded structures to communicate to families about the students' expectations and their performance against those expectations, including school-wide expositions of student learning and student-led parent conferences.

Varied instructional strategies support a diverse population of learners.

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 and support that enables mastery. We recognize that students will listen, process, and respond in many different ways. Therefore, our teachers plan instruction to enable students to develop agency around the most effective place, path, and groupings for them to learn. The use of learning expeditions and the integration of the arts play key roles in providing greater access and enabling greater success for a variety of learners.

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Student-Engaged Assessment

Key to the ASCEND model is leveraging the power of student-engaged assessment, and building a wide range of different types of assessments into our practice. Undergirding our approach to assessment is research that shows the power of students playing an active role in goal-setting and assessing their own progress. At ASCEND, teachers support students in setting both academic and SEL goals, which are often based on reviewing assessment data points, and regularly self-assessing against these goals.

Authentic assessments administered regularly monitor student progress.

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 Common Core standards to inform the sequence of and context within which the standards will be taught. Students are given multiple opportunities to show what they know, including through tasks, performances/demonstrations, presentations, and assessments. Additionally, Learning Expeditions provide students with multiple entry points for engaging with content, learning, and demonstrating what they understand. Expo presentations to parents and community members require students to authentically demonstrate what they've learned in a real life context, with a real audience. Both are described in greater detail elsewhere. Furthermore, students at ASCEND are actively involved in what Rick Stiggins calls assessments *for* learning, setting goals, articulating what it takes to meet those goals and leading report card conferences.

In order to more formally monitor student progress, teachers use both summative and formative assessments. We benchmark our students' performance against the standards to monitor progress and determine the need for interventions multiple times during the school year using CCSS aligned benchmarks and EFC-wide assessments. Teachers also create interim assessments that measure students' growth throughout the benchmark period, so our teachers can better target interventions and accelerate learning, and equally important, so that students can monitor their progress following what they have mastered and what they need to work on. Finally, a variety of diagnostic assessments are administered to ensure that teachers understand where each student's Zone of Proximal Development is, and where students may be struggling. Teachers also use Checks for Understanding, Exit Tickets, and other methods to assess mastery of daily lessons.

Learning Targets

Regular use of learning targets is foundational to ASCEND's practice. Students are cognizant of the learning targets for their daily lessons and they assess themselves against these targets in those lessons, as well as at the end of units and during various presentations of learning. Academic learning targets are aligned to common core standards, curriculum standards, and learning expeditions.

Presentations of Learning

Another practice that is foundational to both EL and ASCEND is the use of Presentations of Learning (POLs), during which students share their learning in different ways. POLs take many different forms; however at a minimum they include two biannual Student-Led Conferences

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(SLCs) and two biannual Expos. They also include other events particular to specific classes such as a family “Cooking with Fractions” POL in our fourth grade math class this year when students wrote the recipes for a favorite family dish, wrote about its meaning, and brought the food in for an evening family potluck.

Student-Led Conferences occur twice a year for students in all grades, with additional conferences for students that need them. Teachers help students prepare to lead these presentations by self-assessing, looking at their own performance data, selecting work to discuss, and preparing slide decks, scripts, and/or portfolios of work to share with their families.

Expos are much bigger, more celebratory and public events during which students share their learning with the broader community and invited guests. Many hundreds of guests attend Expos, where students present authentic work from the learning expeditions they did that semester.

Culture and Character

ASCEND has designed several structures that help to facilitate a strong school culture and social emotional learning, which in turn supports the academic growth of our students. These structures are grounded in some important core beliefs:

- Students learn best when they are known well by adults and peers
- Students learn best when school and classroom conditions are such that they feel safe
- Leveraging our TK-8 model to connect students across age levels fosters a deeper sense of community and opportunities for student leadership
- Families are an integral part of their child’s education and having the same group of adults (teachers) work with their child(ren) across multiple years facilitates deeper relationships and higher levels of trust among families and school, which research shows improves academic outcomes for students.

Crew

“A culture of Crew is the most important holistic indicator of the health and quality of a school. It demonstrates that school staff and students respect each other, support each other, and work together as a team. It shows that they hold themselves and each other accountable to high standards, stand up against bias and racism, and work together to make the world a better place. A culture of Crew is EL Education’s term for this positive, inclusive, equitable school culture that pushes everyone to be their best selves.”

– We Are Crew: A Teamwork Approach to School Culture, by Anne Vilen, Libby Woodfin, and Ron Berger

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At all grade levels, students are a part of a Crew. Crew is both a structure and a mindset, a way of building community in small groups and as a whole school, as children and adults. At ASCEND, Crew includes rituals for starting and ending the day, for checking in on how students are doing and feeling, in creating space and systems for students to gain empathy and support one another. There are Crew initiatives and activities, sometimes drawn from a variety of SEL curriculum, that help to build community and understanding of others. Crew looks different at different grade levels– and there are both multi-age and same-age groupings– but the goal of building community, a sense of belonging, and attending to the social-emotional needs of our students is the same.

Family and community partnerships are prioritized.

Family involvement and community partnerships are fundamental to meeting the needs of the whole child. When we refer to ASCEND, 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. We engage families in regular conversations about student progress, hold student-led conferences three times a year, conduct home visits, and regularly hold events that bring families into the school.

Please see **Appendix 13 - Expeditionary Learning Outward Bound Resources**, which further details ASCEND’s implementation of EL Education.

Transitional Kindergarten Program

As part of teaching the whole child and starting students as early as possible with both academic and social-emotional skills, ASCEND 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.⁴¹ 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.⁴² Based on overwhelming success in the states of Oklahoma and New Jersey, the 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 ASCEND uses best practices from programs across the nation.

⁴¹ Rich, M. (2013) Language Gap Study Bolsters a Push for Pre-K. New York Times.

⁴² 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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Goals

The TK team at ASCEND 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 ASCEND is based on the California Preschool Learning Foundations standards. It includes content and skills from ELA, math, PE, art, and science. ASCEND has formally partnered with the Rainin Foundation to build the capacity of our TK teachers and implement 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

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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**. ASCEND 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:

- Rhyming
- Segmentation

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- 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

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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,⁴³ as well as three decades of stagnant reading skills,⁴⁴ 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.⁴⁵ In response, the field is now converging in a new direction: grounding professional learning in engaging, standards-aligned, content-rich curriculum.⁴⁶

⁴³ 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

⁴⁴ McFarland, J., Hussar, B., Zhang, J., Wang, X., Wang, K., Hein, S., Diliberti, M., Forrest Cataldi, E., Bullock Mann, F., and Barner, A. (2019). The Condition of Education 2019 (NCES 2019-144). U.S. Department of Education. Washington, DC: National Center for Education Statistics

⁴⁵ TNTP (2015) The Mirage: Confronting the Hard Truth About Our Quest for Teacher Development. New York: TNTP

⁴⁶ 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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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)
- Find, evaluate, and incorporate evidence from literature, informational texts, and external resources

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- 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	Grade Levels
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<u>Foundational Literacy (TK-2)</u>	<ul style="list-style-type: none"> ● <u>Phonemic awareness, explicit phonics, morphology, spelling</u> 	<ul style="list-style-type: none"> ● <u>Being a Reader</u> ● <u>Michael Heggerty Phonemic Awareness</u> 	35-50 min (TK-2)
<u>Complex Text Work</u>	<ul style="list-style-type: none"> ● <u>Repeated readings of and discussions about complex texts through close listening and close reading</u> ● <u>Frequent use of grade appropriate complex text for all students</u> ● <u>Multiple reads of grade level complex text to support independent reading and high level thinking ,and</u> ● <u>The use of academic discourse to help students develop listening and speaking skills, while deepening their understanding of the text and ELA concepts.</u> ● <u>The use of the use of text evidence to support their thinking</u> ● <u>Teacher led close reading or close read alouds of content-based text, carefully developed text-dependent questions, and reading annotation for deepening comprehension</u> ● <u>Collaborative protocols, small group discussion, accountable talk structures, (sentence frames and conversation cues) for scaffolding</u> 	<ul style="list-style-type: none"> ● <u>Fishtank ELA (K-2)</u> ● <u>Fishtank Learning</u> 	60-90 min
<u>Writing</u>	<ul style="list-style-type: none"> ● <u>Systematic approach to writing standards</u> ● <u>Regular short writing opportunities with feedback.</u> ● <u>Curriculum based performance task with longer writing opportunities</u> ● <u>Opportunities for revision</u> 		

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<u>Vocabulary Instruction</u>	<ul style="list-style-type: none"> ● <u>Direct instruction on content-based academic vocabulary</u> 		
<u>Accountable Independent Reading</u>	<ul style="list-style-type: none"> ● <u>Independent reading of range of genre and text levels to build volume of words read and love for reading</u> 	<ul style="list-style-type: none"> ● <u>Being A Reader controlled texts</u> ● <u>Student Novels aligned to content units</u> 	<u>15-30 min</u>
<u>Supplemental Reading/ Designated ELD Intervention and Support</u>	<ul style="list-style-type: none"> ● <u>Supplemental, based on individual need and ELD levels</u> ● <u>Systematic, mastery-based personalized instruction in foundation reading skills</u> ● <u>Small group or individual practice through interventions and/or personalized online learning programs</u> 	<ul style="list-style-type: none"> ● <u>SEEDS</u> ● <u>SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)</u> ● <u>Being a Reader small group instruction</u> ● <u>Lexia</u> ● <u>Implementation of GLAD ELD strategies</u> 	<u>30-75 min</u>

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**

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- 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.

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- 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 and Reading Plus.
- **Expeditionary Learning** - Expeditionary Learning (EL) at ASCEND is leveraged to provide an opportunity for students to authentically apply their skills and content learning in deeper multidisciplinary units of study. EL builds student capacity to gather and evaluate information, use evidence and criteria, justify choices, work collaboratively, communicate effectively, and organize work. ASCEND believes that rigorous and authentic multidisciplinary work is the key to student engagement and deeper learning.

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

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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 (3-8) - 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 ASCEND 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.

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ELA in Transitional Kindergarten

ASCEND 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-8**

Mathematics

EFC ensures that all schools, including ASCEND, 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

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EFC ensures all schools, including ASCEND, 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
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’ 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 $6 + 3c$; apply the distributive property to the expression $28x + 30y$ to produce the equivalent expression $6(4x + 5y)$; 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 $3 \times (8912 + 921)$ is three times as large as $8912 + 921$, 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.) $3 \times 5 = 2$ can be found by $3 \times 5 = 15$, then $15 \div 2 = 30$, 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

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Grade	Standard	Required Fluency
<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>2.NBT.5</u>	<u>Add/subtract within 20 (know single-digit sums from memory)</u> <u>Add/subtract within 100</u>
<u>3</u>	<u>3.OA.7</u> <u>3.NBT.2</u>	<u>Multiply/divide within 100 (know single-digit products from memory)</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>
<u>6</u>	<u>6.NS.2.3</u>	<u>Multi-digit division</u> <u>Multi-digit decimal operations</u>

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Curriculum

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EFC and ASCEND 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

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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.

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- 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.

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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

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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.

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- **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

ASCEND 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.**

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Science and History/Social Studies

Overview - Interdisciplinary Learning using the EL Approach

In order to best prepare students for a 21st century world, as well as to provide opportunities for deeper, more engaging and relevant learning, ASCEND implements multidisciplinary integrated learning opportunities primarily through the humanities blocks. During these instructional blocks, teachers facilitate student inquiry through units and projects that create authentic and relevant opportunities to apply skills and knowledge across English Language Arts, Science, and Social Studies. In grades K-8, our teachers are using thematic Fishtank units that include both science and history connections and material. Twice a year, these units are “expeditionized” so that they help to develop students’ curiosity and awareness about the world around them, both past and present, while also developing student mastery of key grade-level content standards.

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 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.

In addition, facilitating learning expeditions requires that teachers make connections to the real world and our local community by integrating fieldwork, bringing experts into our classrooms, and engaging students in service learning. Interacting with community organizations and local community members is interdisciplinary by nature and often provides additional extensions into both science and social science themes. For example, for a kindergarten expedition on “What is Justice” (built around a Fishtank unit of that name), students interviewed changemakers in our community and worked with one of those guest experts who runs the non-profit 100K Trees for Humanity to learn about the importance of trees and their relationship to the water cycle and to plant trees around our school. Furthermore, our expeditionary learning model also requires that students present their learning to different audiences, giving them many opportunities to develop and refine speaking and listening standards as well.

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At the beginning of the year, ASCEND teachers map out the units and scope and sequence in the different content areas, including what themes, topics, and units they will “expeditionize” or build out into learning expeditions. In recent years EFC and ASCEND have adopted curriculum in different grade and subject areas in order to have greater consistency across schools and work strategically to support teachers to raise student achievement. ASCEND’s commitment to being an EL Education school means going deeper and connecting curriculum to students’ lives, community, and world, which can be done by extending rather than replacing content curriculum.

History/Social Studies

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, ASCEND 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 and instruction

At ASCEND, ELA and History/Social Studies are taught in an interdisciplinary way at all grade levels. In grades three through eight where there are at least two core classroom teachers, a math teacher and a humanities teacher, the humanities teacher uses the Fishtank curriculum and teaches in a way that fully integrates ELA and Social Studies.

Assessment

Due to the interdisciplinary nature of our TK-2 classrooms and our humanities classrooms in grades 3-8, our assessments for both ELA and History/Social Studies are similarly interdisciplinary. History/social science assessments are embedded in our Fishtank unit assessments, as described more fully in the ELA section. Additional assessments that are a part of our expeditionary learning model are similarly described in the *How Learning Best Occurs* section.

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Science

Similar to ASCEND's approach to history/social science, science is integrated in grades K-5 into English Language Arts classes mainly through the content of the ELA curriculum units and learning expeditions. TK has also done interdisciplinary units and expeditions that are focused on science, including the Flora and Fauna expedition, in which students created and presented their biomes on different eco-systems. In grades 4 and 5, where we have departmentalized math, math teachers also hold weekly science instruction. In middle school, where we have two dedicated science teachers who teach grades 6-8, ASCEND's model is similarly interdisciplinary around our learning expeditions in particular.

Goals

- Students will be able to demonstrate the process of scientific inquiry through experimentation, data collection and analysis, and problem solving.
- Students will be able to develop non-fiction reading and writing skills using scientific content
- Students will connect the discipline of science to learning in other disciplines and applications in the real world

Curriculum and instruction

Our science teachers work collaboratively with teachers of other disciplines while also following a set NGSS aligned scope and sequence. As mentioned above, connections to science are made in grades K-8 to ELA Fishtank Units. In grades 4 and 5, math teachers are also responsible for science instruction, drawn from a variety of curriculum, including Mystery Science and Amplify, that often connects to what is being taught in other disciplines.

In the middle school grades, expeditions all have interdisciplinary connections across humanities, science, art, and sometimes math. Our middle school curriculum is based on a mix of PBIScience units, some Amplify units, and some WISE units - so students are able to access a range of experiences in terms of project-based learning, rigorous instruction, and equity connections in their science learning.

Assessment

In addition to administering the California Science Test (CAST) in grades 5 and 8, assessments for the science content and extensions to science-based ELA units are built into those assessments. The designated science classes in grades four through eight also have a mix of internal class assessments that are both formative and summative. Science teachers use consistent formative assessments such as exit tickets and critical juncture assessments and written scientific arguments in order to determine whether students are demonstrating understanding of the three-dimensional concepts embedded within the Next Generation Science Standards. Continuous reflection is also a part of the scientific learning process, so students use thinking routines such as "I used to think... Now I think..." and create iterative conceptual models to be able to reflect on how their thinking has changed over time.

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Figure 12: Sample Middle School Science Scope and Sequence

<u>Name of Unit</u>	<u>Curriculum</u>	<u>Topics in this unit</u>
<u>Living Together</u>	<u>Project-Based Inquiry Science</u>	<u>Water quality</u> <u>Ecology</u> <u>Properties of substances</u>
<u>Hydrosphere Protocols</u>	<u>NASA GLOBE Resources</u>	<u>Students sample water quality and connect with NASA resources to analyze their data</u>
<u>Photosynthesis and Cellular Respiration</u>	<u>WISE (Web-based Inquiry Science Environment) developed with researchers at UC Berkeley</u>	<u>Photosynthesis</u> <u>Chemical Reactions</u> <u>Cellular Respiration</u> <u>Matter Cycling in an Ecosystem</u> <u>Designing a project</u>
<u>Metabolism</u>	<u>Amplify</u>	<u>Chemical reactions</u> <u>Metabolic processes</u> <u>Cellular respiration</u> <u>Body systems</u>
<u>Traits and Reproduction</u>	<u>Amplify</u>	<u>Genetics: genes, alleles</u> <u>Traits</u> <u>Variation in organisms</u> <u>Sexual reproduction, traits from parents to offspring</u>

<u>Name of Unit</u>	<u>Curriculum</u>	<u>Topics in this unit</u>
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Air Quality	Project-Based Inquiry Science	Chemical reactions Properties of molecules and phase changes Causes and effects of pollutants
Atmosphere Protocols	NASA GLOBE Resources	Students sample atmospheric data such as clouds, temperature, and use NASA resources to analyze their data
Global Climate Change and Urban Heat Islands	WISE (Web-based Inquiry Science Environment) developed with researchers at UC Berkeley	Photosynthesis Chemical Reactions Cellular Respiration Matter Cycling in an Ecosystem
Evolutionary History	Amplify	Evidence of common ancestry Multiple lines of evidence for evolution Fossil record and geologic time
Planetary Motion and Seasons	WISE (Web-based Inquiry Science Environment) developed with researchers at UC Berkeley	Global patterns which affect seasonal changes Planetary motion Hemispheres, latitude, longitude
Sounds Waves and Musical Instruments	WISE (Web-based Inquiry Science Environment) developed with researchers at UC Berkeley	Properties of waves such as amplitude, wavelength, frequency Particle motion Waves traveling through a

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Visual and Performing Arts

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The arts program at ASCEND is designed to foster creativity, self-expression, and a deep appreciation for the arts. We work to create a culture of critical thinking and problem solving through a diverse range of artistic experiences that inspire and engage students throughout their TK-8 journey. As mentioned in the 2019 Brookings article⁴⁷, “New evidence of the benefits of arts education”, recent studies provide strong evidence that arts educational experiences can produce significant positive impacts on academic and social development. With that in mind, we prioritize arts education as an integral component to the holistic development of students, empowering them to become innovative thinkers and well-rounded individuals.

At ASCEND, arts are integrated into the core curriculum through the Expeditionary Learning model described above for our TK-8 students. The arts integration is especially powerful for capturing student interest and bolstering student motivation through visual and kinesthetic pathways, creating high interest for students from all backgrounds. Visual and performing arts are important in every culture around the world and they help students make connections between what they are learning and what they are interested in and care about. This model is a key equity tool, providing multiple types of diverse learners multiple entry points to access the core curriculum and make meaning of what they are learning and express their learning. It is within the context of arts integrated curriculum that many of the California visual and performing arts standards are taught. This model for arts integration enables and empowers classroom teachers to teach the arts on his/her own in the context of the core curriculum. Students are taught by visual and performing arts specialists.

At the core of our Arts Integrated Learning Expedition model is collaboration among grade level teaching teams and artists where they define an expedition around one unit of study. We believe it is this collaboration that accounts for much of the success of this model. The results of this deep collaboration is a seamless experience for students where their content learning and arts learning are interwoven to support students’ deepening their understanding of content areas.

As part of our continued commitment to addressing the needs of the whole child and narrowing the achievement gap in an ever changing 21st century landscape, ASCEND provides both explicit arts instruction as well as arts integration into the larger Expeditionary Learning curriculum. The visual and performing art teachers work with students directly to support mastery of California Visual and Performing Art Standards (VAPA) and skills in alignment with the National Core Arts Standards (NCAS). Our arts teachers also co-design learning expeditions with classroom teachers to assist in the integration of art into ASCEND’s Expeditionary Learning model, blending core content and interdisciplinary cross-curricular learning activities and experiences.

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⁴⁷ Kisida, Brian, and Daniel Bowen. “New Evidence of the Benefits of Arts Education.” *Brookings*, 12 Feb. 2019, www.brookings.edu/articles/new-evidence-of-the-benefits-of-arts-education/.

The arts program is designed to expose students to multiple perspectives, increase empathy and tolerance while building knowledge and interest within the art world.

Goals

- Provide explicit arts education, with students demonstrating mastery of TK through eighth grade standards in visual and performing arts.
- Integrate and infuse the arts into Expeditionary Learning units, in order to leverage understanding and give students multiple entry points to challenging concepts and ideas.
- Help students engage in artistic pursuits to cultivate the skills of creating, presenting/performing, responding and connecting.

Curriculum & Instruction

Students participate in scaffolded curricula of standards-based (NCAS and VAPA) visual and performing art lessons, while building language and technical capacity in the Elements of Art and Principles of Design. The program exposes them to a variety of techniques through the lenses of historical art movements, contemporary diverse artist spotlights and relevant cultural craft from around the world.

Throughout the course of the program, students experiment with multiple techniques, produce works of art, make connections and reflect on their process through independent and collaborative modalities and present work at a whole school Exposition of Learning held twice a year.

We invest in qualified teaching artists, and all students receive formal arts instruction multiple times per week during their years at ASCEND. In addition to their regularly scheduled arts classes, arts teachers work collaboratively with classroom teachers to expeditionize units of study in the arts that integrate academic content areas and the arts in all classrooms. Currently, curriculum in performing arts is also informed by our Destiny Arts partnership, although we have had other partnerships and various performing arts teachers on staff in the past as well.

For example, in Kindergarten classrooms, art teachers created art content aligned with Kinder's Change Makers Unit. Students explored identity work through self portraits, learning value and tonal color mixing by creating skin tones while becoming storytellers of their identities through representative symbols in their portrait backgrounds. Students worked collaboratively on portraits of historic and contemporary change makers that represented a diverse group of inspirational figures.

Other examples include lower grades students learning about emotions while engaged in an SEL arts unit exploring color and line as ways to express complex feelings. Third grade students collaborate as a whole class to write lyrics about frogs for their animal adaptations expedition, performing their song during ASCEND'S Expo. In an expedition on folktales and storytelling, first graders create their story board games, designing and creating clay figurine game pieces, based on stories students wrote.

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In seventh grade Humanities, in an expedition on Mayan Futures, students study the history and values of indigenous cultures. Visual art teachers create curriculum to support students by studying the work of the artist Qetza and then creating their own portraits of important people in their lives using the same “Azteca Pop” style. Upper grade students learning geometry in math work with the art teachers to create tessellation art (planar tiling) while building historical understanding of how geometric patterns have been utilized across cultures. In all of these examples, the ultimate goal is to engage students through a variety of modalities to rich, interdisciplinary content that builds real life connections to culture and the arts while integrating key arts and academic skills.

In ASCEND’s arts-integrated learning expeditions, artists plan collaboratively with classroom teachers to define an expedition around one unit of study from the core content standards. This allows students to access information and learning through the arts as well as to use the skills that they have built to create meaningful works of art. In planning, the classroom teacher and teaching artist create a fusion between the core content standards and the arts standards, while ensuring that the teaching and learning is exciting and engaging for all involved. The curricula is implemented by all the teachers involved in a learning expedition, under a collaborative teaching model that allows teachers and students to make connections to both the core and the art content. Twice a year we celebrate student learning and achievement, celebrated through the culminating exposition of student learning called the ASCEND Expo.

Program Components:

Foundations of Art (Grades TK-2):

In grades TK-2, students build foundational understanding of Elements of the Arts and are introduced to basic art materials, techniques, concepts and vocabulary through age-appropriate projects with an emphasis on sensory exploration and the development of fine motor skills. At this level, the integration of storytelling and art is implemented to encourage students’ imagination in order to produce and perform works of art that are creative, reflective, and personal. Students learn to utilize arts vocabulary to present, reflect, respond and connect to their experiences.

Exploring Mediums (Grades 3-5):

Students in grades 3-5 deepen their learning and understanding about Elements of Arts, and are introduced to the Principles of Design to gain experience with techniques through lenses of historical and cultural arts movements and diverse artist spotlights. They expand upon their knowledge base through exposure to various two and three dimensional mediums such as painting, drawing, printmaking and sculpture in the visual arts, and exposure to performing arts mediums as well. Students deepen their practice of thinking about their process to present their works in various formats while building language and art critique and performance skills.

Cultural Art Integration (Grades 6-8):

In grades 6-8, students deepen their application of the elements of arts and design. Lessons are designed to challenge problem solving skills and technical ability. Students engage in in-depth

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studies of influential artists from different cultures and time periods, exploration of diverse cultural art forms, connecting arts to global perspectives and culminating in student-led projects that reflect cultural understanding and appreciation. They also participate in more formal arts assessments and writing about their own practice as well as historically and culturally relevant movements.

Community Art Initiatives (All grade levels):

Each year, all students participate in:

- Collaborative projects that engage students in addressing cultural and community themes and issues related to their Learning Expeditions.
- Art exhibitions, performances, showcases, and events to celebrate student learning and creativity.
- Partnerships with local artists and organizations to build community connections and resources.

Assessment

Continuous assessment of growth and development is based on direct observation of student artwork and performances, including a student’s development over time and their application, technical skill, and effort towards content taught. All grade levels participate in periodic exhibitions, performances and showcases for public recognition of student achievements, including ASCEND’s fall and winter Expos. Additionally, students learn to practice self-reflection and goal setting as a part of the assessment process. Together, these modes of formative and summative assessments take into account a student’s individual artistic ability, as well as their comprehension of and the critical analysis of visual and performing arts.

Physical Education

ASCEND’s physical education (“PE”) program is designed to provide students with the tools and knowledge to be physically and emotionally healthy for the rest of their lives.

Goals

- Students will demonstrate mastery of grade-level standards in physical education
- Students will demonstrate an understanding of the ways 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 which they enjoy.

Curriculum and Instruction

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ASCEND’s health, wellness, and life skills program form the components of a Coordinated School Health Program (“CSHP”) as outlined by the Centers for Disease Control and Prevention (“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 well-being 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

Sports and Physical Fitness

The PE program facilitates sports-related activities and exercises to enhance physical fitness. 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. ASCEND includes the following in its physical education program:

- Stretching
- Aerobic activity
- Explicit instruction of skills outlined in California grade-level content standards, with opportunities to practice and apply these skills authentically (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, increasing exercise time, 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 PE 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. Organized sports activities and teams such as dance and soccer are also provided as after-school activities.

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Social-Emotional Learning

PE class will also assist students in recognizing the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction. 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.

ASCEND's P.E. teacher provides students with standards-based instruction in physical education, health, and nutrition. The instruction may happen within the context of an integrated Learning Expedition or independent of it. Instruction in these areas meets minimum requirements for state-mandated instructional minutes.

Outdoor Education

Another core value at ASCEND that relates to PE and Health is the well-researched benefits of getting our students out in nature. All students in grades 1-8 have an overnight experience each year, in addition to trips during the daytime. Students go on camping and hiking trips all over the greater Bay Area, and are involved in other physical activities through various community partnerships such as biking, rock climbing, surfing, and rowing.

Assessment

The FITNESSGRAM test in 5th & 7th grade will assess ASCEND students. The fitness test aims to measure students' physical fitness levels. It also serves as a motivation for students to see where they are at physically and enables them to continue to exercise throughout their life. They are assessed in flexibility, muscular strength, and cardiovascular endurance.

Social-Emotional Learning

As detailed in the section *Students to Be Served*, above, students at ASCEND experience multiple challenges in their lives that create stress. This can often manifest itself in low academic readiness, low levels of engagement or participation, and mental health challenges. Given ASCEND's commitment to teaching the whole child, social-emotional skills are explicitly taught, in particular, strategies to deal with toxic stress and to provide students with the ability to be resilient and successful. Students are supported in developing the skills and abilities to make strong choices. Furthermore, the key 21st century skills of collaboration, communication, flexibility, and critical thinking are closely aligned with the social-emotional skills of self and social awareness, as well as relationship skills.

Research has demonstrated that akin to Maslow's hierarchy of basic needs, there is also a hierarchy of learning needs, with mindsets, learning strategies, and habits coming before high-quality instruction. One such key mindset 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

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*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.*⁴⁸

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 they can succeed, and an understanding that their work is relevant.⁴⁹ Our focus on cross-curricular integrated learning aims to focus on the mindset of relevance. School culture, a strong sense of community, and teacher coaching 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.⁵⁰ Both integrated learning and the increased rigor that occurs with the transition to the Common Core aid in this goal. Finally, the explicit teaching of social-emotional learning (“SEL”) content and skills, which we detail below, 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.

Goals

The Collaborative for Academic, Social, and Emotional Learning (“CASEL”) advocates for development of 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. It also requires 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.

⁴⁸ Mueller and Dweck, 1998

⁴⁹ Briceño, E. “Mindsets and Student Agency.” *UnBoxed*, 2013.

http://www.hightechhigh.org/unboxed/issue10/mindsets_and_student_agency_contributors

⁵⁰ Briceño, 2013

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- **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

ASCEND implements Toolbox, a research based and community-tested TK-4 SEL curriculum that fosters the development of resilience, self-mastery, and empathy in TK-4 students and beyond.

In grades 5-8, ASCEND uses Wayfinder curriculum to specifically address the changes and needs that arise when students enter adolescence. Wayfinder is a social-emotional curriculum developed at Stanford University's K12 Innovation Lab. It focuses on fostering a sense of community and engagement throughout school districts. Drawing on research from experts like Dr. Bill Damon, the curriculum is evidence-based and designed to help students develop purpose and engagement. The theory behind Wayfinder is that when students feel a sense of belonging and purpose, they can form strong relationships, excel in school, and make positive impacts in society.

The program is relatively simple to implement and provides a common language across the school for behavior and SEL. The curriculum builds on the explicit "tools" that students learn about in TK-4 to help shape an identity that promotes self-confidence, inclusion, and self-awareness.

Additionally, ASCEND Charter utilizes the time in class and during the many enrichment opportunities for students to leverage their skills. In order to be academically and socially prepared for high school, ASCEND students must have regular opportunities to apply the skills taught in unstructured settings. By regularly show-casing their learning for the larger community and participating in many clubs, sports, and other enrichment opportunities, ASCEND students have real world opportunities to put knowledge into action.

Instructional Strategies and Materials

The scope and sequences for TK-8 social emotional learning aligns carefully and thoughtfully to important SEL developmental milestones. The program for each grade level is composed of

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targeted units of study focused on foundational skills for learning, empathy, emotion management and problem solving. The curriculum is designed to be highly engaging, with age-appropriate games, activities, and media.

TK Program

Teaching explicit social-emotional skills is a key focus of our TK program, leveraging the TK curriculum from Toolbox.

Assessment

The school assesses the effectiveness of the SEL curriculum through the collection and analysis of data on student engagement (i.e. attendance, chronic absence, survey data), student behavior (i.e., suspension and expulsions), and school culture and belonging (i.e., survey data).

Additionally, ASCEND, administers the inclusion and belonging survey to assess student perception of connection to peers..

Expanded Learning Opportunity Program

At ASCEND 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.

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- **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)**

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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.”⁵¹

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. ASCEND, 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. ASCEND acts as a hub for essential services and

⁵¹ <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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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. ASCEND 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 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 achievement⁵², and for teacher retention.⁵³ 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.

⁵² Henderson and Mapp, A New Wave of Evidence

⁵³ Futernick/West Ed Study

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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.

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

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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, ASCEND 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, ASCEND 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, ASCEND 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 ASCEND 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.

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- 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 ASCEND, in areas such as budgeting, student programs, and curriculum. Representatives from the ASCEND Family Leadership Council are members of the Education for Change Family Leadership Council, which has representation on EFC’s Board.
- School and Family Communications - ASCEND regularly communicates with families using a combination of Parentsquare, Instagram, and paper fliers. ASCEND 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

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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 ASCEND 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 ASCEND 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 ASCEND 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,

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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 ASCEND. 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,

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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 ASCEND 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.

- Describe
- Ask questions
- Estimate

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- 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 ASCEND 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

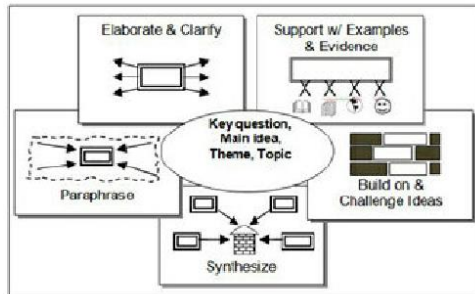
Academic language proficiency is a separate skill from everyday speech and writing. It is the language of texts, of academic discussion, and professional writing. Without it, students will not achieve long-term success in school and beyond. Formal, academic English is used to problem-solve, weigh evidence, 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. ASCEND teachers will ensure ELLs are provided with Academic English language instruction so they can access core content. ASCEND’s 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. ASCEND 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 A54 for the Academic Language for Thinking Skills Chart.

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Interventions for English Language Learners

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 Duto’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. ASCEND 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.

In addition to finding a strong online adaptive program to supplement and support our interventions programming, ASCEND 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.

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Support for Students Who Are Academically Low-Achieving

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, ASCEND has high expectations continues to implement the MTSS model that was developed.

MTSS establishes criteria for all students and is committed to working with decision-making around three tiers of services, with Tier 1 services implemented school-wide, and Tier 2 and 3 targeting students who are not meeting outcomes to help them achieve at expected require additional services to succeed as seen in Figure 13.

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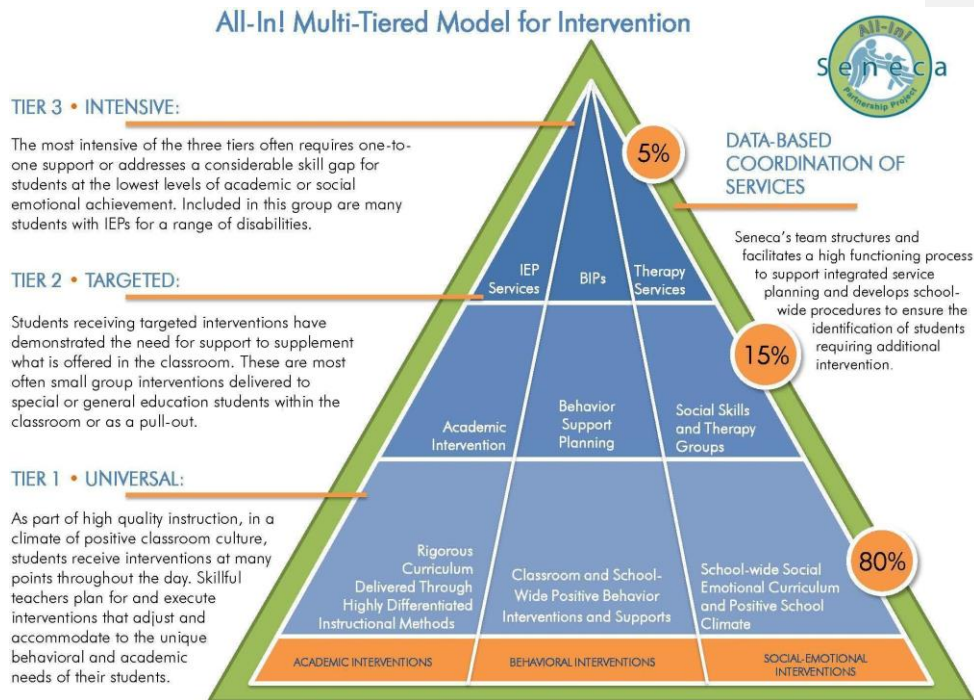


Figure 13 Seneca All-In! Multi-Tiered Model for Intervention

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-

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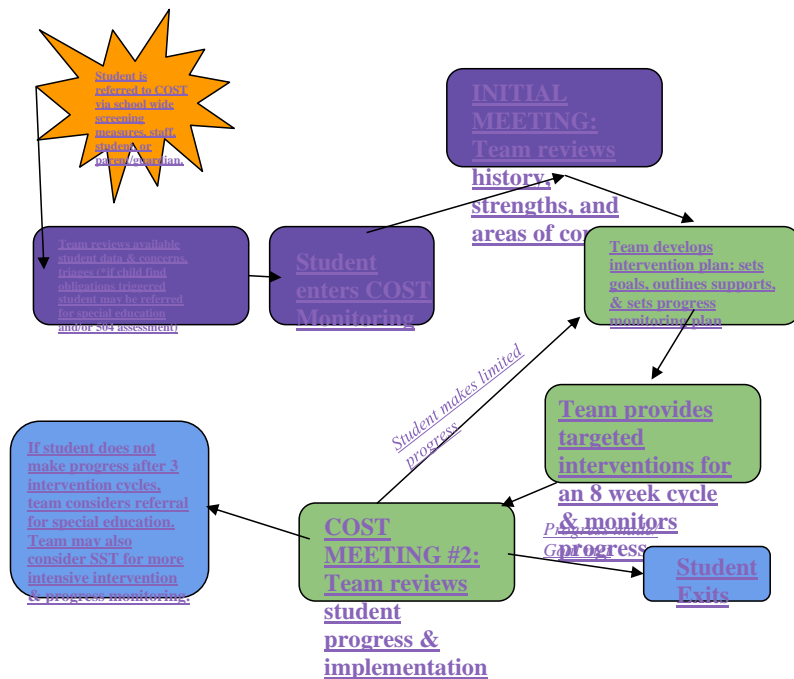
ASCEND has developed a facilitates a COST that oversees the implementation of the MTSS, as seen in Figure 10. This team consists of 4-5 key stakeholders, including administration, intervention staff (representatives delivering Tier 2 and 3 interventions including members of the special education and 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 system scores, office discipline referral data, and attendance rates) to determine priorities, establish thresholds for different levels of intervention, and match resources to needs.

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Figure 14 ASCEND'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

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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 MTTS 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 ASCEND 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 ASCEND 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.

ASCEND 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

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teachers with data that they use to monitor student growth. These are both summative progress, target specific instruction, and formative assessments that track differentiate reading materials to meet student growth 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.

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Tier Two, Academic

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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"). ASCEND 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

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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. ASCEND’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

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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

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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.

ASCEND 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.⁵⁴ 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

⁵⁴ Bradshaw et al., 2010; Cheney & Walker, 2004; Eber et al., 2002

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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

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

ASCEND 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

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utilizing replacement behaviors, remaining engaged in class activities, and accessing classroom curriculum. ASCEND uses the DBI process (detailed above) to monitor their mastery of grade-level standards. Teachers will use the assessment system to inform their overall planning, differentiate for specific 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, ASCEND collects data annually through the School Climate Assessment Instrument. The ASCEND 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, and develop strategic lessons to accelerate growth, 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, ASCEND has identified Tier 1 social emotional learning as an area of need.

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Once needs are identified, curricula and/or interventions are chosen that align with the school's culture and current practices. ASCEND currently utilizes Wayfinder, described under the section on Social-Emotional Learning above, to provide Tier 1 services. Throughout the year, the ASCEND 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.

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Tier Three, Social-Emotional

ASCEND 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. ASCEND 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. ASCEND 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.

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Assessment

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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.

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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.⁵⁵

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 ASCEND, 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.⁵⁶ 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,

⁵⁵ Bradshaw et al., 2010; Cheney & Walker, 2004; Eber et al., 2002

⁵⁶ 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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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 for parents to address such topics as child development, positive parenting, and behavior management.

Support for Students with Disabilities

Overview

ASCEND, 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.

ASCEND assures that a Free Appropriate Public Education ("FAPE") shall be provided to all enrolled students. ASCEND 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. ASCEND is its own local education agency ("LEA") for purposes of special education, in conformity with Education Code Section 47641(a). ASCEND 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.

ASCEND 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. ASCEND does not discriminate against any pupil with a disability in the admission process or any other aspect of operation. ASCEND recognizes its responsibility to enroll and support students with disabilities. It is understood and agreed that all children shall have access to ASCEND Academy and no student shall be denied admission nor counseled out of ASCEND 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 ASCEND 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 ASCEND are provided FAPE. In accordance with state and federal law, each student eligible under the IDEA will be provided FAPE in the Least Restrictive

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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 ASCEND 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.

ASCEND has leveraged District mental health and SELPA low incidence resources to effectively serve students with low incidence disabilities. ASCEND has committed to training special education paraprofessionals in the Tier 1 and 2 interventions programming in addition to

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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 ASCEND 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. 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.
- ❖ Secondary (Tier 2) prevention: 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.

At all levels, attention is on fidelity. EFC has established a Department 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 Student 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

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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 A12 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 manages the MTSS and Special Education services, for the COST may refer organization. Please see the child for assessment by the IEP team to determine eligibility for Special Education services.

Professional Development sections on MTSS, COST, and Data Analysis

ASCEND 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 ASCEND's 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

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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 Tiered Services above, they go through a structured process of engaging with their data to create action plans aligned to goals. During for a full description of these sessions, assessments are analyzed through the lens of both whole class and individual learning gaps systems and how they are leveraged to support students who are academically low achieving.

The following are two examples of data analysis tools that teachers at ASCEND 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

As a part of Education for Change, ASCEND 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 ASCEND's policies and practices to date and will support ASCEND in continuing to improve and achieve, taking its results to the next level.

Targeted Differentiated Instruction

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All ASCEND 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"> • aReading 	<u>Diagnostic Data</u> <ul style="list-style-type: none"> • aMath
<u>Level 1: At or Above Grade Level</u> <ul style="list-style-type: none"> • Blended Learning: Lexia • 1:1 check-ins with teachers on self-directed learning 	<u>Level 1: At or Above Grade Level</u> <ul style="list-style-type: none"> • Blended Learning: ZEARN • 1:1 check-ins with teachers on self-directed learning
<u>Level 2: One to Two GLs Behind</u> <ul style="list-style-type: none"> • Blended Learning: Lexia • IR • Small group check-ins with teachers to goal-set and progress monitor • SIPP's small group reading • Fluency groups 	<u>Level 2: One to Two GLs Behind</u> <ul style="list-style-type: none"> • Blended Learning: ZEARN • 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
<u>Level 3: Far Below (MTSS teachers)</u> <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 	<u>Level 3: Far Below (MTSS teachers)</u> <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

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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

TK Plan

ASCEND will begin its Transitional Kindergarten (TK) program in 2017. The program will focus on developing students' skills according to the California Preschool Foundations for 60 months. The primary objective of the TK program at ASCEND will be to ensure students develop "K readiness" skills, which are measured using EFC's K/1 Diagnostic tool, Getting on Track (University of Chicago), Individual Growth & Development Indicators (IGDI), and the EFC math unit tests and writing performance tasks. Through philanthropic support from the Kenneth Rainin Foundation, the TK program adopted the SEEDS of Early Learning literacy framework, which features an evidence-based intervention model targeting skills identified by the National Early Literacy panel as predictive of later reading success. This intervention model includes evidence-based activities that are administered by both the TK teacher and a grant-funded instructional tutor. The TK instructional team identifies learning targets for individual students, administers the interventions and monitors progress every 2 to 4 weeks until students achieve their learning targets.

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ELEMENT 2: MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the Charter School. "Pupil outcomes," for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program

— California Education Code Section 47605(b)(5)(B)

PUPIL OUTCOMES

Promotion from ASCEND

EFC and ASCEND place a high priority on measurable 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.

Specifically, students who are promoted from ASCEND will be academically, socially, emotionally, and intellectually prepared for the high 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 ASCEND, 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 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

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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 ASCEND 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, ASCEND 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 ASCEND children of today will grow to be the educated citizens and leaders of this community tomorrow.

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 8th grade level state/national standards in ELA
- Students will be able to leave ASCEND 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

- ASCEND's 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 8th grade level standards, which will prepare them for higher mathematics in high school, college and the workplace

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- 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
- Students will demonstrate an understanding of how geography, government, economics, and culture shape their own lives and the lives of others.

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 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

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.
- Students will demonstrate an understanding of how to interpret and use the visual and performing arts to communicate ideas.

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***

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- Critical Thinking, Problem Solving, and Decision Making
- Digital Citizenship
- Technology Operations and Concepts

Outcome 8: Physical Fitness Goals:

- Students will demonstrate mastery of 7th 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 (“EL”) is an issue of equity. ASCEND 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 ASCEND 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. ASCEND will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. In addition, EFC and ASCEND 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 ASCEND team believes that having fluency in multiple languages, including English, is critical to 21st Century success. We anticipate that a significant percent of ASCEND students will continue to be classified as “ELs when they enroll at ASCEND, 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 ASCEND 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.

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Introduction and Vision

ASCEND 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, ASCEND strives to create an educational program that:

- Promotes the students' sociocultural integration.
- Cultivates their language proficiency.
- Holistically supports their academic achievement.
 - 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.
 - 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-ASCEND'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. ASCEND'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, ASCEND'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.

ASCEND 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).

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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.

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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

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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, ASCEND 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>

ASCEND’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 ASCEND’s Initial Parent Notification of Language Test Results letter and the Parent Notification of Reclassification Criteria. ASCEND 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.

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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.

ASCEND recognizes that English Learners might also have additional challenges learning to read. Therefore, ASCEND 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>

Aligned to California Guidelines for Reclassification, available at: <https://www.cde.ca.gov/sp/el/rd/>

Strategies for Supporting English Learners

EFC and ASCEND 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

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for Learning. Anchored in these standards and framework, ASCEND’s strategy for supporting ELs takes a dual pronged approach:

1. Integrated English Language Development

ASCEND 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

ASCEND provides small group literacy and language instruction for all levels of EL students. ASCEND 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, ASCEND 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

ASCEND 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

ASCEND 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:

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- 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

and Three key principles, drawn from research on language development, lie at the core of ASCEND’s instructional design for English Learners:

1. Leveraging Heterogeneity & Collaboration
2. Experiential Learning
3. Language and Content Integration

Leveraging Heterogeneity & Collaboration

ASCEND’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. ASCEND’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

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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 ASCEND 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

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The experiential learning component of ASCEND’s EL Education 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 ASCEND’s experiential learning:

- Merrill Swain’s work⁵⁷ 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 ASCEND, 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 Cummins⁵⁸ underscores the importance of embedding academic language in context, making academically demanding content easier for ELs to understand. At ASCEND, 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 Krashen⁵⁹ 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 ASCEND, 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.
- 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

⁵⁷ Swain, M. (1985), “Communicative competence: Some roles of comprehensible input and comprehensible output in its development”.

⁵⁸ Cummins, J. (1984), “Bilingualism and special education: Issues in assessment pedagogy”

⁵⁹ Internationals Network for Public Schools (2012), “Great Minds Think Differently: Strategies for Helping ELLs Thrive in Heterogeneous Classrooms”.

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that the learner is challenged but able to learn. Embedded within ASCEND’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.⁶⁰

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. ASCEND 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

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

⁶⁰ p.80, Chapter 2, California Draft ELA/ELD Framework.

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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

ASCEND 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.

ASCEND'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'

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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 ASCEND includes three components: cognitive tasks, academic language, and proficiency.

1. **Cognitive tasks** include explicit teaching of language functions. ASCEND 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. ASCEND 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. ASCEND 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.

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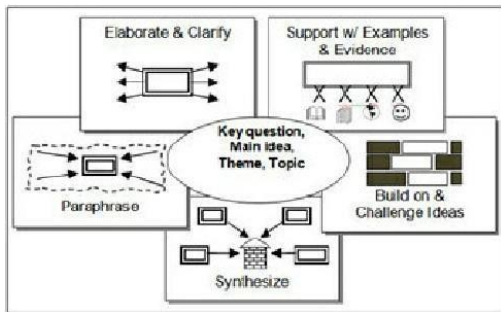
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Instructional Strategies

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.

ASCEND 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, ASCEND will provide targeted Tier 2 instruction using a research-based comprehensive interventions curriculum like Lexia, and SIPPS Plus.

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ASCEND 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

⇨ ASCEND will use the ELA CAASPP/CAA/FastBridge as well-being of one's 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 and community-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

ASCEND evaluates the effectiveness of its education program for ELs by:

- Adhering to ASCEND-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 brand new to the country and/or English have unique and personal needs. ASCEND generally attracts a large Newcomer student population relative to Oakland at large. Newcomers at grades TK- 2 are generally supported in classrooms by trained General Education teachers, with a focus on oral and written language development. They receive targeted interventions in class from the TK-2 tutors and from teachers during the small group reading block. Newcomer students in grades 3-8 receive targeted ELD support from school staff during the intervention portion of their Humanities block. Students are identified early on and assigned to Lexia English - a blended learning program that supports students to develop their language skills at their own speed. To support the social transition and provide cultural support, students participate in a social group led by the Dean of Culture. Research on students new to the country identifies a few important elements for their success. The way ASCEND addresses those elements is listed below.

Systematic Support of Students

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All newcomer students who enter ASCEND are assessed for language and content knowledge. Based on the newcomers' results, students are given a personalized plan that can include a designated supplemental English Language Development class.

Heterogeneous Grouping

Informed by best practices from the International Network of Public Schools, which serve 100% newcomers, ASCEND's approach to serving newcomers will be to group students heterogeneously with other students at varying levels of language acquisition during core content instruction. They will be supported by classroom teachers and supplemental staff using integrated ELD strategies. Students will also learn and practice English through formal and informal interactions with English speaking peers.

Personalized, adaptive language learning

Newcomers receive targeted English Language Development from a trained staff member like a Newcomer tutor or an ELD Interventionist

Charter School Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Section 47605(c)(5)(A)(ii), please refer to ASCEND'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).

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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.

ASCEND’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

ASCEND has engaged with staff and families through the 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, ASCEND 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

ASCEND is not adopting the District's Collective MPOs. ASCEND's adopted MPOs are presented in **Figure 19**.

Figure 19 Academic MPOs

Metric Category	Description/Measure	Grade Levels	Subgroups	Target
CAASPP Math Student Proficiency in ELA	Distance from Standard (DFS) on the SBAC		Gr 3-8 All Students 5-point increase OR 70% proficiency	<p>Increase overall and for all significant subgroups using the proportion 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 students scoring level 3 or 4 by 5-percentage 20 points annually OR achieve 70% DFS = -49 to -20, then annual target = increase of students scoring level 3 or 4 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
CAASPP ELA			Latino	
			English Learners	

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			Special Education	
DRA-Student Proficiency in Mathematics	DFS on the SBAC	Each year, 60 percent of students will increase 1-grade level OR achieve proficiency. Improve annually 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 • DFS > -3, then annual target = 0 average DFS 	Gr K-3 All Students	60%
			Latino	
			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%
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 Latino	10%

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			English Learners		
			Special Education		
School Safety	Each year, at least 70% of students and families positively rate school safety.	All Grades	Families	70%	
		Gr 3-8	Students	70%	
Academic Instruction	Each year, at least 70% of students and families positively rate academic instruction	All Grades	Families	70%	
		Gr 3-8	Students	70%	
Decision-Making Early Literacy	FastBridge Early Reading Assessment	Each year, at least 70% Percent of K-2nd grade students and families positively rate their void 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.	All Grades	Families	70%
		Gr 3-8	Students	70%	

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*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

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))

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<p><u>Annual Goal</u></p> <p>A. All teachers will be appropriately assigned and fully credentialed to support a high quality, broad course of study.</p> <p style="padding-left: 40px;">B. Research and adopt Common Core aligned curricular materials proven successful for similar populations</p> <p style="padding-left: 40px;">C. Ensure school facilities are maintained and in good repair</p>	<p><u>Annual Targets</u></p> <ul style="list-style-type: none"> ◆ 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 ASCEND for the following year ◆ Meet all requirements on EFC facilities checklist
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<p><u>Annual Actions to Achieve Targets</u></p> <p><i>Years 1-5</i></p> <ol style="list-style-type: none"> 1. To retain teachers—build in ample time into schedule for planning/preparation/collaboration; conduct surveys to assess morale and needs; utilize robust teacher evaluation system to identify strength and growth areas for teachers; provide coaching and regular feedback; create opportunities for teacher leadership; hold site leadership accountable for developing a strong professional learning culture that meets teachers’ needs 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. 4. Actively recruit bilingual staff when hiring new faculty. 5. Ensure adequate materials for core curriculum and for expeditions
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<p><u>Student Satisfaction with Academic Program</u></p>	<p><u>SCAI Survey, Domain 6 (Learning & Assessment)</u></p>	<p><u>State Priority #2.</u> Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</p> <p><u>State Priority #4.</u> 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 in grades 3+, an average of 3.5 or higher
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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><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. 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</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><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>
		<p><u>Annual Targets</u></p> <p>◆ +</p> <p>5</p> <p>%</p> <p>s</p> <p>t</p> <p>u</p> <p>d</p> <p>e</p> <p>n</p> <p>t</p> <p>s</p> <p>e</p> <p>i</p> <p>t</p> <p>h</p> <p>e</p> <p>r</p> <p>s</p> <p>e</p> <p>o</p> <p>r</p> <p>i</p> <p>n</p> <p>g</p> <p>t</p> <p>e</p> <p>x</p> <p>e</p> <p>l</p> <p>v</p> <p>=</p> <p>3</p> <p>o</p> <p>r</p> <p>m</p> <p>a</p>

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		<ul style="list-style-type: none"> ● <u>If 20% to 25.9%, the annual target is a 6-point reduction.</u> ● <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>
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50% of EL students attending an EFC school for at least 5 yrs will be redesignated as Fluent English Proficient

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<u>Suspension Rate</u>	<u>CBEDS and reported on the Dashboard</u>	<u>Annual Actions to Achieve Targets</u>
		<p><i>Year 0</i></p> <ol style="list-style-type: none"> 1. Balanced Literacy: Deepen balanced literacy implementation and CCSS alignment through structured planning and professional development to align to a strong scope and sequence of grade level standards. 2. Writing: Implement two EFC created Writing Tasks this year, focused on the CCSS writing genres and provide PD for teachers around effective writing instruction. 3. Math: Adopt CC aligned math curriculum (TERC); provide PD and planning support for teachers 4. ELD: Train teachers to administer and analyze ADEPT and use analysis to plan instruction 5. Student Agency: Develop shared definition of student agency TK-8 and vertically aligned practices for building student agency TK-5 6. Multi-age Classroom Instruction: Deepen effectiveness of Guided Reading instruction during multi-age instruction and utilize Crew Structure to promote healthy, productive cross-age relationships 7. TK: Planning year –recruit students, hire and train teacher, plan for facilities 8. Middle School: visioning around how to articulate student agency, personalization, and core instructional practices/curriculum from TK-5 through 6-8 9. Blended Learning: use selected programs as part of Guided Reading rotation model in multi-age classrooms 10. PD: Invest in coaching and professional development focused on high priority instructional practices and data driven instruction <p><i>Year 1</i></p> <ol style="list-style-type: none"> 1. Balanced Literacy: Refine balanced literacy implementation and CCSS alignment through structured planning and professional development to align scope and sequence vertically TK-8 2. Writing: Deepen effectiveness of writing instruction (write to learn and writing process); use data from EFC Writing Performance Tasks to inform instruction 3. Math: Continue curricular planning support for TERC 4. ELD: Use ADEPT data to determine appropriate focus strategies TK-8 to promote integration of strong ELD practices into Expeditions and other content areas 5. Student Agency: Develop shared vertically aligned/articulated practices for building student agency TK-8 across the curriculum and create assessment methods for

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		<p>TK-5</p> <ol style="list-style-type: none">6. Multi-age Classroom Instruction: Continue to refine effectiveness of Guided Reading instruction during multi-age instruction and draft plans to expand multi-age beyond Guided Reading. Crew is well established.7. TK: Launch TK program using SEEDS curriculum supported by coaching8. Middle School: Articulation focuses on aligning instruction and curriculum with the TK-5 program Expos and prioritizes building student agency in adolescents9. Blended Learning: Continue with implementation during Guided Reading rotations10. Expeditionary Learning: align rigor with demands of Common Core11. PD: Support teachers with PD and coaching focused on writing, math, and multi-age instruction to support development of these programmatic pieces <p>Year 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% <p>If 0.8% to 3.2</p> <ol style="list-style-type: none">1. Balanced Literacy: Continue to refine balanced literacy implementation and CCSS alignment through structured planning and professional development to align scope and sequence vertically TK-82. Writing: Refine effectiveness of writing instruction (write to learn and writing process); use data from EFC Writing Performance Tasks to inform instruction and create aligned, articulate writing instruction TK-83. Math: Deepen implementation of TERC and implement small group instruction in math4. ELD: Implement focus strategies TK-8 to promote integration of strong ELD practices into Expeditions and other content areas5. Student Agency: Refine vertically aligned/articulated practices for building student agency TK-8 across%, then the curriculum and create assessment methods for 6-86. Multi-age Classroom Instruction: Pilot multi-age in other content areas7. TK: Refine implementation of TK program supported by
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	<p>coaching and SEEDS curriculum</p> <p>8. Middle School: Articulation focuses on aligning instruction and curriculum with the Tk-5 program in core content (Humanities, Math, Science) and continues to deepen student agency</p> <p>9. Blended Learning: Continue with implementation during Guided Reading rotations and collect and analyze Blended data to inform instruction</p> <p>10. Expeditionary Learning: Refine integration of art; maintain rigor on par with the Standards; vertically articulate Expo content and goals</p> <p>11. PD: Support teachers with PD and coaching focused on writing, math, and multi-age instruction to support development of these programmatic pieces</p> <p><i>Year 3</i></p> <p>1. Writing: Writing: Refine effectiveness of writing instruction (write to learn and writing process); use data from EFC Writing Performance Tasks to inform instruction and create aligned, articulate writing instruction TK-8</p> <p>2. Math: Refine implementation of TERC and deepen implementation of small group instruction in math</p> <p>3. ELD: Deepen integration of strong ELD practices into Expeditions and other content areas</p> <p>4. Student Agency: Refine shared practices for building and assessing student agency in annual target is a well-articulated TK-8 program across multiple content areas including practices for students to set and reflect on goals-0.3-point reduction</p> <p>5. TK: Evaluate effectiveness of SEEDS curriculum and analyze data of TK students as they progress up the grades to determine any necessary adjustments to the program; focus on creating an articulate program TK-2nd grade</p> <p>6. Middle School: Articulation focuses on master scheduling (structure of each period and across periods)</p> <p>7. Blended Learning: Evaluate program effectiveness and consider whether to continue with same Blended programs or add/switch programs</p> <p>8. Expeditionary Learning: Refine integration of art; maintain rigor on par with the Standards; refine vertical articulation of Expo content and goals</p> <p>9. PD: Support teachers with PD and coaching focused on writing, math, multi-age instruction, and student agency to support development of these programmatic pieces</p> <p><i>Years 4-5</i></p>
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		<ol style="list-style-type: none"> 1. ELD: Refine integration of strong ELD practices into Expeditions and other content areas 2. Student Agency: Students are able to set and reflect on goals throughout the day and use their goals and data to determine appropriate courses of study 3. Multi-age Classroom Instruction: Flexible groupings across age are determined by need throughout the day across content 4. Middle School: Curriculum, instruction, and master schedule are fully aligned with and articulated from the TK-5 program <ul style="list-style-type: none"> ● If < 0.8%, then annual target = 0.5%
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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

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<p>Annual Goals</p> <p>A. Build parent understanding of Common Core standards and overall instructional design and ASCEND’s model for instruction</p> <p>B. Build parent capacity to monitor and guide student learning and growth</p> <p>C. Develop a robust parent leadership culture and body</p>	<p>Annual Targets</p> <ul style="list-style-type: none"> ❖ 90% families participate in report card conferences ❖ 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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Expulsion Rate	Annual Actions to Achieve Targets	0%
	<p><i>Year 0:</i></p> <ol style="list-style-type: none"> 1. FLC targets DRA growth by building out our classroom libraries through fundraisin g; developing parent understand 	

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	<p>ing of the DRA, and ensuring students are reading at home independently every night.</p> <p>2. FLC learns about student agency and vision for personalization to inform ASCEND's vision development</p> <p>3. Leverage parent leadership to implement consistent positive behavior incentives to increase student attendance rates.</p> <p>4. Recruit parent Reps and develop capacity to facilitate FLC committee aligned to clear, defined</p>	
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	<p>goals:</p> <p><i>Year 1:-</i></p> <ol style="list-style-type: none">1. Provide leadership training for parent leaders2. Conduct parent workshops on student agency, goal setting, and personalization3. Invite parents to targeted Instructional Leadership Team Meetings4. Expand parent communication and translation services5. Actively recruit bilingual staff when hiring new staff members6. Family Resource Center is utilized by families <p><i>Year 2:-</i></p>	
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	<ol style="list-style-type: none">1. Create a differentiated list of parent volunteer opportunities and a system for sign-up2. Actively recruit bilingual staff when hiring new staff members3. Increase parent attendance at EXPO of student work4. Family Resource Center continues to provide learning opportunities for families to learn about agency and personalization so they can give effective feedback on ASCEND's instructional model	
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	<p><u>Years 3-5:</u></p> <ol style="list-style-type: none"> 1. Implement one home visit per family per year. 2. Expand parent education opportunities. 3. Actively recruit bilingual staff when hiring new staff members. CBEDS and reported on the Dashboard. 	
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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
- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

Annual Goals

- 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
- 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.

Annual Targets

- ❖ <10% of all students are chronically absent
- ❖ >= 90% of students enrolled in 8th grade on CBEDS census day are also enrolled on the last day of school
- ❖ <= 5% of enrolled students are suspended out of school
- ❖ 0% of enrolled students are expelled
- ❖ 95% average daily attendance (~~P2-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

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❖ Teacher average \geq 3.5 on Domain 7: Attitude and Culture of the SCAI Survey

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. Provide student leadership through implementing a student council, incorporating more elementary student voice through this structure
4. Implement ASCEND core values
5. Develop a Crew class that is multi-age and promotes deep, supportive relationship among teachers and students
6. Strengthen the COST process and the creation of behavioral support plans for Tier 2 & 3 students

Year 1

1. Investigate and implement other behavioral plans and incentives to supplement new SEL program
2. Implement a chronic absence team as part of COST
3. Deepen instruction during Crew
4. Refine use of core values throughout the school
5. 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

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

Annual Targets

❖ 95% of students are receiving broad course of study including arts and PE

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and a high school course of study that exceeds the UC A-G requirements

Annual Actions to Achieve Targets

Year 1:

1. Refine programmatic design of music
2. Utilize garden as part of instruction
3. Develop plan to roll out middle school sports teams

Year 2:

1. Expos –deepen art integration
2. Teachers integrate hands-on science
3. Expand PE offering
4. Middle School sports teams determined

Year 3-5:

1. Expos: Refine art integration and deepen effective use of field study
2. Middle School sports teams are established and well attended by students

State Priority #8. Pupil outcomes, if available, in the subject areas described above in CA Ed Code Section 51210, as applicable.

Annual Goals

- A. 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
- B. Teachers are able to teach writing across the curricula and improve ELA outcomes
- C. Teachers are able to teach targeted and strategic ELD and scaffold and shelter content for EL students

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 coaching focused on Guided Reading K-3
2. Implement professional development plan focusing on writing and ELD
3. Implement daily ELD and writing instruction K-8
4. Implement daily Guided Reading instruction K-5

Year 1

5. Ensure all teachers begin school year with curriculum maps designed to and/or support mastery of Common Core standards
6. Monitor and increase student time learning in the Zone of Proximal Development (blended learning and Guided Reading)
7. Implement RTI program.
8. Implement SEL curriculum

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Year 2

1. Implement Expeditions that articulate TK-8
2. Effective Crew supports students emotionally and academically

Year 3

1. Implement technology as a lever for enhancing instruction across the curricula.
2. Deepen integrated cross-curricular learning approach in Expeditions
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. Integrate 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.

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ASCEND'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:

ASCEND'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	23%	22%
		Hispanic	N/A	22%	23%
		English Learners	N/A	10%	10%
CAASPP ELA	Increase students scoring Level 3 or Level 4 by 5 percent annually OR achieve a level of 70%	Overall	N/A	27%	25%
		Hispanic	N/A	26%	25%
		English Learners	N/A	6%	8%
DRA	Each year, 60 percent of students will increase 1 grade	Overall	50%	71%	55%
		Hispanic	50%	71%	56%

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	level OR achieve proficiency	English Learners	28%	60%	48%
SPED	Average % of goals met	Students with IEP	41%	40%	48%
CELDT/ELPAC	Each year, 40% of ELs will improve one proficiency level OR maintain proficiency on CELDT/ELPAC.	Overall	39%	36%	37%
Chronic Absence Rate	Each year, less than 8% percent of students will be absent more than 10% of enrolled days.	Overall	N/A	4.6%	6.0%
		Hispanic	N/A	4.5%	5.7%
		English Learners	N/A	4.6%	4.9%
		Students with IEP	N/A	7.5%	11.1%
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	84%	89%
		Students (Gr 3-8)	N/A	78%	80%
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	91%	91%
		Students (Gr 3-8)	N/A	87%	91%

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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	85%	90%
		Students (Gr 3-8)	N/A	91%	90%

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By July 1, 2015, and annually thereafter, ASCEND 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.

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,

ASCEND 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.

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- 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

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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

- 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:

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- 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 ASCEND ~~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 ASCEND believe that high-quality instruction should yield high levels of learning and performance on multiple forms of assessments. Further,

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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.

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

EFC and ASCEND are committed to ensuring that every student meets or exceeds grade level standards. To measure student learning and achievement, formative and summative assessments are used.

The Assessment Matrix provided in Figure 21 below includes multiple forms of assessments to be used at ASCEND and supported by EFC. This formal assessment system is designed to ensure all students make adequate and consistent progress toward the measurable pupil outcomes and that teachers at ASCEND 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	Gr TK-5	Standards-based benchmark Curriculum Embedded Assessments	3x8 - 10x
ELA	Gr TK-1	K/1 Reading Diagnostic	1-4x
ELA	Gr 2-8 TK-5	Standards-based benchmark Writing Performance Tasks	2 - 3x4x

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EFC currently administers Common Core aligned trimester benchmarks in English Language Arts. All current and future EFC sites, including ASCEND, will administer the EFC standards-based benchmarks in English Language Arts. ASCEND will administer curriculum based math assessments at regular intervals in lieu of administering EFC math unit tests.

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 ASCEND 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 on 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.

Criterion Referenced and Formative State Assessments

Criterion referenced/standards aligned assessments and diagnostic/formative assessments are key parts of the EFC and ASCEND 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. ASCEND 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. ASCEND 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

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based on cumulative averages, but rather against the criteria of whether the student has demonstrated mastery of the standard.

See Appendix A55 for sample ASCEND report cards

State Assessments

Pursuant to California Education Code Section 47605(ed)(1), ASCEND, 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. California Science Test (CAST), California Fitness Exam). ASCEND is subject to all state (API) and federal (AYP) assessment and accountability requirements. 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 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.

Pursuant to the transition to California's Common Core and the accompanying shift in the state accountability testing system, ASCEND will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter.

If ASCEND does not test (i.e., CAASPP) with the District, ASCEND 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 ASCEND to comply with state and federal mandates shall not be considered a material revision of the charter.

Assessment Modifications and Accommodations

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 wherever 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. These assessments include, but are not limited to the CAAs in accordance with their IEP or Section 48070.48070.5.504 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

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.

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

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writing at least six weeks 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 be 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, 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.

Students, Teachers, and School

EFC leverages Cycles of Inquiry

EFC will facilitate professional development about cycles of inquiry to support practice at ASCEND. Teachers and administrators at ASCEND will be engaged in on-going cycles of inquiry into their practice and its connection to the measurable pupil outcomes described

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In addition, In accordance with Title III, ASCEND 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, ASCEND 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

<u>Type</u>	<u>Purpose</u>	<u>Frequency</u>
<u>Report Cards</u>	Share indicators of academic progress and engagement: <ul style="list-style-type: none"> ● <u>Attendance data</u> ● <u>Mastery of grade-level standards</u> ● <u>Assessment data</u> 	<u>Each trimester</u>
<u>Mailings and Information Sessions</u>	<ul style="list-style-type: none"> ● <u>Share key assessment data with families as collected to ensure families have access to data on their children (i.e., SBAC, ELPAC).</u> ● <u>Provide information sessions to support families in understanding assessment results</u> 	<u>Ongoing</u>
<u>Learning Team Meetings</u> (Parents, Students, Teachers)	<ul style="list-style-type: none"> ● <u>Develop and revisit goals and strategies for school and home to achieve those goals.</u> ● <u>Review student work and measure progress toward grade-level standards</u> ● <u>Share student performance and progress on state and internal assessment measures</u> ● <u>Develop agency and ownership of learning for the student and family</u> 	<u>Quarterly</u>

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ASCEND, EFC, and Board of Directors

EFC and ASCEND 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 ASCEND 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 ASCEND with disaggregated data by subgroups, grade level, individual class, and student, and will be collected, analyzed, and disseminated in a transparent manner that promotes accountability and continuous improvement amongst members of the school community. EFC and ASCEND will employ a universal inquiry cycle to review the various types of data generated about the school program.

EFC and ASCEND 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, instruction 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 ASCEND'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 true faithful to the charter. The Board will work in conjunction with the EFC and ASCEND leadership and community to make necessary changes in response to identified needs as reflected in the school's 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

In accordance with Title III, ASCEND will adhere to all mandated reporting guidelines in relation to English Learners, including notification to parents regarding CELDT results and reclassification. In accordance with IDEIA, ASCEND will comply with all state and federal laws regarding reporting requirements for children with IEPs.

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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.

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 ASCEND 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

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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 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 8:30 a.m. to 3:15 p.m. for grades K-3. Students attend school Monday through Friday from 8:30 a.m. to 3:30 p.m. for grades 4-8. On Wednesdays and Fridays, school end at 1:30 p.m. (minimum day) for all students in order to provide teachers with dedicated professional development and staff collaboration time each week. Schedules and minimum days are subject to change as the Instructional Leadership Team analyzes its use of time, human capital and other resources as part of the annual site planning process.

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ASCEND will follow applicable state law 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.

ASCEND will offer the required instructional minutes as established in Education Code Section 47612.5(a).

See A48 and A49 for Bell Schedule and 16-17 school year 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):

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- School fairs (Back to School Night, Expo, Open House)
- 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 teachers wishing to participate (with additional compensation), community volunteers, community groups, and service providers.

Nights and Weekends

As with all student and community service organizations, ASCEND 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

ASCEND provides weekly preparation time for all teachers to ensure teachers have adequate time to integrate the arts, plan learning expeditions and develop powerful standards aligned lessons.

Class Size

Smaller class sizes are one of ASCEND'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. ASCEND implements a 24 to 1 class size reduction in grades K-3. ASCEND's goal will be to implement upper grade class reduction to have an average class size of 24 for grades 4 through 8. 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), ASCEND 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 ASCEND 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.

ASCEND 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>Pri ty 1: Basic Condi tions of Learn ing</u>	<u>Pri ty 2: Imple menta tion of State Stand ards</u>	<u>Pri ty 3: Paren tal involv ement</u>	<u>Pri ty 4: Pupil Achie veme nt</u>	<u>Pri ty 5: Pupil Engag ement</u>	<u>Pri ty 6: Schoo l Clima te</u>	<u>Pri ty 7: Cours e Acces s</u>	<u>Pri ty 8: Other Pupil Outco mes</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

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<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>			<u>X</u>		<u>X</u>	<u>X</u>		
<u>Goal 4 - Operations: All students have access to a safe and clean learning environment and appropriate educational resources, learning opportunities, and services.</u>	<u>X</u>							

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Figure 24 Goals, Outcomes, Actions, and Alignment to State Priorities

Goal 1: Core Instruction	
Goal & Alignment	Outcomes
<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</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>

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EL pupils who progress toward English language proficiency as measured by the ELPAC, and the English learner reclassification rate.

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 = -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.
- ❖ 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

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	<p><u>deviation below the national average).</u></p> <ul style="list-style-type: none">❖ <u>The Charter School will meet EFC instructional requirements, as measured by the EFC Annual Evaluation</u>❖ <u>The Charter School will meet EFC curricular requirements, as measured by the EFC Annual Evaluation</u>
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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:

- ❖ 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

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- 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

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achieve goals, measurable outcomes, and methods of measurement for these outcomes as needed to address gaps.

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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:

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

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 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

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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.

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.

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<u>Goal 3: Community & Culture</u>	
<u>Goal & Alignment</u>	<u>Outcomes</u>
<p><u>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.</u></p> <p><u>This work is aligned with the following State Priorities:</u></p> <p><u>State Priority #3 - Parental Involvement</u> <u>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.</u></p> <p><u>State Priority #5 - Student Engagement</u> <u>Pupil engagement, as measured by school attendance and chronic absenteeism rates</u></p> <p><u>State Priority #6. - School Climate</u></p>	<ul style="list-style-type: none">❖ <u>Attendance rate, as measured by P2-ADA, will be 94% or higher on annually on average</u>❖ <u>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:</u><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>➤ <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>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.</u>

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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

- ❖ 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 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

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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.
- ❖ 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.

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- ❖ 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 ASCEND graduate profile.
- ❖ Engage FLC in jointly developing, reviewing, and agreeing on the annual family engagement plan.

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:

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.

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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))

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:

- ❖ 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

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- 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)(5)-(D)-.~~

Operation by or as a Nonprofit Public Benefit Corporation

As an independent charter school, ASCEND 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 ASCEND 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 ASCEND 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 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 ~~send to the the OCS copies of~~ 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

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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. *ASCEND shall also send to the OCS copies of all* 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 *within one week of governing board approval of the minutes. Timely, 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(b,c).

LEGAL AND POLICY COMPLIANCE

ASCEND 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.

ASCEND 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

ASCEND 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 *ASCEND-Charter School.* Unless prohibited by law, *ASCEND-Charter School* shall notify *the* OCS in writing of any internal investigations within one week of commencing investigation. *ASCEND-Charter School* shall notify *the* OCS within 24 hours of any dire emergency or serious threat to the health 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*

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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.

STUDENT RECORDS

Charter School Records

Upon receiving a records request from a receiving school/school district, ASCENDCharter School shall transfer a copy of the student’s complete cumulative record within ten (10) school days in accordance with Education Code section 49068. ASCENDCharter 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 ASCENDCharter School closes, ASCENDCharter School shall comply with the student records transfer provisions in Element ~~16~~. ASCEND15. 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.

ASCENDCharter 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 ASCENDCharter School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at ASCENDCharter School and of the District. ASCENDCharter 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~~ ASCENDCharter School does not have that ASCENDCharter School needs in order to meet its obligations, the District shall provide the same to ASCENDCharter School in a reasonably timely manner upon request under Education Code section 47604.3.

~~ASCEND 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.~~

ASCEND

Charter School in accordance with Education Code ~~Sectionsection~~ 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. ~~ASCENDCharter School~~ acknowledges that it is subject to audit by ~~OUSD if OUSD~~ the District. If the District seeks an audit of ~~ASCEND #~~ 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

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requested by the District and is not otherwise required to be completed by ASCEND 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 ASCEND 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 ASCEND 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.

ASCEND and/or its non profit corporation will be solely responsible for the debts and obligations of the charter school.

To the extent that ASCEND is a recipient of federal funds, including federal Title I, Part A funds, ASCEND 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. ASCEND 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*

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~~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.~~

~~ASCEND 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~~

~~ASCEND 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~~

~~ASCEND 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. ASCEND shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(1). ASCEND shall maintain current copies of all teacher credentials and make them readily available for inspection.~~

~~As part of the Fall Information Update, ASCEND will notify the District in writing of the application deadline and proposed lottery date. ASCEND 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~~

- ~~○ Education for Change, Inc., is a California nonprofit~~
- ~~○ ASCEND Family Leadership Council~~
- ~~○ English Learner Advisory Committee~~

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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.

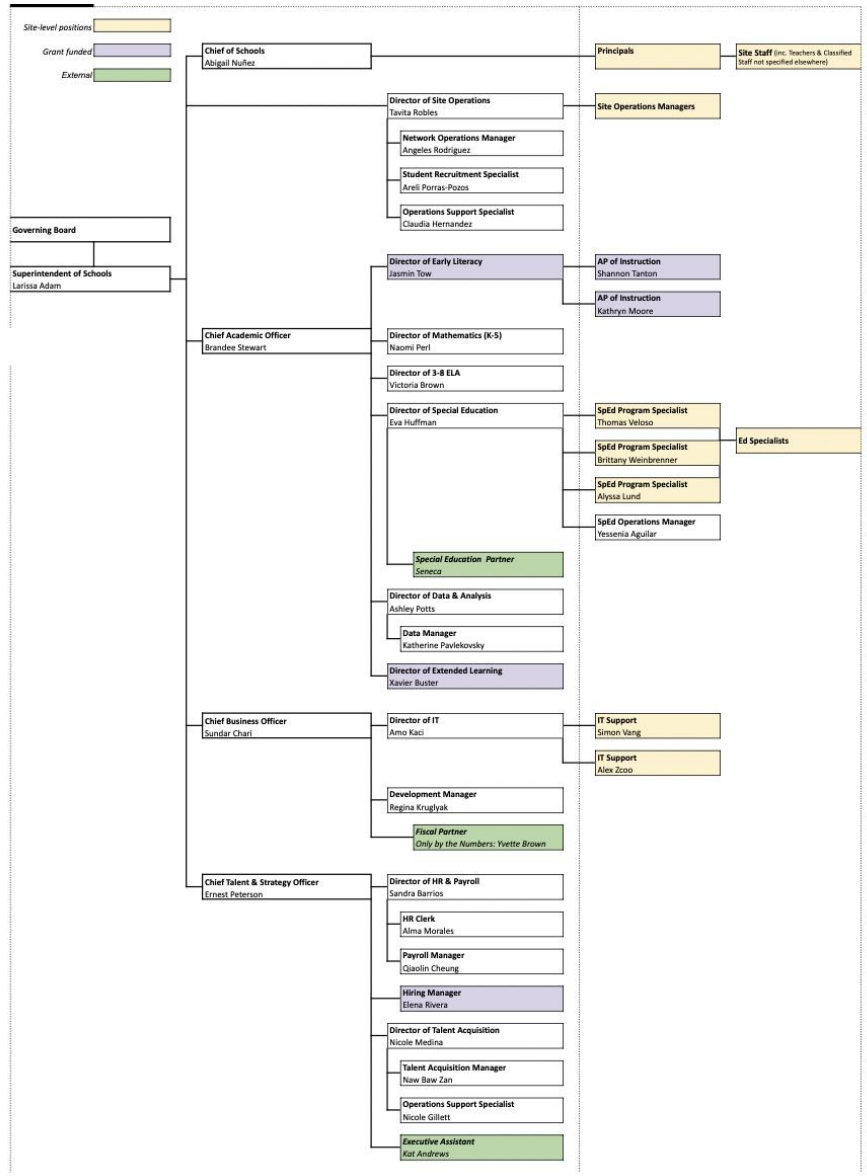
An Organizational Chart for the EFC “Home Office” is provided in **Figure 25** and an Organizational Chart for the Charter School is provided in **Figure 26**. Organization charts regularly change in alignment with priorities and in response to changes in organizational and school resources.

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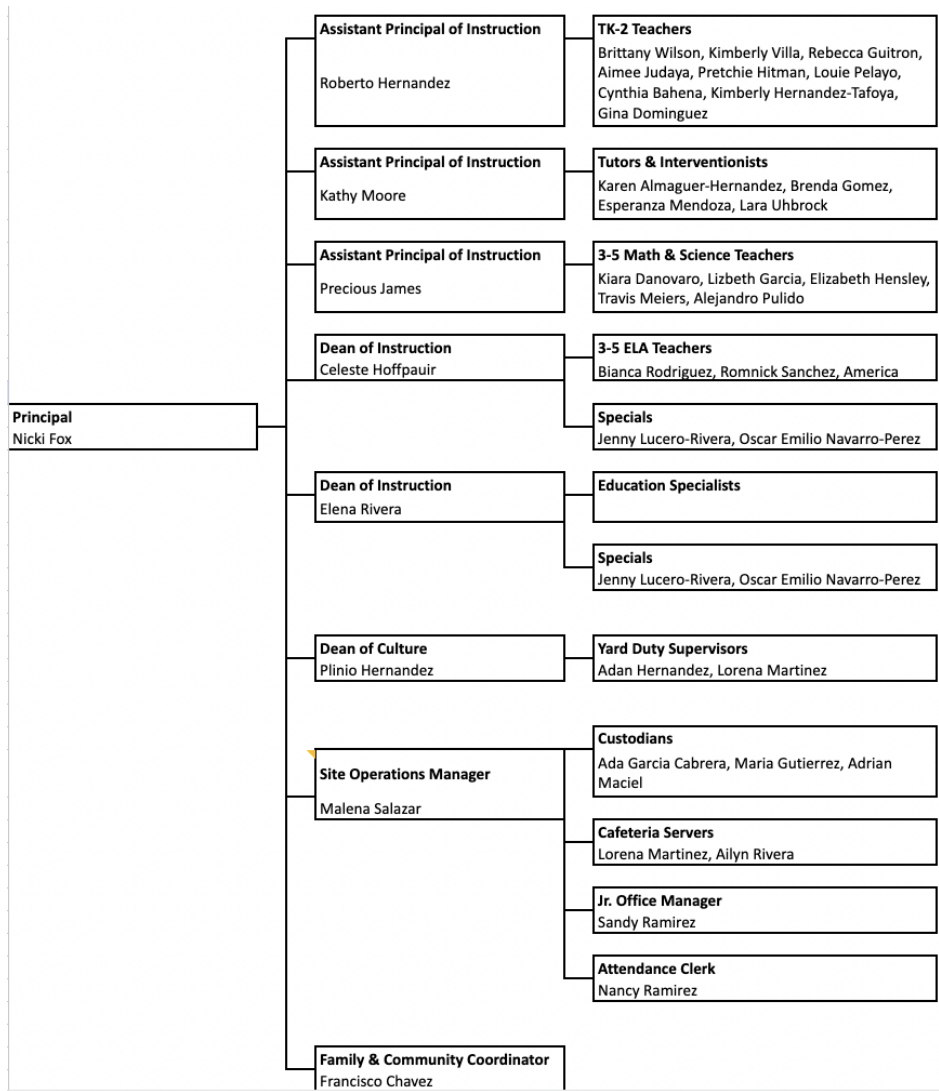
Figure 25 EFC Home Office Organizational Chart



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Figure 26 ASCEND 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, ASCEND, 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

ASCEND 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.

ASCEND 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 ASCEND as long as the District has complied with all oversight responsibilities required by law.

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Members of ASCEND’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, ASCEND, 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 ASCEND.

ASCEND 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~~ Please 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;

Term and Renewal

The duration of the charter will be five years, beginning July 1, 2017. Renewal of the ASCEND 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 ASCEND’s charter is scheduled to expire, and Conflict of Interest Code.

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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.

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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.

Board of Directors Responsibilities

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:

- Legal Overseeing 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 polieies 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.

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- 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.

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- Encouraging active involvement of students, parents/guardians, grandparents, and the community.

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- ~~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.

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- Participating as necessary in dispute resolution.

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- Appointing an administrative panel or act as a hearing body and take action on recommended student expulsions.

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- Overseeing school facilities and safety.

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- 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.

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~~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.~~

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~~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 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

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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,

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The mandate of the Governing Board and stakeholders of Education for Change is to promote the guiding mission of ASCEND 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.~~

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Composition of the Education For Change Governing Board

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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/Audit Committee, 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.~~

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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:

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- 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.

When necessary and applicable, OUSD is responsible for providing facilities under Proposition 39 and its implementing regulations.

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.

EFC maintains in effect general liability and board errors and omissions insurance policies.

ASCEND 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 ASCEND has been given written notice of the policy change.

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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 Ycove-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-special education. Training may include attending conferences whereby relevant governance training is available and additional trainings/training and workshops to be held at special and regularly scheduled Board meetings each year. Trainings/Training may be provided by the EFC's legal counsel, the California Charter Schools Association, or other experts.

Board Member 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. There shall be no term limit (number of consecutive times a member may run for election).~~

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~~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.~~

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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.~~

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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.~~

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See Appendix B5 Governing Board Meeting Schedules, 2016-17

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~~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 ~~ASCEND'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.

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~~ASCEND 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.~~

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~~ASCEND shall send to the OCS copies of all governing board meeting agendas that are posted in accordance with the Brown Act. ASCEND shall also send to the OCS copies of all board meeting minutes. Timely posting of agendas and minutes on EFC's website will satisfy this requirement. 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 - 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.

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Executive: - This committee is responsible for recruiting and making recommendations for selection of new board members

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- 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.~~

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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 ~~off 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. ~~In fulfilling its defined purpose, each standing committee will seek input from affected stakeholders at ASCEND.~~

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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.~~

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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

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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 ASCEND~~ 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.

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Compensation for Board Members and Committee Leadership

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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.

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Revocation

~~OUSD's right to revoke the ASCEND charter shall be subject to prior appeal rights under California Education Code 47607. In accordance with Education Code Section 47607, OUSD may revoke the ASCEND charter on any of the following grounds:~~

- ~~ASCEND, as part of EFC, commits a material violation of any of the conditions, standards, or procedures set forth in the charter~~
- ~~ASCEND, 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~~
- ~~ASCEND 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 ASCEND, 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 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.~~

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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

ASCEND 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 ASCEND has been given written notice of the policy change.

ASCEND 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.

ASCEND as governed by EFC acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of ASCEND, 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 ASCEND 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.

ASCEND 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 ASCEND amends the bylaws, ASCEND shall provide a copy of the amended bylaws to the OCS within 30 days of adoption.

ASCEND 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.

ASCEND 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

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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:

- o 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.

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- 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

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Parent involvement is a key success factor at ASCEND 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 EFCPSEFC school site FLC (described below under School Site Leadership) will elect two representatives to the EFC Family Leadership Council. The Family Leadership Council FLC. The 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 Guidebook on Family Leadership Council

Education For Change EFC 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.

ASCEND and all other Education for Change schools shall have active school site Family Leadership Councils composed of two family members from each classroom. ASCEND's school site Family Leadership Council shall have between 24 and 36 members, or up to two for each classroom. Each year, ASCEND's Family Leadership Council shall elect two representatives to serve on the Education for Change Family Leadership 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 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.

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.

Relationship Between EFC and the ASCEND Please see Appendix 7 - Family Leadership Council Guidebook.

School Site Leadership

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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

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EFC, as the nonprofit operating ASCEND, 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 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

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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.

- ASCEND Family Leadership Council / School Site Council
- English Learner Advisory Committee

Principal

The ASCEND Principal leads and manages ASCENDthe Charter School, inspiring staff, families and community members to provide the best environment and structure for student learning. HeThat person has the freedom and flexibility to make or suggest improvements on existing practices, as well as to request financial, instructional and material supportssupport from the Home Office.

The ASCEND Principal's primary responsibilities are:

- Lead ASCENDthe Charter School in accordance with the EFC vision and mission
- Lead and manage the planning and implementation of ASCEND's strategie 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 representativesrepresentative(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 schoolCharter School
- Report to the school's stakeholders, including the CEO Superintendent and the EFC Board, on the progress of the schoolCharter School in achieving educational success
- Oversee and support the development and implementation of all programs

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- 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 ~~school.~~ 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. **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

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~~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.~~

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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.

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ELEMENT 5: EMPLOYEE QUALIFICATIONS FOR SCHOOL EMPLOYEES

Governing Law: "The qualifications to be met by individuals to be employed by the charter school:

—California Education." — Ed. Code Section § 47605(bc)(5)(E)

ASCEND 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, ASCEND 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.

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.

Equal Employment Opportunity and Nondiscrimination

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.

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

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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

ASCEND 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.

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~~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 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

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- 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

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Selection

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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).

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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

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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 pre screening 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 checks check 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 44237 law.~~

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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 Selection Committee composed of site staff, students (as

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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 of job-related abilities (site level selection team);
4. Verification of credentials and past employment, state and federal background checks, and 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(l). EFC shall maintain current copies of all teacher credentials and make them readily available for inspection.

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Home Office

Education for Change as a charter management organization has an experienced Home Office team responsible for supporting **ASCENDthe 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 ASCEND 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 supervises 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

- 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

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- 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

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Finance and Operations Team

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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
- Director of Site Operations - Leads the site-based Operations teams
- Director of IT - Manages and supports IT team and special projects

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The following job descriptions outline the school 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 ASCEND 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

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Under direction of the Chief of Schools, the Principal is responsible for the day-to-day operations of ASCEND 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.

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

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:

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- 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 ASCEND 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(l). 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

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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:

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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 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 ASCEND’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 ASCEND’s ability to deliver high level outcomes for all students
- Aligning instruction to the needs of Bachelor’s degree

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- 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

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
- Developing strong and productive relationships with students

See Appendix B13 for the ASCEND 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 ASCEND, additional staff persons include:

- Cafeteria Worker

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- 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

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● **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

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- 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
 - 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

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- 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

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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 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

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

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.

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.

~~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:

(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)~~.

HEALTH, SAFETY AND EMERGENCY PLAN

~~ASCEND 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 ASCEND each school year.~~

~~ASCEND shall ensure that all staff members receive annual training on ASCEND'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.~~

~~ASCEND shall provide all employees, and other persons working on behalf of ASCEND 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).~~

~~ASCEND 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).~~

~~ASCEND 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

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:

(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 ASCEND, section 200;

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ASCEND 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)

ASCEND, 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

ASCEND shall comply with all requirements of Education Code sections 44237 and 45125.1. ASCEND 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 evidence³⁵¹⁸³ 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 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."

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Comprehensive Sexual Harassment Policies and Procedures

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Education for Change and ASCEND 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.

ASCEND 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 ASCEND 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 ASCEND 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.

ASCEND 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.

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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.

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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.

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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

ASCEND 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

ASCEND 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.-ASCEND

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 ASCEND. 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.~~

~~ASCEND 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 ASCEND.~~

~~*See Appendix B28 for the ASCEND 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). ASCEND 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.~~

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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.

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ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE OF RACIAL, SPED, and EL STUDENTS

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)*

Overview

ASCEND ~~will continue to serve~~ approximately 469510 students in grades ~~K~~TK-8. The ~~school maintains~~ Charter School will maintain a waiting list to ensure the ~~school~~it will meet enrollment goals. It is the absolute goal of ~~ASCEND~~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, ASCEND formally converted to become a charter school operated by Education for Change. As a conversion charter school, ASCEND is obligated to serving the traditionally underserved student population in the original ASCEND attendance boundary. — c)(5)(G).~~

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 ~~ASCEND~~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

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ASCEND is a neighborhood school that provides a preference or a weight for students residing in the original attendance boundary of Jefferson Elementary School. As such, unlike citywide charter schools, the student demographics at ASCEND reflects the immediate neighborhood and attendance boundary. To ensure students across the lower Fruitvale have access to ASCEND, targeted recruitment is conducted through ASCEND's partners, including La Clinica de la Raza (which operates several clinics across the Fruitvale including an onsite clinic at ASCEND), Unity Council (which operates preschools), Seneca Family of Agencies (which provides critical services for families), and the Alameda Food Bank which operates an on-site food pantry for the neighborhood. This recruitment ensures neighbors residing around ASCEND 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 at EFC. 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 ASCEND, EFC presents at preschool programs serving students with low incidence disabilities, including Buildings Blocks for students with IEPs. Through our partnership with Seneca Family of Agencies, we 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.

ASCEND Open Houses

In the spring and fall of every year, ASCEND 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 ASCEND the 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.

ASCEND 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.

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Systems and Supports to Retain Target Student Groups

ASCEND 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 Fremont High, 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, ASCEND 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, ASCEND, 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

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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.

ASCEND 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 ASCEND has responded to the input from Black/African American students.

Newcomers

In order to create a welcoming and supportive environment for our Newcomers, ASCEND very intentionally uses 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.”⁶¹ 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 ASCEND.

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⁶¹ Source: Seneca Unconditional Education Model Overview. <https://senecafoa.org/wp-content/uploads/2021/02/UE-Model-Overview.pdf>

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

ASCEND 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

ASCENDAs 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.

ASCENDCharter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that ASCENDCharter 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.

ASCENDCharter 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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ASCEND 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. ASCEND 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.

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ASCEND

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.

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PARENT ENGAGEMENT

ASCEND 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 ASCEND Charter School.

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~~As a non-sectarian, tuition-free public school, ASCEND 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). ASCEND will be a school of choice, and in compliance with Education Code §47605(f), no student will be required to attend ASCEND Academy. Admission shall not be determined based on the place of residence of the pupil or of his/her parent or guardian. However, in the event of a public random drawing, admissions preference may be granted to residents of the Oakland Unified School District and to the students residing in the original ASCEND attendance boundary.~~

~~ASCEND shall abide by Education Code §47605(d)(1) and shall not charge tuition, nor discriminate against any pupil on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other~~

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~~characteristic that is 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).~~

~~In accordance with Education Code §48000(a), children must meet minimum age requirements for enrollment. ASCEND will abide by any future amendments to the Education Code regarding minimum age for public schools. Proof of the child’s age must be presented at the time of enrollment as described in Education code §48002.~~

Admission 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 Enrollment Application Process

~~ASCEND is participating in the Oakland Common Enrollment. 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

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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 ASCENDthe 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 year in March at the Charter School's location.

All students who wish to attend ASCEND shall be admitted, up to capacity. Admission to ASCEND 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 ASCEND exceeds the school's capacity, attendance, except for existing pupils of the School, shall be determined by a public random drawing ("lottery"). Students currently enrolled in the school are exempt from the lottery. 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 Oakland Unified School District 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.
- 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 and children of employees of EFC, the Charter School maintains admission preferences for students attending or residing within the boundaries of the former OUSD elementary school (the original ASCEND 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

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~~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 listwaitlist, 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 listwaitlist in the order determined by lottery. ~~Applications received~~ after the deadline will be offered admission (or spots on the wait listwaitlist) 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.~~

~~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 mailedpublished 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 will be made. 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 ~~school~~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~~push notification 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.~~~~

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Enrollment Process

Upon admission to ASCEND 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;
 - Proof of minimum and maximum age requirements, e.g. birth certificate;
 - Authorization for the school to request and receive student records from schools the ~~student~~ has attended or is currently attending;⁶²
- 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)

ASCEND, 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

⁶² 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/AUDITS

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)

—California Education Code Section 47605(b)(5)(I)

Budgets

Preliminary estimated budgets for the next five years and five years of cash flow for ASCEND are attached.

*See Appendix B32 and Appendix B33 for Preliminary Estimated Budgets and Cash Flow
See Appendix B34 for Budget Narrative*

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.

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, ASCEND 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 ASCEND's 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.

EFC has developed and is implementing a comprehensive annual site planning process across all of its

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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	HO-Led Sessions	Data Available	Budget	Stakeholder Engagement	Deliverables	Compliance
11/30	T1 data available	-	x	-	-	-	-
1/4	Behavior dashboard live	-	x	-	-	-	-
1/5	LCAP dashboard shared	-	x	-	-	-	-
1/15	Attendance dashboard live	-	x	-	-	-	-
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)	x	-	-	-	-	-
1/15	Create stakeholder engagement calendar	-	-	-	x	-	-
2/1	Initial stakeholder engagement complete: overview, visioning: ILT, FLC, Staff, Community	-	-	-	x	-	-
2/5	Site planning work session: master schedules and staffing plans	x	-	-	-	-	-
2/15	Initial budgets available	-	-	x	-	-	-

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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	*	-	-	-	-	-
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 ASCEND 16-17 LCAP

Financial Reporting

The Chief Operating Officer in collaboration with the principal of ASCEND 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.

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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*
- *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

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~~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 statement to the appropriate authorities within the California Department of Education, State Controller's Office, Alameda County Superintendent of Schools, and OUSD as described above.~~

~~Insurance~~

~~EFC maintains general liability (including fire legal liability), workers compensation (including employers liability coverage), errors and omissions, commercial auto liability (including owned, leased, hired, and non-owned), Fidelity Bond, sexual molestation and abuse coverage, employment practices legal liability coverage, Directors and Officers Liability, Cyber Liability and other necessary insurance coverage as required by OUSD.~~

Fiscal Audit

An annual independent financial audit of the books and records of EFCASCEND will be conducted as required by Education Code Sections 47605(bc)(5)(I) and 47605(m). The books and records of EFCthe 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 Education for Change 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 ~~is~~ familiar with the Audit Guide for Charter Schools. This auditor will complete an annual audit of ASCEND's 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 EFC and ASCEND's 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.~~

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The annual audit will be completed and forwarded to the District Superintendent of Schools, the State Controller, and to the CDE 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 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 ASCEND 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.

Audit and Inspection of Records

ASCEND agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- ASCEND 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 ASCEND.
- The District is authorized to revoke this Charter for, among other reasons, the failure of ASCEND to meet generally accepted accounting principles or if ASCEND engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit ASCEND 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:

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- ~~Compliance with terms and conditions prescribed in the Charter agreement,~~
- ~~Internal controls, both financial and operational in nature,~~
- ~~The accuracy, recording and/or reporting of ASCENDs financial information,~~
- ~~ASCEND's debt structure,~~
- ~~Governance policies, procedures and history,~~
- ~~The recording and reporting of attendance data,~~
- ~~ASCENDs enrollment process,~~

● ~~Compliance with safety plans and procedures, and~~

- ~~Compliance with applicable grant requirements.~~

~~ASCEND 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 ASCEND. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.~~

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Federal Funds

To the extent that ASCEND is a recipient of federal funds, including federal Title I, Part A funds, ASCEND 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. ASCEND 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 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.

ASCEND 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."

ASCEND 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.

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Cash Reserves

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, ASCEND, 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~~

~~In the event that ASCEND 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 ASCEND, ASCEND authorizes the District to deduct any and all of the in lieu property taxes that ASCEND otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. ASCEND further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to ASCEND. Should this revenue stream be insufficient in any fiscal year to cover any such costs, ASCEND 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 ASCEND. This report will include the following data:~~

- ~~● Summary data showing pupil progress toward the goals and outcomes specified in Element 2~~

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- 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 or 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 II**
 - Behavior Intervention Plans
 - California English Language Development Test
 - Comprehensive School Safety Plan
 - Criminal Background Check
 - Emergency Procedures: Earthquake and Disasters
 - Habitual Truant Conferences
 - 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

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- ~~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 ASCEND's 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 ASCEND and should be addressed by OUSD through the State's Mandated Cost Reimbursement Program.~~

~~ASCEND 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. ASCEND acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of ASCEND 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 ASCEND 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).)~~

~~EFC shall be deemed the exclusive public school employer of the employees of ASCEND 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.”

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

Code of Conduct

The goal of the ASCEND Code of Conduct EFC is to create conditions 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 as a general guideguides for behavior, but not a mechanismas mechanisms for rigid control. TheTo 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 and 48915 and Health and Safety Code 11007) 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.

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 ASCEND 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 ASCEND, all students will wear the approved ASCEND 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 Pup#Student Suspension and Expulsion Policy hasand Procedures have been established in order to promote learning and protect the safety and well-being of all students at ASCEND. When the 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 violatedlargely 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

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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 writing⁶³ 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.

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.

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

⁶³ 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. —

~~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 for 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-c. 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.~~

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~~7-g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.~~

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~~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.~~

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~~9-i. Committed an obscene act or engaged in habitual profanity or vulgarity.~~

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~~Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5~~

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~~10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.~~

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~~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.~~

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~~12-k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.~~

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~~13-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.~~

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~~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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~~14. 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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~~15. 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 ~~classwork~~class work, creating substantial disorder and invading ~~student~~the rights of either school personnel or volunteers and/or student(s)

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by creating an intimidating or hostile educational environment. This ~~section~~ provision shall apply to ~~pupils~~ students in any of grades 4 to 12~~8~~, inclusive.

t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, ~~as defined.~~

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 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:
 - 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

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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 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)-(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 for any of the following acts when it is determined the ~~pupil~~ student:

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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.

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.

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 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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~~h) Committed an obscene act or engaged in habitual profanity or vulgarity.~~

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~~j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.~~

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~~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.~~

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~~j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5~~

~~h) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.~~

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~~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~~

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~~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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~~m) 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.~~

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~~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) 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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~~m.~~

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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). 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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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 ~~parent~~ 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

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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.

w)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.

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) 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.

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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~~on 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: ~~(iA)~~ bomb, ~~(iiB)~~ grenade, ~~(iiiC)~~ rocket having a propellant charge of more than four ounces, ~~(ivD)~~ missile having an explosive or incendiary charge of more than one-quarter ounce, ~~(vE)~~ mine, or ~~(viF)~~ 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.

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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

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

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3. ~~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. ~~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. ~~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. ~~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. ~~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. ~~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. ~~9.~~ Especially for charges involving sexual assault or battery, if the hearing is to be conducted in ~~the public~~ at the request of the ~~pup~~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

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contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

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10. 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 personality 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.

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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

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.

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3. ~~Procedural Safeguards~~ Manifestation Determination

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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, 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 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.

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5. Special Circumstances

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ASCEND personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a 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~~

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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. G. Interim Alternative Educational Setting

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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.

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.

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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~~

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 ~~School EFC~~ shall maintain records of all student suspensions and expulsions at the ~~School EFC~~. 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.

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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

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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*

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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*

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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:

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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

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6. *Interim Alternative Educational Setting*

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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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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 the 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 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, ASCEND 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 ASCEND 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 ASCEND.~~

~~Pupils who choose not to attend ASCEND 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 ASCEND 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 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

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)

Education for Change shall be deemed the exclusive public school employer of ASCEND teachers, staff and other employees of ASCEND 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 ASCEND or EFC.

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(bc)(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 rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3)

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[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.](#)

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[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.

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EFC is deemed the exclusive public school employer of all employees of ASCEND 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.

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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.

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Disputes ~~with~~ between the District and the Charter School

The staff and Governing Board members of [ASCEND and EFC Charter School](#) agree to attempt to resolve all disputes between the District and [ASCEND 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.

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Any controversy or claim arising out of or relating to the ~~charter agreement~~ [Charter](#), between the District and [ASCEND 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 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:

ASCEND
% 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 shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the

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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 ASCEND 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 ASCEND if the District finds, through a showing of substantial evidence, that ASCEND did any of the following:

- ASCEND committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.*
- ASCEND failed to meet or pursue any of the pupil outcomes identified in the Charter.*
- ASCEND failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.*
- ASCEND 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 ASCEND in writing of the specific violation, and give ASCEND 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 ASCEND, 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 ASCEND Charter School, votes to close ASCEND; or Charter

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School; the 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 ASCEND Charter School, including its nonprofit corporation and governing board.

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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 EFC Charter School, or the OUSD Board of Education, the governing board of EFC 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 ASCEND Charter School will fund, these activities.

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Notification of Closure Action

Upon the taking of a Closure Action, ASCEND Charter School shall send written notice of its closure to:

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1. The OUSD Office of Charter Schools (OCS—ASCEND). 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 ASCEND, ASCEND 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 ASCEND Charter School within 72 hours of the Closure Action. ASCEND 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). ASCEND Charter School shall send written notification of the Closure Action to ACOE by registered mail within

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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:

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1. A description of the circumstances of the closure

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2. The location of student and personnel records

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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:

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1. Information on how to enroll or transfer the student to an appropriate school

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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

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3. Information on student completion of college entrance requirements, for all high school students affected by the closure

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Notification of employees and vendors shall include:

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1. The effective date of the closure of ASCEND Charter School

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2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

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3. The date and manner, which shall be no later than 30 days from the effective date of the closure of ASCEND Charter School, by which ASCEND Charter School shall provide employees with written verification of employment

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Within 30 calendar days of the effective date of closure, ASCEND Charter School shall provide all employees with written verification of employment. ASCEND Charter School shall send copies of all such employee verification letters to the OCS.

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Records Retention and Transfer

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ASCEND 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 ASCEND Charter School records, including student records. These requirements include:

1. — ASCEND 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 ASCEND 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. — ASCEND'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. — ASCEND 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 ASCEND 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. — ASCEND Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. ASCEND Charter School will coordinate with ~~the~~ OCS for the delivery ~~and/or pickup~~ of student records.

5. — ASCEND Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. — ASCEND Charter School must provide to OCS ~~the OCS a copy of student attendance records, teacher gradebooks, ASCEND 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

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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.

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7. ASCEND 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.

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8. ASCEND Charter School shall provide to the responsible person(s) designated by the governing board of ASCEND 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.

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Financial Close-Out

After receiving notification of closure, the CDE ~~will~~ notify ASCEND Charter School and the authorizing entity of any liabilities ASCEND Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, unpaid revolving fund loans or start up grants, and/or similar 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.

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ASCEND Charter School shall ensure completion of an independent final "closeout audit" within six months after the closure of ASCEND Charter School that includes:

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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.

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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.

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3. An assessment of the disposition of any restricted funds received by or due to ASCEND Charter School.

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This audit may serve as ASCEND 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.

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ASCENDCharter School shall pay for the financial closeout audit of ASCENDCharter 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 ASCENDCharter School will be the responsibility of ASCENDCharter School and not OUSD. ASCENDCharter School understands and acknowledges that ASCENDCharter School will cover the outstanding debts or liabilities of ASCENDCharter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. ASCENDCharter 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 ASCENDCharter School participates, and other categorical funds will be returned to the source of funds.

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ASCENDCharter 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 ASCENDCharter 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

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The closeout audit must shall identify the disposition of all liabilities of ASCEND. ASCENDCharter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with ASCEND's the Charter School's governing board bylaws, fiscal

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procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of ASCENDCharter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. ASCEND1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to ASCENDCharter 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 ASCENDCharter 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 ASCENDCharter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of ASCENDCharter School, the corporation shall be dissolved according to its bylaws.

ASCENDCharter 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 ASCENDCharter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

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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 ASCEND Charter School will make the payments.

Prior to final close-out, ASCEND 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 #615 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end ASCEND's Charter School's authorization to operate as a charter school or cause ASCEND Charter School to cease operation. ASCEND 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 ASCEND Charter School breach any obligation under this Element #615. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element #615 or any provision of this Element #615, 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 30, as a conversion charter school, ASCEND intends to occupy the same facility that it occupied prior to its conversion to charter status at 3700 East 12th Street, Oakland, CA 04604, and will occupy it consistent with the requirements and obligations of Proposition 30.~~ Currently, Education for Change maintains a Joint Use Agreement with Oakland Unified School District for the ASCEND facility at 3709 East 12th Street. 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 ASCEND was exercising its option to renew the Agreement for five more years.

See Appendix B39 for OUSD-LWL-ASCEND facilities use agreement and Option to Renew Letter

~~Since ASCEND 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, ASCEND 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, ASCEND will occupy and use any District facilities, ASCEND shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. ASCEND shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between ASCEND 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 ASCEND'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. ASCEND 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 ASCEND 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, ASCEND 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 ASCEND and the District cannot agree upon and execute an amendment or new use agreement by said deadline, ASCEND shall vacate the District facilities on or before June 30th of said school year.

ASCEND 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 ASCEND from conducting its educational programs. If ASCEND will share the use of District facilities with other District user groups, ASCEND 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:** ASCEND 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 ASCEND.
- **Furnishings and Equipment:** The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to ASCEND for use. ASCEND, 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 ASCEND 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

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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.

(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 ASCEND), 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 ASCEND 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, ASCEND shall pay any assessment or fee imposed upon or levied on the OUSD facilities that it is occupying or ASCEND's legal or equitable interest created by the use agreement.

• Maintenance & Operations Services: In the event the District agrees to allow ASCEND 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 ASCEND.

(i) Co-Location: If ASCEND 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 ASCEND 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 ASCEND is a sole occupant of District facilities, the District shall allow ASCEND, 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 ASCEND 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, ASCEND shall satisfy requirements to participate in OUSD's property insurance or, if ASCEND is the sole occupant of OUSD facilities, obtain and maintain separate property insurance for the OUSD facilities. ASCEND shall not have the option of obtaining and maintaining separate property insurance for the OUSD facility IF ASCEND is co-locating or sharing the OUSD facility with another user.

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*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, ASCEND Charter School shall provide ~~the~~ OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows *ASCEND to use and occupy the site as a charter school. ASCEND 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. ASCEND may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the OCS. If ASCEND intends to move or expand to another facility during the term of this Charter, ASCEND 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, ASCEND 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.*

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Facility Compliance: Prior to occupancy or use of any school site or facility, ASCEND 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 ASCEND 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 of or addition to the facility. ASCEND 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. ASCEND Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. ASCEND Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the OCS upon request.

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Pest Management: ASCEND Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

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Asbestos Management: ASCEND 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 ASCEND 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 ASCEND moves or expands to another facility during the term of this charter, ASCEND 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. ASCEND 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.

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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 supervisory 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 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 ASCEND 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 ASCEND Charter School not to exceed

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3% if ASCEND Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time.

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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 DISTRICT IMPACT STATEMENT

ASCEND 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 ASCEND 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.

ASCEND agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- ASCEND 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 ASCEND.
- The District is authorized to revoke this charter for, among other reasons, the failure of ASCEND 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

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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, ~~at District cost,~~ pursuant to its oversight responsibility, to audit ~~ASCEND~~ 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 safety plans and procedures, and~~
- Compliance with applicable grant requirements.

~~ASCEND~~ 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 ~~day's~~ business days notice to ~~ASCEND.~~ ~~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.

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In addition, if an allegation of waste, fraud, or abuse of power related to ASCEND Charter School operations is received by the District, ASCEND 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 and is not otherwise required to be completed by ASCEND by law or charter provisions.*

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

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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.

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.

ASCEND 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(e), 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 ASCEND.

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.

ASCEND 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 ASCEND 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 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 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.

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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 attorney’s fees,

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~~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

The Charter School will not seek funding for any pupil who also attends a private school that charges the pupil's family tuition.

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ASCEND 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, ASCEND intends to occupy the same facility that it occupied prior to its conversion to charter status at 3709 East 12th Street, Oakland, CA 94601, and will occupy it consistent with the requirements and obligations of Proposition 39. Currently, Education for Change 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 15, 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: ASCEND Charter Renewal Petition

Dear Director Arnold:

Education for Change Public Schools (“EFC”), which operates ASCEND (the “Charter School”), authorized by the Oakland Unified School District (the “District”), submits this request for a renewal of ASCEND’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.

ASCEND is an arts-integrated charter school fueled by a deep-rooted mission to nurture a passion for education and cultivate personal agency. The Charter School currently serves 492 students in TK-8th grade. Over 90% of the Charter School’s students are socioeconomically disadvantaged and more than 60% of its student population are English Learners. ASCEND offers personalized learning utilizing small group settings, one-on-one interactions, and flexible learning environments. The Charter School also offers an exceptional extended learning program, partnering with various organizations to provide access to enriching experiences in arts, culture, sports, outdoor education, gardening, cooking, and more. These experiences foster healthy play, creativity, and a deeper connection to the community and the environment. In submitting this request for renewal, ASCEND 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 248;
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 260;
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 280.

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.

* * *

ASCEND is excited to continue unlocking the full potential of diverse learners and fostering their holistic development. 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
4862-9093-2423, v. 1



Education *for* Change

Public Schools

ASCEND

Renewal Charter Petition

Submitted to:

Oakland Unified School District Board of Education

July 15, 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 ASCEND (“ASCEND” 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)

ASCEND (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	40	40	44	44	44
K	48	48	48	48	48
1	48	48	48	48	48
2	48	48	48	48	48
3	48	48	48	48	48
4	48	48	48	48	48
5	48	48	48	48	48
6	58	58	58	58	58
7	58	58	58	58	58
8	58	58	58	58	58
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	502	502	506	506	506

Maximum Enrollment for Charter Term: 506

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 ASCEND 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.

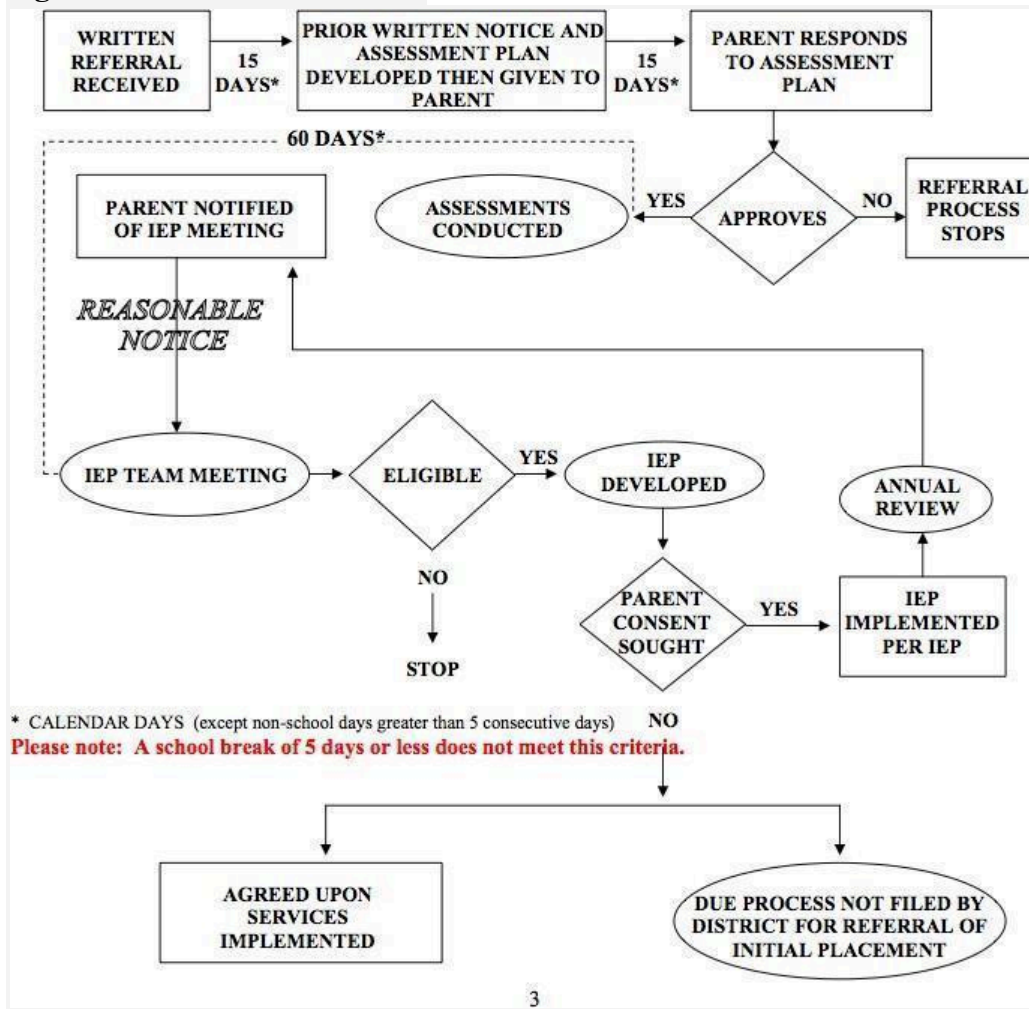
ASCEND agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to ASCEND students, staff, facilities, equipment and records as required or imposed by law.

Identification and Referral

ASCEND 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. ASCEND 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



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 ASCEND 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, ASCEND 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 ASCEND 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 ASCEND determines assessment is not appropriate, ASCEND 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 ASCEND determines an assessment is **not** appropriate, in addition to providing a PWN documenting why the AP is not being granted, ASCEND 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, ASCEND 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. ASCEND 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.

ASCEND 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. ASCEND will ensure that the IEP is implemented.

ASCEND 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 ASCEND, 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.

ASCEND 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. ASCEND 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 ASCEND, in cooperation with the EDCOE SELPA in which ASCEND 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

ASCEND 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 ASCEND students in accordance with the policies, procedures and requirements of the SELPA and state and federal law.

ASCEND shall be responsible for all school site implementation of the IEP. ASCEND shall also provide all home-school coordination and information exchange. ASCEND 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, ASCEND 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 ASCEND 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, ASCEND 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

ASCEND 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. ASCEND 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. ASCEND shall ensure that all special education staff hired or contracted by ASCEND is qualified pursuant to SELPA policies, as well as meet all legal requirements. ASCEND shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to ASCEND 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. ASCEND 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 ASCEND 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

ASCEND shall comply with Education Code Section 56325 with regard to students transferring into ASCEND within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in ASCEND from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, ASCEND 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 ASCEND 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 ASCEND from a district operated program under the same special education local plan area of ASCEND within the same academic year, ASCEND shall continue, without delay, to provide services comparable to those described in the

existing approved IEP, unless the parent and ASCEND agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to ASCEND with an IEP from outside of California during the same academic year, ASCEND 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 ASCEND 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 ASCEND, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

ASCEND 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 ASCEND 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

ASCEND has policies for responding to parental concerns or complaints related to special education services. ASCEND shall receive any concerns raised by parents/guardians regarding related services and rights.

The ASCEND's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

ASCEND may initiate a due process hearing or request for mediation with respect to a student enrolled in ASCEND 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, ASCEND shall defend the case.

SELPA Representation

ASCEND understands that it shall represent itself at all SELPA meetings.

Funding

ASCEND understands that it shall be subject to the allocation plan of the SELPA.

Section 504 of the Rehabilitation Act

ASCEND 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.

ASCEND Vision

The vision of ASCEND is to nurture a passion for learning and cultivate personal agency in order to discover who we are, what we need and how to advocate for it. Together, our community of students, families and staff explores, learns and grows through success and failure. Diverse learners thrive through an approach that develops the whole individual, which includes arts-integration, expeditionary learning, personalization, and a focus on social and emotional growth. Through a common vision guided by love, we empower each other to forge our own paths and to create a school that reflects the world we want.

Students to be Served

History

ASCEND was formerly an OUSD-operated K-8 school opened in 2001 as one of the original New Small Autonomous Schools. ASCEND is a conversion charter school, and because it was a neighborhood school with an attendance boundary when it was operated by OUSD, Education for Change operates ASCEND as a neighborhood school, providing students residing in the former Jefferson Elementary School boundary a preference for admission.

Located in the Greater Fruitvale, the ASCEND campus is located at 3709 East 12th Street in Census tract 4061. It 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. According to the 2020 Census, only 23% of people living in the Fruitvale zip code of 94601 had a Bachelor's degree or higher as compared to 36% of Californians. 48% of residents identified themselves as Hispanic, 16% as Black, 19% Asian, 12% White, 3% Mixed and 1% as Other. The median household income in the Fruitvale was \$62,825 as compared to \$91,905 in California. At ASCEND, 93% 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 ASCEND 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 ASCEND is located had an overall rank of “most stressed” with respect to community stress with an overall rank of 12 out of 111. ASCEND’s neighborhood ranked 7th in homicides, 10th in homelessness and noncompletion of high school, and 12th in health uninsured.¹ While Oakland has not updated its stressors map in the last four years, the Fruitvale community, particularly the high poverty immigrant families residing around ASCEND, 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 within a few blocks of ASCEND along East 12th Street.

ASCEND is a relatively new school born out of a grassroots organizing movement by Oakland families to bring small and community-based decision-making schools to flatlands schools. In response to the organizing and demands of the community, 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. ASCEND was opened in fall of 2001 as a K-8 New Small Autonomous School at the former Dewey High School facility. In 2011, the ASCEND staff and families submitted and received approval for a conversion charter petition to convert ASCEND into a charter school operated by Education for Change Public Schools.

Today, ASCEND is a robust TK-8 charter school with an enrollment of approximately 500 students and a student population experiencing accelerated academic growth. ASCEND 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

	ASCEND TK-8	Global Family (OUSD elem)	United for Success Academy (OUSD middle
2023 SBAC ELA proficiency	35%	15%	17%
2023 SBAC Math proficiency	23%	6%	7%

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/>

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. ASCEND 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-8, 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. The school has adopted and maintains a policy of giving an admission preference for students living within the Global Family (OUSD attendance boundary assigned to ASCEND when part of OUSD) attendance boundary. Please see **Element 9** (Admission Policy) for details on this process, including these preferences.

ASCEND primarily serves the same student population as the former Jefferson Elementary School and the former Calvin Simmons School and is similar in demographic composition as the OUSD and Oakland charter schools in the immediate neighborhood (as demonstrated in **Figure 4**). ASCEND is located in the heart of the commercial area of the Fruitvale, and approximately one mile from several district and charter elementary schools - United for Success Academy, Oakland Charter Academy, Global Family, and Learning Without Limits.

Figure 4: 2023-24 Demographics for ASCEND; OUSD; United for Success Academy, Oakland Charter Academy, Global Family, and ASCEND

Demographic Subgroups	ASCEND (TK-8)	LWL (TK-5)	Global Family (TK-5)	Oakland Charter (6-8)	United for Success (6-8)	OUSD (TK-12)
Ethnicity / Race	2023-24	2023-24	2022-23	2022-23	2022-23	2022-23
Latinx	91.0%	78.3%	95.7%	90.4%	75.7%	47.1%
African American	3.0%	11.3%	0.7%	0.7%	13.5%	22.4%
American Indian or Alaskan Native	0.2%	0.0%	0.9%	0.4%	0.5%	0.3%
Native Hawaiian or Pacific Islander	1.0%	1.1%	0.2%	0.0%	1.6%	0.9%
Asian	3.0%	5.9%	0.7%	1.4%	3.5%	11.8%
Two or More Races	2.0%	1.4%	0.2%	0.7%	0.5%	4.3%

White	1.0%	1.4%	0.7%	3.5%	1.6%	10.3%
Filipino	0.0%	0.16%	0.0%	0.4%	0.8%	0.9%
Program Participation	2023-24	2023-24	2022--23	2022-23	2022-23	2022-23
Low-income (FRML)	84.0%	87.3%	97.7%	89.2%	95.9%	74.4%
English Learner	66.0%*	54.4%	78.6%	79.2%	57.6%	34.5%
Special Education	12.0%	12.7%	N/A	12.4%	N/A	11.9%
Homeless	0.2%	3.9%	N/A	0.0%	N/A	2.1%

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

In summary, the majority of ASCEND 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, 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 EFC, 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.

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

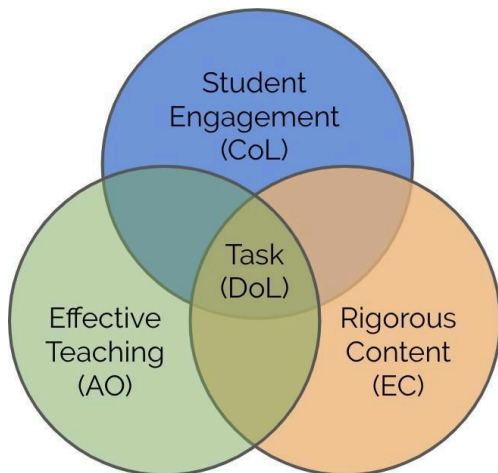
- Academically and technologically capable young people who are prepared to succeed and compete with their peers when they move on from Education for Change Public Schools
- Self-motivated, self-aware, competent, and confident lifelong learners with a high level of resilience who strive for excellence
- 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

³ Collins, Jim (2001). *Good to Great*.

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 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

⁴ Vygotsky, L.(1978) *Mind and Society*. Cambridge, MA: Harvard University Press, 79-91.

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 ASCEND 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. ASCEND 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 2023-28 Strategic Plan](#), which further details the EFC Theory of Action.

The ASCEND Program

The ASCEND team holds that learning best occurs when our team aligns expectations, curriculum, assessment, and interventions with research-based instructional practices. We do so by providing each student with access to cultural and creative diversity in order to increase opportunities for students to authentically engage in learning. Central to ASCEND’s philosophy is the idea that students’ social and emotional growth is critical to their ability to succeed academically and to navigate the world around them.

ASCEND was founded as an arts-integrated EL Education school (then known as Expeditionary Learning.) Since those early days of ASCEND, many years passed without a formal partnership. What it means to be an EL Education school has also changed. In the summer of 2023, ASCEND and EL Education entered a partnership again and have since been working collaboratively to implement EL Education’s revised Core Practices (see below.) In the intervening years, EL has ramped up their commitment to rigor, to student achievement, to creating high quality curriculum and greater clarity around how to help schools work towards student achievement along three dimensions: Mastery of Knowledge and Skills, High Quality Work, and Character.

The EL model is articulated by 37 Core Practices across five categories (Curriculum, Instruction, Culture and Character, Student-Engaged Assessment, and Leadership) that ASCEND is striving to implement, with a particular school-wide focus in the 2023-24 school year on Planning for and Supporting High-Quality Student Work, Crafting and Using Learning Targets, and Creating a Community of Learning. Please see [Appendix 11 - Expeditionary Learning Outward Bound Resources](#) for a description of the Core Practices.

The philosophy of EL– and ASCEND– is summed up by the following excerpt from the Core Practices document:

⁵ McLaughlin, M. and Shepard, L. (1995). *Improving Education through Standards*.

Learning is challenging.

Students are supported to do far more than they think they can. Teachers expect excellence and teach in ways that enable students to learn deeply, surpass standards, and produce high-quality work. Students and teachers model academic courage.

Learning is active.

Students are scientists, urban planners, historians, artists, and activists, exploring ideas and engaging in authentic work that allows them to contribute to their communities and promote equity and social justice.

Learning is meaningful.

Students build deep understanding of concepts and can apply their skills and knowledge to new contexts and real-world issues. They are learning with a purpose—getting smart to do good—and see that their education is in service of building a better world.

Learning is collaborative.

School leaders, teachers, students, and families work together to create a culture of respect, responsibility, and joy in learning. The school community is a place where all students and adults feel that they belong, support each other to succeed, and are inspired to be their best selves.

Learning is public.

Students produce high-quality work for presentation to audiences within and beyond the school. They reflect on what and how they learn with peers, teachers, and community members. Hallways and classrooms are filled with evidence of learning and beautiful student work.

Educational Program

Academic Day and Year

In compliance with Education Code 47612.5, the ASCEND academic calendar includes, at a minimum, the following instructional minutes:

- 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 8th 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 ASCEND Bell Schedule](#)

School Day

The instructional day at ASCEND is currently from 8:30 am until 3:15 pm for TK-3, and 8:30 am until 3:30 pm for 4th-8th grades, Monday, Tuesday, and Thursday. On Wednesdays and Fridays, the instructional day is 8:30 am until 1:30 pm for all 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

ASCEND 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.

Expeditionary Learning and how it weaves into our instructional program

An Inquiry-Based Approach to Learning

ASCEND’s program incorporates a highly developed inquiry-based learning curriculum (Expeditionary Learning) with robust standards-based instruction across subject areas. Instruction at ASCEND prepares students to be academically and socially prepared to succeed in any high school and beyond, be responsible young adults who care about their community, be excited about their opportunities in the future, and be independent and motivated leaders.

In both the elementary and middle school programs, all of our curricular areas link into this inquiry approach: English Language Arts, English Language Development, Mathematics, Science, History-Social Science, Visual and Performing Arts, Physical Education/Health, and Social and Emotional Learning.

Grade level standards are taught to mastery in each curricular area, so that children in all grades receive standards-based instruction across content areas. Overall, our approach to teaching and learning means that we are constantly striving to make learning challenging, active, meaningful, collaborative, and public. Specifics about ASCEND’s curriculum are included in subsequent sections, but key tenets are as follows:

Our curriculum is learning expedition-based and inquiry focused.

ASCEND teaches through quarter-, semester-, or year-long learning expeditions where our students learn skills through integrated and deep exploration of content, using an inquiry-based approach, and as part of a larger community which they actively explore and provide service to. Our approach promotes student metacognition and reflection as well as depth of knowledge and authentic, arts-integrated demonstrations of learning. We believe this is a particularly effective approach for a largely English Language Learner population most of whom will be first-in-family college-goers. EL students need repeated exposure to academic and content

language and instructional approaches that enable them to learn, practice and apply that language authentically. Learning expeditions and inquiry-focused learning authentically build academic and content language and develop the higher order thinking and the college-readiness skills our students need to be academically, socially, and emotionally competitive with peers from every background.

Literacy and English Language Arts instruction is at the core of our curriculum TK-8

At ASCEND, we believe that developing strong literacy skills is paramount. Our ELA instruction focuses on content, comprehension, and foundational skill building. Our learning expeditions and arts integration are also anchored to our ELA units. In grades K-8, all grades are using the Fishtank curriculum, expanding upon one unit per semester to further “expeditionize” the content, integrate the arts, and engage students in a rigorous revision process to create high quality work products.

Core curriculum is multicultural and arts integrated.

ASCEND’s core curriculum harnesses the power of various arts-integration along with holding a multicultural perspective to maximize student engagement and achievement. The arts provide another lens through which students can gain deep understanding of content, and also an opportunity to creatively demonstrate their learning. Our arts teachers collaborate with classroom teachers to create high quality work products connected to the academic themes at each grade level. Additionally, we choose and adapt core curriculum that is both aligned with the Common Core State Standards and has repeated opportunities to hold a multicultural focus so that students are increasingly able to engage across difference and be successful in an increasingly connected world. Meaningful learning takes place when classroom objectives extend into children’s lives outside the classroom. Therefore, ASCEND core curriculum emphasizes fieldwork that involves families and community in learning (eg. student interviews that lead to a written family history) to provide authentic opportunities to participate in our diverse local community.

High expectations align with the Common Core State Standards and are communicated clearly to stakeholders.

ASCEND 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 Oakland. To this end, ASCEND’s teachers work together to develop and iterate a program that operates with the highest expectations for all children, in which all children achieve mastery.

Therefore, ASCEND teachers collaborate across disciplines and grade levels to norm on school-wide expectations so that students can be best supported in their learning. Core content curriculum at each grade level is also-prioritized and integrated to maintain a focus on depth of learning over breadth of curriculum. The focus of the ASCEND instructional program is mastery of high-leverage Common Core standards and pushing past skills and knowledge acquisition to application, synthesis, analysis, and evaluation. Both teachers and students are

regularly reviewing students' goals and reflecting on mastery of prioritized standards, and adjusting instruction to personalize student learning to meet these goals. Students and teachers work together to deepen their understanding and application of these goals so that they see their purpose and relevance to their learning and their future. There are multiple embedded structures to communicate to families about the students' expectations and their performance against those expectations, including school-wide expositions of student learning and student-led parent conferences.

Varied instructional strategies support a diverse population of learners.

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 and support that enables mastery. We recognize that students will listen, process, and respond in many different ways. Therefore, our teachers plan instruction to enable students to develop agency around the most effective place, path, and groupings for them to learn. The use of learning expeditions and the integration of the arts play key roles in providing greater access and enabling greater success for a variety of learners.

Student-Engaged Assessment

Key to the ASCEND model is leveraging the power of student-engaged assessment, and building a wide range of different types of assessments into our practice. Undergirding our approach to assessment is research that shows the power of students playing an active role in goal-setting and assessing their own progress. At ASCEND, teachers support students in setting both academic and SEL goals, which are often based on reviewing assessment data points, and regularly self-assessing against these goals.

Authentic assessments administered regularly monitor student progress.

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 Common Core standards to inform the sequence of and context within which the standards will be taught. Students are given multiple opportunities to show what they know, including through tasks, performances/demonstrations, presentations, and assessments. Additionally, Learning Expeditions provide students with multiple entry points for engaging with content, learning, and demonstrating what they understand. Expo presentations to parents and community members require students to authentically demonstrate what they've learned in a real life context, with a real audience. Both are described in greater detail elsewhere. Furthermore, students at ASCEND are actively involved in what Rick Stiggins calls assessments *for* learning, setting goals, articulating what it takes to meet those goals and leading report card conferences.

In order to more formally monitor student progress, teachers use both summative and formative assessments. We benchmark our students' performance against the standards to monitor progress and determine the need for interventions multiple times during the school year using CCSS aligned benchmarks and EFC-wide assessments. Teachers also create interim assessments that measure students' growth throughout the benchmark period, so our teachers can better target

interventions and accelerate learning, and equally important, so that students can monitor their progress following what they have mastered and what they need to work on. Finally, a variety of diagnostic assessments are administered to ensure that teachers understand where each student's Zone of Proximal Development is, and where students may be struggling. Teachers also use Checks for Understanding, Exit Tickets, and other methods to assess mastery of daily lessons.

Learning Targets

Regular use of learning targets is foundational to ASCEND's practice. Students are cognizant of the learning targets for their daily lessons and they assess themselves against these targets in those lessons, as well as at the end of units and during various presentations of learning. Academic learning targets are aligned to common core standards, curriculum standards, and learning expeditions.

Presentations of Learning

Another practice that is foundational to both EL and ASCEND is the use of Presentations of Learning (POLs), during which students share their learning in different ways. POLs take many different forms; however at a minimum they include two biannual Student-Led Conferences (SLCs) and two biannual Expos. They also include other events particular to specific classes such as a family "Cooking with Fractions" POL in our fourth grade math class this year when students wrote the recipes for a favorite family dish, wrote about its meaning, and brought the food in for an evening family potluck.

Student-Led Conferences occur twice a year for students in all grades, with additional conferences for students that need them. Teachers help students prepare to lead these presentations by self-assessing, looking at their own performance data, selecting work to discuss, and preparing slide decks, scripts, and/or portfolios of work to share with their families.

Expos are much bigger, more celebratory and public events during which students share their learning with the broader community and invited guests. Many hundreds of guests attend Expos, where students present authentic work from the learning expeditions they did that semester.

Culture and Character

ASCEND has designed several structures that help to facilitate a strong school culture and social emotional learning, which in turn supports the academic growth of our students. These structures are grounded in some important core beliefs:

- Students learn best when they are known well by adults and peers
- Students learn best when school and classroom conditions are such that they feel safe
- Leveraging our TK-8 model to connect students across age levels fosters a deeper sense of community and opportunities for student leadership
- Families are an integral part of their child's education and having the same group of adults (teachers) work with their child(ren) across multiple years facilitates deeper relationships and higher levels of trust among families and school, which research shows

improves academic outcomes for students.

Crew

“A culture of Crew is the most important holistic indicator of the health and quality of a school. It demonstrates that school staff and students respect each other, support each other, and work together as a team. It shows that they hold themselves and each other accountable to high standards, stand up against bias and racism, and work together to make the world a better place. A culture of Crew is EL Education’s term for this positive, inclusive, equitable school culture that pushes everyone to be their best selves.”

– *We Are Crew: A Teamwork Approach to School Culture*, by Anne Vilen, Libby Woodfin, and Ron Berger

At all grade levels, students are a part of a Crew. Crew is both a structure and a mindset, a way of building community in small groups and as a whole school, as children and adults. At ASCEND, Crew includes rituals for starting and ending the day, for checking in on how students are doing and feeling, in creating space and systems for students to gain empathy and support one another. There are Crew initiatives and activities, sometimes drawn from a variety of SEL curriculum, that help to build community and understanding of others. Crew looks different at different grade levels– and there are both multi-age and same-age groupings– but the goal of building community, a sense of belonging, and attending to the social-emotional needs of our students is the same.

Family and community partnerships are prioritized.

Family involvement and community partnerships are fundamental to meeting the needs of the whole child. When we refer to ASCEND, 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. We engage families in regular conversations about student progress, hold student-led conferences three times a year, conduct home visits, and regularly hold events that bring families into the school.

Please see [Appendix 13 - Expeditionary Learning Outward Bound Resources](#), which further details ASCEND’s implementation of EL Education.

Transitional Kindergarten Program

As part of teaching the whole child and starting students as early as possible with both academic and social-emotional skills, ASCEND 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.⁶ 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.⁷ Based on overwhelming success in the states of Oklahoma and New Jersey, the 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 ASCEND uses best practices from programs across the nation.

Goals

The TK team at ASCEND 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 ASCEND is based on the California Preschool Learning Foundations standards. It includes content and skills from ELA, math, PE, art, and science. ASCEND has formally partnered with the Rainin Foundation to build the capacity of our TK teachers and implement 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

⁶ Rich, M. (2013) Language Gap Study Bolsters a Push for Pre-K. New York Times.

⁷ 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.

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**. ASCEND 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,⁸ as well as three decades of stagnant reading skills,⁹ 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.¹⁰ In response, the field is now converging in a new direction: grounding professional learning in engaging, standards-aligned, content-rich curriculum.¹¹

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

⁸ 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

⁹ 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

¹⁰ TNTP (2015) The Mirage: Confronting the Hard Truth About Our Quest for Teacher Development. New York: TNTP

¹¹ 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 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.

- 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)
- 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 	<ul style="list-style-type: none"> ● Fishtank ELA (K-2) ● Fishtank Learning 	60-90 min

	<ul style="list-style-type: none"> • 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 		
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 	<ul style="list-style-type: none"> • SEEDS • SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) 	30-75 min

	<ul style="list-style-type: none"> • Small group or individual practice through interventions and/or personalized online learning programs 	<ul style="list-style-type: none"> • Being a Reader small group instruction • Lexia • Implementation of GLAD ELD strategies 	
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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 and Reading Plus.
- ***Expeditionary Learning*** - Expeditionary Learning (EL) at ASCEND is leveraged to provide an opportunity for students to authentically apply their skills and content learning in deeper multidisciplinary units of study. EL builds student capacity to gather and evaluate information, use evidence and criteria, justify choices, work collaboratively, communicate effectively, and organize work. ASCEND believes that rigorous and authentic multidisciplinary work is the key to student engagement and deeper learning.

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 (3-8)** - 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 ASCEND 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

ASCEND 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-8](#)

Mathematics

EFC ensures that all schools, including ASCEND, 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 ASCEND, 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
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’ 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.² 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.³ 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
6	6.NS.2,3	Multi-digit division Multi-digit decimal operations

Curriculum

EFC and ASCEND 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

ASCEND 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 - Interdisciplinary Learning using the EL Approach

In order to best prepare students for a 21st century world, as well as to provide opportunities for deeper, more engaging and relevant learning, ASCEND implements multidisciplinary integrated learning opportunities primarily through the humanities blocks. During these instructional blocks, teachers facilitate student inquiry through units and projects that create authentic and relevant opportunities to apply skills and knowledge across English Language Arts, Science, and Social Studies. In grades K-8, our teachers are using thematic Fishtank units that include both science and history connections and material. Twice a year, these units are “expeditionized” so that they help to develop students’ curiosity and awareness about the world around them, both past and present, while also developing student mastery of key grade-level content standards.

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 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.

In addition, facilitating learning expeditions requires that teachers make connections to the real world and our local community by integrating fieldwork, bringing experts into our classrooms, and engaging students in service learning. Interacting with community organizations and local

community members is interdisciplinary by nature and often provides additional extensions into both science and social science themes. For example, for a kindergarten expedition on “What is Justice” (built around a Fishtank unit of that name), students interviewed changemakers in our community and worked with one of those guest experts who runs the non-profit 100K Trees for Humanity to learn about the importance of trees and their relationship to the water cycle and to plant trees around our school. Furthermore, our expeditionary learning model also requires that students present their learning to different audiences, giving them many opportunities to develop and refine speaking and listening standards as well.

At the beginning of the year, ASCEND teachers map out the units and scope and sequence in the different content areas, including what themes, topics, and units they will “expeditionize” or build out into learning expeditions. In recent years EFC and ASCEND have adopted curriculum in different grade and subject areas in order to have greater consistency across schools and work strategically to support teachers to raise student achievement. ASCEND’s commitment to being an EL Education school means going deeper and connecting curriculum to students’ lives, community, and world, which can be done by extending rather than replacing content curriculum.

History/Social Studies

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, ASCEND 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 and instruction

At ASCEND, ELA and History/Social Studies are taught in an interdisciplinary way at all grade levels. In grades three through eight where there are at least two core classroom teachers, a math

teacher and a humanities teacher, the humanities teacher uses the Fishtank curriculum and teaches in a way that fully integrates ELA and Social Studies.

Assessment

Due to the interdisciplinary nature of our TK-2 classrooms and our humanities classrooms in grades 3-8, our assessments for both ELA and History/Social Studies are similarly interdisciplinary. History/social science assessments are embedded in our Fishtank unit assessments, as described more fully in the ELA section. Additional assessments that are a part of our expeditionary learning model are similarly described in the *How Learning Best Occurs* section.

Science

Similar to ASCEND's approach to history/social science, science is integrated in grades K-5 into English Language Arts classes mainly through the content of the ELA curriculum units and learning expeditions. TK has also done interdisciplinary units and expeditions that are focused on science, including the Flora and Fauna expedition, in which students created and presented their biomes on different eco-systems. In grades 4 and 5, where we have departmentalized math, math teachers also hold weekly science instruction. In middle school, where we have two dedicated science teachers who teach grades 6-8, ASCEND's model is similarly interdisciplinary around our learning expeditions in particular.

Goals

- Students will be able to demonstrate the process of scientific inquiry through experimentation, data collection and analysis, and problem solving.
- Students will be able to develop non-fiction reading and writing skills using scientific content
- Students will connect the discipline of science to learning in other disciplines and applications in the real world

Curriculum and instruction

Our science teachers work collaboratively with teachers of other disciplines while also following a set NGSS aligned scope and sequence. As mentioned above, connections to science are made in grades K-8 to ELA Fishtank Units. In grades 4 and 5, math teachers are also responsible for science instruction, drawn from a variety of curriculum, including Mystery Science and Amplify, that often connects to what is being taught in other disciplines.

In the middle school grades, expeditions all have interdisciplinary connections across humanities, science, art, and sometimes math. Our middle school curriculum is based on a mix of PBIScience units, some Amplify units, and some WISE units - so students are able to access a range of experiences in terms of project-based learning, rigorous instruction, and equity connections in their science learning.

Assessment

In addition to administering the California Science Test (CAST) in grades 5 and 8, assessments for the science content and extensions to science-based ELA units are built into those assessments. The designated science classes in grades four through eight also have a mix of internal class assessments that are both formative and summative. Science teachers use consistent formative assessments such as exit tickets and critical juncture assessments and written scientific arguments in order to determine whether students are demonstrating understanding of the three-dimensional concepts embedded within the Next Generation Science Standards.

Continuous reflection is also a part of the scientific learning process, so students use thinking routines such as "I used to think... Now I think..." and create iterative conceptual models to be able to reflect on how their thinking has changed over time.

Figure 12: Sample Middle School Science Scope and Sequence

Name of Unit	Curriculum	Topics in this unit
Living Together	Project-Based Inquiry Science	Water quality Ecology Properties of substances
Hydrosphere Protocols	NASA GLOBE Resources	Students sample water quality and connect with NASA resources to analyze their data
Photosynthesis and Cellular Respiration	WISE (Web-based Inquiry Science Environment) developed with researchers at UC Berkeley	Photosynthesis Chemical Reactions Cellular Respiration Matter Cycling in an Ecosystem Designing a project
Metabolism	Amplify	Chemical reactions Metabolic processes Cellular respiration Body systems

Traits and Reproduction	Amplify	Genetics: genes, alleles Traits Variation in organisms Sexual reproduction, traits from parents to offspring
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Name of Unit	Curriculum	Topics in this unit
Air Quality	Project-Based Inquiry Science	Chemical reactions Properties of molecules and phase changes Causes and effects of pollutants
Atmosphere Protocols	NASA GLOBE Resources	Students sample atmospheric data such as clouds, temperature, and use NASA resources to analyze their data
Global Climate Change and Urban Heat Islands	WISE (Web-based Inquiry Science Environment) developed with researchers at UC Berkeley	Photosynthesis Chemical Reactions Cellular Respiration Matter Cycling in an Ecosystem
Evolutionary History	Amplify	Evidence of common ancestry Multiple lines of evidence for evolution Fossil record and geologic time

Planetary Motion and Seasons	WISE (Web-based Inquiry Science Environment) developed with researchers at UC Berkeley	Global patterns which affect seasonal changes Planetary motion Hemispheres, latitude, longitude
Sounds Waves and Musical Instruments	WISE (Web-based Inquiry Science Environment) developed with researchers at UC Berkeley	Properties of waves such as amplitude, wavelength, frequency Particle motion Waves traveling through a medium

Visual and Performing Arts

The arts program at ASCEND is designed to foster creativity, self-expression, and a deep appreciation for the arts. We work to create a culture of critical thinking and problem solving through a diverse range of artistic experiences that inspire and engage students throughout their TK-8 journey. As mentioned in the 2019 Brookings article¹², “New evidence of the benefits of arts education”, recent studies provide strong evidence that arts educational experiences can produce significant positive impacts on academic and social development. With that in mind, we prioritize arts education as an integral component to the holistic development of students, empowering them to become innovative thinkers and well-rounded individuals.

At ASCEND, arts are integrated into the core curriculum through the Expeditionary Learning model described above for our TK-8 students. The arts integration is especially powerful for capturing student interest and bolstering student motivation through visual and kinesthetic pathways, creating high interest for students from all backgrounds. Visual and performing arts are important in every culture around the world and they help students make connections between what they are learning and what they are interested in and care about. This model is a key equity tool, providing multiple types of diverse learners multiple entry points to access the core curriculum and make meaning of what they are learning and express their learning. It is within the context of arts integrated curriculum that many of the California visual and performing arts standards are taught. This model for arts integration enables and empowers classroom teachers to teach the arts on his/her own in the context of the core curriculum. Students are taught by visual and performing arts specialists.

¹² Kisida, Brian, and Daniel Bowen. “New Evidence of the Benefits of Arts Education.” *Brookings*, 12 Feb. 2019, www.brookings.edu/articles/new-evidence-of-the-benefits-of-arts-education/.

At the core of our Arts Integrated Learning Expedition model is collaboration among grade level teaching teams and artists where they define an expedition around one unit of study. We believe it is this collaboration that accounts for much of the success of this model. The results of this deep collaboration is a seamless experience for students where their content learning and arts learning are interwoven to support students' deepening their understanding of content areas.

As part of our continued commitment to addressing the needs of the whole child and narrowing the achievement gap in an ever changing 21st century landscape, ASCEND provides both explicit arts instruction as well as arts integration into the larger Expeditionary Learning curriculum. The visual and performing art teachers work with students directly to support mastery of California Visual and Performing Art Standards (VAPA) and skills in alignment with the National Core Arts Standards (NCAS). Our arts teachers also co-design learning expeditions with classroom teachers to assist in the integration of art into ASCEND's Expeditionary Learning model, blending core content and interdisciplinary cross-curricular learning activities and experiences. The arts program is designed to expose students to multiple perspectives, increase empathy and tolerance while building knowledge and interest within the art world.

Goals

- Provide explicit arts education, with students demonstrating mastery of TK through eighth grade standards in visual and performing arts.
- Integrate and infuse the arts into Expeditionary Learning units, in order to leverage understanding and give students multiple entry points to challenging concepts and ideas.
- Help students engage in artistic pursuits to cultivate the skills of creating, presenting/performing, responding and connecting.

Curriculum & Instruction

Students participate in scaffolded curricula of standards-based (NCAS and VAPA) visual and performing art lessons, while building language and technical capacity in the Elements of Art and Principles of Design. The program exposes them to a variety of techniques through the lenses of historical art movements, contemporary diverse artist spotlights and relevant cultural craft from around the world.

Throughout the course of the program, students experiment with multiple techniques, produce works of art, make connections and reflect on their process through independent and collaborative modalities and present work at a whole school Exposition of Learning held twice a year.

We invest in qualified teaching artists, and all students receive formal arts instruction multiple times per week during their years at ASCEND. In addition to their regularly scheduled arts classes, arts teachers work collaboratively with classroom teachers to expeditionize units of study in the arts that integrate academic content areas and the arts in all classrooms. Currently,

curriculum in performing arts is also informed by our Destiny Arts partnership, although we have had other partnerships and various performing arts teachers on staff in the past as well.

For example, in Kindergarten classrooms, art teachers created art content aligned with Kinder's Change Makers Unit. Students explored identity work through self portraits, learning value and tonal color mixing by creating skin tones while becoming storytellers of their identities through representative symbols in their portrait backgrounds. Students worked collaboratively on portraits of historic and contemporary change makers that represented a diverse group of inspirational figures.

Other examples include lower grades students learning about emotions while engaged in an SEL arts unit exploring color and line as ways to express complex feelings. Third grade students collaborate as a whole class to write lyrics about frogs for their animal adaptations expedition, performing their song during ASCEND'S Expo. In an expedition on folktales and storytelling, first graders create their story board games, designing and creating clay figurine game pieces, based on stories students wrote.

In seventh grade Humanities, in an expedition on Mayan Futures, students study the history and values of indigenous cultures. Visual art teachers create curriculum to support students by studying the work of the artist Qetza and then creating their own portraits of important people in their lives using the same "Azteca Pop" style. Upper grade students learning geometry in math work with the art teachers to create tessellation art (planar tiling) while building historical understanding of how geometric patterns have been utilized across cultures. In all of these examples, the ultimate goal is to engage students through a variety of modalities to rich, interdisciplinary content that builds real life connections to culture and the arts while integrating key arts and academic skills.

In ASCEND's arts-integrated learning expeditions, artists plan collaboratively with classroom teachers to define an expedition around one unit of study from the core content standards. This allows students to access information and learning through the arts as well as to use the skills that they have built to create meaningful works of art. In planning, the classroom teacher and teaching artist create a fusion between the core content standards and the arts standards, while ensuring that the teaching and learning is exciting and engaging for all involved. The curricula is implemented by all the teachers involved in a learning expedition, under a collaborative teaching model that allows teachers and students to make connections to both the core and the art content. Twice a year we celebrate student learning and achievement, celebrated through the culminating exposition of student learning called the ASCEND Expo.

Program Components:

Foundations of Art (Grades TK-2):

In grades TK-2, students build foundational understanding of Elements of the Arts and are introduced to basic art materials, techniques, concepts and vocabulary through age-appropriate projects with an emphasis on sensory exploration and the development of fine motor skills. At

this level, the integration of storytelling and art is implemented to encourage students' imagination in order to produce and perform works of art that are creative, reflective, and personal. Students learn to utilize arts vocabulary to present, reflect, respond and connect to their experiences.

Exploring Mediums (Grades 3-5):

Students in grades 3-5 deepen their learning and understanding about Elements of Arts, and are introduced to the Principles of Design to gain experience with techniques through lenses of historical and cultural arts movements and diverse artist spotlights. They expand upon their knowledge base through exposure to various two and three dimensional mediums such as painting, drawing, printmaking and sculpture in the visual arts, and exposure to performing arts mediums as well. Students deepen their practice of thinking about their process to present their works in various formats while building language and art critique and performance skills.

Cultural Art Integration (Grades 6-8):

In grades 6-8, students deepen their application of the elements of arts and design. Lessons are designed to challenge problem solving skills and technical ability. Students engage in in-depth studies of influential artists from different cultures and time periods, exploration of diverse cultural art forms, connecting arts to global perspectives and culminating in student-led projects that reflect cultural understanding and appreciation. They also participate in more formal arts assessments and writing about their own practice as well as historically and culturally relevant movements.

Community Art Initiatives (All grade levels):

Each year, all students participate in:

- Collaborative projects that engage students in addressing cultural and community themes and issues related to their Learning Expeditions.
- Art exhibitions, performances, showcases, and events to celebrate student learning and creativity.
- Partnerships with local artists and organizations to build community connections and resources.

Assessment

Continuous assessment of growth and development is based on direct observation of student artwork and performances, including a student's development over time and their application, technical skill, and effort towards content taught. All grade levels participate in periodic exhibitions, performances and showcases for public recognition of student achievements, including ASCEND's fall and winter Expos. Additionally, students learn to practice self-reflection and goal setting as a part of the assessment process. Together, these modes of

formative and summative assessments take into account a student's individual artistic ability, as well as their comprehension of and the critical analysis of visual and performing arts.

Physical Education

ASCEND's physical education ("PE") program is designed to provide students with the tools and knowledge to be physically and emotionally healthy for the rest of their lives.

Goals

- Students will demonstrate mastery of grade-level standards in physical education
- Students will demonstrate an understanding of the ways 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 which they enjoy.

Curriculum and Instruction

ASCEND's health, wellness, and life skills program form the components of a Coordinated School Health Program ("CSHP") as outlined by the Centers for Disease Control and Prevention ("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 well-being 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

Sports and Physical Fitness

The PE program facilitates sports-related activities and exercises to enhance physical fitness. 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. ASCEND includes the following in its physical education program:

- Stretching
- Aerobic activity

- Explicit instruction of skills outlined in California grade-level content standards, with opportunities to practice and apply these skills authentically (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, increasing exercise time, 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 PE 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. Organized sports activities and teams such as dance and soccer are also provided as after-school activities.

Social-Emotional Learning

PE class will also assist students in recognizing the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction. 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.

ASCEND’s P.E. teacher provides students with standards-based instruction in physical education, health, and nutrition. The instruction may happen within the context of an integrated Learning Expedition or independent of it. Instruction in these areas meets minimum requirements for state-mandated instructional minutes.

Outdoor Education

Another core value at ASCEND that relates to PE and Health is the well-researched benefits of getting our students out in nature. All students in grades 1-8 have an overnight experience each year, in addition to trips during the daytime. Students go on camping and hiking trips all over the greater Bay Area, and are involved in other physical activities through various community partnerships such as biking, rock climbing, surfing, and rowing.

Assessment

The FITNESSGRAM test in 5th & 7th grade will assess ASCEND students. The fitness test aims to measure students' physical fitness levels. It also serves as a motivation for students to see where they are at physically and enables them to continue to exercise throughout their life. They are assessed in flexibility, muscular strength, and cardiovascular endurance.

Social-Emotional Learning

As detailed in the section *Students to Be Served*, above, students at ASCEND experience multiple challenges in their lives that create stress. This can often manifest itself in low academic readiness, low levels of engagement or participation, and mental health challenges. Given ASCEND's commitment to teaching the whole child, social-emotional skills are explicitly taught, in particular, strategies to deal with toxic stress and to provide students with the ability to be resilient and successful. Students are supported in developing the skills and abilities to make strong choices. Furthermore, the key 21st century skills of collaboration, communication, flexibility, and critical thinking are closely aligned with the social-emotional skills of self and social awareness, as well as relationship skills.

Research has demonstrated that akin to Maslow's hierarchy of basic needs, there is also a hierarchy of learning needs, with mindsets, learning strategies, and habits coming before high-quality instruction. One such key mindset 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.¹³

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 they can succeed, and an understanding that their work is relevant.¹⁴ Our focus on cross-curricular integrated learning aims to focus on the mindset of relevance. School culture, a strong sense of community, and teacher coaching 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

¹³ Mueller and Dweck, 1998

¹⁴ Briceño, E. "Mindsets and Student Agency," *UnBoxed*, 2013.
http://www.hightechhigh.org/unboxed/issue10/mindsets_and_student_agency_contributors

what to do when they have not mastered a skill or content.¹⁵ Both integrated learning and the increased rigor that occurs with the transition to the Common Core aid in this goal. Finally, the explicit teaching of social- emotional learning (“SEL”) content and skills, which we detail below, 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.

Goals

The Collaborative for Academic, Social, and Emotional Learning (“CASEL”) advocates for development of 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. It also requires 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

¹⁵ Briceño, 2013

ASCEND implements Toolbox, a research based and community-tested TK-4 SEL curriculum that fosters the development of resilience, self-mastery, and empathy in TK–4 students and beyond.

In grades 5-8, ASCEND uses Wayfinder curriculum to specifically address the changes and needs that arise when students enter adolescence. Wayfinder is a social-emotional curriculum developed at Stanford University's K12 Innovation Lab. It focuses on fostering a sense of community and engagement throughout school districts. Drawing on research from experts like Dr. Bill Damon, the curriculum is evidence-based and designed to help students develop purpose and engagement. The theory behind Wayfinder is that when students feel a sense of belonging and purpose, they can form strong relationships, excel in school, and make positive impacts in society.

The program is relatively simple to implement and provides a common language across the school for behavior and SEL. The curriculum builds on the explicit “tools” that students learn about in TK-4 to help shape an identity that promotes self-confidence, inclusion, and self-awareness.

Additionally, ASCEND Charter utilizes the time in class and during the many enrichment opportunities for students to leverage their skills. In order to be academically and socially prepared for high school, ASCEND students must have regular opportunities to apply the skills taught in unstructured settings. By regularly show-casing their learning for the larger community and participating in many clubs, sports, and other enrichment opportunities, ASCEND students have real world opportunities to put knowledge into action.

Instructional Strategies and Materials

The scope and sequences for TK-8 social emotional learning aligns carefully and thoughtfully to important SEL developmental milestones. The program for each grade level is composed of targeted units of study focused on foundational skills for learning, empathy, emotion management and problem solving. The curriculum is designed to be highly engaging, with age-appropriate games, activities, and media.

TK Program

Teaching explicit social-emotional skills is a key focus of our TK program, leveraging the TK curriculum from Toolbox.

Assessment

The school assesses the effectiveness of the SEL curriculum through the collection and analysis of data on student engagement (i.e. attendance, chronic absence, survey data), student behavior (i.e., suspension and expulsions), and school culture and belonging (i.e., survey data).

Additionally, ASCEND, administers the inclusion and belonging survey to assess student perception of connection to peers. .

Expanded Learning Opportunity Program

At ASCEND 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.”¹⁶

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. ASCEND, 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. ASCEND 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. ASCEND 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

¹⁶

<https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/school-choice-improvement-programs/full-service-community-schools-program-fscs/>

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 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 achievement¹⁷, and for teacher retention.¹⁸ 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

¹⁷ Henderson and Mapp, A New Wave of Evidence

¹⁸ Futernick/West Ed Study

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.

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, ASCEND 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, ASCEND 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, ASCEND 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 ASCEND 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 ASCEND, in areas such as budgeting, student programs, and curriculum. Representatives from the ASCEND Family Leadership Council are members of the Education for Change Family Leadership Council, which has representation on EFC's Board.

- **School and Family Communications** - ASCEND regularly communicates with families using a combination of Parentsquare, Instagram, and paper fliers. ASCEND 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 ASCEND 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 ASCEND 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 ASCEND 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 ASCEND. 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 ASCEND 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, ASCEND 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**.

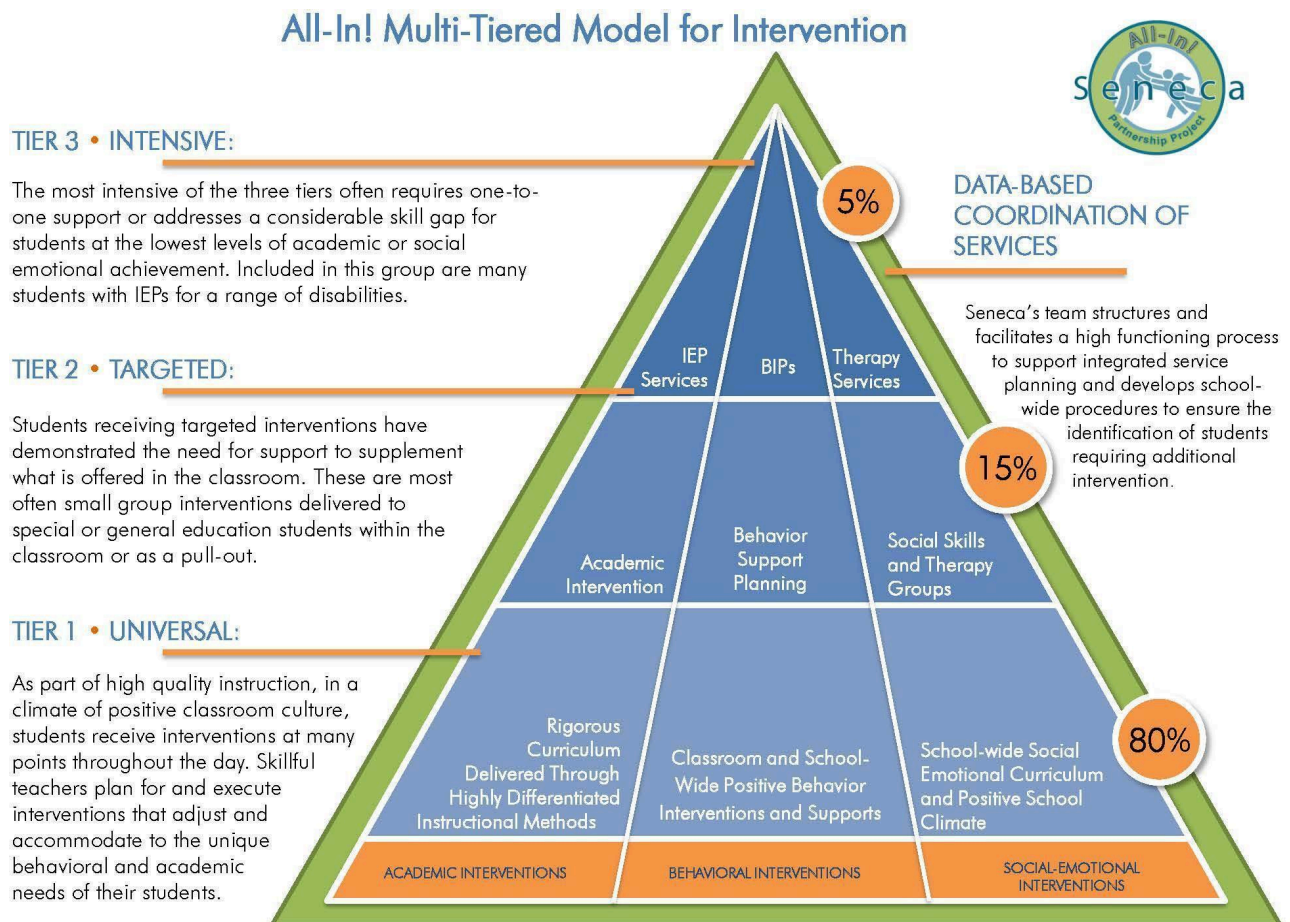


Figure 13 Seneca All-In! Multi-Tiered Model for Intervention

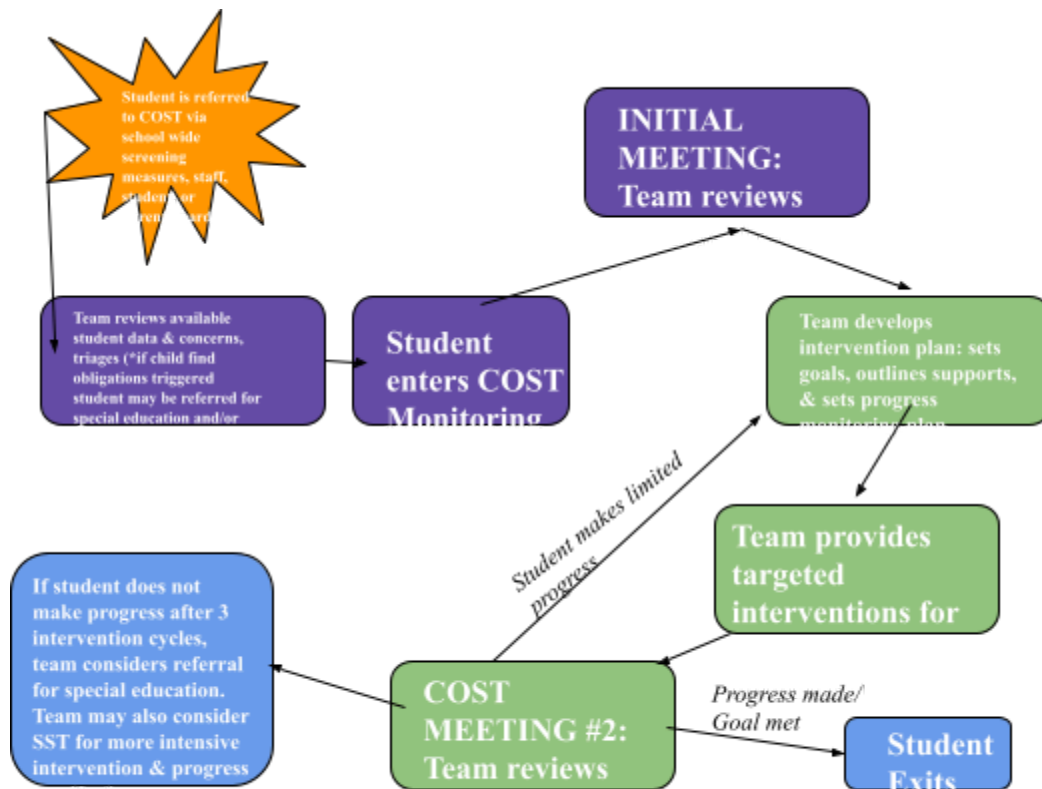
The integrated, data-driven approach of MTSS has been shown to be effective in enhancing student achievement school-wide, but its implementation is often hindered by the level of expertise required for implementation, coordination, and provision of the different levels of service. Over the first five 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

ASCEND facilitates a COST that oversees the implementation of the MTSS, as seen in **Figure 10**. 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 ASCEND'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 ASCEND 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 ASCEND 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.

ASCEND 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"). ASCEND 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. ASCEND'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.

ASCEND 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.¹⁹ 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

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

¹⁹Bradshaw et al., 2010; Cheney & Walker, 2004; Eber et al., 2002

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

ASCEND 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. ASCEND 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, ASCEND collects data annually through the School Climate Assessment Instrument. The ASCEND 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, ASCEND 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. ASCEND currently utilizes Wayfinder, described under the section on Social-Emotional Learning above, to provide Tier 1 services. Throughout the year, the ASCEND 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

ASCEND 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. ASCEND 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. ASCEND 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.²⁰

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 ASCEND, 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.²¹ 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

²⁰ Bradshaw et al., 2010; Cheney & Walker, 2004; Eber et al., 2002

²¹ 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

ASCEND assures that a Free Appropriate Public Education (“FAPE”) shall be provided to all enrolled students. ASCEND 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. ASCEND is its own local education agency (“LEA”) for purposes of special education, in conformity with Education Code Section 47641(a). ASCEND 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.

ASCEND 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. ASCEND does not discriminate against any pupil with a disability in the admission process or any other aspect of operation. ASCEND recognizes its responsibility to enroll and support students with disabilities. It is understood and agreed that all children shall have access to ASCEND Academy and no student shall be denied admission nor counseled out of ASCEND 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 ASCEND 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 ASCEND 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 ASCEND 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.

ASCEND has leveraged District mental health and SELPA low incidence resources to effectively serve students with low incidence disabilities. ASCEND 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 ASCEND 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 ASCEND 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

ASCEND believes that all children possess gifts and talents that are unique and precious. The high-achieving students at ASCEND will benefit from all the same programmatic structures that low-achieving students will. ASCEND’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. ASCEND 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 ASCEND 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. ASCEND’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. ASCEND 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 ASCEND 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. ASCEND will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. In addition, EFC and ASCEND 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 ASCEND team believes that having fluency in multiple languages, including English, is critical to 21st Century success. We anticipate that a significant percent of ASCEND students will continue to be classified as “ELs when they enroll at ASCEND, 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 ASCEND 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

ASCEND 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, ASCEND strives to create an educational program that:

- Promotes the students' sociocultural integration.
- Cultivates their language proficiency.
- Holistically supports their academic achievement.

ASCEND'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. ASCEND'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, ASCEND'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.

ASCEND 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, ASCEND 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

ASCEND’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 ASCEND’s Initial Parent Notification of Language Test Results letter and the Parent Notification of Reclassification Criteria. ASCEND 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.

ASCEND recognizes that English Learners might also have additional challenges learning to read. Therefore, ASCEND 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 ASCEND 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, ASCEND’s strategy for supporting ELs takes a dual pronged approach:

1. Integrated English Language Development

ASCEND 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

ASCEND provides small group literacy and language instruction for all levels of EL students. ASCEND 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, ASCEND 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

ASCEND 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

ASCEND 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 ASCEND’s instructional design for English Learners:

1. Leveraging Heterogeneity & Collaboration
2. Experiential Learning
3. Language and Content Integration

Leveraging Heterogeneity & Collaboration

ASCEND’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. ASCEND’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 ASCEND 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 ASCEND's EL Education 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 ASCEND’s experiential learning:

- Merrill Swain’s work²² 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 ASCEND, 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 Cummins²³ underscores the importance of embedding academic language in context, making academically demanding content easier for ELs to understand. At ASCEND, 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 Krashen²⁴ 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 ASCEND, 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.
- 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 ASCEND’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

²² Swain, M. (1985), “Communicative competence: Some roles of comprehensible input and comprehensible output in its development”.

²³ Cummins, J. (1984), “Bilingualism and special education: Issues in assessment pedagogy”

²⁴ Internationals Network for Public Schools (2012), “Great Minds Think Differently: Strategies for Helping ELLs Thrive in Heterogeneous Classrooms”.

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.²⁵

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. ASCEND 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

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

²⁵ p.80, Chapter 2, California Draft ELA/ELD Framework.

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

ASCEND 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.

ASCEND'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 ASCEND includes three components: cognitive tasks, academic language, and proficiency.

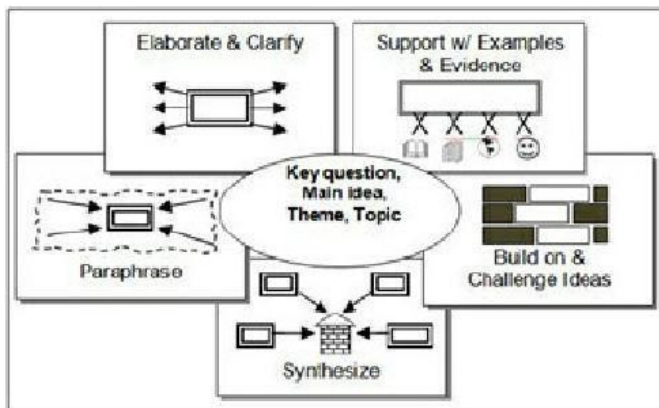
1. ***Cognitive tasks*** include explicit teaching of language functions. ASCEND will teach language functions by explicitly teaching ELs to:
 - Describe
 - Ask questions
 - Estimate
 - Infer
 - Identify cause & effect
 - Predict
 - Compare & contrast
 - Persuade
 - Summarize
2. ***Academic language*** includes linguistic functions. ASCEND 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. ASCEND 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.

ASCEND 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, ASCEND will provide targeted Tier 2 instruction using a research-based comprehensive interventions curriculum like Lexia, and SIPPS Plus.

ASCEND 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

ASCEND 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

ASCEND evaluates the effectiveness of its education program for ELs by:

- Adhering to ASCEND-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 brand new to the country and/or English have unique and personal needs. ASCEND generally attracts a large Newcomer student population relative to Oakland at large. Newcomers at grades TK- 2 are generally supported in classrooms by trained General Education teachers, with a focus on oral and written language development. They receive targeted interventions in class from the TK-2 tutors and from teachers during the small group reading block. Newcomer students in grades 3-8 receive targeted ELD support from school staff during the intervention portion of their Humanities block. Students are identified early on and assigned to Lexia English - a blended learning program that supports students to develop their language skills at their own speed. To support the social transition and provide cultural support, students participate in a social group led by the Dean of Culture. Research on students new to the country identifies a few important elements for their success. The way ASCEND addresses those elements is listed below.

Systematic Support of Students

All newcomer students who enter ASCEND are assessed for language and content knowledge. Based on the newcomers' results, students are given a personalized plan that can include a designated supplemental English Language Development class.

Heterogeneous Grouping

Informed by best practices from the International Network of Public Schools, which serve 100% newcomers, ASCEND's approach to serving newcomers will be to group students heterogeneously with other students at varying levels of language acquisition during core content instruction. They will be supported by classroom teachers and supplemental staff using integrated ELD strategies. Students will also learn and practice English through formal and informal interactions with English speaking peers.

Personalized, adaptive language learning

Newcomers receive targeted English Language Development from a trained staff member like a Newcomer tutor or an ELD Interventionist

Charter School Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Section 47605(c)(5)(A)(ii), please refer to ASCEND'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).

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.

ASCEND’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

ASCEND is not adopting the District’s Collective MPOs. ASCEND’s adopted MPOs are presented in **Figure 19**.

Figure 19 Academic MPOs

Category	Measure	Target
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Student Proficiency in ELA	Distance from Standard (DFS) on the SBAC	<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
Student Proficiency in Mathematics	DFS on the SBAC	<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
Progress towards English fluency	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.
Early Literacy	FastBridge Early Reading Assessment	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.

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%

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.

ASCEND 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 ASCEND in providing instruction that develops student mastery of grade-level content standards. EFC and ASCEND 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 ASCEND 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 ASCEND 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 ASCEND 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), ASCEND, 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 ASCEND 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 ASCEND. Teachers and administrators at ASCEND 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 ASCEND 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 ASCEND aim to ensure every family has regular access to student performance data. EFC will support ASCEND 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, ASCEND 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, ASCEND 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

ASCEND, EFC, and Board of Directors

EFC and ASCEND will utilize multiple streams of data to review program effectiveness and inform programmatic decisions regularly. EFC will provide ASCEND 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 ASCEND 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 ASCEND'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 ASCEND 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 ASCEND 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), ASCEND 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 ASCEND 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.

ASCEND 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

	Pri- ori- ty 1: Bas- ic Con- di- tions of Learn- ing	Pri- ori- ty 2: Imple- men- ta- tion of State Stand- ards	Pri- ori- ty 3: Paren- tal invol- vement	Pri- ori- ty 4: Pupil Achie- vemen- t	Pri- ori- ty 5: Pupil Engag- ement	Pri- ori- ty 6: Schoo- l Clima- te	Pri- ori- ty 7: Cours- e Acces- s	Pri- ori- ty 8: Other Pupil Outco- mes
<p>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.</p>		X		X			X	X
<p>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.</p>		X		X				X

<p>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.</p>			X		X	X		
<p>Goal 4 - Operations: All students have access to a safe and clean learning environment and appropriate educational resources, learning opportunities, and services.</p>	X							

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>	<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

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 #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.

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.
- ❖ 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

	<p>deviation below the national average).</p> <ul style="list-style-type: none"> ❖ 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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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"> ❖ 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: <ul style="list-style-type: none"> ➤ 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> <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</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 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.

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

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
<p>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.</p> <p>This work is aligned with the following State Priorities:</p> <p><u>State Priority #3 - Parental Involvement</u></p> <p>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.</p> <p><u>State Priority #5 - Student Engagement</u></p> <p>Pupil engagement, as measured by school attendance and chronic absenteeism rates</p> <p><u>State Priority #6. - School Climate</u></p>	<ul style="list-style-type: none"> ❖ 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: <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 ❖ 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.

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

- ❖ 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 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.
- ❖ 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 ASCEND 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>	<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

<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>	<p>(Physical Appearance), will average 3.5 or higher.</p> <ul style="list-style-type: none"> ❖ 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).
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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:

- ❖ 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 ASCEND 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
 - ASCEND 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

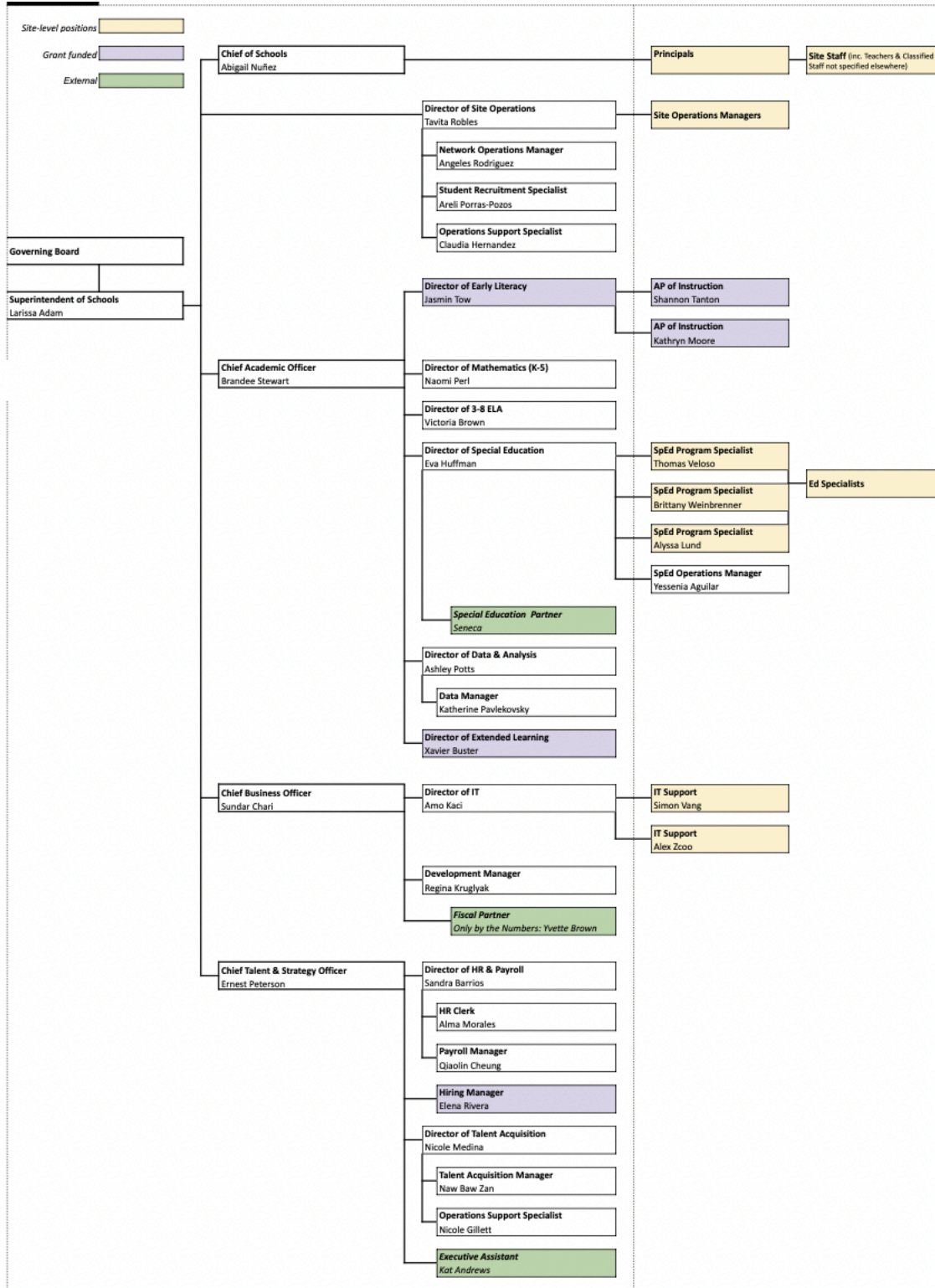
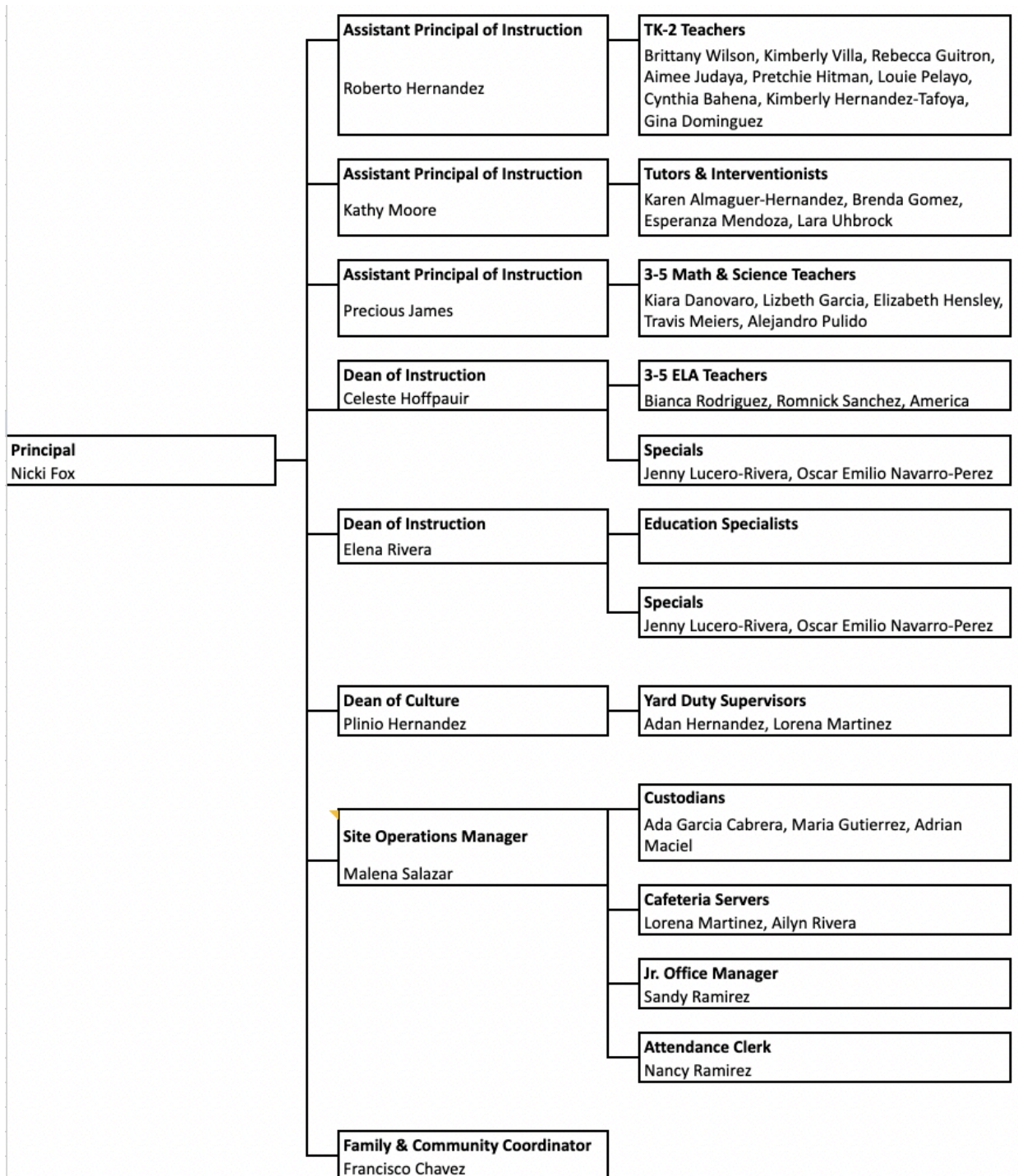


Figure 26 ASCEND Organizational Chart



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, ASCEND, 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

ASCEND 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 ASCEND 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 ASCEND 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 ASCEND'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

ASCEND 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 pre screening 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(1). 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.)

- o Work effectively with students of all ages
- o Adhere to safety practices, control and motivate students and preparing and maintaining accurate records
- o Collaborate with classroom teacher, district staff, consultants and other school stakeholders
- o Assist with family meetings and training sessions
- o Work both independently and collaboratively as a team
- o Understand and carry out verbal and written directions
- o Read and write English with sufficient comprehension to perform duties accurately and competently
- o Work and communicate effectively and cooperatively with individuals from diverse backgrounds
- o Enter data on a computer and navigate various student information systems
- o 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 ASCEND 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

ASCEND will continue to serve approximately 510 students in grades TK-8. 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

ASCEND is a neighborhood school that provides a preference or a weight for students residing in the original attendance boundary of Jefferson Elementary School. As such, unlike citywide charter schools, the student demographics at ASCEND reflects the immediate neighborhood and attendance boundary. To ensure students across the lower Fruitvale have access to ASCEND, targeted recruitment is conducted through ASCEND's partners, including La Clinica de la Raza (which operates several clinics across the Fruitvale including an onsite clinic at ASCEND), Unity Council (which operates preschools), Seneca Family of Agencies (which provides critical services for families), and the Alameda Food Bank which operates an on-site food pantry for the neighborhood. This recruitment ensures neighbors residing around ASCEND 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 at EFC. 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 ASCEND, EFC presents at preschool programs serving students with low incidence disabilities, including Buildings Blocks for students with IEPs. Through our partnership with Seneca Family of Agencies, we 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.

ASCEND 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

ASCEND 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 Fremont High, Lazeur, 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, ASCEND 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, ASCEND, 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.

ASCEND 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 ASCEND has responded to the input from Black/African American students.

Newcomers

In order to create a welcoming and supportive environment for our Newcomers, ASCEND very intentionally uses 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.”²⁶ 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 ASCEND.

²⁶ 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 year in March at the Charter School's location.

All students who wish to attend ASCEND shall be admitted, up to capacity. Admission to ASCEND 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 ASCEND exceeds the school's capacity, attendance, except for existing pupils of the School, shall be determined by a public random drawing ("lottery"). Students currently enrolled in the school are exempt from the lottery. 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 Oakland Unified School District 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 and children of employees of EFC, the Charter School maintains admission preferences for students attending or residing within the boundaries of the former OUSD elementary school (the original ASCEND 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 attending²⁷
- 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.

²⁷ 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 ASCEND 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 writing²⁸ upon enrollment of all discipline and involuntary removal policies and procedures. The

²⁸ 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.

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.

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 ASCEND 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 the 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.

ASCEND 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, ASCEND intends to occupy the same facility that it occupied prior to its conversion to charter status at 3709 East 12th Street, Oakland, CA 94601, and will occupy it consistent with the requirements and obligations of Proposition 39. Currently, Education for Change 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



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

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>At ASCEND, a TK-8 charter school, we have adopted unique schoolwide instructional practices deeply intertwined with our expeditionary learning model. These practices have profoundly impacted student outcomes, especially in fostering resilience and adaptability in response to the challenges posed by the COVID-19 pandemic.</p> <p>Before COVID, we made significant adjustments to our instructional model, adopting an aligned curriculum, ensuring vertical coherence across grade spans, and systemizing our teacher development structures. As a result, we saw a dramatic improvement in our overall student performance, increasing our ELA proficiency by 11 percentage points and Math proficiency by 9 percentage points in just two years. Unfortunately, the move to distance learning significantly impacted our progress, as we were required to refocus our energies on ensuring every family had a device and access to the internet, on adapting our entire instructional program to an online environment, and on training our staff in new pedagogical structures, all while supporting our community in meeting the significant emotional, psychological, and financial challenges from the pandemic.</p> <p>Despite these hurdles, our dedicated team and resilient community rose to the occasion. Since our return to in-person learning, we have worked to address the social-emotional and educational impacts of the pandemic, consistently regaining ground in student academic performance. It has been our exceptional educational model and resilient staff and community that has enabled our recovery. Our efforts have been rewarded with significant gains in student performance, as evidenced by our most recent CDE Districts data: 31st growth percentile in LA and 58th growth percentile in math. These improvements highlight the strength of our educational model and the commitment of our staff, students, and families.</p> <p>Expeditionary Learning Model: Our approach to education centers on the expeditionary learning model, which emphasizes learning through exploration and real-world application. This model has enabled us to integrate academic content across multiple disciplines, significantly enhancing student engagement and comprehension. For instance, this year, our 8th-grade students engaged in interdisciplinary projects that connect science with practical environmental applications, such as studying soil quality and photosynthesis, in collaboration with external partners like Cal Labs. Kindergartners explored concepts of justice through integrated lessons that incorporate social studies, art, and guest interviews, helping them understand complex social issues through familiar contexts.</p> <p>Student Self-Assessment and Personal Agency: An essential practice at ASCEND is empowering students through self-assessment and reflection on their learning targets. This strategy has been crucial both during and following the disruptions caused by COVID-19. We have fostered a strong sense of agency and motivation by enabling students to track their progress and set personal learning goals. This self-directed learning approach helps students develop critical thinking and self-regulation skills, vital in managing the uncertainties and stresses of an unpredictable world.</p> <p>Crew: In response to the pandemic, we enhanced our "Crew" sessions to support students' social-emotional needs more robustly. Crew sessions are structured during the school day and are dedicated to building community and character through group activities and reflective discussions. These sessions have been instrumental in maintaining a sense of community and continuity for students despite periods of remote learning and social distancing. Activities focus on building resilience, empathy, and collaborative skills, which are particularly important in navigating the challenges posed by the pandemic.</p> <p>Integrations of Arts and Real-World Applications: Our commitment to integrating arts and real-world applications into the curriculum has been vital in maintaining student engagement through hands-on learning experiences. Projects such as creating garden plots for drought-resistant plants apply learning in context and connect students with nature and practical environmental stewardship. Classroom teachers collaborate with visual arts teachers to develop integrated units of study, ultimately broadening the points of access to educational material. Two times a year, the entire school community celebrates multidisciplinary learning projects through Expos consisting of performances, visual art displays, presentations, and student learning tours.</p> <p>Integration of EL Strategies: At ASCEND, our approach to education extends beyond traditional academic measures, embracing a holistic model that cultivates student growth across various dimensions. Our unique areas of success are characterized by innovative practices that enhance learning and build community, foster personal development, and connect students to the real world.</p> <p>Presentations of Learning and Student-Led Conferences: One of the hallmarks of our educational approach is the emphasis on presentations of learning, which are integral to our curriculum. Throughout the year, students prepare and participate in student-led conferences where they present their growth areas and strengths with tangible evidence of their learning journey. These presentations involve revealing and reflecting on their work, allowing students to assess their progress and articulate their achievements through a critical lens. Almost all students at ASCEND have the opportunity to engage in this reflective practice at least twice a year, sharing their insights with families and receiving constructive feedback.</p> <p>Expeditionary Learning and Community Expos: Our school leverages the expeditionary learning model to provide meaningful educational experiences that connect classroom learning with real-world applications. This model culminates in community Expos where students showcase their comprehensive projects. For example, our 8th graders become formal docents, presenting their water and soil quality findings—research that incorporates fieldwork and data analysis with socio-economic overlays, demonstrating connections to mathematical concepts and graphic representations. These Expos are academic demonstrations and celebrations of learning that every student participates in at least once annually, with presentations often conducted in students' home languages, enhancing accessibility and inclusivity.</p> <p>Outdoor Educational Experiences: ASCEND ensures that every child from 2nd to 8th grade participates in outdoor trips, supported by our partnership with Forest and Tree and other outdoor equity grants. These experiences range from camping trips to an overnight stay at the Chabot Space and Science Center, providing 181 students with opportunities to learn in natural settings. These trips are pivotal in teaching environmental stewardship, promoting teamwork, and providing a hands-on learning experience that complements our in-class curriculum.</p> <p>Community Partnerships and Service Learning: Our formal partnerships with local organizations like the Alameda Community Food Bank and Semifreddi's highlight our commitment to community service and real-world learning. Through these collaborations, our students have distributed over 33,000 pounds of food to families, integrating practical life skills with civic responsibility and kindness.</p> <p>Participating in Sports and Clubs: In sports and extracurricular activities, the school boasts a dynamic athletics program with teams offered across ten different programs—including basketball, flag football, cheerleading, baseball, basketball, and soccer—ensuring students have ample opportunities to explore and excel in athletic pursuits. This robust sports program is complemented by various clubs catering to diverse interests, such as the Math Club, Art Club, Volleyball Club, and Affinity Clubs, which offer groups for LGBTQ+ students, Black students, and Newcomers. Our Cheerleading Team was able to participate in this year's Oakland Black Joy Parade. Over 200 students participate in clubs and sports overall. These clubs enhance students' skills in various domains and promote inclusivity and teamwork.</p> <p>Inclusivity and Belonging: ASCEND strives to foster a sense of belonging and inclusivity in every aspect of our programming, from flexible learning days that allow for targeted reteaching and reinforcement to expeditions that explore diverse cultures. Our educational practices encourage students to learn about differences and develop an appreciation for one another, promoting a school culture where every student feels valued and understood. We actively measure progress on students' perceptions of their sense of inclusion through the annual School Climate Academic Improvement (SCAI) survey and our Student Belonging Survey, which is given twice a year.</p> <p>These unique areas of success at ASCEND illustrate our dedication to going beyond traditional academic measures, providing students with a rich, diverse, and empowering educational experience that prepares them for lifelong success.</p>
<p>2. Areas of Success</p> <p>Describe any unique areas of success beyond traditional academic measures.</p>	<p>At ASCEND, we are committed to fostering a diverse student body that reflects our community. Our strategies and processes for ensuring diversity in our enrollment include a mix of targeted outreach, inclusive programming, and community partnerships. Here's how we've structured our efforts and our plans for addressing underrepresentation:</p> <p>Strategies and Processes - Culturally Relevant Programming: Understanding the importance of cultural relevance in education, we have strengthened our efforts to create a welcoming and inclusive school environment. These efforts include establishing affinity clubs led by staff members of the represented community. These clubs, which provide supportive spaces for affinity groups including Black students, students who identify as LGBTQ+, and students who have recently immigrated to the United States, as well as boys groups and girls groups, meet weekly before school and offer a space for students to explore and celebrate their identities, which helps make our school an attractive choice for families seeking a supportive environment for their children.</p> <p>Success - Diverse Student Body: We focus on the representation of various student groups. 12% of our students have Individualized Education Programs ("IEP"). Many families of these students learn of our programs and services through word-of-mouth, underscoring our school's positive reputation among parents of students with special needs. Our efforts to embed the school within the community have proven effective in maintaining a solid representation of EL students. 84% of our students speak a language other than English at home. Furthermore, we have been especially successful in enrolling students who identify as newcomers.</p> <p>We recognize the need to enhance the representation of Black students within our student body, as current enrollment figures do not adequately reflect the racial demographics of our neighborhood. (Our school is 3% Black, while our census tract is 6%.) To address this, we have intensified our outreach initiatives. For example, we partner with local YMCA and Head Start programs to showcase our school to targeted groups. We also distribute flyers to targeted neighborhoods. These materials are designed to be engaging and informative, highlighting programs, success stories, and unique opportunities available at ASCEND.</p> <p>Additionally, 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 efforts. We also actively participate in Black excellence events city-wide, such as the Black Joy Parade and host events such as our African Heritage Club's Literacy Panel Discussion. 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> <p>Plans for Modification and Improvement: To further improve our efforts in recruiting and supporting underrepresented groups, we plan to enhance our listening strategies—conducting community forums and surveys to understand better the needs and preferences of the families in our neighborhood. We will also modify our hiring process, particularly recruiting from within the community, to ensure that our school staff reflects the diversity of our student population. This approach not only aids student recruitment but also retention, as students feel more connected and supported when they see themselves reflected in their educators and school staff.</p> <p>By refining these strategies and processes, ASCEND aims to attract a diverse student body and create an environment where every student can thrive and feel valued, ensuring that our school reflects and enriches the community we serve.</p> <p>Reflection - Culturally Responsive Student Recruitment: 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>In terms of communication, we prioritize inclusive and welcoming language to reflect and respect the diverse identities of our prospective families. This approach is essential 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 partnerships with local organizations such as Seneca and La Clinica De La Raza. 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>Looking forward, we are expanding our language support services to include Asian and Pacific Islander ("API") languages, Mandarin, and Arabic, responding to the evolving demographics of our neighborhood. A comprehensive community language assessment is planned to understand better and meet all our families' linguistic needs.</p> <p>Enrollment Best Practices: 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>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>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 ASCEND, we are dedicated to fostering a culture where all students have opportunities to be involved in decision-making and governance. One prominent avenue for student involvement is through our active student government program, particularly for middle schoolers. These student leaders coordinate fundraisers, provide leadership at various events such as serving as MCs at Expos, and have a significant role in shaping the school's culture.</p> <p>Beyond the Student Council, student focus groups and feedback forms provide valuable insights that inform after-school programming, electives, and extracurricular activities. Student feedback has led to the introduction of new sports programs, such as baseball and volleyball, for girls in the fall, directly reflecting the interests expressed by our students. By allowing them to have a say in the courses offered, we empower them to shape their educational experience according to their interests and needs.</p> <p>We also prioritize student involvement in significant decision-making processes, such as during our principal panel interviews. For instance, student government members led one section of the interview process for the principal position and rated candidates based on a given scenario. This not only provides students with a sense of ownership over the school's direction but also ensures that their perspectives are valued in selecting school leadership.</p> <p>Moreover, we actively seek student feedback through various methods, including interviews, focus groups, empathy interviews, and shadowing experiences. For example, student grade-levelers to third grade are part of our English Language Arts (ELA) Mid-Year Review process. The EL team asks questions to provide anonymous feedback, ensuring their voices are heard in assessing and improving our curriculum and instructional approach.</p> <p>Surveys are another tool we utilize to gather student input, particularly regarding their sense of belonging and the School Climate Assessment Instrument (SCAI). Results from these surveys are shared with grade levels to drive adjustments, such as implementing programs like crew, lunch bunch, and enrichment activities to enhance student engagement and well-being.</p> <p>Overall, we are committed to creating a school community where every student feels empowered to contribute to decision-making and governance processes. Through active student government participation, soliciting feedback through various channels, and incorporating student input into important decisions, we strive to cultivate a culture of inclusivity and collaboration at our school.</p>
<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 ASCEND, we are dedicated to fostering a culture where all students have opportunities to be involved in decision-making and governance. One prominent avenue for student involvement is through our active student government program, particularly for middle schoolers. These student leaders coordinate fundraisers, provide leadership at various events such as serving as MCs at Expos, and have a significant role in shaping the school's culture.</p> <p>Beyond the Student Council, student focus groups and feedback forms provide valuable insights that inform after-school programming, electives, and extracurricular activities. Student feedback has led to the introduction of new sports programs, such as baseball and volleyball, for girls in the fall, directly reflecting the interests expressed by our students. By allowing them to have a say in the courses offered, we empower them to shape their educational experience according to their interests and needs.</p> <p>We also prioritize student involvement in significant decision-making processes, such as during our principal panel interviews. For instance, student government members led one section of the interview process for the principal position and rated candidates based on a given scenario. This not only provides students with a sense of ownership over the school's direction but also ensures that their perspectives are valued in selecting school leadership.</p> <p>Moreover, we actively seek student feedback through various methods, including interviews, focus groups, empathy interviews, and shadowing experiences. For example, student grade-levelers to third grade are part of our English Language Arts (ELA) Mid-Year Review process. The EL team asks questions to provide anonymous feedback, ensuring their voices are heard in assessing and improving our curriculum and instructional approach.</p> <p>Surveys are another tool we utilize to gather student input, particularly regarding their sense of belonging and the School Climate Assessment Instrument (SCAI). Results from these surveys are shared with grade levels to drive adjustments, such as implementing programs like crew, lunch bunch, and enrichment activities to enhance student engagement and well-being.</p> <p>Overall, we are committed to creating a school community where every student feels empowered to contribute to decision-making and governance processes. Through active student government participation, soliciting feedback through various channels, and incorporating student input into important decisions, we strive to cultivate a culture of inclusivity and collaboration at our school.</p>

Open Responses		Figures																																																																											
<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>At ASCEND, we deeply value families' involvement in the decision-making processes that shape our educational environment. Our commitment to inclusive governance ensures that our school community's voices are heard and instrumental in guiding school policies and practices.</p> <p>Family Involvement in School Governance:</p> <p>We provide multiple platforms for family engagement and participation in school governance. One key structure is our bi-monthly "Coffee with Families" sessions on Friday mornings. These meetings have been key to our ability to respond to the needs expressed by our families. One example is our discussions regarding the Student Belonging Survey results, which indicated that students with special needs felt less included. To deepen our engagement, we included clinicians and members from our Student Support Services ("SS") team in these sessions. This shift allowed us to gather direct input from families and ideate on different approaches to enhance inclusion and belonging for all students.</p> <p>Another vital element of our family engagement strategy is the Family Leadership Council ("FLC"), which meets every other week. The FLC includes family leaders from various grade levels and runs parallel to our staff advisory meetings. This structure ensures that the insights and suggestions from families are integrated into our site planning just as staff input is. For instance, both groups engage in a similar process involving gallery walks to assess changes needed immediately and those that can be planned for the future. This method ensures that parents have a significant say in the decisions that affect their children's education.</p> <p>Direct Family Influence on Administrative Decisions:</p> <p>Families at ASCEND are also involved in critical hiring decisions. A recent example is the involvement of parents in interviewing principal candidates. This inclusion ensures that school leadership considers the family and community values and expectations.</p> <p>Changes Based on Family Feedback:</p> <p>A tangible change implemented based on family feedback involved the staffing and structuring of our schoolyard. This change was informed by the site planning process, which included analyzing culture data to identify where instances of conflict typically occurred. Families highlighted the need for more structured activities and better supervision during recess, especially noting students' challenges with cooperative play post-pandemic. In response, we adjusted the role of our Dean of Students, who now participates in all recesses, to organize structured games and activities, supporting better visibility, safety, and positive student engagement.</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 let parents know they can escalate to the EFC Chief of Schools if we haven't fully addressed their concerns.</p> <p>Through these strategies, ASCEND ensures that families are actively involved in the school's governance and demonstrates how their contributions lead to meaningful changes that enhance the educational environment for all students. This collaborative approach fosters a strong community bond and ensures that ASCEND remains responsive to the needs and aspirations of its diverse school community.</p> <p>At ASCEND, we deeply value our teachers' active participation in the school's decision-making and governance processes. This commitment is reflected in several structured opportunities for teachers to contribute their insights and expertise, influencing day-to-day operations and long-term strategic planning.</p> <p>Teacher Involvement in Governance:</p> <p>One of the primary ways teachers participate in governance is through the Advisory Committee. This representative staff body consists of elected representatives from different departments and grade bands, including specials, clinicians, TK-2, 3-5, 6-8, and Exceptional Student Support staff. The Advisory Committee meets bi-weekly and plays a crucial role in shaping the school's policies and priorities. It ensures transparency around the budget and solicits teacher input on spending decisions, making it a vital component of the school's governance structure.</p> <p>Through the Advisory Committee, teachers have substantial influence over key operational decisions such as scheduling, school calendars, and structuring our "Crew" sessions, which are essential to our school's culture and daily routine. This process ensures that changes and implementations are thoughtfully considered from multiple perspectives, promoting a collaborative environment that respects and integrates the professional expertise of our staff.</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>Changes Based on Teacher Feedback:</p> <p>An illustrative example of a change based on teacher feedback occurred during our site planning process. Teachers expressed the need for more specialized roles to enhance student learning experiences and support diverse needs within our student body. In response, we added a Garden Guide to enrich our hands-on learning curriculum and a Multilingual Teacher to support our English Learners, particularly our newcomer program, and foster inclusivity.</p> <p>Additionally, we prioritized financial resources to install a new security gate in response to concerns about campus security and safety highlighted by both teachers and parents. This response addresses our commitment to ensuring the safety and well-being of our school community that their well-being was a top priority.</p> <p>These examples underscore our commitment to listening to and actively incorporating teacher feedback into our decision-making processes. By doing so, ASCEND ensures that our educational strategies are responsive to the needs of both our students and staff, fostering a dynamic and supportive school environment.</p> <p>At ASCEND, we are dedicated to meeting our student body's diverse needs, including 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 student outcomes. This trend was disrupted by the challenges of distance learning, which included herculean efforts to ensure every family has devices and internet connectivity, a total redesign of our instructional program, and efforts to keep our community connected and engaged despite these obstacles. But over the past two post-pandemic years, we have seen a lot of success with academic growth overall and for our most vulnerable subgroups. (See Figure 1.)</p> <p>In fact, ASCEND is now bucking state-wide trends. In 2023, ASCEND exceeded state outcomes for ALL subgroups. (See Figure 2.)</p> <p>ASCEND also outperforms similar schools in Oakland in both ELA and Math. (See Figure 3.)</p> <p>Additionally, when broadening the 2023 SBAC comparison to all CORE districts, ASCEND achieved 91st growth percentile in ELA and 97th growth percentile in Math. (See Figure 4.)</p> <p>English Learners:</p> <p>Our English learners have made significant progress, particularly in ELA, where there was a 21-point gain in Distance from Standard ("DFS") (cohort-matched) last year. This success can be attributed to several key strategies, including integrating Social Emotional Learning ("SEL") components through social skills groups tailored for 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 GLAD strategies across content areas also supports our multilingual students in mastering both language and subject matter, contributing to their 10-point gain in math DFS in 2023.</p> <p>Students with Disabilities ("SWD"):</p> <p>Students with disabilities have shown remarkable improvement, with a 20-point year-over-year increase in DFS in ELA and a 17-point increase in DFS in Math. This achievement is partly due to our robust Multi-Tiered System of Supports ("MTSS") system, which targets specialized tutoring and more 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.</p> <p>Students in Need of Remediation (Tier 2 Interventions):</p> <p>Our acceleration efforts predominantly focus on foundational reading skills, where we have observed the most movement. Our acceleration strategy includes differentiated instructional blocks using programs like SPSS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), 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 29% at the start of the year to 47% by June. (See Figure 5.) This success underscores our commitment to robustly addressing learning gaps early.</p> <p>Additionally, in the 5th to 8th grades, we have implemented a structured intervention time where we assess and address specific academic or social-emotional needs. 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>As students continue at ASCEND, our acceleration system improves overall performance at each successive grade, culminating in our competitive 8th-grade results. For example, in 2023, 63% of our 8th graders exited ASCEND at grade level in ELA.</p> <p>Advanced Students:</p> <p>Our multidisciplinary Expeditionary Learning 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.</p>	<p>Figure 1</p> <p>Figure 2</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="4">ELA</th> <th colspan="4">Math</th> </tr> <tr> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>CA 2023</td> <td>14</td> <td>40</td> <td>40</td> <td>41</td> <td>41</td> <td>41</td> <td>41</td> <td>41</td> </tr> <tr> <td>ASCEND 2023</td> <td>36</td> <td>N/A</td> <td>36</td> <td>35</td> <td>29</td> <td>N/A</td> <td>29</td> <td>29</td> </tr> <tr> <td>Difference</td> <td>22</td> <td>N/A</td> <td>11</td> <td>1</td> <td>12</td> <td>N/A</td> <td>12</td> <td>12</td> </tr> </tbody> </table> <p>Figure 3</p> <table border="1"> <thead> <tr> <th></th> <th>ASCEND</th> <th>OSD</th> </tr> </thead> <tbody> <tr> <td>ELA Average Distance from Met</td> <td>33%</td> <td>20%</td> </tr> <tr> <td>Math Average Distance from Met</td> <td>29%</td> <td>15%</td> </tr> </tbody> </table> <p>Figure 4</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Growth Percentile 2023</th> </tr> </thead> <tbody> <tr> <td>Academic Growth - English Language Arts</td> <td>91%</td> </tr> <tr> <td>Academic Growth - Math</td> <td>97%</td> </tr> </tbody> </table> <p>Figure 5</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>2021</th> <th>2022</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>8th</td> <td>23%</td> <td>48%</td> <td>29%</td> </tr> <tr> <td>5th</td> <td>23%</td> <td>47%</td> <td>32%</td> </tr> <tr> <td>1st</td> <td>27%</td> <td>20%</td> <td>47%</td> </tr> </tbody> </table>		ELA				Math				2020	2021	2022	2023	2020	2021	2022	2023	CA 2023	14	40	40	41	41	41	41	41	ASCEND 2023	36	N/A	36	35	29	N/A	29	29	Difference	22	N/A	11	1	12	N/A	12	12		ASCEND	OSD	ELA Average Distance from Met	33%	20%	Math Average Distance from Met	29%	15%	Subject	Growth Percentile 2023	Academic Growth - English Language Arts	91%	Academic Growth - Math	97%	Grade	2021	2022	2023	8th	23%	48%	29%	5th	23%	47%	32%	1st	27%	20%	47%
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<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>Through the Advisory Committee, teachers have substantial influence over key operational decisions such as scheduling, school calendars, and structuring our "Crew" sessions, which are essential to our school's culture and daily routine. This process ensures that changes and implementations are thoughtfully considered from multiple perspectives, promoting a collaborative environment that respects and integrates the professional expertise of our staff.</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>Changes Based on Teacher Feedback:</p> <p>An illustrative example of a change based on teacher feedback occurred during our site planning process. Teachers expressed the need for more specialized roles to enhance student learning experiences and support diverse needs within our student body. In response, we added a Garden Guide to enrich our hands-on learning curriculum and a Multilingual Teacher to support our English Learners, particularly our newcomer program, and foster inclusivity.</p> <p>Additionally, we prioritized financial resources to install a new security gate in response to concerns about campus security and safety highlighted by both teachers and parents. This response addresses our commitment to ensuring the safety and well-being of our school community that their well-being was a top priority.</p> <p>These examples underscore our commitment to listening to and actively incorporating teacher feedback into our decision-making processes. By doing so, ASCEND ensures that our educational strategies are responsive to the needs of both our students and staff, fostering a dynamic and supportive school environment.</p> <p>At ASCEND, we are dedicated to meeting our student body's diverse needs, including 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 student outcomes. This trend was disrupted by the challenges of distance learning, which included herculean efforts to ensure every family has devices and internet connectivity, a total redesign of our instructional program, and efforts to keep our community connected and engaged despite these obstacles. But over the past two post-pandemic years, we have seen a lot of success with academic growth overall and for our most vulnerable subgroups. (See Figure 1.)</p> <p>In fact, ASCEND is now bucking state-wide trends. In 2023, ASCEND exceeded state outcomes for ALL subgroups. (See Figure 2.)</p> <p>ASCEND also outperforms similar schools in Oakland in both ELA and Math. (See Figure 3.)</p> <p>Additionally, when broadening the 2023 SBAC comparison to all CORE districts, ASCEND achieved 91st growth percentile in ELA and 97th growth percentile in Math. (See Figure 4.)</p> <p>English Learners:</p> <p>Our English learners have made significant progress, particularly in ELA, where there was a 21-point gain in Distance from Standard ("DFS") (cohort-matched) last year. This success can be attributed to several key strategies, including integrating Social Emotional Learning ("SEL") components through social skills groups tailored for 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 GLAD strategies across content areas also supports our multilingual students in mastering both language and subject matter, contributing to their 10-point gain in math DFS in 2023.</p> <p>Students with Disabilities ("SWD"):</p> <p>Students with disabilities have shown remarkable improvement, with a 20-point year-over-year increase in DFS in ELA and a 17-point increase in DFS in Math. This achievement is partly due to our robust Multi-Tiered System of Supports ("MTSS") system, which targets specialized tutoring and more 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.</p> <p>Students in Need of Remediation (Tier 2 Interventions):</p> <p>Our acceleration efforts predominantly focus on foundational reading skills, where we have observed the most movement. Our acceleration strategy includes differentiated instructional blocks using programs like SPSS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), 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 29% at the start of the year to 47% by June. (See Figure 5.) This success underscores our commitment to robustly addressing learning gaps early.</p> <p>Additionally, in the 5th to 8th grades, we have implemented a structured intervention time where we assess and address specific academic or social-emotional needs. 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>As students continue at ASCEND, our acceleration system improves overall performance at each successive grade, culminating in our competitive 8th-grade results. For example, in 2023, 63% of our 8th graders exited ASCEND at grade level in ELA.</p> <p>Advanced Students:</p> <p>Our multidisciplinary Expeditionary Learning 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.</p>	<p>Figure 1</p> <p>Figure 2</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="4">ELA</th> <th colspan="4">Math</th> </tr> <tr> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>CA 2023</td> <td>14</td> <td>40</td> <td>40</td> <td>41</td> <td>41</td> <td>41</td> <td>41</td> <td>41</td> </tr> <tr> <td>ASCEND 2023</td> <td>36</td> <td>N/A</td> <td>36</td> <td>35</td> <td>29</td> <td>N/A</td> <td>29</td> <td>29</td> </tr> <tr> <td>Difference</td> <td>22</td> <td>N/A</td> <td>11</td> <td>1</td> <td>12</td> <td>N/A</td> <td>12</td> <td>12</td> </tr> </tbody> </table> <p>Figure 3</p> <table border="1"> <thead> <tr> <th></th> <th>ASCEND</th> <th>OSD</th> </tr> </thead> <tbody> <tr> <td>ELA Average Distance from Met</td> <td>33%</td> <td>20%</td> </tr> <tr> <td>Math Average Distance from Met</td> <td>29%</td> <td>15%</td> </tr> </tbody> </table> <p>Figure 4</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Growth Percentile 2023</th> </tr> </thead> <tbody> <tr> <td>Academic Growth - English Language Arts</td> <td>91%</td> </tr> <tr> <td>Academic Growth - Math</td> <td>97%</td> </tr> </tbody> </table> <p>Figure 5</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>2021</th> <th>2022</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>8th</td> <td>23%</td> <td>48%</td> <td>29%</td> </tr> <tr> <td>5th</td> <td>23%</td> <td>47%</td> <td>32%</td> </tr> <tr> <td>1st</td> <td>27%</td> <td>20%</td> <td>47%</td> </tr> </tbody> </table>		ELA				Math				2020	2021	2022	2023	2020	2021	2022	2023	CA 2023	14	40	40	41	41	41	41	41	ASCEND 2023	36	N/A	36	35	29	N/A	29	29	Difference	22	N/A	11	1	12	N/A	12	12		ASCEND	OSD	ELA Average Distance from Met	33%	20%	Math Average Distance from Met	29%	15%	Subject	Growth Percentile 2023	Academic Growth - English Language Arts	91%	Academic Growth - Math	97%	Grade	2021	2022	2023	8th	23%	48%	29%	5th	23%	47%	32%	1st	27%	20%	47%
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<p>7. Performance of key student groups</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 ASCEND, 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. 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<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 ASCEND, we've implemented several innovative practices that might pose challenges if attempted in a traditional district school setting due to their unique structure, collaborative processes, and integration of community input. Here are five practices:</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 traditional public 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 "near 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 school 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. Integrated Teacher and Family Governance Structures: ASCEND's governance model deeply integrates teacher and family input through structures like the Advisory Committee and the Family Leadership Council ("FLC"). This model ensures that decision-making reflects the needs and perspectives of all stakeholders. Teachers and families regularly contribute to discussions on budget, staffing, curriculum changes, and school policies. Such a deeply integrated approach requires flexibility and responsiveness that might be challenging to replicate in district schools, where decision-making can often be more hierarchical and less localized. Implementing this at a district level would require significant changes to traditional governance frameworks to allow for more direct and frequent input from teachers and families.</p> <p>3. Personalized School Scheduling and Structured Experiences: Adapting school schedules, calendars, and daily structures based on collaborative input from the Advisory committee allows ASCEND to dynamically tailor educational experiences to the needs of its students and staff. For instance, this collaborative process directly influenced adjustments to the "Crew" structure and added roles like a garden guide and a multilingual educator. In a traditional public school setting, such flexibility might be constrained by district-wide policies and larger bureaucratic processes that could inhibit rapid adaptation to community or educator feedback.</p> <p>4. Holistic Assessment Systems: ASCEND employs holistic assessment systems that evaluate students beyond traditional academic measures, encompassing a spectrum of social, emotional, and developmental areas. This approach, which includes arts-integrated performances and docent-like learning presentations, provides a more comprehensive understanding of each student's needs and progress. Students reporting progress to families in student-led report cards and setting and monitoring their own goals require a level of student agency rarely seen in district school settings.</p> <p>5. Flexible Learning Environments: We utilize flexible learning environments that can be adapted to support different learning styles and activities. This might include rearranging physical spaces to accommodate group projects, individual learning, or multi-disciplinary lessons. While this fosters a dynamic and engaging learning experience, it may be challenging to implement in district schools where physical and administrative constraints limit the ability to modify learning environments swiftly.</p> <p>ASCEND's innovative practices foster a uniquely responsive educational environment that nurtures strong community ties and ensures that the school is truly serving the needs of its students and families.</p> <p>At ASCEND, supporting students with extensive, moderate, or severe disabilities is a priority, and our 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: Tier 1: ASCEND'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 books for grades 3-4 allow targeted interventions through programs like Lexia and Zoom. Teachers use these data to monitor student progress and tailor instruction accordingly. 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. 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: 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. 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. 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: Tier 1: ASCEND assesses school climate and social-emotional needs annually through the SCAL. The data guide the implementation of trauma-informed curricula, conflict resolution strategies, and bullying prevention. 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. Tier 3: Licensed clinicians from partner organizations such as Seneca and the East Bay Agency for Children ("EBAC") provide individual and family therapy services, leveraging Med-Cal resources for comprehensive mental health support.</p> <p>Professional Development and Continuous Improvement: ASCEND'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, ASCEND ensures that students with extensive, moderate, or severe disabilities receive the tailored support necessary to thrive academically, socially, and emotionally.</p>	
<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>ASCEND's governance model deeply integrates teacher and family input through structures like the Advisory Committee and the Family Leadership Council ("FLC"). This model ensures that decision-making reflects the needs and perspectives of all stakeholders. Teachers and families regularly contribute to discussions on budget, staffing, curriculum changes, and school policies. Such a deeply integrated approach requires flexibility and responsiveness that might be challenging to replicate in district schools, where decision-making can often be more hierarchical and less localized. Implementing this at a district level would require significant changes to traditional governance frameworks to allow for more direct and frequent input from teachers and families.</p> <p>At ASCEND, supporting students with extensive, moderate, or severe disabilities is a priority, and our 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. 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The "Check-In Check-Out" ("CICO") program offers daily counseling sessions with trusted staff members to reinforce goals and incentives. 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: Tier 1: ASCEND assesses school climate and social-emotional needs annually through the SCAL. The data guide the implementation of trauma-informed curricula, conflict resolution strategies, and bullying prevention. 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. Tier 3: Licensed clinicians from partner organizations such as Seneca and the East Bay Agency for Children ("EBAC") provide individual and family therapy services, leveraging Med-Cal resources for comprehensive mental health support.</p> <p>Professional Development and Continuous Improvement: ASCEND'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, ASCEND 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 ASCEND, supporting English Learner students is strategically integrated within our broader educational framework to ensure they achieve language proficiency and become confident, self-aware learners with a strong sense of personal agency. This commitment is woven into every aspect of our school model, from curriculum design to classroom culture, aligning with our vision statement that emphasizes personal agency.</p> <p>We recognize that English proficiency is vital for accessing future opportunities, and our goal is to ensure that each multilingual 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 multilingual students through targeted systems tailored to their diverse needs. To that end, we recently hired an ELD Interventionist who works with teachers to ensure strong integrated EL support and provides direct, targeted push-in and pull-out interventions for emergent English speakers.</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 our 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. Adaptive language programs like Lexia English enable students to learn at their own pace while also receiving support from specialized staff members, such as ELD interventionists. 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. Regular data tracking ensures that LTELs who need more progress receive targeted interventions.</p> <p>Monitoring and Evaluation: Our support systems include a thorough monitoring and evaluation process. We adhere to reclassification criteria based on the annual ELPAC, teacher assessments, parental consultation, and analysis of basic skills mastery. Students reclassified as fluent English proficient ("RFEP") 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, ASCEND 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

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 as measured by FastBridge's aReading assessment and NWEA's MAP assessment in math across different demographic groups and grade levels from 2017 to 2024.

On both aReading and MAP, despite serving a student population where 66% of our learners are classified as English Learners, there's been a clear upward trend in academic performance overall since the end of the pandemic. We see this growth mirrored across all grade levels and significant subgroups. For instance, the percentage of students making at least one year of growth in ELA exceeded 70% each year. (See Figure 6.) We attribute this consistent positive outcome to our strong ELD support, our tiered support in literacy, and consistent coaching.

The percentage of students making at least one year of growth in math rose from 49.7% to 84.9% over the past three years. (See Figure 7.) We attribute this improved performance in response to the pandemic to the implementation of an aligned curriculum, targeted coaching, and a data-driven approach to identifying and meeting student gaps.

This data also illustrates the impact of our program over time. Our 8th-grade performance, in which this year's cohort saw 90+% meeting growth targets, demonstrates the compounding positive effects of our program as students move through the grades and gain higher degrees of confidence, agency, and English mastery. (See Figure 8.)

This trend, which is also demonstrated in SBAC proficiency rates, CORE District school-wide growth percentile, and comparisons with both the district and the state, speaks to the intensive work we have done to accelerate academic growth coming out of the pandemic. Some of the most impactful strategies we employ 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. Additionally, staffing an EL interventionist to provide tier 2 and 3 English language interventions helps ensure that all multilingual learners make steady progress.

Culturally Relevant Curriculum: Through our expeditionary learning model, we integrate culturally relevant texts and materials into the ELA curriculum to engage all students and make learning more meaningful and relevant. Incorporating literature and texts that reflect their cultural backgrounds enhances motivation and connection to the subject matter. Ensuring all students feel a strong sense of inclusion and belonging through our SEL curriculum and Crew structures has been a critical focus for our 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.

These strategies have been incredibly successful for our school in accelerating our academic outcomes to recover from the deep and lasting impacts of the pandemic. While we still have much work to do, we are proud of the ground we've gained over the past four years.

Figures

Figure 6

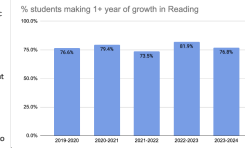


Figure 7

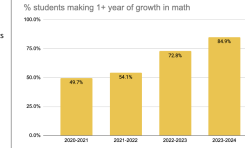
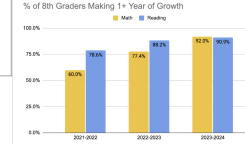


Figure 8



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	42	13	31	11	24	19	51	8%	3%	6%	2%	5%	4%	10%
Students who left the school during the school year	15	12	22	5	25	16	28	3%	2%	4%	1%	5%	3%	5%

Enrollment (for Fall 2023-24 of current charter term)

Student Group	Number Enrolled	Percent of Total Enrollment
Total Enrollment	481	100.0%
Asian	10	2.1%
Black or African American	14	2.9%
Filipino	1	0.2%
Hispanic or Latino	446	92.7%
Native American or Alaskan Native	0	0.0%
Native Hawaiian or Pacific Islander	1	0.2%
White	2	0.4%
Two or More Races	7	1.5%
Race Not Reported	0	0.0%
Male	244	50.7%
Female	237	49.3%
Homeless Students	0	0.0%
Foster Youth	0	0.0%
FRPM-Eligible/Economically Disadvantaged	448	93.1%
English Learners	315	65.5%
Special Education/Students with IEPs	55	11.4%

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-	0	0	0	0	0	0	0
English Learners	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)

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total # of classroom teachers	22	30	34	33	31	33	28	TBD
# of new classroom teacher hires	8	8	9	5	7	2	7	TBD
# of classroom teachers retained from prior year	14	22	25	28	24	31	21	TBD
# of classroom teachers that left their position prior to the end of the school year (e.g. resigned, quit, terminated)	0	1	1	2	1	1	0	TBD
# of currently vacant classroom teaching positions (FTEs)	0	0	0	0	2	0	0	TBD

Teacher Ethnicity (for Fall 2024 of current charter term)

Group	Number of Teachers
Asian	5
Black or African American	2
Hispanic or Latino	8
White	11
Other Ethnicity or Missing	2
Total Classroom Teachers	28

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>
2017-18	N/A	TK	76	20	No data found
		K	137	48	
		6	100	56	
2018-19	03/07/2018	TK	48	20	9
		K	170	48	86
		6	121	56	70
2019-20	03/06/2019	TK	53	20	3
		K	134	48	97
		6	106	56	79
2020-21	03/11/2020	TK	40	20	11
		K	127	48	81
		6	93	56	60
2021-22	03/09/2021	TK	46	20	3
		K	147	48	23
		6	125	56	89
2022-23	03/08/2022	TK	75	20	2
		K	144	48	12
		6	115	56	54
2023-24	03/08/2023	TK	60	20	4
		K	99	48	0
		6	131	56	76
2024-25	03/06/2024	TK	35	20	TBD
		K	62	48	
		6	96	58	

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	9	11
# of students with IEPs receiving > 450 service minutes weekly	48	41
# of students with IEPs in NPS placement	0	0
Total SWD enrolled	57	52

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>ASCEND 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 ASCEND to negotiate a new 'In Lieu of Proposition 39 Facilities Use Agreement' that aligns with the requested charter term.</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>

CEND
ION - 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				492	502 10	502 0	506 4
A. REVENUES							
1. LCFF Sources							
State Aid - Current Year	8011	3,452,096.00	0.00	3,452,096.00	3,827,512.00	4,053,618.00	4,303,746.00
Education Protection Account State Aid - Current Year	8012	1,563,969.00	0.00	1,563,969.00	1,660,286.00	1,729,739.00	1,801,059.00
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	1,619,237.00	0.00	1,619,237.00	1,619,237.00	1,619,237.00	1,619,237.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		6,635,302.00	0.00	6,635,302.00	7,107,035.00	7,402,594.00	7,724,042.00
2. Federal Revenues							
Every Student Succeeds Act (Titles I - V)	8290	0.00	248,100.00	248,100.00	248,100.00	248,100.00	248,100.00
Special Education - Federal	8181, 8182	0.00	76,685.65	76,685.65	76,685.65	76,685.65	76,685.65
Child Nutrition - Federal	8220	0.00	204,518.00	204,518.00	204,518.00	204,518.00	204,518.00
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	529,303.65	529,303.65	529,303.65	529,303.65	529,303.65
3. Other State Revenues							
Special Education - State	StateRevSE	0.00	37,302.62	37,302.62	39,954.63	41,616.22	43,423.35
All Other State Revenues	StateRevAO	90,155.83	2,669,996.64	2,760,152.47	2,022,861.18	1,790,007.48	1,490,007.48
Total, Other State Revenues		90,155.83	2,707,299.27	2,797,455.10	2,062,815.81	1,831,623.69	1,533,430.82
4. Other Local Revenues					422,111.53	439,767.82	457,899.92
All Other Local Revenues	LocalRevAO	0.00	625,012.00	625,012.00	649,497.25	667,153.54	685,285.64
Total, Local Revenues		0.00	625,012.00	625,012.00	649,497.25	667,153.54	685,285.64
5. TOTAL REVENUES		6,725,457.83	3,861,614.92	10,587,072.75	10,348,651.71	10,430,674.89	10,472,062.12
B. EXPENDITURES							
1. Certificated Salaries							
Certificated Teachers' Salaries	1100	1,961,060.40	427,162.50	2,388,222.90	2,459,869.59	2,514,124.90	2,572,450.12

Certificated Pupil Support Salaries	1200	0.00	231,310.10	231,310.10	225,371.06	230,341.88	235,685.58
Certificated Supervisors' and Administrators' Salaries	1300	398,040.00	362,378.50	760,418.50	783,231.06	711,561.01	728,068.52
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		2,359,100.40	1,020,851.10	3,379,951.50	3,468,471.70	3,456,027.79	3,536,204.23
2 Non-certificated Salaries							
Non-certificated Instructional Aides' Salaries	2100	153,441.76	579,603.52	733,045.28	416,571.94	425,759.92	326,727.85
Non-certificated Support Salaries	2200	297,550.87	176,252.46	473,803.33	479,455.72	490,030.68	501,398.91
Non-certificated Supervisors' and Administrators' Sal.	2300	84,823.00	158,698.60	243,521.60	223,952.90	228,892.44	224,834.42
Clerical and Office Salaries	2400	0.00	102,297.60	102,297.60	105,366.53	107,690.51	110,188.82
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00	0.00	0.00
Total, Non-certificated Salaries		535,815.63	1,016,852.18	1,552,667.81	1,225,347.09	1,252,373.55	1,163,150.00

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	398,050.76	210,238.21	608,288.97	675,773.90	686,597.52	716,081.36
PERS	3201-3202	161,130.99	230,403.97	391,534.96	304,376.22	315,598.14	305,675.82
OASDI / Medicare / Alternative	3301-3302	76,888.15	88,610.74	165,498.89	160,636.40	161,135.46	160,825.84
Health and Welfare Benefits	3401-3402	676,083.45	0.00	676,083.45	675,520.18	677,618.85	676,316.82
Unemployment Insurance	3501-3502	5,663.18	4,499.95	10,163.13	9,864.52	9,895.17	9,876.16
Workers' Compensation Insurance	3601-3602	23,521.85	0.00	23,521.85	22,830.76	22,901.69	22,857.69
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		1,341,338.38	533,752.86	1,875,091.24	1,849,001.98	1,873,746.83	1,891,633.68
4 Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	65,733.13	3,001.00	68,734.13	70,108.81	71,510.99	72,941.21
Books and Other Reference Materials	4200	49,451.98	0.00	49,451.98	50,441.02	51,449.84	52,478.84
Materials and Supplies	4300	47,059.68	52,940.32	100,000.00	102,000.00	104,040.00	106,120.80
Noncapitalized Equipment	4400	45,450.00	15,150.00	60,600.00	61,812.00	63,048.24	64,309.20
Food	4700	44,301.42	204,518.00	248,819.42	249,705.45	250,609.19	251,531.02
Total, Books and Supplies		251,996.21	275,609.32	527,605.53	534,067.28	540,658.26	547,381.07
5. Services and Other Operating Expenditures							
Subagreements for Services	5100	0.00	507,773.08	507,773.08	528,455.55	539,024.66	554,186.07
Travel and Conferences	5200	0.00	44,827.64	44,827.64	15,124.19	15,426.68	15,735.21
Dues and Memberships	5300	15,379.02	0.00	15,379.02	15,686.60	16,000.33	16,320.34
Insurance	5400	29,642.86	23,214.29	52,857.14	53,914.29	54,992.57	56,092.42
Operations and Housekeeping Services	5500	155,469.28	50,156.43	205,625.70	209,738.21	213,932.98	218,211.64
Rentals, Leases, Repairs, and Noncap. Improvements	5600	228,213.72	50,962.56	279,176.28	357,178.50	364,452.43	370,148.74
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	938,193.61	1,175,717.03	2,113,910.65	2,053,452.51	2,061,654.82	2,065,793.55
Communications	5900	11,364.84	0.00	11,364.84	11,592.14	11,823.98	12,060.46

c. Adjusted Beginning Balance
2 Ending Fund Balance, June 30 (E + F.1.c.)

1,754,599.00	1,341,373.00	3,095,972.00	2,132,595.30	1,728,559.26	1,561,211.24
3,439,054.57	(1,306,459.27)	2,132,595.30	1,728,559.26	1,561,211.24	1,388,343.93
		20.16%	16.73%	14.99%	13.27%

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

6118608	5 digit District code or 7 digit School code (from the CDS co	LEA: ASCEND
NO	Is this calculation for a new charter school? (select from dr	Projection Title:
Charter	Projection Type	Created by:
		Email:
	Projection Date	Phone:

	PY3	PY2	PY1	CY	CY1	CY2	CY3	CY4
ASCEND (6118608)	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):

(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	1,447,959	1,504,483	1,619,237	1,619,237	1,619,237	1,619,237	1,619,237	1,619,237
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(b) UNDUPLICATED PUPIL PERCENTAGE (UPP)

A-1.2, A-2.2, A-3.2	Enrollment (second prior year)	494	509						
A-1.1, A-2.1, A-3.1	Enrollment (first prior year)	509	496						
A-1, A-2, A-3	Enrollment	496	491	480	492	502	502	506	506
B-1.2, B-2.2, B-3.2	Unduplicated Pupil Count (second prior year)	439	478						

LCFF CALCULATOR

6118608	5 digit District code or 7 digit School code (from the CDS co	LEA: ASCEND
NO	Is this calculation for a new charter school? (select from dr	Projection Title:
Charter	Projection Type	Created by:
		Email:
	Projection Date	Phone:

		PY3	PY2	PY1	CY	CY1	CY2	CY3	CY4
ASCEND (6118608)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
B-1.1, B-2.1, B-3.1	Unduplicated Pupil Count (first prior year)	478	446						
B-1, B-2, B-3	Unduplicated Pupil Count	446	463	451	456	470	469	472	473
	<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>
	Single Year Unduplicated Pupil Percentage	89.92%	94.30%	93.96%	92.71%	93.65%	93.44%	93.27%	93.45%
C-1	Unduplicated Pupil Percentage (%)	90.93%	92.71%	92.71%	93.65%	93.44%	93.27%	93.45%	93.39%

(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	90.93%	92.71%	92.71%	93.65%	93.44%	93.27%	93.45%	93.39%
	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)		16.13	18.31	18.60	37.60	38.00	41.80	41.80
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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	213.99	200.32	198.90	206.43	218.07	220.40	224.20	224.20
B-2	Grades 4-6	153.69	145.37	148.25	146.92	144.75	146.30	146.30	146.30
B-3	Grades 7-8	110.27	102.07	101.14	104.15	109.03	110.20	110.20	110.20
B-4	Grades 9-12	-	-	-					
	SUBTOTAL ADA	477.95	447.76	448.29	457.50	471.85	476.90	480.70	480.70
	RATIO: ADA to Enrollment	0.96	0.91	0.93	0.93	0.94	0.95	0.95	0.95

	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	496	491	480	492	502	502	506	506
Unduplicated Pupil Count (UPC)	446	463	451	456	470	469	472	473
Unduplicated Pupil Percentage (UPP)	90.93%	92.71%	92.71%	93.65%	93.44%	93.27%	93.45%	93.39%
Current Year LCFF Average Daily Attendance (ADA)	477.95	447.76	448.29	457.50	471.85	476.90	480.70	480.70
Funded LCFF ADA	477.95	447.76	448.29	457.50	471.85	476.90	480.70	480.70
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	\$ 3,927,048	\$ 4,166,486	\$ 4,514,136	\$ 4,655,950	\$ 4,942,409	\$ 5,149,235	\$ 5,360,877	\$ 5,537,384
Grade Span Adjustment	180,180	190,905	205,265	215,306	233,989	243,762	256,260	264,556
Adjusted Base Grant	\$ 4,107,228	\$ 4,357,391	\$ 4,719,401	\$ 4,871,256	\$ 5,176,398	\$ 5,392,997	\$ 5,617,137	\$ 5,801,940
Supplemental Grant	746,940	807,947	875,071	912,386	967,365	1,006,010	1,049,843	1,083,686
Concentration Grant	576,922	650,014	769,664	794,428	844,193	879,517	916,071	946,209
Total Base, Supplemental and Concentration Grant	\$ 5,431,090	\$ 5,815,352	\$ 6,364,136	\$ 6,578,070	\$ 6,987,956	\$ 7,278,524	\$ 7,583,051	\$ 7,831,835
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	-	45,374	55,736	57,232	119,079	124,070	140,991	145,631
Total Allowance and Add-On Amounts	\$ -	\$ 45,374	\$ 55,736	\$ 57,232	\$ 119,079	\$ 124,070	\$ 140,991	\$ 145,631
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	\$ 5,431,090	\$ 5,860,726	\$ 6,419,872	\$ 6,635,302	\$ 7,107,035	\$ 7,402,594	\$ 7,724,042	\$ 7,977,466
Miscellaneous Adjustments	-	-	-	-	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	\$ 5,431,090	\$ 5,860,726	\$ 6,419,872	\$ 6,635,302	\$ 7,107,035	\$ 7,402,594	\$ 7,724,042	\$ 7,977,466
LCFF Entitlement Per ADA (excludes Categorical MSA)	\$ 11,363	\$ 13,089	\$ 14,321	\$ 14,503	\$ 15,062	\$ 15,522	\$ 16,068	\$ 16,596
Additional State Aid	-	-	-	-	-	-	-	-
Total LCFF Entitlement with Additional State Aid	5,431,090	5,860,726	6,419,872	6,635,302	7,107,035	7,402,594	7,724,042	7,977,466

LCFF Sources Summary								
Funding Source Summary								
Local Revenue (net of In-Lieu of Property Taxes)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Education Protection Account Entitlement (Includes \$200/minimum per ADA)	\$ 1,427,030	\$ 368,751	\$ 1,490,434	\$ 1,563,969	\$ 1,660,286	\$ 1,729,739	\$ 1,801,059	\$ 1,860,314
Net State Aid (excludes Additional State Aid)	\$ 4,004,060	\$ 5,491,975	\$ 4,929,438	\$ 5,071,333	\$ 5,446,749	\$ 5,672,855	\$ 5,922,983	\$ 6,117,152
Additional State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Funding Sources	\$ 5,431,090	\$ 5,860,726	\$ 6,419,872	\$ 6,635,302	\$ 7,107,035	\$ 7,402,594	\$ 7,724,042	\$ 7,977,466

Funding Source by Resource-Object								
State Aid (Resource Code 0000, Object Code 8011)	\$ 2,556,101	\$ 3,987,492	\$ 3,310,201	\$ 3,452,096	\$ 3,827,512	\$ 4,053,618	\$ 4,303,746	\$ 4,497,915
EPA, Current Year (Resource 1400, Object Code 8012)	\$ 1,427,030	\$ 368,751	\$ 1,490,434	\$ 1,563,969	\$ 1,660,286	\$ 1,729,739	\$ 1,801,059	\$ 1,860,314
In-Lieu of Property Taxes (Object Code 8096)	\$ 1,447,959	\$ 1,504,483	\$ 1,619,237	\$ 1,619,237	\$ 1,619,237	\$ 1,619,237	\$ 1,619,237	\$ 1,619,237
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019)	\$ 13,943	\$ 110,573	\$ (2,350)	\$ -	\$ -	\$ -	\$ -	\$ -
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Entitlement and Source Reconciliation								
Basic Aid/Excess Tax District Status	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total LCFF Entitlement	\$ 5,431,090	\$ 5,860,726	\$ 6,419,872	\$ 6,635,302	\$ 7,107,035	\$ 7,402,594	\$ 7,724,042	\$ 7,977,466
Additional State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Excess Taxes before Minimum State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Funding Sources	\$ 5,431,090	\$ 5,860,726	\$ 6,419,872	\$ 6,635,302	\$ 7,107,035	\$ 7,402,594	\$ 7,724,042	\$ 7,977,466

LCAP Percentage to Increase or Improve Services Calculation								
Base Grant (Excludes add-ons for TIIG & Transportation)	\$ 4,107,228	\$ 4,402,765	\$ 4,775,137	\$ 4,928,488	\$ 5,295,477	\$ 5,517,067	\$ 5,758,128	\$ 5,947,571
Supplemental and Concentration Grant funding in the LCAP year	\$ 1,323,862	\$ 1,457,961	\$ 1,644,735	\$ 1,706,814	\$ 1,811,558	\$ 1,885,527	\$ 1,965,914	\$ 2,029,895
Projected Additional 15% Concentration Grant funding in the LCAP year	\$ 139,136	\$ 150,003	\$ 177,619	\$ 183,329	\$ 194,814	\$ 202,966	\$ 211,401	\$ 218,356
Percentage to Increase or Improve Services	32.23%	33.11%	34.44%	34.63%	34.21%	34.18%	34.14%	34.13%

ASCEND (6118608)									
	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	\$ 11,814.97	\$ 13,504.77	\$ 14,767.48	\$ 14,946.06	\$ 15,378.80	\$ 15,848.65	\$ 16,376.67	\$ 16,913.81	
Grades 4-6	\$ 10,862.90	\$ 12,417.07	\$ 13,578.10	\$ 13,742.87	\$ 14,140.88	\$ 14,573.25	\$ 15,057.73	\$ 15,551.79	
Grades 7-8	\$ 11,184.22	\$ 12,785.42	\$ 13,979.95	\$ 14,149.33	\$ 14,559.37	\$ 15,003.78	\$ 15,503.23	\$ 16,012.10	
Grades 9-12	\$ 13,298.62	\$ 15,202.37	\$ 16,623.02	\$ 16,825.80	\$ 17,313.30	\$ 17,842.04	\$ 18,435.40	\$ 19,039.85	
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%	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:									
	90.93%	92.71%	92.71%	93.65%	93.44%	93.27%	93.45%	93.39%	
Grades TK-3	\$ 1,625	\$ 1,876	\$ 2,031	\$ 2,073	\$ 2,129	\$ 2,191	\$ 2,267	\$ 2,340	
Grades 4-6	\$ 1,494	\$ 1,725	\$ 1,867	\$ 1,906	\$ 1,958	\$ 2,014	\$ 2,085	\$ 2,152	
Grades 7-8	\$ 1,538	\$ 1,776	\$ 1,922	\$ 1,963	\$ 2,016	\$ 2,074	\$ 2,146	\$ 2,216	
Grades 9-12	\$ 1,829	\$ 2,112	\$ 2,286	\$ 2,334	\$ 2,397	\$ 2,466	\$ 2,552	\$ 2,635	
Concentration Grant (>55% population)									
Maximum - 1.00 ADA, 100% UPP	65%	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	

ASCEND		2025/26 PROJECTED CASH FLOW																	
2025/26	Object	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total	Budget		
Actuals through Month of:																			
A	Beginning Cash	9110	3,419,310	2,958,629	2,378,963	2,054,131	2,718,810	2,612,118	2,586,572	3,284,443	3,306,457	3,267,287	3,821,440	3,001,471	3,419,310				
B	Receipts																		
	LCFF Sources																		
	State Aid - Current Year	8011	0	229,651	229,651	382,751	382,751	382,751	382,751	344,476	344,476	344,476	344,476	344,476	3,750,962	76,550	3,827,512	3,827,512	
	on Account State Aid - Current Year	8012	0	0	0	547,894	0	0	547,894	0	547,894	0	0	1,643,683	16,603	1,660,286	1,660,286		
	er Schools in Lieu of Property Taxes	8096	0	97,154	97,154	161,924	161,924	161,924	161,924	145,731	145,731	145,731	145,731	1,586,852	32,385	1,619,237	1,619,237		
	Federal Revenue	8100-8299																	
	y Student Succeeds Act (Titles I - V)	8290 - 8296	0	0	0	59,544	2,481	0	39,696	47,139	0	32,253	22,329	0	203,442	44,658	248,100	248,100	
	Special Education - Federal	8181	0	0	0	18,405	767	0	12,270	14,570	0	9,969	6,902	0	62,883	13,803	76,686	76,686	
	Child Nutrition - Federal	8220	0	0	0	17,043	17,043	17,043	17,043	17,043	17,043	17,043	17,043	153,389	51,130	204,518	204,518		
	Other State Revenue	8300-8599																	
	Special Education - State	8594	0	2,397	2,397	3,996	3,996	3,996	3,996	3,596	3,596	3,596	3,596	39,156	799	39,955	39,955		
	ELOP	8590	0	53,445	53,445	89,075	89,075	89,075	89,075	80,168	80,168	80,168	80,168	872,939	17,815	890,754	890,754		
	ASES	8590	0	0	0	0	0	0	0	134,299	0	0	69,184	203,483	0	203,483	203,483		
	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	5,248	5,248	8,746	8,746	8,746	8,746	7,871	7,871	7,871	7,871	85,711	1,749	87,460	87,460		
	Outdoor Equity Grants Program	8590	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-		
	Lottery + Mandated Block	8560	0	0	0	38,283	0	0	44,807	0	0	40,006	0	123,096	0	123,096	123,096		
	Other Local Revenue	8600-8799																	
	AB 602	8791	0	25,327	25,327	42,211	42,211	42,211	42,211	37,990	37,990	37,990	37,990	413,670	8,442	422,112	422,112		
	Measure G-1	8600	0	0	0	0	0	0	0	0	0	0	167,386	167,386	0	167,386	167,386		
	Grants & Foundations	8600	60,000	0	0	0	0	0	0	0	0	0	0	60,000	0	60,000	60,000		
	Total Receipts		60,000	413,222	413,222	1,463,172	708,994	705,746	1,459,613	767,456	771,175	1,364,499	666,107	873,446	9,666,651	263,934	9,930,585	9,930,584	
C	Disbursements																		
	Total, Certificated Salaries	1000-1999	34,685	289,039	289,039	289,039	289,039	289,039	289,039	289,039	289,039	289,039	289,039	289,039	3,214,117	254,355	3,468,472	3,468,472	
	Total, Non-certificated Salaries	2000-2999	61,267	102,112	102,112	102,112	102,112	102,112	102,112	102,112	102,112	102,112	102,112	1,184,502	40,845	1,225,347	1,225,347		
	Total, Employee Benefits	3000-3999	55,470	110,940	110,940	166,410	166,410	166,410	166,410	166,410	166,410	166,410	166,410	1,775,042	73,960	1,849,002	1,849,002		
	Total, Books and Supplies	4000-4999	48,066	80,110	64,088	32,044	32,044	16,022	53,407	26,703	26,703	26,703	53,407	64,088	523,386	10,681	534,067	534,067	
	es and Other Operating Expenditures	5000-5999	129,806	129,806	129,806	194,709	194,709	129,806	129,806	194,709	194,709	843,737	519,223	2,920,628	324,514	3,245,142	3,245,142		
	Total, Capital Outlay	6000-6599	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-		
	Total Disbursements		329,294	712,007	695,985	784,314	784,314	703,389	740,774	714,071	778,974	778,974	1,454,705	1,140,873	9,617,675	704,355	10,322,030	10,322,030	
D	Prior Year Transactions	PY Amount																	
	Accounts Receivable-9200	346,785	190,732	79,761	6,936	27,743	3,468	6,936	13,871	3,468	3,468	3,468	3,468	346,785	0	346,785			
	Prepaid Expense-9330	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
	Accounts Payable-9500	708,266	361,216	325,802	14,165	7,083	0	0	0	0	0	0	0	708,266	0	708,266			
	Current Loans-9640	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
	Deferred Revenue-9650	1,101,066	20,903	34,839	34,839	34,839	34,839	34,839	34,839	34,839	34,839	34,839	34,839	404,132	(696,933)	(292,801)	418,068		
	Total Pr. Yr. Transactions	(1,462,547)	(191,387)	(280,881)	(42,069)	(14,179)	(31,371)	(27,903)	(20,968)	(31,371)	(31,371)	(31,371)	(31,371)	(31,371)	(765,613)	696,933	(68,680)		
E	Net Increase/Decrease (B-C+D)		(460,681)	(579,666)	(324,832)	664,679	(106,691)	(25,547)	697,872	22,014	(39,170)	554,154	(819,970)	(298,798)	(716,637)	256,513	(460,125)		
F	Ending Cash (A+E)		2,958,629	2,378,963	2,054,131	2,718,810	2,612,118	2,586,572	3,284,443	3,306,457	3,267,287	3,821,440	3,001,471	2,702,673	2,702,673				
G	Ending Cash plus Accruals																		3,670,963

ASCEND		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	2,702,673	2,206,212	1,638,444	1,341,385	1,967,274	1,897,933	1,909,749	2,556,585	2,616,658	2,612,450	3,126,986	2,335,216	2,702,673			
B	Receipts																	
	LCFF Sources																	
	State Aid - Current Year	8011	0	243,217	243,217	405,362	405,362	405,362	405,362	405,362	364,826	364,826	364,826	364,826	3,972,546	81,072	4,053,618	4,053,618
	on Account State Aid - Current Year	8012	0	0	0	570,814	0	0	570,814	0	0	570,814	0	0	1,712,442	17,297	1,729,739	1,729,739
	er Schools in Lieu of Property Taxes	8096	0	97,154	97,154	161,924	161,924	161,924	161,924	161,924	145,731	145,731	145,731	145,731	1,586,852	32,385	1,619,237	1,619,237
	Federal Revenue	8100-8299																
	y Student Succeeds Act (Titles I - V)	8290 - 8296	0	0	0	59,544	2,481	0	39,696	47,139	0	32,253	22,329	0	203,442	44,658	248,100	248,100
	Special Education - Federal	8181	0	0	0	18,405	767	0	12,270	14,570	0	9,969	6,902	0	62,883	13,803	76,686	76,686
	Child Nutrition - Federal	8220	0	0	0	17,043	17,043	17,043	17,043	17,043	17,043	17,043	17,043	17,043	153,389	51,130	204,518	204,518
	Other State Revenue	8300-8599																
	Special Education - State	8594	0	2,497	2,497	4,162	4,162	4,162	4,162	4,162	3,745	3,745	3,745	3,745	40,784	832	41,616	41,616
	ELOP	8590	0	53,445	53,445	89,075	89,075	89,075	89,075	89,075	80,168	80,168	80,168	80,168	872,939	17,815	890,754	890,754
	ASES	8590	0	0	0	0	0	0	0	0	134,299	0	0	69,184	203,483	0	203,483	203,483
	CCSPP	8590	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-
	Prop 28	8590	0	5,248	5,248	8,746	8,746	8,746	8,746	8,746	7,871	7,871	7,871	7,871	85,711	1,749	87,460	87,460
	Outdoor Equity Grants Program	8590	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-
	Lottery + Mandated Block	8560	0	0	0	38,283	0	0	44,807	0	0	40,006	0	0	123,096	0	123,096	123,096
	Other Local Revenue	8600-8799																
	AB 602	8791	0	26,386	26,386	43,977	43,977	43,977	43,977	43,977	39,579	39,579	39,579	39,579	430,973	8,795	439,768	439,768
	Measure G-1	8600	0	0	0	0	0	0	0	0	0	0	0	167,386	167,386	0	167,386	167,386
	Grants & Foundations	8600	60,000	0	0	0	0	0	0	0	0	0	0	60,000	0	60,000	60,000	60,000
	Total Receipts		60,000	427,947	427,947	1,417,334	733,536	730,288	1,397,875	791,998	793,263	1,312,006	688,195	895,534	9,675,924	269,537	9,945,461	9,945,461
C	Disbursements																	
	Total, Certificated Salaries	1000-1999	34,560	288,002	288,002	288,002	288,002	288,002	288,002	288,002	288,002	288,002	288,002	288,002	3,202,586	253,442	3,456,028	3,456,028
	Total, Non-certificated Salaries	2000-2999	62,619	104,365	104,365	104,365	104,365	104,365	104,365	104,365	104,365	104,365	104,365	104,365	1,210,628	41,746	1,252,374	1,252,374
	Total, Employee Benefits	3000-3999	56,212	112,425	112,425	168,637	168,637	168,637	168,637	168,637	168,637	168,637	168,637	168,637	1,798,797	74,950	1,873,747	1,873,747
	Total, Books and Supplies	4000-4999	48,659	81,099	64,879	32,439	32,439	16,220	54,066	27,033	27,033	27,033	54,066	64,879	529,845	10,813	540,658	540,658
	es and Other Operating Expenditures	5000-5999	131,092	131,092	131,092	196,638	196,638	131,092	131,092	131,092	196,638	196,638	852,100	524,369	2,949,577	327,731	3,277,308	3,277,308
	Total, Capital Outlay	6000-6599	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-
	Total Disbursements		333,143	716,983	700,763	790,082	790,082	708,316	746,162	719,129	784,675	784,675	1,467,170	1,150,252	9,691,433	708,682	10,400,115	10,400,115
D	Prior Year Transactions	PY Amount																
	Accounts Receivable-9200	263,934	145,164	60,705	5,279	21,115	2,639	5,279	10,557	2,639	2,639	2,639	2,639	2,639	263,934	0	263,934	
	Prepaid Expense-9330	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Accounts Payable-9500	704,355	359,221	324,003	14,087	7,044	0	0	0	0	0	0	0	0	704,355	0	704,355	
	Current Loans-9640	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Deferred Revenue-9650	696,933	9,261	15,435	15,435	15,435	15,435	15,435	15,435	15,435	15,435	15,435	15,435	15,435	179,040	(517,893)	(338,853)	185,214
	Total Pr. Yr. Transactions	(1,137,354)	(223,318)	(278,733)	(24,243)	(1,363)	(12,795)	(10,156)	(4,877)	(12,795)	(12,795)	(12,795)	(12,795)	(12,795)	(619,461)	517,893	(101,568)	
E	Net Increase/Decrease (B-C+D)		(496,461)	(567,768)	(297,059)	625,889	(69,341)	11,817	646,836	60,073	(4,208)	514,536	(791,770)	(267,513)	(634,971)	78,749	(556,222)	
F	Ending Cash (A+E)		2,206,212	1,638,444	1,341,385	1,967,274	1,897,933	1,909,749	2,556,585	2,616,658	2,612,450	3,126,986	2,335,216	2,067,702	2,067,702			
G	Ending Cash plus Accruals																3,045,921	

ASCEND		2027/28 PROJECTED CASH FLOW																
	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	2,067,702	1,573,385	1,018,542	735,337	1,409,039	1,363,627	1,400,255	2,095,080	2,179,774	2,196,862	2,756,229	1,979,170	2,067,702			
B	Receipts																	
	LCFF Sources																	
	State Aid - Current Year	8011	0	258,225	258,225	430,375	430,375	430,375	430,375	430,375	387,337	387,337	387,337	387,337	4,217,671	86,075	4,303,746	4,303,746
	on Account State Aid - Current Year	8012	0	0	0	594,349	0	0	594,349	0	0	594,349	0	0	1,783,048	18,011	1,801,059	1,801,059
	er Schools in Lieu of Property Taxes	8096	0	97,154	97,154	161,924	161,924	161,924	161,924	161,924	145,731	145,731	145,731	1,586,852	32,385	1,619,237	1,619,237	
	Federal Revenue	8100-8299																
	y Student Succeeds Act (Titles I - V)	8290 - 8296	0	0	0	59,544	2,481	0	39,696	47,139	0	32,253	22,329	0	203,442	44,658	248,100	248,100
	Special Education - Federal	8181	0	0	0	18,405	767	0	12,270	14,570	0	9,969	6,902	0	62,883	13,803	76,686	76,686
	Child Nutrition - Federal	8220	0	0	0	17,043	17,043	17,043	17,043	17,043	17,043	17,043	17,043	153,389	51,130	204,518	204,518	
	Other State Revenue	8300-8599																
	Special Education - State	8594	0	2,605	2,605	4,342	4,342	4,342	4,342	4,342	3,908	3,908	3,908	3,908	42,555	868	43,423	43,423
	ELOP	8590	0	53,445	53,445	89,075	89,075	89,075	89,075	89,075	80,168	80,168	80,168	80,168	872,939	17,815	890,754	890,754
	ASES	8590	0	0	0	0	0	0	0	0	134,299	0	0	69,184	203,483	0	203,483	203,483
	CCSPP	8590	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-
	Prop 28	8590	0	5,248	5,248	8,746	8,746	8,746	8,746	8,746	7,871	7,871	7,871	7,871	85,711	1,749	87,460	87,460
	Outdoor Equity Grants Program	8590	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-
	Lottery + Mandated Block	8560	0	0	0	38,283	0	0	44,807	0	0	40,006	0	0	123,096	0	123,096	123,096
	Other Local Revenue	8600-8799																
	AB 602	8791	0	27,474	27,474	45,790	45,790	45,790	45,790	45,790	41,211	41,211	41,211	41,211	448,742	9,158	457,900	457,900
	Measure G-1	8600	0	0	0	0	0	0	0	0	0	0	0	167,386	167,386	0	167,386	167,386
	Grants & Foundations	8600	60,000	0	0	0	0	0	0	0	0	0	0	60,000	0	60,000	60,000	
	Total Receipts		60,000	444,151	444,151	1,467,876	760,543	757,295	1,448,417	819,005	817,569	1,359,848	712,501	919,840	10,011,196	275,652	10,286,848	10,286,848
C	Disbursements																	
	Total, Certificated Salaries	1000-1999	35,362	294,684	294,684	294,684	294,684	294,684	294,684	294,684	294,684	294,684	294,684	294,684	3,276,882	259,322	3,536,204	3,536,204
	Total, Non-certificated Salaries	2000-2999	58,158	96,929	96,929	96,929	96,929	96,929	96,929	96,929	96,929	96,929	96,929	96,929	1,124,378	38,772	1,163,150	1,163,150
	Total, Employee Benefits	3000-3999	56,749	113,498	113,498	170,247	170,247	170,247	170,247	170,247	170,247	170,247	170,247	170,247	1,815,969	75,665	1,891,634	1,891,634
	Total, Books and Supplies	4000-4999	49,264	82,107	65,686	32,843	32,843	16,421	54,738	27,369	27,369	27,369	54,738	65,686	536,433	10,948	547,381	547,381
	es and Other Operating Expenditures	5000-5999	132,342	132,342	132,342	198,513	198,513	132,342	132,342	132,342	198,513	198,513	860,222	529,368	2,977,693	330,855	3,308,548	3,308,548
	Total, Capital Outlay	6000-6599	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-
	Total Disbursements		331,875	719,560	703,139	793,216	793,216	710,623	748,940	721,571	787,742	787,742	1,476,820	1,156,913	9,731,356	715,561	10,446,917	10,446,917
D	Prior Year Transactions	PY Amount																
	Accounts Receivable-9200	269,537	148,246	61,994	5,391	21,563	2,695	5,391	10,781	2,695	2,695	2,695	2,695	2,695	269,537	(0)	269,537	
	Prepaid Expense-9330	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Accounts Payable-9500	708,682	361,428	325,994	14,174	7,087	0	0	0	0	0	0	0	0	708,682	0	708,682	
	Current Loans-9640	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Deferred Revenue-9650	517,893	9,261	15,435	15,435	15,435	15,435	15,435	15,435	15,435	15,435	15,435	15,435	15,435	179,040	(338,853)	(159,813)	185,214
	Total Pr. Yr. Transactions	(957,038)	(222,443)	(279,434)	(24,217)	(958)	(12,739)	(10,044)	(4,653)	(12,739)	(12,739)	(12,739)	(12,739)	(12,739)	(618,184)	338,853	(279,331)	
E	Net Increase/Decrease (B-C+D)		(494,318)	(554,843)	(283,205)	673,702	(45,412)	36,628	694,824	84,695	17,088	559,367	(777,059)	(249,812)	(338,344)	(101,056)	(439,400)	
F	Ending Cash (A+E)		1,573,385	1,018,542	735,337	1,409,039	1,363,627	1,400,255	2,095,080	2,179,774	2,196,862	2,756,229	1,979,170	1,729,358	1,729,358			
G	Ending Cash plus Accruals																2,720,571	

ASCEND

Multi-Year Budget Assumptions Narrative

The following assumptions are unaudited statements based on the current financial position of ASCEND and an estimate of revenues and expenditures based on known charter rates and the current and future program of ASCEND. 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: ASCEND expects to increase TK enrollment to 40 students in FY26, 40 in FY27, and 44 in FY28 and expects to enroll 48 students in Kinder-5th and 58 students in 6th-8th each year (which aligns to historical patterns).

2. Unduplicated Pupil Count

- i. Based on the 3-year rolling percentage in the LCFF Calculator. Expected to remain fairly steady through FY28 (between 93.3 to 93.7).

3. Average Daily Attendance

- i. FY25: based on FY24 P-2.
- ii. FY26-FY28: Attendance expected to increase by 1% each year, until reaching a target of 95% in FY27. Pre-Covid, attendance exceeded 95%. ASCEND 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, ASCEND 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 \$203,483 in FY24 and assumed to remain at this amount.
 - e. Prop 28 funding is \$87,460 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. ASCEND intends to allocate the revenues over multiple years and then correspondingly reduce associated expenditures once the grant revenues phase out.
 - a. Note that 5 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	\$27,733	\$27,733	\$0	\$0	Y
UPK Planning & Implementation	\$19,906	\$19,906	\$0	\$0	Y
Arts, Music, and Instructional Materials	\$293,119	\$0	\$0	\$0	Y
Learning Recovery Emergency	\$494,333	\$233,890	\$48,676	\$48,676	Y
Literacy Coaches and Reading Specialists	\$136,538	\$136,538	\$136,538	\$136,538	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 \$74,661, based on FY23 revenue; assumed to remain at this amount; corresponding expense matches revenue.
- iii. Measure G-1 (Part B): Budgeted at \$92,725, based on FY24; assumed to remain at this amount; corresponding expense matches revenue.
- iv. Grants and Fundraising: ASCEND is budgeted at \$60,000 for grant and fundraising revenue from FY25-FY28. ASCEND received \$121,000 in FY24. If these revenues were reduced, ASCEND 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 ASCEND 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	28.1	28.1	28.1	28.1
1200	1.9	1.8	1.8	1.8
1300	6.8	6.8	6.0	6.0

4. Non-Certificated Salaries

- i. FTE table by object code listed below.

Category	FY25	FY26	FY27	FY28
2100	14.5	8.0	8.0	6.0
2200	7.1	7.0	7.0	7.0
2300	2.8	2.5	2.5	2.4
2400	2.0	2.0	2.0	2.0

5. Employee Benefits

- i. STRS and PERS

a. ASCEND 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. ASCEND 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 \$3,095,972 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. ASCEND is projected to have an operating reserve at the end of FY28 of approximately \$1.4M.
4. ASCEND's reserve rate exceeds 13% each year, exceeding statutory minimums 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. ASCEND maintains a positive cash balance through 2027-28 and has a projected ending cash balance in June 2028 of \$1.7M.

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.

NWEA MAP Combined Raw (xx-xx) Tab

1. Copy and paste your NWEA MAP Combined Data File into the tab labeled 'NWEA MAP Combined Raw (xx-xx)' (For instructions on downloading the NWEA MAP Combined Data File, please refer to the NWEA MAP one-pager)
 2. Rename the 'NWEA MAP Combined Raw (xx-xx)' tab to include the relevant school year. (e.g. 'NWEA MAP Combined Raw (23-24)')
 3. Duplicate the 'NWEA MAP Combined Raw (xx-xx)' tab if you wish to include multiple school years of data and repeat steps 1-2 for each school year appropriately.
- Note:** Raw data should be student-level data but may be anonymized for privacy

NWEA MAP Summary Table Tab

1. Delete the example row and populate the summary table for all indicators, all grades tested, and all appropriate student groups.

Note: a) In cases

where student
group data
cannot be

disaggregated at
the grade level,
please specify
the grade span.

b) Please only

report the

"School

Conditional

Growth Index"

for the 'All'

student groups at

the grade-level.

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 NWEA MAP Growth data is accounted for.

**Percent of Students
at/above the 25th national
percentile for FastBridge's
Fall to Spring norm or
at/above -0.2 CGI for NWEA
MAP's Fall to Spring norm**

Indicator	School year	Student Group	Grade	Percent of Students at/above the 25th national percentile for FastBridge's Fall to Spring norm or at/above -0.2 CGI for NWEA MAP's Fall to Spring norm
ASCEND aReading	2019-2020	All	All Grades	76.6%
ASCEND aReading	2019-2020	All	5th	76.6%
ASCEND aReading	2019-2020	EL + RFEP4	All Grades	78.4%
ASCEND aReading	2019-2020	EL + RFEP4	5th	78.4%
ASCEND aReading	2019-2020	Latino	All Grades	77.3%
ASCEND aReading	2019-2020	Latino	5th	77.3%
ASCEND aReading	2019-2020	SED	All Grades	73.7%
ASCEND aReading	2019-2020	SED	5th	73.7%
ASCEND aReading	2020-2021	All	All Grades	79.4%
ASCEND aReading	2020-2021	All	3rd	69.2%
ASCEND aReading	2020-2021	All	4th	87.0%
ASCEND aReading	2020-2021	All	5th	64.2%
ASCEND aReading	2020-2021	All	6th	80.4%
ASCEND aReading	2020-2021	All	7th	88.5%
ASCEND aReading	2020-2021	All	8th	86.8%
ASCEND aReading	2020-2021	EL + RFEP4	All Grades	79.9%
ASCEND aReading	2020-2021	EL + RFEP4	3rd	73.2%
ASCEND aReading	2020-2021	EL + RFEP4	4th	86.0%
ASCEND aReading	2020-2021	EL + RFEP4	5th	66.7%
ASCEND aReading	2020-2021	EL + RFEP4	6th	77.3%
ASCEND aReading	2020-2021	EL + RFEP4	7th	89.2%
ASCEND aReading	2020-2021	EL + RFEP4	8th	89.3%
ASCEND aReading	2020-2021	Latino	All Grades	79.4%
ASCEND aReading	2020-2021	Latino	3rd	70.6%
ASCEND aReading	2020-2021	Latino	4th	86.3%
ASCEND aReading	2020-2021	Latino	5th	66.0%
ASCEND aReading	2020-2021	Latino	6th	79.6%
ASCEND aReading	2020-2021	Latino	7th	88.0%
ASCEND aReading	2020-2021	Latino	8th	86.0%
ASCEND aReading	2020-2021	SED	All Grades	80.1%
ASCEND aReading	2020-2021	SED	3rd	70.2%
ASCEND aReading	2020-2021	SED	4th	87.5%
ASCEND aReading	2020-2021	SED	5th	66.7%
ASCEND aReading	2020-2021	SED	6th	78.8%
ASCEND aReading	2020-2021	SED	7th	88.0%
ASCEND aReading	2020-2021	SED	8th	89.4%
ASCEND aReading	2020-2021	SWD	All Grades	83.8%
ASCEND aReading	2021-2022	All	All Grades	73.5%
ASCEND aReading	2021-2022	All	3rd	65.1%
ASCEND aReading	2021-2022	All	4th	94.0%
ASCEND aReading	2021-2022	All	5th	64.7%
ASCEND aReading	2021-2022	All	6th	78.0%

**Percent of Students
at/above the 25th national
percentile for FastBridge's
Fall to Spring norm or
at/above -0.2 CGI for NWEA
MAP's Fall to Spring norm**

Indicator	School year	Student Group	Grade	Percent of Students at/above the 25th national percentile for FastBridge's Fall to Spring norm or at/above -0.2 CGI for NWEA MAP's Fall to Spring norm
ASCEND aReading	2021-2022	All	7th	60.4%
ASCEND aReading	2021-2022	All	8th	78.6%
ASCEND aReading	2021-2022	EL + RFEP4	All Grades	75.1%
ASCEND aReading	2021-2022	EL + RFEP4	3rd	64.0%
ASCEND aReading	2021-2022	EL + RFEP4	4th	97.7%
ASCEND aReading	2021-2022	EL + RFEP4	5th	68.1%
ASCEND aReading	2021-2022	EL + RFEP4	6th	82.1%
ASCEND aReading	2021-2022	EL + RFEP4	7th	57.1%
ASCEND aReading	2021-2022	EL + RFEP4	8th	77.4%
ASCEND aReading	2021-2022	Latino	All Grades	74.5%
ASCEND aReading	2021-2022	Latino	3rd	66.7%
ASCEND aReading	2021-2022	Latino	4th	94.0%
ASCEND aReading	2021-2022	Latino	5th	66.7%
ASCEND aReading	2021-2022	Latino	6th	79.5%
ASCEND aReading	2021-2022	Latino	7th	60.9%
ASCEND aReading	2021-2022	Latino	8th	78.0%
ASCEND aReading	2021-2022	SED	All Grades	75.0%
ASCEND aReading	2021-2022	SED	3rd	67.5%
ASCEND aReading	2021-2022	SED	4th	93.6%
ASCEND aReading	2021-2022	SED	5th	67.5%
ASCEND aReading	2021-2022	SED	6th	80.0%
ASCEND aReading	2021-2022	SED	7th	65.9%
ASCEND aReading	2021-2022	SED	8th	73.5%
ASCEND aReading	2021-2022	SWD	All Grades	72.4%
ASCEND aReading	2022-2023	All	All Grades	81.9%
ASCEND aReading	2022-2023	All	3rd	87.5%
ASCEND aReading	2022-2023	All	4th	90.0%
ASCEND aReading	2022-2023	All	5th	67.3%
ASCEND aReading	2022-2023	All	6th	94.0%
ASCEND aReading	2022-2023	All	7th	61.9%
ASCEND aReading	2022-2023	All	8th	88.2%
ASCEND aReading	2022-2023	EL + RFEP4	All Grades	82.6%
ASCEND aReading	2022-2023	EL + RFEP4	3rd	89.5%
ASCEND aReading	2022-2023	EL + RFEP4	4th	93.3%
ASCEND aReading	2022-2023	EL + RFEP4	5th	68.3%
ASCEND aReading	2022-2023	EL + RFEP4	6th	91.4%
ASCEND aReading	2022-2023	EL + RFEP4	7th	63.0%
ASCEND aReading	2022-2023	EL + RFEP4	8th	88.9%
ASCEND aReading	2022-2023	Latino	All Grades	81.9%
ASCEND aReading	2022-2023	Latino	3rd	88.9%
ASCEND aReading	2022-2023	Latino	4th	89.1%
ASCEND aReading	2022-2023	Latino	5th	68.0%

**Percent of Students
at/above the 25th national
percentile for FastBridge's
Fall to Spring norm or
at/above -0.2 CGI for NWEA
MAP's Fall to Spring norm**

Indicator	School year	Student Group	Grade	Percent of Students at/above the 25th national percentile for FastBridge's Fall to Spring norm or at/above -0.2 CGI for NWEA MAP's Fall to Spring norm
ASCEND aReading	2022-2023	Latino	6th	93.9%
ASCEND aReading	2022-2023	Latino	7th	61.9%
ASCEND aReading	2022-2023	Latino	8th	87.8%
ASCEND aReading	2022-2023	SED	All Grades	81.3%
ASCEND aReading	2022-2023	SED	3rd	88.6%
ASCEND aReading	2022-2023	SED	4th	89.6%
ASCEND aReading	2022-2023	SED	5th	64.6%
ASCEND aReading	2022-2023	SED	6th	95.2%
ASCEND aReading	2022-2023	SED	7th	58.8%
ASCEND aReading	2022-2023	SED	8th	87.0%
ASCEND aReading	2022-2023	SWD	All Grades	86.7%
ASCEND aReading	2023-2024	All	All Grades	76.8%
ASCEND aReading	2023-2024	All	3rd	76.6%
ASCEND aReading	2023-2024	All	4th	78.0%
ASCEND aReading	2023-2024	All	5th	63.3%
ASCEND aReading	2023-2024	All	6th	91.1%
ASCEND aReading	2023-2024	All	7th	59.6%
ASCEND aReading	2023-2024	All	8th	90.9%
ASCEND aReading	2023-2024	EL + RFEP4	All Grades	75.1%
ASCEND aReading	2023-2024	EL + RFEP4	3rd	76.3%
ASCEND aReading	2023-2024	EL + RFEP4	4th	72.5%
ASCEND aReading	2023-2024	EL + RFEP4	5th	48.3%
ASCEND aReading	2023-2024	EL + RFEP4	6th	93.0%
ASCEND aReading	2023-2024	EL + RFEP4	7th	65.6%
ASCEND aReading	2023-2024	EL + RFEP4	8th	88.9%
ASCEND aReading	2023-2024	Latino	All Grades	76.4%
ASCEND aReading	2023-2024	Latino	3rd	76.7%
ASCEND aReading	2023-2024	Latino	4th	77.1%
ASCEND aReading	2023-2024	Latino	5th	61.4%
ASCEND aReading	2023-2024	Latino	6th	92.3%
ASCEND aReading	2023-2024	Latino	7th	59.6%
ASCEND aReading	2023-2024	Latino	8th	90.2%
ASCEND aReading	2023-2024	SED	All Grades	76.4%
ASCEND aReading	2023-2024	SED	3rd	77.8%
ASCEND aReading	2023-2024	SED	4th	77.3%
ASCEND aReading	2023-2024	SED	5th	63.3%
ASCEND aReading	2023-2024	SED	6th	90.7%
ASCEND aReading	2023-2024	SED	7th	59.1%
ASCEND aReading	2023-2024	SED	8th	89.7%
ASCEND aReading	2023-2024	SWD	All Grades	69.0%
ASCEND NWEA MAP Math	2013-2014	All	All Grades	47.2%
ASCEND NWEA MAP Math	2013-2014	All	3rd	20.8%

**Percent of Students
at/above the 25th national
percentile for FastBridge's
Fall to Spring norm or
at/above -0.2 CGI for NWEA
MAP's Fall to Spring norm**

Indicator	School year	Student Group	Grade	Percent of Students at/above the 25th national percentile for FastBridge's Fall to Spring norm or at/above -0.2 CGI for NWEA MAP's Fall to Spring norm
ASCEND NWEA MAP Math	2013-2014	All	4th	63.0%
ASCEND NWEA MAP Math	2013-2014	All	5th	47.9%
ASCEND NWEA MAP Math	2013-2014	All	6th	50.0%
ASCEND NWEA MAP Math	2013-2014	All	7th	60.9%
ASCEND NWEA MAP Math	2013-2014	All	8th	41.0%
ASCEND NWEA MAP Math	2013-2014	EL + RFEP4	All Grades	46.1%
ASCEND NWEA MAP Math	2013-2014	EL + RFEP4	3rd	16.7%
ASCEND NWEA MAP Math	2013-2014	EL + RFEP4	4th	63.4%
ASCEND NWEA MAP Math	2013-2014	EL + RFEP4	5th	51.4%
ASCEND NWEA MAP Math	2013-2014	EL + RFEP4	6th	42.9%
ASCEND NWEA MAP Math	2013-2014	EL + RFEP4	7th	65.6%
ASCEND NWEA MAP Math	2013-2014	EL + RFEP4	8th	36.8%
ASCEND NWEA MAP Math	2013-2014	Latino	All Grades	46.2%
ASCEND NWEA MAP Math	2013-2014	Latino	3rd	19.1%
ASCEND NWEA MAP Math	2013-2014	Latino	4th	61.9%
ASCEND NWEA MAP Math	2013-2014	Latino	5th	45.2%
ASCEND NWEA MAP Math	2013-2014	Latino	6th	47.4%
ASCEND NWEA MAP Math	2013-2014	Latino	7th	60.5%
ASCEND NWEA MAP Math	2013-2014	SED	All Grades	50.7%
ASCEND NWEA MAP Math	2013-2014	SED	3rd	23.5%
ASCEND NWEA MAP Math	2013-2014	SED	4th	63.2%
ASCEND NWEA MAP Math	2013-2014	SED	5th	63.2%
ASCEND NWEA MAP Math	2013-2014	SWD	All Grades	60.9%
ASCEND NWEA MAP Math	2014-2015	All	All Grades	64.9%
ASCEND NWEA MAP Math	2014-2015	All	3rd	70.8%
ASCEND NWEA MAP Math	2014-2015	All	4th	31.0%
ASCEND NWEA MAP Math	2014-2015	All	5th	79.2%
ASCEND NWEA MAP Math	2014-2015	All	6th	86.4%
ASCEND NWEA MAP Math	2014-2015	All	7th	60.9%
ASCEND NWEA MAP Math	2014-2015	All	8th	58.3%
ASCEND NWEA MAP Math	2014-2015	EL + RFEP4	All Grades	64.1%
ASCEND NWEA MAP Math	2014-2015	EL + RFEP4	3rd	71.1%
ASCEND NWEA MAP Math	2014-2015	EL + RFEP4	4th	26.3%
ASCEND NWEA MAP Math	2014-2015	EL + RFEP4	5th	81.4%
ASCEND NWEA MAP Math	2014-2015	EL + RFEP4	6th	83.8%
ASCEND NWEA MAP Math	2014-2015	EL + RFEP4	7th	57.7%
ASCEND NWEA MAP Math	2014-2015	EL + RFEP4	8th	58.1%
ASCEND NWEA MAP Math	2014-2015	Latino	All Grades	63.9%
ASCEND NWEA MAP Math	2014-2015	Latino	3rd	70.8%
ASCEND NWEA MAP Math	2014-2015	Latino	4th	31.0%
ASCEND NWEA MAP Math	2014-2015	Latino	5th	77.8%
ASCEND NWEA MAP Math	2014-2015	Latino	6th	85.4%

**Percent of Students
at/above the 25th national
percentile for FastBridge's
Fall to Spring norm or
at/above -0.2 CGI for NWEA
MAP's Fall to Spring norm**

Indicator	School year	Student Group	Grade	Percent of Students at/above the 25th national percentile for FastBridge's Fall to Spring norm or at/above -0.2 CGI for NWEA MAP's Fall to Spring norm
ASCEND NWEA MAP Math	2014-2015	Latino	7th	61.9%
ASCEND NWEA MAP Math	2014-2015	Latino	8th	55.6%
ASCEND NWEA MAP Math	2014-2015	SED	All Grades	65.2%
ASCEND NWEA MAP Math	2014-2015	SED	3rd	70.5%
ASCEND NWEA MAP Math	2014-2015	SED	4th	30.8%
ASCEND NWEA MAP Math	2014-2015	SED	5th	80.4%
ASCEND NWEA MAP Math	2014-2015	SED	6th	87.5%
ASCEND NWEA MAP Math	2014-2015	SED	7th	64.3%
ASCEND NWEA MAP Math	2014-2015	SED	8th	55.6%
ASCEND NWEA MAP Math	2014-2015	SWD	All Grades	66.7%
ASCEND NWEA MAP Math	2015-2016	All	All Grades	52.9%
ASCEND NWEA MAP Math	2015-2016	All	3rd	52.0%
ASCEND NWEA MAP Math	2015-2016	All	4th	46.9%
ASCEND NWEA MAP Math	2015-2016	All	5th	48.0%
ASCEND NWEA MAP Math	2015-2016	All	6th	53.5%
ASCEND NWEA MAP Math	2015-2016	All	7th	49.0%
ASCEND NWEA MAP Math	2015-2016	All	8th	68.8%
ASCEND NWEA MAP Math	2015-2016	EL + RFEP4	All Grades	52.4%
ASCEND NWEA MAP Math	2015-2016	EL + RFEP4	3rd	53.3%
ASCEND NWEA MAP Math	2015-2016	EL + RFEP4	4th	43.2%
ASCEND NWEA MAP Math	2015-2016	EL + RFEP4	5th	50.0%
ASCEND NWEA MAP Math	2015-2016	EL + RFEP4	6th	52.5%
ASCEND NWEA MAP Math	2015-2016	EL + RFEP4	7th	58.6%
ASCEND NWEA MAP Math	2015-2016	EL + RFEP4	8th	65.2%
ASCEND NWEA MAP Math	2015-2016	Latino	All Grades	51.8%
ASCEND NWEA MAP Math	2015-2016	Latino	3rd	53.2%
ASCEND NWEA MAP Math	2015-2016	Latino	4th	46.9%
ASCEND NWEA MAP Math	2015-2016	Latino	5th	49.0%
ASCEND NWEA MAP Math	2015-2016	Latino	6th	50.0%
ASCEND NWEA MAP Math	2015-2016	Latino	7th	47.8%
ASCEND NWEA MAP Math	2015-2016	Latino	8th	65.1%
ASCEND NWEA MAP Math	2015-2016	SED	All Grades	52.7%
ASCEND NWEA MAP Math	2015-2016	SED	3rd	53.1%
ASCEND NWEA MAP Math	2015-2016	SED	4th	45.7%
ASCEND NWEA MAP Math	2015-2016	SED	5th	50.0%
ASCEND NWEA MAP Math	2015-2016	SED	6th	52.4%
ASCEND NWEA MAP Math	2015-2016	SED	7th	47.8%
ASCEND NWEA MAP Math	2015-2016	SED	8th	67.4%
ASCEND NWEA MAP Math	2015-2016	SWD	All Grades	48.1%
ASCEND NWEA MAP Math	2016-2017	All	All Grades	81.1%
ASCEND NWEA MAP Math	2016-2017	All	6th	76.6%
ASCEND NWEA MAP Math	2016-2017	All	7th	79.5%

**Percent of Students
at/above the 25th national
percentile for FastBridge's
Fall to Spring norm or
at/above -0.2 CGI for NWEA
MAP's Fall to Spring norm**

Indicator	School year	Student Group	Grade	Percent of Students at/above the 25th national percentile for FastBridge's Fall to Spring norm or at/above -0.2 CGI for NWEA MAP's Fall to Spring norm
ASCEND NWEA MAP Math	2016-2017	All	8th	86.5%
ASCEND NWEA MAP Math	2016-2017	EL + RFEP4	All Grades	79.8%
ASCEND NWEA MAP Math	2016-2017	EL + RFEP4	6th	77.8%
ASCEND NWEA MAP Math	2016-2017	EL + RFEP4	7th	76.5%
ASCEND NWEA MAP Math	2016-2017	EL + RFEP4	8th	88.0%
ASCEND NWEA MAP Math	2016-2017	Latino	All Grades	80.1%
ASCEND NWEA MAP Math	2016-2017	Latino	6th	76.6%
ASCEND NWEA MAP Math	2016-2017	Latino	7th	78.0%
ASCEND NWEA MAP Math	2016-2017	Latino	8th	85.4%
ASCEND NWEA MAP Math	2016-2017	SED	All Grades	80.2%
ASCEND NWEA MAP Math	2016-2017	SED	6th	76.2%
ASCEND NWEA MAP Math	2016-2017	SED	7th	77.8%
ASCEND NWEA MAP Math	2016-2017	SED	8th	86.0%
ASCEND NWEA MAP Math	2016-2017	SWD	All Grades	69.2%
ASCEND NWEA MAP Math	2017-2018	All	All Grades	80.0%
ASCEND NWEA MAP Math	2017-2018	All	6th	83.7%
ASCEND NWEA MAP Math	2017-2018	All	7th	71.7%
ASCEND NWEA MAP Math	2017-2018	All	8th	84.0%
ASCEND NWEA MAP Math	2017-2018	EL + RFEP4	All Grades	78.6%
ASCEND NWEA MAP Math	2017-2018	EL + RFEP4	6th	81.0%
ASCEND NWEA MAP Math	2017-2018	EL + RFEP4	7th	71.4%
ASCEND NWEA MAP Math	2017-2018	EL + RFEP4	8th	82.9%
ASCEND NWEA MAP Math	2017-2018	Latino	All Grades	80.7%
ASCEND NWEA MAP Math	2017-2018	Latino	6th	83.7%
ASCEND NWEA MAP Math	2017-2018	Latino	7th	71.1%
ASCEND NWEA MAP Math	2017-2018	Latino	8th	87.0%
ASCEND NWEA MAP Math	2017-2018	SED	All Grades	78.5%
ASCEND NWEA MAP Math	2017-2018	SED	6th	81.8%
ASCEND NWEA MAP Math	2017-2018	SED	7th	68.4%
ASCEND NWEA MAP Math	2017-2018	SED	8th	83.3%
ASCEND NWEA MAP Math	2017-2018	SWD	All Grades	75.0%
ASCEND NWEA MAP Math	2018-2019	All	All Grades	53.6%
ASCEND NWEA MAP Math	2018-2019	All	5th	30.6%
ASCEND NWEA MAP Math	2018-2019	All	6th	66.7%
ASCEND NWEA MAP Math	2018-2019	All	7th	75.0%
ASCEND NWEA MAP Math	2018-2019	All	8th	39.5%
ASCEND NWEA MAP Math	2018-2019	EL + RFEP4	All Grades	51.9%
ASCEND NWEA MAP Math	2018-2019	EL + RFEP4	5th	29.7%
ASCEND NWEA MAP Math	2018-2019	EL + RFEP4	6th	63.6%
ASCEND NWEA MAP Math	2018-2019	EL + RFEP4	7th	74.4%
ASCEND NWEA MAP Math	2018-2019	EL + RFEP4	8th	33.3%
ASCEND NWEA MAP Math	2018-2019	Latino	All Grades	53.7%

**Percent of Students
at/above the 25th national
percentile for FastBridge's
Fall to Spring norm or
at/above -0.2 CGI for NWEA
MAP's Fall to Spring norm**

Indicator	School year	Student Group	Grade	Percent of Students at/above the 25th national percentile for FastBridge's Fall to Spring norm or at/above -0.2 CGI for NWEA MAP's Fall to Spring norm
ASCEND NWEA MAP Math	2018-2019	Latino	5th	31.1%
ASCEND NWEA MAP Math	2018-2019	Latino	6th	64.4%
ASCEND NWEA MAP Math	2018-2019	Latino	7th	75.0%
ASCEND NWEA MAP Math	2018-2019	Latino	8th	40.5%
ASCEND NWEA MAP Math	2018-2019	SED	All Grades	51.6%
ASCEND NWEA MAP Math	2018-2019	SED	5th	26.3%
ASCEND NWEA MAP Math	2018-2019	SED	6th	64.3%
ASCEND NWEA MAP Math	2018-2019	SED	7th	73.8%
ASCEND NWEA MAP Math	2018-2019	SED	8th	35.5%
ASCEND NWEA MAP Math	2018-2019	SWD	All Grades	36.4%
ASCEND NWEA MAP Math	2020-2021	All	All Grades	49.7%
ASCEND NWEA MAP Math	2020-2021	All	6th	67.3%
ASCEND NWEA MAP Math	2020-2021	All	7th	49.1%
ASCEND NWEA MAP Math	2020-2021	All	8th	33.3%
ASCEND NWEA MAP Math	2020-2021	EL + RFEP4	All Grades	51.4%
ASCEND NWEA MAP Math	2020-2021	EL + RFEP4	6th	63.4%
ASCEND NWEA MAP Math	2020-2021	EL + RFEP4	7th	51.2%
ASCEND NWEA MAP Math	2020-2021	EL + RFEP4	8th	34.5%
ASCEND NWEA MAP Math	2020-2021	Latino	All Grades	49.7%
ASCEND NWEA MAP Math	2020-2021	Latino	6th	66.0%
ASCEND NWEA MAP Math	2020-2021	Latino	7th	49.1%
ASCEND NWEA MAP Math	2020-2021	Latino	8th	34.0%
ASCEND NWEA MAP Math	2020-2021	SED	All Grades	49.3%
ASCEND NWEA MAP Math	2020-2021	SED	6th	66.7%
ASCEND NWEA MAP Math	2020-2021	SED	7th	50.9%
ASCEND NWEA MAP Math	2020-2021	SED	8th	30.6%
ASCEND NWEA MAP Math	2020-2021	SWD	All Grades	54.5%
ASCEND NWEA MAP Math	2021-2022	All	All Grades	54.1%
ASCEND NWEA MAP Math	2021-2022	All	3rd	64.1%
ASCEND NWEA MAP Math	2021-2022	All	4th	42.2%
ASCEND NWEA MAP Math	2021-2022	All	5th	76.5%
ASCEND NWEA MAP Math	2021-2022	All	6th	33.3%
ASCEND NWEA MAP Math	2021-2022	All	7th	47.1%
ASCEND NWEA MAP Math	2021-2022	All	8th	60.0%
ASCEND NWEA MAP Math	2021-2022	EL + RFEP4	All Grades	54.4%
ASCEND NWEA MAP Math	2021-2022	EL + RFEP4	3rd	50.0%
ASCEND NWEA MAP Math	2021-2022	EL + RFEP4	4th	46.2%
ASCEND NWEA MAP Math	2021-2022	EL + RFEP4	5th	76.6%
ASCEND NWEA MAP Math	2021-2022	EL + RFEP4	6th	38.7%
ASCEND NWEA MAP Math	2021-2022	EL + RFEP4	7th	40.5%
ASCEND NWEA MAP Math	2021-2022	EL + RFEP4	8th	64.9%
ASCEND NWEA MAP Math	2021-2022	Latino	All Grades	54.5%

**Percent of Students
at/above the 25th national
percentile for FastBridge's
Fall to Spring norm or
at/above -0.2 CGI for NWEA
MAP's Fall to Spring norm**

Indicator	School year	Student Group	Grade	Percent of Students at/above the 25th national percentile for FastBridge's Fall to Spring norm or at/above -0.2 CGI for NWEA MAP's Fall to Spring norm
ASCEND NWEA MAP Math	2021-2022	Latino	3rd	66.7%
ASCEND NWEA MAP Math	2021-2022	Latino	4th	42.2%
ASCEND NWEA MAP Math	2021-2022	Latino	5th	77.1%
ASCEND NWEA MAP Math	2021-2022	Latino	6th	35.7%
ASCEND NWEA MAP Math	2021-2022	Latino	7th	44.9%
ASCEND NWEA MAP Math	2021-2022	Latino	8th	60.4%
ASCEND NWEA MAP Math	2021-2022	SED	All Grades	55.9%
ASCEND NWEA MAP Math	2021-2022	SED	3rd	64.9%
ASCEND NWEA MAP Math	2021-2022	SED	4th	44.2%
ASCEND NWEA MAP Math	2021-2022	SED	5th	72.5%
ASCEND NWEA MAP Math	2021-2022	SED	6th	40.6%
ASCEND NWEA MAP Math	2021-2022	SED	7th	52.3%
ASCEND NWEA MAP Math	2021-2022	SED	8th	59.5%
ASCEND NWEA MAP Math	2021-2022	SWD	All Grades	31.0%
ASCEND NWEA MAP Math	2022-2023	All	All Grades	72.8%
ASCEND NWEA MAP Math	2022-2023	All	3rd	77.1%
ASCEND NWEA MAP Math	2022-2023	All	4th	60.9%
ASCEND NWEA MAP Math	2022-2023	All	5th	88.2%
ASCEND NWEA MAP Math	2022-2023	All	6th	57.1%
ASCEND NWEA MAP Math	2022-2023	All	7th	74.5%
ASCEND NWEA MAP Math	2022-2023	All	8th	77.4%
ASCEND NWEA MAP Math	2022-2023	EL + RFEP4	All Grades	72.9%
ASCEND NWEA MAP Math	2022-2023	EL + RFEP4	3rd	78.9%
ASCEND NWEA MAP Math	2022-2023	EL + RFEP4	4th	55.6%
ASCEND NWEA MAP Math	2022-2023	EL + RFEP4	5th	85.0%
ASCEND NWEA MAP Math	2022-2023	EL + RFEP4	6th	58.8%
ASCEND NWEA MAP Math	2022-2023	EL + RFEP4	7th	80.6%
ASCEND NWEA MAP Math	2022-2023	EL + RFEP4	8th	73.0%
ASCEND NWEA MAP Math	2022-2023	Latino	All Grades	72.2%
ASCEND NWEA MAP Math	2022-2023	Latino	3rd	77.8%
ASCEND NWEA MAP Math	2022-2023	Latino	4th	57.1%
ASCEND NWEA MAP Math	2022-2023	Latino	5th	87.8%
ASCEND NWEA MAP Math	2022-2023	Latino	6th	58.3%
ASCEND NWEA MAP Math	2022-2023	Latino	7th	73.5%
ASCEND NWEA MAP Math	2022-2023	Latino	8th	76.5%
ASCEND NWEA MAP Math	2022-2023	SED	All Grades	71.6%
ASCEND NWEA MAP Math	2022-2023	SED	3rd	75.0%
ASCEND NWEA MAP Math	2022-2023	SED	4th	62.2%
ASCEND NWEA MAP Math	2022-2023	SED	5th	89.4%
ASCEND NWEA MAP Math	2022-2023	SED	6th	52.4%
ASCEND NWEA MAP Math	2022-2023	SED	7th	73.8%
ASCEND NWEA MAP Math	2022-2023	SED	8th	75.0%

**Percent of Students
at/above the 25th national
percentile for FastBridge's
Fall to Spring norm or
at/above -0.2 CGI for NWEA
MAP's Fall to Spring norm**

Indicator	School year	Student Group	Grade	Percent of Students at/above the 25th national percentile for FastBridge's Fall to Spring norm or at/above -0.2 CGI for NWEA MAP's Fall to Spring norm
ASCEND NWEA MAP Math	2022-2023	SWD	All Grades	72.7%
ASCEND NWEA MAP Math	2023-2024	All	All Grades	84.9%
ASCEND NWEA MAP Math	2023-2024	All	3rd	82.0%
ASCEND NWEA MAP Math	2023-2024	All	4th	80.0%
ASCEND NWEA MAP Math	2023-2024	All	5th	92.0%
ASCEND NWEA MAP Math	2023-2024	All	6th	86.8%
ASCEND NWEA MAP Math	2023-2024	All	7th	76.1%
ASCEND NWEA MAP Math	2023-2024	All	8th	92.0%
ASCEND NWEA MAP Math	2023-2024	EL + RFEP4	All Grades	82.3%
ASCEND NWEA MAP Math	2023-2024	EL + RFEP4	3rd	80.5%
ASCEND NWEA MAP Math	2023-2024	EL + RFEP4	4th	77.5%
ASCEND NWEA MAP Math	2023-2024	EL + RFEP4	5th	86.7%
ASCEND NWEA MAP Math	2023-2024	EL + RFEP4	6th	85.7%
ASCEND NWEA MAP Math	2023-2024	EL + RFEP4	7th	77.4%
ASCEND NWEA MAP Math	2023-2024	EL + RFEP4	8th	87.1%
ASCEND NWEA MAP Math	2023-2024	Latino	All Grades	85.5%
ASCEND NWEA MAP Math	2023-2024	Latino	3rd	82.6%
ASCEND NWEA MAP Math	2023-2024	Latino	4th	81.3%
ASCEND NWEA MAP Math	2023-2024	Latino	5th	91.1%
ASCEND NWEA MAP Math	2023-2024	Latino	6th	88.0%
ASCEND NWEA MAP Math	2023-2024	Latino	7th	76.1%
ASCEND NWEA MAP Math	2023-2024	Latino	8th	93.6%
ASCEND NWEA MAP Math	2023-2024	SED	All Grades	84.9%
ASCEND NWEA MAP Math	2023-2024	SED	3rd	81.3%
ASCEND NWEA MAP Math	2023-2024	SED	4th	79.5%
ASCEND NWEA MAP Math	2023-2024	SED	5th	92.0%
ASCEND NWEA MAP Math	2023-2024	SED	6th	86.5%
ASCEND NWEA MAP Math	2023-2024	SED	7th	74.4%
ASCEND NWEA MAP Math	2023-2024	SED	8th	95.2%
ASCEND NWEA MAP Math	2023-2024	SWD	All Grades	63.3%

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ASCEND 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 [Expeditionary Learning Outward Bound Resources](#)

12 [CCSA Eligibility for Renewal Notification](#)



Education for Change
Public Schools



Education for Change

Strategic Plan

2023-2027



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 needs and understanding.					Design	Launch	Launch
2.5	Home office leaders refine and implement new teacher development that extends to all 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 working group (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							JANUARY 2025								
				S	M	T	W	TH	F	S	S	M	T	W	TH	F	S		
					0	0	0	0	0	6				0	0	0	4		
				7	0	0	0	0	0	13	5	0	1	2	1	1	11		
				14	0	0	0	0	0	20	12	1	1	2	1	1	18		
				21	0	0	0	0	0	27	19	0	1	2	1	1	25		
				28	0	0	0				26	1	1	2	1	1			
				August 2024							FEBRUARY 2025								
				S	M	T	W	TH	F	S	S	M	T	W	TH	F	S		
									0	0	3							1	
				4	0	0	0	0	0	10	2	0	1	2	1	1	8		
				11	1	1	2	1	1	17	9	1	1	2	1	1	15		
				18	1	1	2	1	1	24	16	0	1	2	1	1	22		
				25	1	1	2	1	1	31	23	1	1	2	1	1			
				SEPTEMBER 2024							MARCH 2025								
				S	M	T	W	TH	F	S	S	M	T	W	TH	F	S		
				1	0	1	2	1	1	7								1	
				8	1	1	2	1	1	14	2	0	0	2	1	1	8		
				15	1	1	2	1	1	21	9	1	1	2	1	1	15		
				22	0	1	2	1	1	28	16	1	1	2	1	1	22		
				29	1						23	1	1	2	1	0	29		
				OCTOBER 2024							APRIL 2025								
				S	M	T	W	TH	F	S	S	M	T	W	TH	F	S		
							1	2	1	1	5				0	0	0	0	5
				6	1	1	2	1	1	12	6	0	1	2	1	1	12		
				13	0	1	2	1	1	19	13	1	1	2	1	1	19		
				20	0	1	2	1	1	26	20	1	1	2	1	1	26		
				27	1	1	2	1			27	1	1	2					
				NOVEMBER 2024							MAY 2025								
				S	M	T	W	TH	F	S	S	M	T	W	TH	F	S		
										1	2						1	1	3
				3	1	1	2	1	1	9	4	1	1	2	1	1	10		
				10	0	1	2	1	1	16	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	25	0	1	2	1	1	31		
				DECEMBER 2024							JUNE 2025								
				S	M	T	W	TH	F	S	S	M	T	W	TH	F	S		
				1	0	0	2	1	1	7	1	1	1	2	1	0	0	7	
				8	1	1	2	1	1	14	8	0	0	0	0	0	0	14	
				15	1	1	2	1	1	21	15	0	0	0	0	0	0	21	
				22	0	0	0	0	0	28	22	0	0	0	0	0	0	28	
				29	0	0					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.

Compassion

Perseverance

Craftsmanship

Responsibility

Curiosity

Bell Schedule

8:25am	Morning Bell
8:30am	Classes Begin
9:50-10:15 am	Staggered 15 minute Morning Recess for TK-5
10:25-11:10 am 10:45-11:30 am 11:20-12:00 pm	TK Recess/lunch K Lunch/recess 1-3 Lunch/recess
12:25-1:05 pm 11:55-12:35 pm	4/5 Lunch/recess 6-8 Lunch/recess
1:45am-2:00am	Staggered 15 minute Afternoon Recess for TK-2
3:15am	TK-3 Dismissal
3:30am	4-8 Dismissal
1:30 Wednesday/Friday Dismissal (All Grades)	

Sample Schedules

Kinder	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9 AM	CREW	CREW	Community Meeting	CREW	CREW
9:00 -10 AM	Whole Class Language Arts				
10:00-10:50 AM	Specials	Specials	Specials	10-10:15 Recess & Snack	Specials
10:50-11:30 AM	Lunch + Recess				
11:30-12:30 AM	Small reading groups				
12:30-12:55 PM	Phonics	Phonics	Phonics	Phonics	Phonics
12:55-1:55 PM	Math	Math	12:40-1:30 Eureka	Math	12:40-1:30 Eureka
1:55 PM	Recess/Snack	Recess/Snack	DISMISSAL	Recess/ Snack	DISMISSAL
2:10-2:40 PM	Word Recognition Skills	Word Recognition Skills		Word Recognition Skills	
2:40-3:00 PM	Expedition / additional supports			Math	
3:00-3:15 PM	Closing Circle	Closing Circle		Closing	
3:15 PM	DISMISSAL	DISMISSAL		DISMISSAL	

4th	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00 AM	CREW	CREW	Community Meeting	CREW	CREW
9:00-10:35 AM	Class 1: Math or Humanities 95 min	Class 1: Math or Humanities 95 min	Class 1: Math or Humanities 65 min	Class 1: Math or Humanities 95 min	Class 1: Math or Humanities 65 min
10:35-10:50 AM	Recess/Snack	Recess/Snack	10:05-10:20 Recess/Snack	Recess/Snack	10:05-10:20 Recess/Snack
10:50-12:25 AM	10:50-12:25 Class 2: Math or Humanities 95 min	10:50-12:25 Class 2: Math or Humanities 95 min	10:20-11:30 Class 2: Math or Humanities 11:30-12:20 Specials	10:50-12:25 Class 2: Math or Humanities 95 min	10:20-11:30 Class 2: Math or Humanities 11:30-12:20 Specials
12:25-1:00 PM	Lunch/Recess	Lunch/Recess	12:20-12:55 Lunch/Recess	Lunch/Recess	12:20-12:55 Lunch/Recess
1:00-1:40 PM	Reflex Math	Reflex Math	12:55-1:30 SS/Science	Reflex Math	12:55-1:30 SS/Science
1:40-2:40 PM	Small Group Reading + Math	Small Group Reading + Math	1:30 DISMISSAL	Small Group Reading + Math	1:30 DISMISSAL
2:40-3:30 PM	Specials	Specials		Expedition Block	
3:30 PM	DISMISSAL	DISMISSAL		DISMISSAL	

Middle School			
Monday, Tuesday, Thursday		Wednesday, Friday	
8:30-9:00	CREW	8:30-9:30	Electives
9:05-11	Humanities	9:35-10:40	Hum
11:05-11:55	Specials	10:45-11:50	Science
11:55-12:35	Lunch/Recess	11:50-12:25	Lunch/Recess
12:40-2:00	Science	12:25-1:30	Math
2:05-3:30	Math	1:30	DISMISSAL
3:30	DISMISSAL		

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 $2 \times (892 + 145)$ is three times as large as $892 + 145$ without having to calculate the multiplier 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) $2 \times 8 = 16$ can be found by $4 \times 4 = 16$; then $16 \times 2 = 32$, so $3 \times 8 = 24$. (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: ASCEND

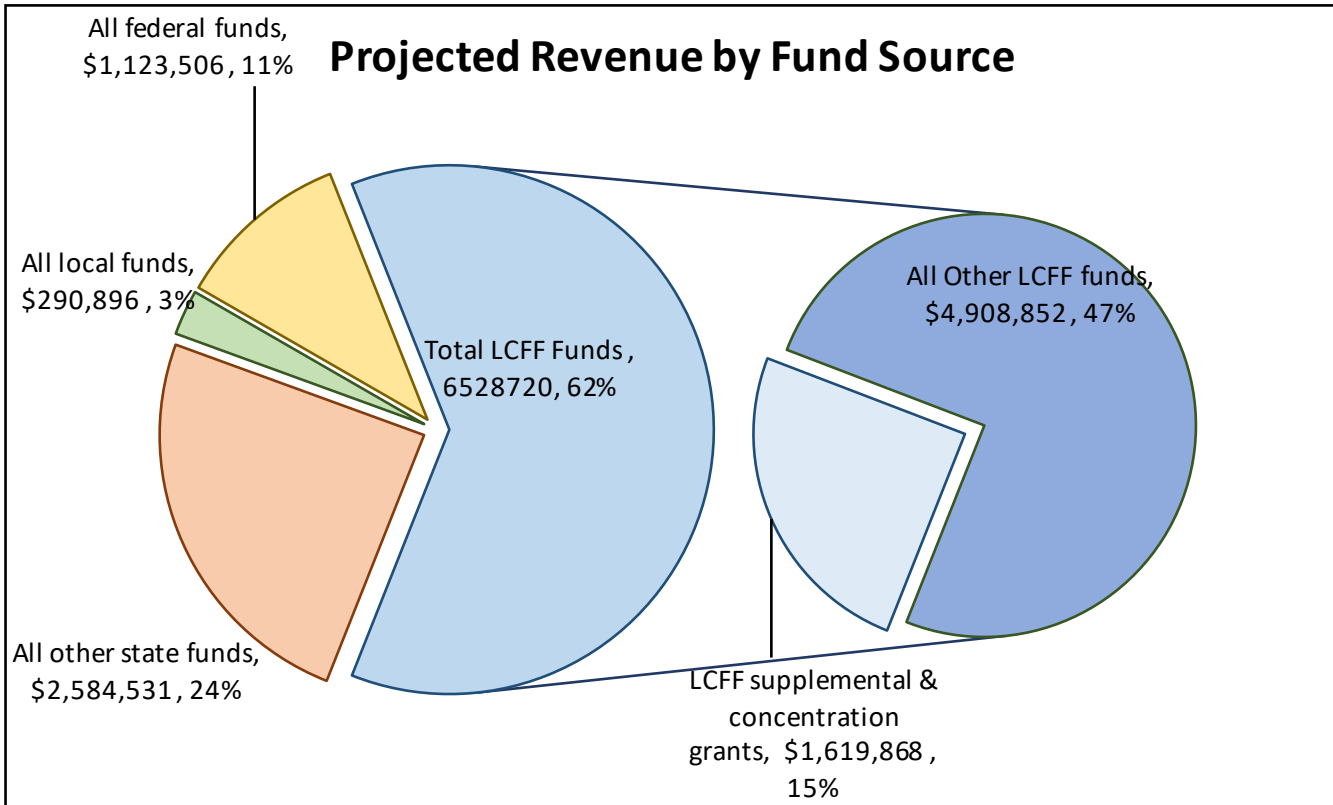
CDS Code: 1612596118608

School Year: 2023-24

LEA contact information: Laura Flaxman, 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

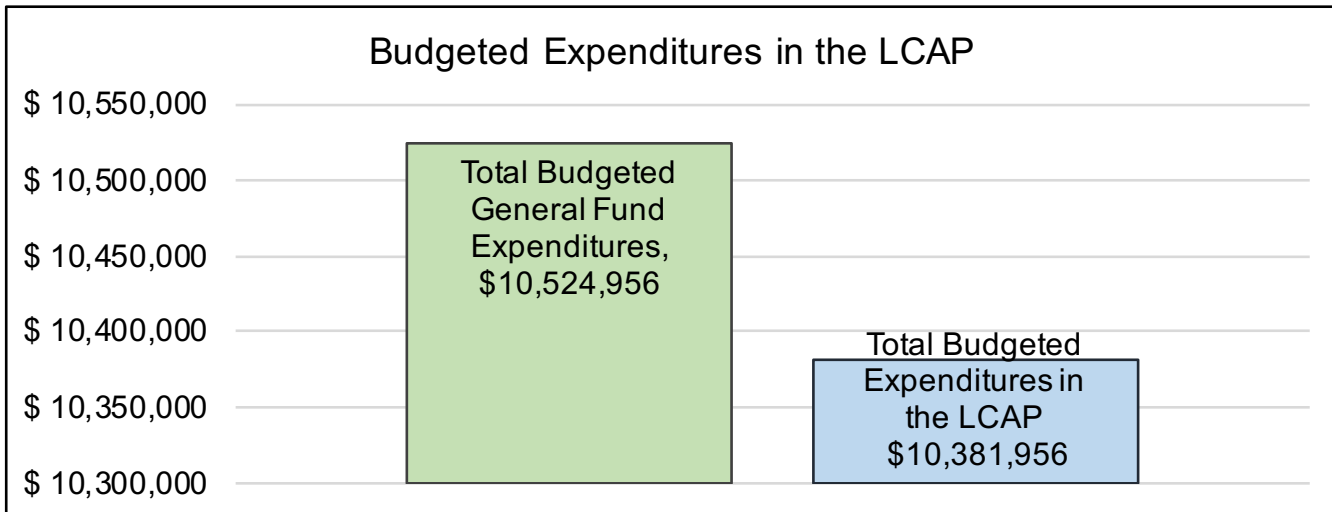


This chart shows the total general purpose revenue ASCEND expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for ASCEND is \$10,527,653.00, of which \$6,528,720.00 is Local Control Funding Formula (LCFF), \$2,584,531.00 is other state funds, \$290,896.00 is local funds, and \$1,123,506.00 is federal funds. Of the \$6,528,720.00 in LCFF Funds, \$1,619,868.00 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 ASCEND plans to spend for 2023-24. It shows how much the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: ASCEND plans to spend \$10,524,956.00 for the 2023-24 school year. Of that amount, \$10,381,956.00 is tied to actions/services in the LCAP and \$143,000.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

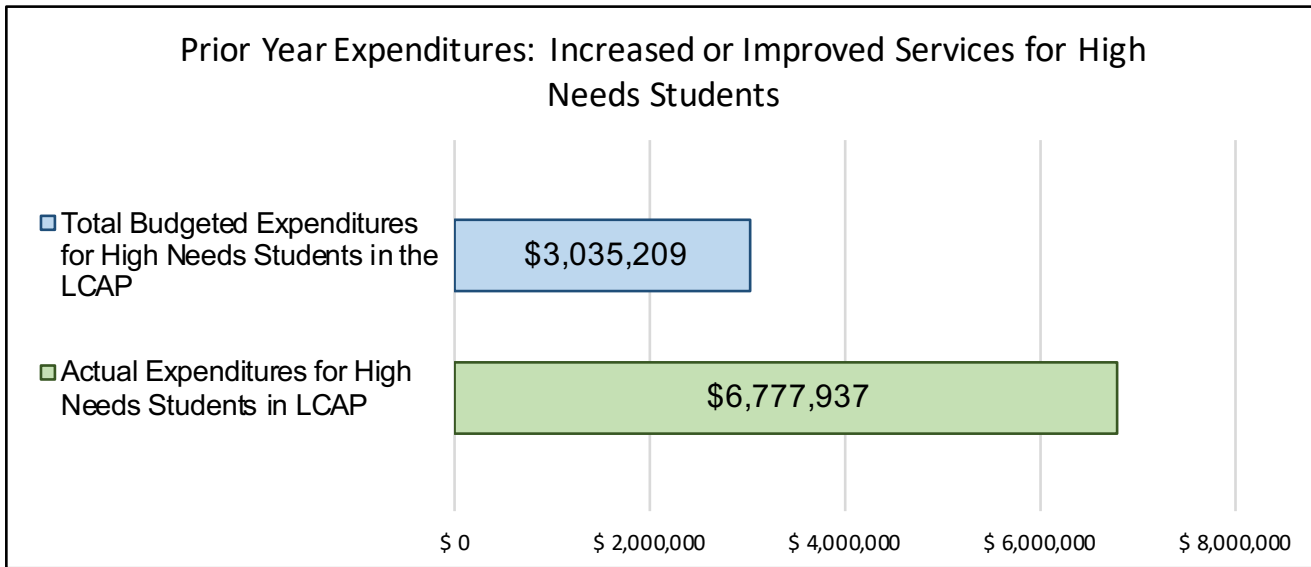
Placeholder for contingency expenses

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, ASCEND is projecting it will receive \$1,619,868.00 based on the enrollment of foster youth, English learner, and low-income students. ASCEND must describe how it intends to increase or improve services for high needs students in the LCAP. ASCEND plans to spend \$5,012,225.00 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 ASCEND budgeted last year in the LCAP for actions and services that contribute increasing or improving services for high needs students with what ASCEND 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, ASCEND's LCAP budgeted \$3,035,209.00 for planned actions to increase or improve services for high needs students. ASCEND actually spent \$6,777,937.00 for actions to increase or improve services for high needs students in 2022-23.

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
ASCEND	Laura Flaxman, Principal	lflaxman@efcps.net 510-879-3140

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.

ASCEND serves approximately 480 K-8th students in the greater Fruitvale neighborhood of Oakland, CA. Our community is distinguished by significant racial, cultural and ethnic diversity. The majority of ASCEND 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 vision of ASCEND is to nurture a passion for learning and cultivate personal agency in order to discover who we are, what we need and how to advocate for it. Together, our community of students, families and staff explores, learns and grows through success and failure. Diverse learners thrive through an approach that develops the whole individual, which includes arts-integration, expeditionary learning, personalization, and a focus on social and emotional growth. Through a common vision guided by love, we empower each other to forge our own paths and to create a school that reflects the world we want. ASCEND also deeply believes that there are habits that an ASCEND student must develop, refine and embody in order to meet these expectations and aspirations. These are known as the ASCEND HOWLs: Habits of Work and Learning: Compassion, Perseverance, Craftsmanship,

Responsibility, & Curiosity. ASCEND strives to develop, promote, and integrate structures and practices that support these habits and 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.

In terms of Dashboard data and the site’s reflection of progress on Academic Progress, English Learner Progress data indicate success in helping English Learners make progress towards English language proficiency; this is particularly exciting because ELs are our largest subgroup, and we intentionally focused on their progress with our ELD priority, which included the adoption of GLAD strategies.

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	0.45	0.57	TBD		.52
FastBridge: Reading - All	45%	56%	48%		70%
FastBridge: Reading - English Learners	40%	53%	49%		70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FastBridge: Reading - Students with Disabilities	42%	41%	44%		66%
FastBridge: Reading - African Americans	26%	60%	50%		65%
FastBridge: Reading - Latinx	45%	55%	49%		70%
SBAC: ELA - All	-30	-42	TBD		-11
SBAC: ELA - English Learners	-79	-80	TBD		-30
SBAC: ELA - Students with Disabilities	-104	-107	TBD		-30
SBAC: ELA - African Americans	-59	-32	TBD		-32
SBAC: ELA - Latinx	-30	-42	TBD		-15
SBAC: Math - All	-40	-81	TBD		-22
SBAC: Math - English Learners	-89	-114	TBD		-33
SBAC: Math - Students with Disabilities	-133	-147	TBD		-55
SBAC: Math - African Americans	-95	-89	TBD		-32
SBAC: Math - Latinx	-40	-81	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.	\$2,460,261	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.	\$963,415	N
3	Curricular Materials	To ensure students have access to researched based learning materials	\$113,974	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. Overall, additional investment was required for subs.

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, ASCEND (32%) has a significant way to go towards the 60% goal. In 3-5 ELA, based on mid-year data, ASCEND declined 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	0.45	0.57	TBD		0.52
SBAC: ELA - All	-30	-42	TBD		-11
SBAC: ELA - English Learners	-79	-80	TBD		-30
SBAC: ELA - Students with Disabilities	-104	-107	TBD		-30
SBAC: ELA - African Americans	-59	-32	TBD		-32
SBAC: ELA - Latinx	-30	-42	TBD		-15
SBAC: Math - All	-40	-81	TBD		-22
SBAC: Math - English Learners	-89	-114	TBD		-33
SBAC: Math - Students with Disabilities	-133	-147	TBD		-55
SBAC: Math - African Americans	-95	-89	TBD		-32

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC: Math - Latinx	-40	-81	TBD		-22
Chronic Absenteeism - All	4%	22%	25%		7.30%
Chronic Absenteeism - English Learners	4%	21%	19%		7.50%
Chronic Absenteeism - Students with Disabilities	5%	33%	42%		9.30%
Chronic Absenteeism - African Americans	25%	Small N-size	Small N-size		10%
Chronic Absenteeism - Latinx	3%	21%	23%		7.50%
SCAI: Domain 6 Families - All	4.4	4.2	4.3		3.5
SCAI: Domain 6 Students - All	4.1	4.0	3.9		3.5
SCAI: Domain 6 Teachers - All	3.9	3.8	3.9		3.5

Actions

Action #	Title	Description	Total Funds	Contributing
1	MTSS Internal Personnel	Psychologists, social workers, clinicians to provide academic, social and behavioral support.	\$776,868	Y
2	MTSS External Services	Contracted clinicians to provide academic, social and behavioral support.	\$304,303	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, ASCEND (32%) has a significant way to go towards the 60% goal. In 3-5 ELA, based on mid-year data, ASCEND declined 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.

Achieve is showing an increase 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%	22%	25%		7.30%
Chronic Absenteeism - English Learners	4%	21%	19%		7.50%
Chronic Absenteeism - Students with Disabilities	5%	33%	42%		9.30%
Chronic Absenteeism - African Americans	25%	Small N-size	Small N-size		10%
Chronic Absenteeism - Latinx	3%	21%	23%		7.50%
Attendance Rate - All Students	98%	93%	93%		94%
Annual Return Rate - All Students	90%	92.70%	95%		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	4.2		3.5
SCAI: Domain 7 Students	4	3.8	3.8		3.5
SCAI: Domain 7 Teachers	3.9	3.6	3.8		3.5
Suspension Rate - All Students	0%	2.50%	1%		0.50%
Suspension Rate - English Learners	0%	2.10%	31%		0.50%
Suspension Rate - Students with Disabilities	0%	3.30%	5%		2.40%
Suspension Rate - African Americans	0%	0.00%	20%		0.50%
Suspension Rate - Latinx	0%	2.70%	1%		0

Actions

Action #	Title	Description	Total Funds	Contributing
1	Classified Support Staff	To support students with a welcoming environment	\$516,312	N
2	Classified Admin	To support students with their socio-emotional needs.	\$254,226	Y
3	Staff Supports	To support adult culture and development	\$2,055,083	N
4	Staff, Student, and Family Supports	To support extracurricular activities and family engagement.	\$1,102,593	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.

ASCEND is showing an increase 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	4.2	4.3		3.5
SCAI: Domain 1 Students	4.4	4	3.9		3.5
SCAI: Domain 1 Teachers	4	3.5	3.7		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.	\$118,628	N
2	Materials, Supplies & Equipment	Purchase of items that support the day to day operations of the school.	\$89,266	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.	\$432,247	N
4	Operations Services	To ensure that the services required for daily operation are in place.	\$1,061,380	N
5	Compliance	To provide staff and resources to ensure that all compliance requirements are met at each site.	\$118,628	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.

Increase in facility maintenance

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)
\$ 1,619,868	724,147

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
33.38%	N/A	N/A	33.38%

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	15.5
Staff-to-student ratio of certificated staff providing direct services to students	N/A	33.1

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:	\$ 9,975,264.00	\$ 10,434,449.00

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	\$ 4,002,601	\$ 3,925,969
1	2	Certificated Administrators	No	\$ 433,437	\$ 622,495
1	3	Curricular Materials	Yes	\$ 86,919	\$ 95,469
2	1	MTSS Internal Personnel	Yes	\$ 589,921	\$ 613,792
2	2	MTSS External Services	Yes	\$ 429,300	\$ 429,300
3	1	Classified Support Staff	No	\$ 425,789	\$ 755,968
3	2	Classified Admin	Yes	\$ 237,345	\$ 239,231
3	3	Staff Supports	No	\$ 188,067	\$ 207,191
3	4	Student and Family Supports	No	\$ 1,419,688	\$ 1,474,177
4	1	Clerical, Technical, & Office Staff	No	\$ 110,124	\$ 120,830
4	2	Materials, Supplies & Equipment	No	\$ 137,554	\$ 166,004
4	3	Facilities & Utilities	No	\$ 464,225	\$ 575,822
4	4	Operations Services	No	\$ 1,181,080	\$ 1,023,164
4	5	Compliance	No	\$ 129,932	\$ 183,987
		Non-LCAP	No	\$ 139,282	\$ 1,050

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)
\$1,479,000	\$ 2,004,815	\$ 2,369,072	\$ (364,257)	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	\$ 1,769,967	\$1,977,041	0.00%	0.00%
1	3	Curricular Materials	Yes	\$ 70,559	\$83,278	0.00%	0.00%
2	1	MTSS Internal Personnel	Yes	\$ 84,087	\$194,834	0.00%	0.00%
2	2	MTSS External Services	Yes	\$ -	\$0	0.00%	0.00%
3	2	Classified Admin	Yes	\$ 80,202	\$55,825	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)
\$4,419,410	\$ 1,479,000	0.00%	33.47%	\$ 2,369,072	0.00%	53.61%	\$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	\$ 6,101,639	\$ 2,632,116	\$ 371,349	\$ 1,419,851	10,524,955	\$ 5,089,710	\$ 5,435,245

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Certificated Instructional Staff	All	\$ 1,817,215	\$ 530,022	\$ 37,623	\$ 75,401	\$ 2,460,261
1	2	Certificated Administrators	All	\$ 493,801	\$ 201,542	\$ -	\$ 268,072	\$ 963,415
1	3	Curricular Materials	All	\$ 72,442	\$ 41,532	\$ -	\$ -	\$ 113,974
2	1	MTSS Internal Personnel	All	\$ 86,332	\$ 9,171	\$ 130,827	\$ 550,538	\$ 776,868
2	2	MTSS External Services	All	\$ -	\$ 304,303	\$ -	\$ -	\$ 304,303
3	1	Classified Support Staff	All	\$ 308,702	\$ 169,987	\$ 37,623	\$ -	\$ 516,312
3	2	Classified Admin	All	\$ 82,343	\$ -	\$ 89,123	\$ 82,760	\$ 254,226
3	3	Staff Supports	All	\$ 1,512,409	\$ 183,645	\$ 76,153	\$ 282,875	\$ 2,055,082
3	4	Student and Family Supports	All	\$ 39,063	\$ 924,202	\$ -	\$ 139,328	\$ 1,102,593
4	1	Clerical, Technical, & Office Staff	All	\$ 97,751	\$ -	\$ -	\$ 20,877	\$ 118,628
4	2	Materials, Supplies & Equipment	All	\$ 68,916	\$ 20,350	\$ -	\$ -	\$ 89,266
4	3	Facilities & Utilities	All	\$ 235,677	\$ 196,570	\$ -	\$ -	\$ 432,247
4	4	Operations Services	All	\$ 1,010,588	\$ 50,792	\$ -	\$ -	\$ 1,061,380
4	5	Compliance	All	\$ 133,400	\$ -	\$ -	\$ -	\$ 133,400
		Non-LCAP	All	\$ 143,000	\$ -	\$ -	\$ -	\$ 143,000
				\$ -	\$ -	\$ -	\$ -	\$ -

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
\$ 4,852,229	\$ 1,619,868	33.38%	0.00%	33.38%	\$ 2,058,332	0.00%	42.42%	Total:	\$ 2,058,332
								LEA-wide Total:	\$ 2,058,332
								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	\$ 1,817,215	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	\$ 72,442	0.00%
2	1	MTSS Internal Personnel	Yes	LEA-wide	English Learners and Low-Income	All Schools	\$ 86,332	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,



Ginese 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**

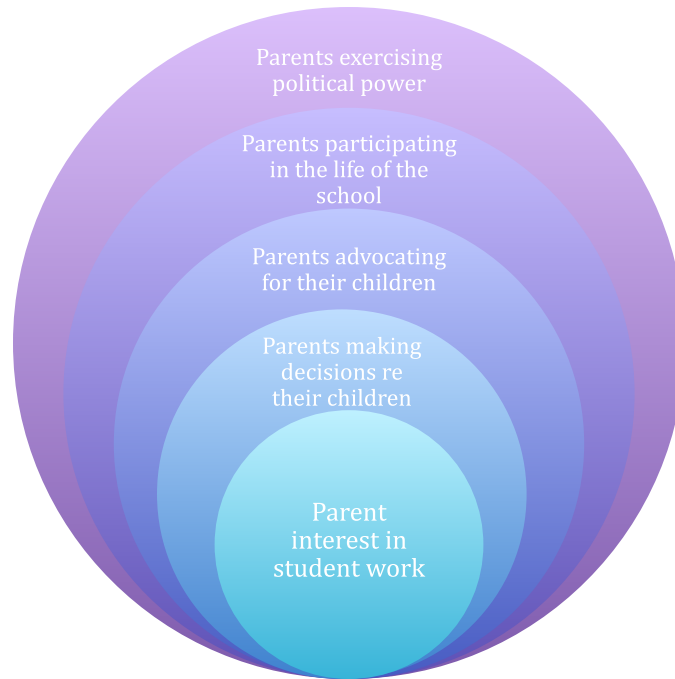
We also believe that it is important to support a variety of parent partnership practices, and to link parent activities to student learning⁴. We expect parents to show interest in their student's work; to make decisions about their children's education; to advocate on behalf of their children; to share 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:

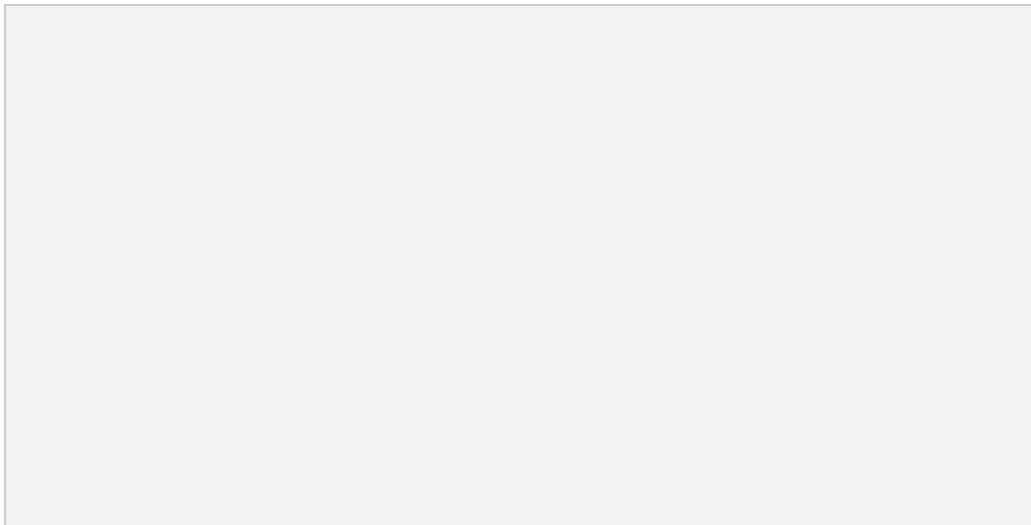
The Family Leadership Council consists of one or more representatives for every classroom in the school. The Family Leadership Council members are elected by each classroom’s parents on back to school night. If a class fails to elect a Family Leadership Council representative on back to school night, 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:

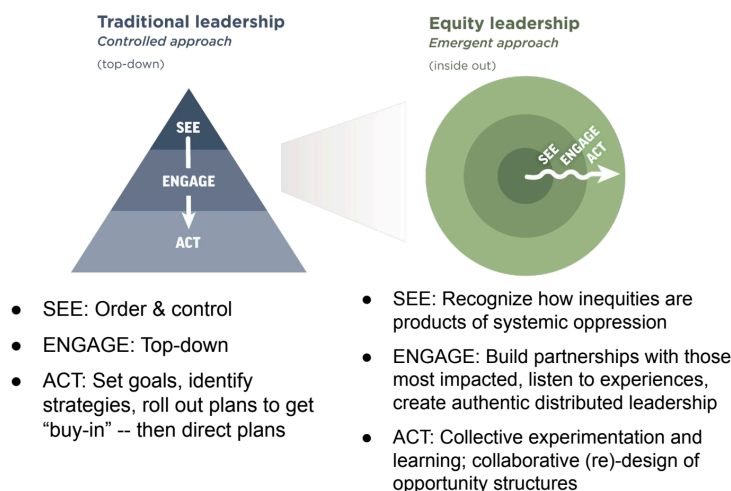
1. Celebration and recognition of family leaders

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.



ASCEND TK-8

A SCHOOL CULTIVATING EXCELLENCE, NURTURING DIVERSITY

Family Handbook

2023-2024

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ASCEND Overview

ASCEND is a TK-8 school serving roughly 500 students. Starting in the summer of 2012, Ascend became a charter school created through a unique partnership between Education for Change (EFC), a local charter management organization, and our former school district, Oakland Unified (OUSD). We are an arts-integrated school that utilizes learning expeditions to promote student inquiry and engagement and prioritizes family and community partnerships in order to meet our students' academic and social-emotional needs.

The vision of ASCEND is to nurture a passion for learning and cultivate personal agency in order to discover who we are, what we need and how to advocate for it. Together, our community of students, families and staff explores, learns and grows through success and failure. Diverse learners thrive through an approach that develops the whole individual, which includes arts-integration, expeditionary learning, personalization, and a focus on social and emotional growth. Through a common vision guided by love, we empower each other to forge our own paths and to create a school that reflects the world we want.

Our **Habits of Work and Learning** are a commitment that staff, students, and families make to each other and ourselves, and serve as the core values for our work together.



In January of 2016, parents, students and staff all engaged in the process of re-visioning and revaluing for the school. While ASCEND is the same school it has always been at its core, there are things we have learned and shifts we've made towards most effectively educating the 21st century learners of our community today. After many rounds of iteration we finalized our new vision.

The group of stakeholders that drafted this vision, also deeply believe that there are habits that an ASCEND student must develop, refine and embody in order to meet these expectations and aspirations. These are known as the ASCEND HOWLs: Habits of Work and Learning.

- ★ Compassion
- ★ Perseverance
- ★ Craftsmanship
- ★ Responsibility
- ★ Curiosity

As can be seen in our vision statement, all ASCEND community members are expected to uphold and demonstrate these habits as we learn and grow from one another.

ASCEND's successes over the last 15 years are the result of a rich and engaging academic curriculum fostering academic, social/civic, and emotional development; an excellent and dedicated staff; a strong and committed community of family leaders; extensive partnerships with community; and intensive collaboration at the school among teachers, parents and the community.

Family & Community Partnerships

Family involvement and community partnerships are fundamental to meeting the needs of the whole child. When we refer to ASCEND, we mean equal participation of and appreciation for all the individuals and organizations who work for 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 over token committees and activities, we implement the following:

a. Student-led Conferences

Parent-teacher conferences are seen as an opportunity to expand the teacher/student/parent relationship, and to showcase the work students do on a daily basis as the drivers of their own educational journeys. Students prepare for and facilitate conferences, with a focus on where they've succeeded, where they've grown, and the goals they have for their future.

b. A whole-child focus

At Ascend we focus on nurturing the whole child so that each student is able to realize their full potential. We partner with Seneca Agency of Families to offer a robust set of mental-health and social/emotional supports to students and families.

c. Parent education on curriculum

Teachers in the primary grades run regular class meetings with parents to review what children are learning and how they are learning it, give suggestions on helping with homework, and reviewing future units. Our Family Resource Center works to provide parents with early literacy and college preparedness workshops.

d. Family Resource Center

ASCEND has created a central space on campus to serve as a Family Resource Center, which is run by our Family Resource Center coordinator. We provide a variety of services to our families through this center. The center has a computer, printer, Internet access, phone, kitchen facilities, parent resources, and a community bulletin board with opportunities for parent education, community opportunities, important meetings, and job opportunities.

e. Family Leadership Council & Class Leaders

Family members are elected to take part in class initiatives, fundraisers, and events, as well as represent the parents of each grade level via our Family Leadership Council (FLC). During these regular meetings, parents develop their own leadership skills, and help make important decisions around school programming, family engagement strategy, budget, and more

ASCEND Inclusivity Stance

Ascend School stands against racism and identity based hatred in all its forms.

Guided by love, our vision is to empower each other to create a school that supports our community of students, families, and staff. Our community, diverse in race, ethnicity, gender, sexual orientation, religion, and culture, will feel a sense of belonging, inclusion, and celebration of their identities.

Ascend commits to:

- **creating the conditions** for inclusivity and belonging by proactively teaching our students about diverse identities and identity-based harm.
- **responding to and disrupting harmful acts** of hatred or ignorance within our community of staff, families, and students.
- **providing staff with the tools and training** needed to implement restorative justice circles as a part of our restorative approach in order to repair relationships when students, families or staff experience harm

We will develop staff capacity, by creating a common framework and providing the tools needed to engage in deep, meaningful dialogue and teaching around these topics.

In order to **build staff's capacity** to identify, challenge, and change those practices and infrastructures to provide our students inclusive and equitable education, staff will:

- engage in community building and professional development to do the introspective work on personal identities and white supremacy.
- analyze and reflect on the current infrastructures and practices that perpetuate white supremacy, anti-Blackness and other forms of oppression in our learning spaces.

Accessing Interventions at ASCEND

If one of your students is struggling, and the interventions you have tried are not yielding sufficient progress, you can use the following referral to get additional assistance for the student: **COORDINATION OF SERVICES TEAM (COST)**

COST is intended to be a collaborative space to brainstorm new strategies to support students based on their strengths and areas of need. We will have weekly COST sessions during the school year. The COST will include an Administrator, Academic Interventions Specialists, Therapists, Behavior Intervention Specialists, Speech and Language Specialists, the classroom teacher and any other community member who may be able to provide critical information about the student.

Habits of Work and Learning (HOWLS)

	<i>Compassion</i>	<i>Perseverance</i>	<i>Craftsmanship</i>	<i>Responsibility</i>	<i>Curiosity</i>
	Practice kindness and empathy	Always keep trying	Create your highest quality work	Own your role and be accountable	Ask questions, find solutions
K 2	<p>To care for myself and to care for others.</p> <p>To care about my community, my school, my world.</p> <p>To use words and actions that show I care.</p> <p>To treat other people the way they feel they should be treated.</p> <p>To look for and appreciate the goodness in others.</p>	<p>To be brave and try new things.</p> <p>To try things even when they are challenging.</p> <p>To set goals and reflect on them.</p> <p>To never give up.</p> <p>To make mistakes and learn from them.</p>	<p>To do my best quality work.</p> <p>To use materials and resources safely and appropriately.</p> <p>To make a plan to meet my goals.</p> <p>To ask for and give kind, specific and helpful feedback.</p> <p>To revise my work using input from others.</p>	<p>To help myself stay focused and do my work.</p> <p>To keep my personal belongings and the community's belongings organized.</p> <p>To make positive choices that help the community and myself.</p> <p>To keep others and myself safe.</p>	<p>To be open to new ideas and experiences.</p> <p>To search for resources because I want to know more.</p> <p>To know what I'm passionate about.</p> <p>To can use strategies to solve challenges.</p>
3- 5	<p>To demonstrate care for myself, my peers, my school, my community, and the world.</p> <p>To speak and act in a respectful, open-minded, and inclusive way.</p> <p>To stand up for others when they are being mistreated.</p> <p>To consider and appreciate to others' needs and ideas.</p>	<p>To take time to ask questions, and to use appropriate resources to work through challenges.</p> <p>To set goals, reflect and make growth, in both areas of success and challenge.</p> <p>To push yourself, no matter what.</p> <p>To reflect, learn and grow from mistakes and challenges.</p>	<p>To produce my best quality work and proudly present it to others.</p> <p>To deliberately choose which tools, materials, and/or modalities to use.</p> <p>To carefully plan and begin work with the end in mind.</p> <p>To use a rubric to self-assess the quality of my work and provide meaningful feedback to my peers.</p>	<p>To be responsible for my own learning, and advocate for myself.</p> <p>To take care of my personal belongings and space, and the community's belongings and space.</p> <p>To commit to make positive choices, even in the face of adverse peer pressure.</p>	<p>To ask thoughtful, relevant questions to gain deeper knowledge and form my own opinions.</p> <p>To investigate a topic using a variety of sources, ideas and viewpoints.</p> <p>To pursue my passions and to extend learning beyond school.</p> <p>To take risks and undertake tasks that</p>

	<p>To practice conflict resolution and compromise.</p>		<p>To engage in drafting and revision, and incorporate feedback into future drafts.</p>	<p>To do my best to work well, independently and collaboratively.</p> <p>To take ownership for my actions and the outcomes of my choices, and repair harm.</p>	<p>are new and interesting.</p>
6-8	<p>To demonstrate care for my personal well-being and those around me.</p> <p>To utilize strategies for recognizing and expressing my emotion and ask for help when needed.</p> <p>To care about local and global issues.</p> <p>To respect the unique needs of others by using inclusive words and actions.</p> <p>To use conflict resolution and be an upstander, not a bystander.</p>	<p>To recognize when a challenge is encountered and seek solutions.</p> <p>To make plans, set goals, and adjust when I encounter an obstacle, setback, or success.</p> <p>To have a mindset that celebrates success, and uses failure and success as a chance to grow.</p>	<p>To produce my best quality work and to present it proudly to others.</p> <p>To use and choose materials, resources, and modalities deliberately and with care.</p> <p>To carefully plan and begin quality work with the end in mind.</p> <p>To use feedback and rubrics to strengthen my work and to deepen my understanding.</p> <p>To know my work can always improve and embrace the process of reflecting, editing, and revising multiple drafts.</p>	<p>To understand how to be responsible for my own learning, and how to advocate for myself appropriately.</p> <p>To take initiative and participate as a positive community member.</p> <p>To make thoughtful decisions that benefit myself, my peers, and my community, even in the face of adverse peer pressure.</p> <p>To keep myself and peers accountable to our community agreements and shared learning.</p> <p>To take ownership for my actions and the outcomes of my choices, and repair harm.</p> <p>To know and respect boundaries of self and others.</p>	<p>To ask thoughtful and relevant questions to gain deeper knowledge and form my own opinions.</p> <p>To use research and gather information from multiple sources to develop an informed opinion.</p> <p>To take risks and gain expertise in areas of personal interest.</p> <p>To pursue my passions to extend learning beyond school.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Teachers / Staff Members</p>	<p>To demonstrate and model respect and care for others</p> <p>To be intentional in building relationships with all community members</p> <p>To be open-minded and flexible in my thinking</p> <p>To consider other people's perspective</p>	<p>To embrace cognitive dissonance when faced with change, with the understanding that we are working for what is best for students, families, and teachers.</p> <p>To recognize when a challenge is encountered and creatively seek solutions.</p> <p>To have a mindset that celebrates success and recognizes failure as an opportunity for growth.</p>	<p>To honor our commitments and responsibilities.</p> <p>To model the behavior and mindset of lifelong learners.</p> <p>To collaborate with staff, parents and students, to ensure the best outcomes for our community.</p>	<p>To have clear, direct communication that leads to collaboration and problem-solving.</p> <p>To follow through on my commitment to serve all students and families.</p> <p>To commit to ongoing reflection, learning and growth.</p> <p>To be intentional about my choices and the ways I engage in our community.</p>	<p>To dedicate time to explore and push our own practices.</p> <p>To actively seek out opportunities to learn from those around us.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Parents/ Families</p>	<p>To treat and act respectfully with one another.</p> <p>To talk kindly and patiently with each other.</p> <p>To listen and create safe spaces for others</p> <p>To be role models and examples for students.</p> <p>To work to resolve our conflicts.</p>	<p>To rise above the challenges.</p> <p>To stay calm and work to find solutions when there are obstacles.</p> <p>To continue to work until we meet our goals.</p> <p>To restore relationships and repair any harm to our community</p>	<p>To follow through with our commitments and our responsibilities</p> <p>To model the quality of behaviors and actions that we want our students to see.</p> <p>To work collaboratively with one another to ensure the best outcomes for students.</p>	<p>To seek out opportunities to support the school and all students.</p> <p>To take pride in the space and ownership over its well-being.</p> <p>To have clear, direct communication that leads to collaboration and problem-solving.</p> <p>To actively seek understanding about our children's growth and performance in school.</p> <p>To actively share ownership of school initiatives.</p>	<p>To follow up with ASCEND Staff to learn more about our children's performance and progress.</p> <p>To look for new ways of doing things that would benefit our children.</p> <p>To ask questions of community members we don't know, in order to learn more about them and bring them in.</p> <p>To reflect on our own performance stay curious about how we can do better.</p>



2023-2024 Pacto Hogar y Escuela

COMPROMISO DEL PERSONAL

Creemos que todos los estudiantes pueden aprender, y haremos lo siguiente para asegurar su éxito:

- Estableceremos altos estándares para todos los estudiantes.
- Le daremos la bienvenida y lo trataremos con respeto como socios en la educación de su hijo.
- Respetaremos y seguiremos los Hábitos de Trabajo y Aprendizaje de ASCEND: Compasión, Perseverancia, Artesanía, Responsabilidad, Curiosidad.
- Responderemos de manera oportuna a sus solicitudes de información, y le informaremos sobre las fortalezas y desafíos de su hijo.
- Regularmente compartiremos con usted sus inquietudes y avances relacionados con su hijo.
- Brindaremos experiencias de aprendizaje motivadoras e interesantes en todas las clases.
- Utilizaremos métodos y materiales de enseñanza que funcionen mejor para su hijo académica y social / emocionalmente.
- Asignaremos regularmente a su hijo tareas que lo ayuden a dominar los estándares de nivel de grado.
- Le ayudaremos a satisfacer las necesidades educativas de su hijo.
- Creeremos en su hijo, le mostraremos que él / ella es importante y nunca se rendirá.
- Nos comprometemos a cultivar una comunidad que celebre la diversidad de nuestros estudiantes y familias.
- Nos comprometemos a intervenir/interrumpir cualquier comentario o acción basada en el odio (raza,cultura, género,orientación sexual o religión) contra cualquier estudiante/personal/familia.

Firma (Maestro/a):

Firma (Directora):

COMPROMISO DE LOS PADRES

Los padres y la familia son los primeros y más importantes maestros. Apoyaré el aprendizaje y el éxito de mi hijo en la escuela haciendo lo siguiente:

- Trabajaré junto con el maestro de mi hijo para apoyar a mi hijo.
- Ayudaré a mi hijo a seguir todas las reglas y políticas de la escuela.
- Proporcionaré un lugar tranquilo y tiempo para que mi hijo haga la tarea, y revisaré su tarea.
- Le leeré a mi hijo o con él o haré que mi hijo lea durante al menos 20 minutos todos los días.
- Enviaré a mi hijo a la escuela a tiempo todos los días.
- Me aseguraré de que mi hijo duerma lo suficiente y coma una dieta saludable.
- Limitaré la cantidad de tiempo que mi hijo mira televisión y juega videojuegos.
- Respetaré y seguiré los Hábitos de Trabajo y Aprendizaje de ASCEND: Compasión, Perseverancia, Artesanía, Responsabilidad, Curiosidad.
- Asistiré a la Noche de Regreso a la Escuela, Conferencias de Padres, Maestros y Estudiantes, reuniones de nivel de grado, exposiciones de aprendizaje de los alumnos y otros eventos escolares relacionados con mi hijo.
- Pediré ayuda cuando tenga dudas.
- Me comprometo a colaborar con la escuela para nutrir/cultivar un ambiente que se sienta inclusivo para todos los estudiantes, familias y personal.
- Me comprometo a intervenir/interrumpir cualquier comentario o acción basada en el odio de (raza,cultura, género,orientación sexual o religión) que mi hijo haga o diga.
- De acuerdo con la ley, estoy preparado para sentarme con mi hijo en la escuela en caso de que sea necesario corregir los comportamientos negativos.

Firma (Padre):

PROMESA DE ESTUDIANTE

Creo que puedo tener éxito en la escuela y lo demostraré haciendo lo siguiente:

- Seguiré las reglas de nuestra escuela.
- Iré a la escuela y haré lo mejor que pueda: me esforzaré, trabajaré duro y pediré ayuda cuando la necesite.
- Apoyaré a mis compañeros para que hagan su mejor trabajo y aprendan junto a mí.
- Iré a clase a tiempo todos los días.
- Iré a la escuela listo para aprender.
- Respetaré y seguiré los Hábitos de Trabajo y Aprendizaje de ASCEND: Compasión, Perseverancia, Artesanía, Responsabilidad, Curiosidad.
- Seré un aprendiz cooperativo.
- Pediré ayuda cuando la necesite.
- Entregaré mi tarea a tiempo.
- Leeré en casa por lo menos 20 minutos todos los días.
- Llevaré información entre la escuela y mis padres / tutores.
- Asistiré a cada exposición de aprendizaje estudiantil.
- Me comprometo a cultivar un ambiente acogedor que celebre la diversidad de todos nuestros estudiantes y familias.
- Me comprometo a respetar a todos los estudiantes/personal/familias independientemente de su identidad (raza, cultura, género, orientación sexual o religión)
-

Firma (Estudiante):



2023-2024 Home-School Compact

STAFF COMMITMENT	PARENT COMMITMENT	STUDENT COMMITMENT
<p>We believe that all students can learn, and we will do the following to ensure their success:</p> <ul style="list-style-type: none"> <input type="checkbox"/> We will hold high expectations for all students. <input type="checkbox"/> We will welcome you and treat you with respect as partners in your child's education. <input type="checkbox"/> We will respect and follow ASCEND's Habits of Work and Learning (HOWLs): Compassion, Perseverance, Craftsmanship, Responsibility, Curiosity. <input type="checkbox"/> We will respond in a timely manner to your requests for information, and will inform you of your child's strengths and challenges. <input type="checkbox"/> We will regularly share with you concerns and progress regarding your child. <input type="checkbox"/> We will provide engaging and motivating learning experiences in all classes. <input type="checkbox"/> We will use teaching methods and materials that work best for your child academically and socially / emotionally. <input type="checkbox"/> We will regularly assign your child homework to help him master grade level standards. <input type="checkbox"/> We will help you meet the educational needs of your child. <input type="checkbox"/> We will believe in your child; we will show them that they are important and will never give up on them. <input type="checkbox"/> We commit to cultivating a community that celebrates the diversity of our students and families. <input type="checkbox"/> We commit to intervene/disrupt any comments or actions that are hate based (Race, Culture, Gender Sexual orientation, or religion), against any student/staff/family. <p>Signature (Teacher): _____</p> <p>Signature (Principal): _____</p>	<p>Parents and family are the first and most important teachers. I will support my child's learning and success in school by doing the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I will work together with my child's teacher to support my child. <input type="checkbox"/> I will help my child follow all school rules and policies. <input type="checkbox"/> I will provide a quiet place and time for my child to engage in classwork that is live and asynchronous. <input type="checkbox"/> I will read to or to my child or have my child read for at least 20 minutes every day. <input type="checkbox"/> I will support my child to attend school on time each day. <input type="checkbox"/> I will make sure my child gets enough sleep and eats well. <input type="checkbox"/> I will limit the amount of time my child watches television and plays video games. <input type="checkbox"/> I will respect and follow ASCEND's Habits of Work and Learning (HOWLs): Compassion, Perseverance, Craftsmanship, Responsibility, Curiosity. <input type="checkbox"/> I will attend Back-to-School Night, Parent-Teacher-Student Conferences, grade level meetings, student learning displays, and other school events related to my child. <input type="checkbox"/> I will ask for help when in doubt. <input type="checkbox"/> I commit to collaborate with the school to nurture/cultivate an environment that feels inclusive to all students, families and staff, including participating in learning with my child. <input type="checkbox"/> I commit to intervene/disrupt any comments or actions that are hate based (Race, Culture, Gender Sexual orientation, or religion), that my child does or says. <input type="checkbox"/> In accordance with the law, I am prepared to sit with my child at school in the event negative behaviors need to be corrected. <p>Signature (Parent): _____</p>	<p>I believe that I can be successful in school and will show it by doing the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I will follow the rules of our school. <input type="checkbox"/> I will go to school and do my best: I will push myself, work hard, and ask for help. <input type="checkbox"/> I will support my classmates to do their best work and learn alongside me. <input type="checkbox"/> I will go to class on time every day. <input type="checkbox"/> I will go to school ready to learn. <input type="checkbox"/> I will respect and follow ASCEND's Habits of Work and Learning (HOWLs): Compassion, Perseverance, Craftsmanship, Responsibility, Curiosity. <input type="checkbox"/> I will be a cooperative learner. <input type="checkbox"/> I will speak up when I am struggling and ask for help when I need it. <input type="checkbox"/> I will turn in my homework on time. <input type="checkbox"/> I will read at home for at least 20 minutes every day. <input type="checkbox"/> I will bring information between the school and my parents / guardians. <input type="checkbox"/> I will attend every student learning expo. <input type="checkbox"/> I commit to cultivating a welcoming environment that celebrates the diversity of all of our students and families <input type="checkbox"/> I will commit to respect all students/staff/families regardless of their identity (Race, Culture, Gender Sexual orientation, or religion) <p>Signature (Student): _____</p>

Technology Device and Materials Use Agreement

Acuerdo de el uso de Materiales y Dispositivos de Tecnología

Purpose

Materials that we provide at school are for instructional purposes on the school campus. The resources put into providing these materials to students is great, and it is imperative that they be utilized and treated with respect and care. We provide access and use to the materials free of charge initially. It is the responsibility of the student and family to replace or restore any damaged, broken or lost materials. "Normal" wear and tear will be outlined here, and anything beyond these conditions or any premature wear of the materials will be subject to next steps outlined in this agreement.

Propósito

Materiales que ofrecemos en la escuela son para fines de instrucción en el plantel. Los recursos dedicados a la prestación de estos materiales a los estudiantes es grande, y es imperativo que sean utilizados y tratados con respeto y cuidado. Proporcionamos acceso y uso de los materiales de forma gratuita inicialmente. Es responsabilidad del estudiante y su familia para reemplazar o restaurar los materiales dañados, rotos o perdidos. "Normal" desgaste por el uso serán descritos aquí, y nada más allá de estas condiciones o cualquier desgaste prematuro de los materiales van a someter a los siguientes pasos descritos en este acuerdo.

System and Normal "Wear and Tear"

Tech Devices

All chromebooks or ipads will be assigned to students individually, within a classroom space, to use daily. There will be cases where the device may be shared between two students, but rarely more. Students are responsible for letting teachers know if damage to device has occurred immediately. Teachers are responsible for looking over devices daily, while being used during instruction, to monitor the quality of the device. If the device is shared and cost will be shared if fault is unknown.

Device "life" is 3-4 years with minimal damage. We are replacing devices at this increment. Any damage to the device prior to this will be the responsibility of the family. This includes: missing keys, cracked screens, dropping of devices that affect hardware or software.

Sistema de "desgaste" Normales

Dispositivos Técnicos

Todos los Chromebooks o iPads serán asignados a los estudiantes individualmente, dentro de un espacio en las aulas, para usar todos los días. Habrá casos en que el dispositivo puede ser

compartido entre dos estudiantes, pero rara vez más. Los estudiantes son responsables por permitir que los maestros sepan si se han producido daños en el dispositivo inmediatamente. Los maestros son responsables por mirar los dispositivos durante el día, mientras que se utiliza durante la instrucción para controlar la calidad del dispositivo. Si el dispositivo se comparte el costo será compartida si el fallo es desconocido.

La "Vida" del dispositivo es de 3-4 años con un daño mínimo. Estamos reemplazando dispositivos en este incremento. Cualquier daño en el dispositivo antes será la responsabilidad de la familia. Esto incluye: teclas que faltan, pantallas agrietadas, tumbar los dispositivos que afecten al hardware o software.

ASCEND Bags

One bag has been assigned to each student and has their name on it. These bags are carried during instructional blocks daily. In them students carry a few books, a folder and some writing implements.

The "life" of these bags is 2-3 years. The school will replace these items at this increment. Any damage to the bag prior to this will be the responsibility of the family. This includes: broken straps, pockets seams, or lost bags.

Bolsas ASCEND

Una bolsa ha sido asignado a cada estudiante y tiene su nombre en estas bolsas se realizan durante los bloques de instrucción diaria. En ellas los estudiantes llevan un par de libros, una carpeta y algunos utensilios de escritura.

La "vida" de estas bolsas es de 2-3 años. La escuela reemplazará estos elementos en este incremento. Cualquier daño a los bolsa antes de que esta será la responsabilidad de la familia. Esto incluye: Correas rotas, bolsillos costuras, o bolsas pérdidas.

***Take this page HOME, Sign the next page and leave it with the TEACHER**

***Lleve esta página a la CASA, y Firme la siguiente página y déjela con el maestro**

Technology Device and Materials Use Agreement

Acuerdo de el uso de Materiales y Dispositivos de Tecnología

Replacement or Restoration

Tech Devices

	Family will pay...	School will pay...
Chromebooks Screen \$ 35.00	50% @ \$17.50	50% @ \$17.50
Chromebooks Keys \$7/ key Chromebooks Claves \$ 7 / clave	\$7.00 per key	0.00
Entire Chromebook \$180/ device Todo el Chromebook \$ 180 / dispositivo	20% @ \$36.00	80% @ \$144.00

	Family will pay...	School will pay...
Ipad Screen \$24/ screen Protector de pantalla \$ 24 / pantalla de	50% @ \$12.00	50% @ \$12.00
Entire iPad \$260/ device Todo el iPad \$ 260 / dispositivo	20% @ \$52.00	80% @ \$208.00

ASCEND Bags

	Family will pay...	School will pay...
Entire Bag \$4.00 bolsa entera \$ 4,00	\$4.00	\$0.00

We commit to this agreement to care for our materials and replace or restore them if necessary.
Nos comprometemos a este convenio para el cuidado de nuestros materiales y reemplazar o restaurar si es necesario.

Date: _____

Student: _____

Teacher: _____

Parent : _____

Attendance Policy

Every minute of a child's time at school is important. Children who are absent for even one day, or who arrive late to school, miss valuable instruction time and can easily fall behind in school. When a student is absent from school, it results in a loss of funding for our schools, funding that the State does not reimburse our schools. As a parent or guardian, you are obligated to send your child to school and plan vacation trips and absences for personal reasons to correspond with school holidays so that the education process is not disrupted.

ABSENCES:

Reporting/Clearing an Absence:

- If your child will be absent, please phone the main office or stop by the main office to notify and give reason to absence.
- If your child is marked absent and the office has not received a phone call or notice of absence, you will receive a call from the school.
- Absences must be cleared within 3 days; otherwise it will be considered an unexcused absence.
- Repeated absences for health reasons will require a doctor's note
- Students may be withdrawn from classes and placed on inactive status if 10 consecutive days of absence occur (5 to start the year) and the parents have failed to contact school staff to make arrangements.

Excused Absences:

The following conditions *may* excuse a student from school attendance:

- Personal illness or injury (A Medical Verification note may be required by the school attendance clerk or school principal after 2 days.)
- Medical Appointment for student
- Exclusion for failure to present evidence of immunizations
- Quarantine of the home by local health officials
- Attending a funeral service of a member of the student's immediate family (limited to one day, unless reasonable cause can be shown for a longer absence)
- Observance of a religious holiday, consistent with student's established beliefs or creed
- Attendance at naturalization ceremony

Tardies:

- Students shall arrive at school and be in the classroom at the properly scheduled time. Habitual tardiness, according to California law (Ed Code. 48260-48273), is truancy and will be treated as such.
- Students are considered tardy when they arrive after the second bell rings and within 29 minutes of class the students are considered tardy. After the 30 minutes it is considered as a truant tardy, except for medical reasons
- Student must pick up a tardy pass from the office before entering class.
- If your child is arriving late to school for any reason, the parent or guardian must call the office before the student's arrival. The student **MUST** pick up an "admit to class" pass from the office before entering class; otherwise it will be considered an unexcused absence.

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 student becomes our responsibility to stay in school.
- 3 Unexcused Absences and/or tardies more than 30 minutes will generate a SART meeting to implement an attendance contract.
- Failure to meet expectations of attendance contract will lead to SARB at the District Home Office where a plan will be developed. If that plan is not completed, the parents may be referred to the Alameda County District Attorney.

Chronically Absent:

Any student who is absent (Excused or Unexcused) for more than 10 percent of their days enrolled is considered chronically absent. Chronic absence causes extended loss of instructional time. Extended loss of instructional time leads to students falling behind and possible retention. In a case where a student is chronically absent, a meeting will be held with the School Attendance Review Team to create a contract to improve student attendance. If absences continue to occur, the school will refer the parents to a School Attendance Review Board at the District Home Office where a plan will be developed. If that plan is not completed, the parents may be referred to the Alameda County District Attorney.

Independent Study:

If you know your child is going to be out for more than two days, an Independent Study Contract may be assigned to that student upon approval from the school. The initial request should be made in the main office. Please stop by the front office in advance and pick up an Independent Studies contract so that class assignments can be provided and the guardian can sign the contract. An Independent Study contract is provided as an alternative instructional strategy, not an alternative curriculum. Independent study students work independently, according to a written agreement and under the general supervision of a credential teacher.

Early Dismissal of Students

- Students leaving before the end of the school day are dismissed through the school office. They are not allowed to wait in front of the building or to enter cars unless accompanied by a parent. These rules are necessary to ensure student safety. You must come to the office to sign your child out.
- Early dismissal will not be granted to any student 30 minutes prior to dismissal time unless a Doctor's note is provided to dismiss the child early.
- We will ask to see identification of any person we do not know and will not release a child to a babysitter, step-parent or friend without prior authorization.

Illness Policy

Although children with contagious illnesses need to be excluded from school, most children with mild illnesses can still attend school.

Excluding children with mild illnesses when it is not necessary can result in parents missing work and children missing valuable school time.

It is sometimes hard to know when you should keep your child from school and at home.

If your child is experiencing any of the following symptoms, keep your child at home and call your Pediatrician to discuss your child's illness.

Guidelines for keeping your child from school and at home include the following:

- **Fever:** 100 degrees orally or under the arm. Keep child home for 24 hours after the temperature returns to normal (without the aide of fever reducers). Also a fever with a sore throat and /or swollen glands and/or rash.
- **Diarrhea:** Two or more watery stools in 24 hours or stool with blood/mucus in it.
- **Vomiting:** Two or more times in 24 hour period.
- **Eye Drainage:** Pink eye or conjunctivitis: thick mucus or pus draining from the eye which causes matting of the eyelid can be highly contagious. Once antibiotic treatment is started, students may return to school after 24 hours.
- **Rash:** Any body rash with a fever, sore throat or swollen gland.
- **Ringworm:** Ringworm on the scalp requires treatment for 24 hours before returning to school. Ringworm elsewhere on the body needs to be covered during school.
- **Asthma:** Wheezing with upper respiratory infection and coughing that interferes with the child's ability to drink, talk or sleep should stay at home until respiratory distress symptoms have gone. Asthma without these symptoms, with medication on hand, can be managed at school.

Children SHOULD ATTEND SCHOOL if they have a mild upper respiratory tract infection, a cold, even if it is associated with green or yellow nasal discharge, as long as the child does not have a fever or any of the listed above.

IMPORTANT: Physical complaints that quickly 'disappear' once a decision is made for the child to stay at home may suggest that there is some emotional cause behind the 'illness'. Talk with your child to sort out fears, misunderstandings, and problems at school. Talk with your child's teacher and work together to find a solution.

REGLAS DE EXCLUSIÓN DE LA ESCUELA

A pesar de que los niños con enfermedades contagiosas necesitan ser excluidos de la escuela, muchos niños con enfermedades moderadas pueden asistir a la escuela. Excluir niños con enfermedades moderadas cuando no es necesario puede resultar en que los padres pierdan días de trabajo y los niños pierden un valioso tiempo de aprendizaje en la escuela.

Algunas veces es difícil saber cuando usted puede dejar a su hijo en la casa y no asistir a la escuela. Si su hijo/a tiene uno de los siguientes síntomas, mantenga su hijo/a en el hogar y llame a su pediatra (doctor) para discutir la enfermedad de su hijo/a.

Normas para dejar a su hijo/a en el hogar y no mandarlos a la escuela incluye lo siguiente:

- **Fiebre:** 100 grados oral o debajo del brazo. Mantenga a su hijo en la casa por 24 horas hasta que la temperatura regrese a lo normal (sin la necesidad de medicamentos para reducir la fiebre). También una fiebre con dolor de garganta o ganglios inflamados o salpullido.
- **Diarrea:** Dos o más evacuaciones aguadas en 24 horas o evacuaciones con sangre/mucosidad en ellas.
- **Vomito:** Mas de dos veces en un periodo de 48 horas.
- **Desecho de los Ojos (lagañas o cheles):** Caracterizada por el enrojecimiento de los ojos: mucosidad espesa saliendo de los ojos la cual causa que se peguen los párpados y puede ser muy contagioso. El estudiante puede regresar a la escuela después de 24 horas de haber iniciado el tratamiento con antiviral.
- **Salpullido:** Cualquier sarpullido con fiebre, dolor de garganta o ganglios inflamados.
- **Tiña:** Tiña en el cuero cabelludo requiere tratamiento por 24 horas antes de regresar a la escuela. Tiña en el cuerpo necesita ser cubierta durante el tiempo que esté en la escuela.
- **Asma:** Respirar haciendo mucho ruido con infección del aparato respiratorio y los que le impida al niño/a tragar, hablar o dormir debería de estar en la casa hasta que todos los problemas respiratorios se hayan ido. Asma sin estos síntomas, con medicación a mano, puede ser controlada en la escuela.

Niños DEBEN ASISTIR la escuela: si ellos tienen una leve infección de la tráquea respiratoria, un resfriado, a pesar de que esté acompañado con mucosidad verde o amarilla si el niño/a no tiene fiebre o ninguno de los síntomas especificados arriba.

IMPORTANTE: Dolores físicos que “desaparecen” muy rápido una vez que se ha hecho una decisión para que el niño pueda estar en la casa podemos hacer una pequeña sugerencia de que puede haber una pequeña causa emocional detrás de la “enfermedad”. Hable con su hijo/a para entender el miedo, mal entendidos, o problemas en la escuela. Hable con el maestro/a de su hijo/a y trabajen unidos para llegar a una solución.

Parent Leadership Structures

Family Engagement Systems/ Sistemas de participacion Familiar			
Family Leadership Council / Consejo de Liderazgo Familiar	Class Leaders Lideres de sal	EFC Family Leadership / EFC Liderazgo Familiar	Other Participation/ Otra Participación
Parents elected to represent each grade-level who come to FLC to focus on school-wide issues and programming and facilitate engagement for parents across Ascend.	Parents chosen for each class who collaborate with teachers and parents of their child's grade on grade-level initiatives and engagement.	2 parents from our leadership Council that represent Ascend within the EFC Family Leadership Council.	<ul style="list-style-type: none"> • Volunteering • Planning for class or school events • Attending class or school events • Sharing feedback with teachers/school
Padres elegidos para representar a cada nivel de grado que viene al Consejo de liderazgo familiar para enfocarse en los problemas y la programación de toda la escuela y facilitar la participación de los padres en Ascend.	Padres elegidos para cada clase que colaboran con los maestros y los padres del grado de su hijo en iniciativas y participación a nivel de grado.	2 padres de nuestro consejo de liderazgo que representan a <u>Ascend</u> dentro del consejo de liderazgo familiar de EFC.	<ul style="list-style-type: none"> • Ser voluntario • Planificación eventos escolares o de clase • Asistir a eventos escolares o de clase • Compartir comentarios con profesores / escuela

Other Ways to Help Your Child ASCEND

ASCEND's parents and teachers have found that the following suggestions help students to be more focused and successful at school.

- Students need a consistent bedtime with at least 11 to 13 hours of sleep a night. ASCEND suggests an 8:00pm bedtime for K-3 students and 8:30 for 4-5 students.
- A nutritious, low-sugar breakfast helps your child to be ready to learn in the morning.
- Avoid eating and drinking foods that are high in added sugar, caffeine, or food dyes.
- Children should only watch movies rated G or PG and play video and computer games rated E for everyone.
- Television/Technology time should be limited to one hour a day at most and children should not watch violent programming or be on apps that are not Legally age appropriate (Instagram, Tiktok, Twitter ect.,)
- Daily, outdoor play promotes healthy bodies and minds.
- Read with your child everyday.
- Every day when your child comes home from school, ask them to tell you about their day.

Uniform Policy

Elementary School Uniform Policy

- Students must wear an ASCEND t-shirt or a plain white or green, short or long sleeve, collared shirt with no logo/design. Visible undershirts may be black, gray, green or white.
- If a student is cold, (s)he must wear an ASCEND sweatshirt over the t-shirt.
- Students may only wear non-ASCEND jackets/sweaters on the yard (not in the classrooms or other areas of the school building unless the sweatshirt is a Plain Grey, Black, Green or White jacket/sweater). NO Inappropriate logo jackets/sweaters.
- Students must wear navy blue uniform pants, shorts, skirts, or jumpers (no denim). Please wear shorts, tights, or leggings underneath skirts.
- Students must wear shoes that can be worn for P.E. activities (i.e. no heels, no open-toed or open-heeled shoes)
- No hats or hoods should be worn inside the building except for religious purposes. Hats may be worn outside if they have a logo that is appropriate for school.
- If a student arrives at school out of uniform, staff will direct him/her to the office immediately for a change of clothing. If no uniform clothes are available, and the parent/guardian cannot bring them, the student will sit on the bench for recess that day.

Middle School Uniform Policy

- Students **MUST** wear a short- or long-sleeve ASCEND t-shirt. Students may wear a plain gray or white Collared Shirt if uniforms are unavailable during the time of intent to purchase.
- Underneath the uniform t-shirt students may wear a plain grey or white shirt. No red or royal blue. If worn, the student will be sent to the restroom to take the shirt off and the shirt will be held in the office for parent pick-up. We have this rule because red and royal blue are the colors of two large gangs in our neighborhood.
- If a student is cold, (s)he must wear an ASCEND sweatshirt over the t-shirt.
- Students may only wear non-ASCEND jackets/sweaters on the yard (not in the classrooms or other areas of the school building unless the sweatshirt is a Plain Grey, Black, Green or White jacket/sweater). NO Inappropriate logo jackets/sweaters. If your
- Khaki Uniform bottoms (including pants and skirts) should be in good shape and well-fitting (not sagging, ripped, covered with writing, etc.) Skirts must go down to the knees. Students with non-uniform bottoms will be sent to the office for an “office copy” exchange and the bottoms will be held in the office for parent pick-up.
- If students have a 2nd pair of pants underneath their khaki uniform pants, the non-uniform pants should not be visible. If the non-uniform pants are visible, students will be sent to

the restroom to take off the non-ASCEND pants which will be held in the office for parent pick-up.

- Students may not accessorize with shoes/necklaces/belts/hair ribbons that are all red or all royal blue (colors associated with local gangs). (If there is a small red or blue stripe/pattern mixed with other colors, or the item is clearly baby blue, that is okay.) Items that are all red and all royal blue will be confiscated by staff and held in the office for parent pick-up.
- **Students must wear shoes that can be worn for P.E. activities (i.e. no heels, no open-toed or open-heeled shoes).** Non-uniform shoes will result in a call home and parent(s) will be expected to bring a change of shoes.
- **No hats or hoods may be worn inside the building except for religious purposes. Hats may be worn outside if they have a logo that is appropriate for school. Hats worn inside the building will be confiscated by staff for parent pick-up.**
- If a student arrives at school out of uniform, staff will direct him/her to the office immediately for a change of clothing. The student will receive a referral to detention.

Cell Phone Policy

Cell Phones

1. Phones are only allowed to be used before school & after school.
2. Phones must remain turned off and in students' backpack throughout the day.
3. **First time:** Staff asks student to turn off the phone and put it in their backpack.
Second time: Phone is taken by teacher, lunch reflection, you can pick up at end of day.
Third time: lunch reflection + Phone is taken to office. Family picks up.
Fourth time: Phone held for a week. On Contract.
***If students post pictures during school, lunch reflection + Phone is taken to office. Family picks up with a meeting.**

Celulares

1. Los teléfonos solo se pueden usar antes y después de la escuela.
2. Los teléfonos deben permanecer apagados y en la mochila de los estudiantes durante todo el día.
3. **Primera vez:** El personal le pide al estudiante que apague el teléfono y lo guarde en su mochila.
Segundo vez: el maestro toma el teléfono, reflexión durante el almuerzo, puede recogerlo al final del día.
Tercera tiempo: reflexión del almuerzo + Se lleva el teléfono a la oficina. La familia recoge.
Cuarta vez: teléfono retenido durante una semana. En contrato.
***Si los estudiantes publican fotos durante la escuela, la reflexión del almuerzo + El teléfono se lleva a la oficina. La familia recoge con una reunión.**

Snack and Lunch Food Policy

Healthy eating is important!

At Ascend, we care about your learning *and* being healthy!

Eating healthy foods helps your brain and body:

- Strong bones and teeth
- Makes you think clearly and be more alert
- Keeps you with the right amount of energy—not too hyper and not too tired
- Helps keep you from getting sick
- Helps you have better moods



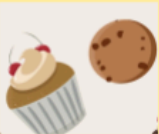



¡La alimentación saludable es importante!

¡En Ascend, nos preocupamos por tu aprendizaje y tu salud!

Comer alimentos saludables ayuda a su cerebro y cuerpo a:

- Huesos y dientes fuertes
- Te hace pensar con claridad y estar más alerta.
- Te mantiene con la cantidad adecuada de energía, ni demasiado hiperactiva ni demasiado cansada.
- Ayuda a evitar que se enferme
- Te ayuda a tener mejores estados de ánimo.

What snacks and food are okay to bring to school?

Yes! (examples)	No
<p>Fruit Vegetables Crackers Granola bars Fruit Snacks Water Nuts or Trail Mix</p>  	<p>Cookies Chips Juice (Honest Kids is ok) Soda (no sugary beverages) Chocolate bars Candy Cake Cupcakes</p>    

¿Qué refrigerios y comida está bien llevar a la escuela?

¡Sí! (ejemplos)	No
<p>Fruta Verduras Galletas saladas Barras de granola Bocadillos de fruta Agua</p> <p>Frutos secos o mezcla</p>  	<p>Galletas Papas fritas Jugo (Honest Kids esta bien) Soda (bebidas sin azucar) Barras de chocolate Caramelo Pastel Magdalenas</p>    

Wait...
**What about
celebrations?**

*Can we have treats for
celebrations like parties and
birthdays?*

Yes!

*Celebrations are SO important!
Bringing treats for special events
can be planned with your teacher.*




Esperar...
**¿Qué pasa con las
celebraciones?**

*¿Podemos tener golosinas
para celebraciones como
fiestas y cumpleaños?*

¡Sí!

*¡Las celebraciones son TAN
importantes! Traer golosinas para
eventos especiales se puede
planificar con su maestro.*



The background of the entire page is a repeating pattern of various fruits including watermelon slices, papaya, blueberries, lemons, and oranges, interspersed with green leaves and small white flowers.

What happens if my child brings a snack they shouldn't?

We will ask students to put the snack away in their backpacks.
We have other snacks on hand.

We also always have water and milk.

If you have any questions, please reach out to the office



¿Qué pasa si mi hijo trae un bocadillo que no deberían?

Les pediremos a los estudiantes que guarden la merienda en sus mochilas. Tenemos otros bocadillos a la mano.

También tenemos siempre agua y leche.

Si tiene alguna pregunta, comuníquese con la oficina



Responding to Behavior at ASCEND

Our Pedagogy of School Culture

Ascend cultivates relationships with our students, families and staff so that together we create a learning environment that is grounded in healing, exploration of self and commitment to personal growth. Our goal is to develop youth committed to self awareness , integrity, love and hope in the pursuit of justice and equity for all. We seek to honor those who came before us and to build a diverse community where all members are seen and cared for as their whole selves.

Ascend School stands against racism and hatred in all its forms.

We commit to intervene/disrupt any comments or actions that are hate based(Race,Culture, Gender Sexual orientation, or religion), against any student/staff. Guided by love, our vision is to empower each other to create a school that supports our community of students, families and staff.

Behavior Matrix		
Tier I Behaviors	Elementary Action Steps	Middle School Actions Steps
<ul style="list-style-type: none"> - Disengagement - Calling Out - Dress code - Single Action: inappropriate language (not directed at person), - Horseplay (no one feeling harmed) 	<p><u>In classroom:</u></p> <p>1ST TIME:</p> <ul style="list-style-type: none"> - Name behavior, name value/agreement broken, name impact on community. <p>2ND TIME:</p> <ul style="list-style-type: none"> - Name behavior, name value/agreement broken, name impact on the community. - Reflection sheet completion in break space or buddy classroom <p><u>Outside classroom:</u></p> <ul style="list-style-type: none"> - Follow up conversation with student about behavior <p><i>*For dress code: Student is sent to office for phone call home (reminder)</i></p>	<p><u>in classroom:</u></p> <ul style="list-style-type: none"> ● Name behavior, value/agreement broken, impact on community ● Assign Give Back Time (GBT) ● Set Timer or boundary -> LR if needed ● Break, reflection in room / Access to different sensory regulating tools <p><u>Outside classroom:</u></p> <ul style="list-style-type: none"> ● Reflection* in Buddy Classroom, hallway ● Walk break with support person if needed ● 1:1 check-in to ask student what they need ● Lunch Reflection + Facilitated restorative conversation with persons harmed <p><i>*For dress code: Student is sent to get an office pass and put in for LR</i></p>

Tier 2	Action Steps
<ul style="list-style-type: none"> - Repeated Tier 1 behavior* - Non-consensual (non-sexual) Contact - Minor Physical Aggression - Threatening - Inappropriate language - Stealing - Eloping - Technology Misuse* - Academic Dishonesty/Cheating* <p>(*Referral based on circumstance and severity)</p>	<p><u>In classroom:</u></p> <ul style="list-style-type: none"> - Responding adults names behavior, names value/agreement broken, names impact on community. - Completed reflection or referral form and alerts culture team <p><u>Outside classroom:</u></p> <ul style="list-style-type: none"> - Staff and/or Culture team member notifies family - Student completes statement and/or reflection in office - Consequences are identified and planned <ul style="list-style-type: none"> - <i>Learning modules</i> - <i>Presentation or apology</i> - <i>Community service</i> - <i>Family meeting</i> - <i>Student Contract</i> - <i>Restorative conversation(s)</i> - <i>Suspension (as a last resort)</i> <p><u>Possible further steps:</u></p> <ul style="list-style-type: none"> - Wellness check, Recurring check in with parents, Referring student to COST, Peer Mediation, Student Contract

Tier 3-4	Action Items
<ul style="list-style-type: none"> - Severe property damage - Presence or under influence of drugs/alcohol - Weapons - Assault - Sexual Assault or harassment - Hate Speech - Harassment/bullying - Discrimination 	<ul style="list-style-type: none"> - Responding staff alerts administration immediately - Referral is completed - Families are notified of incident and investigation - Administration determines next steps <ul style="list-style-type: none"> - <i>Suspension</i> - <i>Student Contract</i> - <i>Learning modules</i> - <i>Presentation or apology</i> - <i>Restorative Conversation</i> - <i>Community Service</i>

ASCEND Office Referral Definitions

Minor Problem Behavior	Definition
Disrespect (M-Disrespect)	Students deliver low-intensity, socially rude or dismissive messages to adults or students.
Dress Code Violation (M-Dress)	Students wear clothing that is near, but not within, the dress code guidelines defined by the school/district.
Inappropriate Language (M-Inapp Lan)	Students engage in low-intensity instances of inappropriate language.
Physical Contact/ Physical Aggression (M-Contact)	Students engage in non-serious, but inappropriate physical contact.
Property Misuse (M-Prpty Misuse)	Students engage in low-intensity misuse of property.
Tardy (M-Tardy)	Students arrive at class after the bell (or signal that class has started).
Technology Violation (M-Tech)	Students engage in non-serious, but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.

Major Problem Behavior	Definition
Abusive Language/ Inappropriate Language/ Profanity (In app Lan)	Students deliver verbal messages that include swearing, name calling, or use of words in an inappropriate way.
Hate Speech (Racist/Bullying)	Students used verbal/written derogatory language and slurs/ insults. (Offensive graffiti, letters (hate mail), drawings ect.)
Bullying (Bullying)	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling. These behaviors are targeted and repeated.
Defiance/ Insubordination/ Non-Compliance (Defiance)	Students engage in refusal to follow directions or talks back.
Disruption (Disruption)	Students engage in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Fighting (Fight)	Students are involved in mutual participation in an incident involving physical violence.
Harassment (Harass)	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.
Lying/Cheating (Lying)	Student delivers a message that is untrue and/or deliberately violates rules.
Physical Aggression (PAgg)	Students engage in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Property Damage/Vandalism (Prop dam)	Students participate in an activity that results in destruction or disfigurement of property.

Who responds to what?

<u>Minor Incidents</u>	<u>Responding Adult</u>	<u>Response Process</u>
e.g. argument between students, mildly unsafe play, in-class distraction, etc.	Any adult present - Teacher, yard duty or other staff	Issue is resolved by responding staff member(s) through discussion or minor consequence. Same staff member notifies families and primary teacher(s). May use office reflection (k-5) or GBT/Lunch Reflection (6-8).
<u>Minor to Moderate Incidents</u>	<u>Responding Adult</u>	<u>Response Process</u>
e.g. Mildly unsafe behavior, one time conflicts, incidents that <i>can</i> be solved via an isolated restorative conversation or one-time GBT/reflection, non-harmful incidents related to a students' disability/IEP needs.	Dean of Culture	Behavior response flow chart is followed, including documentation. Families are notified. Case workers, service providers, admin, primary teacher(s) are notified in detail.
<u>Moderate to Severe Incidents</u>	<u>Responding Adult</u>	<u>Response Process</u>
e.g. Very unsafe behavior, repeated concerns, major student conflicts, bullying or hate speech/incidents, violence, drugs, incidents that cannot be solved through one-time discussion/ restoration/GBT..	Dean of Culture <i>with</i> Admin support/guidance	Behavior response flow chart is followed, including documentation. Families are notified. Case workers, admin, primary teacher(s) are notified in detail. Any suspensions (in school for more than one hour or out of school) are approved by Principal.

ASCEND Bullying Policy

A person is being bullied when he/she is *exposed, repeatedly and over time, to negative actions on the part of one or more other persons*. Negative action is when a person *intentionally inflicts injury or discomfort upon another person, through physical contact, through words or in other ways*.¹

The following are examples¹ of bullying behaviors. Remember, bullying is a pattern of behavior that is repeated over time against the same person(s) with a noted power differential.

1. Saying hurtful and unpleasant things
2. Making fun of others
3. Using mean and hurtful nicknames
4. Completely overlooking someone
5. Deliberately excluding someone from a group of friends
6. Hitting, kicking, pulling hair, pushing or shutting a person inside
7. Telling lies
8. Spreading false rumors
9. Sending mean notes, emails, or text messages; posting mean notes on electronic social media (Facebook, MySpace, Twitter, etc.)
10. Trying to get other students to dislike another person

If you are being bullied, the behavior should be reported to a trusted adult.

ASCEND's Consequences for Bullying:

1. **First offense:** Loss of recess privileges and community service for 1-5 days (depending on severity of incident and student's level of reflection), phone or in-person conference with parents, Restorative Justice essay, and possible 1-3 day suspension (depending on severity of incident).
2. **Second offense:** 2-5 day suspension (depending on severity of incident), conference with parents, loss of recess privileges for 2-4 weeks and community service (depending on severity of incident and student's level of reflection), and Anti-bullying project. Apology Letter, Restorative Conversation.

¹ *Definition and description of bullying behaviors from researcher Dan Olweus.*

Sexual Harassment Policy

Examples of conduct which are prohibited in the District and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations or propositions
2. Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, notes, stories, drawings, pictures or gestures
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-gender class
7. Massaging, grabbing, fondling, stroking or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Purposefully cornering or blocking normal movements
10. Displaying sexually suggestive objects

Disciplinary Measures

Any student who engages in sexual harassment of anyone at school, at a school-sponsored, or during a school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

Pursuant to Education Code 48915(c), the Superintendent or designee shall recommend expulsion for any student, irrespective of grade, who commits sexual assault or battery as defined in the Penal Code.

ASCEND's Consequences for Sexual Harassment:

1. **First offense:** 1-3 day suspension (depending on severity of incident), conference with parents, loss of recess privileges for 1-2 weeks (depending on severity of incident), sexual harassment learning module to be completed during recess hours, apology letter, restorative justice essay, optional restorative conversation, depending on the openness of the harmed party.
2. **Second offense:** 5 day suspension, conference with parents, loss of recess privileges for 2-4 weeks (depending on severity of incident), sexual harassment education project to be completed during recess hours or on Saturdays, apology letter, restorative justice essay, optional restorative conversation.

Tobacco, Alcohol and Other Drugs Policy

ASCEND and the Oakland Unified School District believe that the use of tobacco, alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. We desire to keep our school free of tobacco, alcohol, and other drugs. This effort is an important step towards preventing violence, promoting school safety, and creating a disciplined environment conducive to learning.

- Any ASCEND student **who possesses tobacco, alcohol, or any illegal drug at school** will be subject to disciplinary measures and participation in an intervention program.
- Any ASCEND student **who provides or sells tobacco, alcohol, or any illegal drug to another student** will be subject to disciplinary measures and participation in an intervention program.
- Any ASCEND student **who consumes/uses tobacco, alcohol, or any illegal drug on campus or on the way to/from school** will be subject to disciplinary measures and participation in an intervention program.

Disciplinary and intervention measures include any combination of the following measures, and depend on the nature and severity of the incident, the number of previous offenses, and the discipline record of the student.

- In-school or out-of school suspension, and/or recommendation for expulsion.
- Mandatory after-school tutoring (in order to keep up with class work during the suspension).
- Completion of 40-100 hours of community service.
- Parent attendance at school (up to 5 days).
- Participation in a drug/alcohol abuse prevention and/or rehabilitation program.

Music Policy

ASCEND strives to create flexible and personalized learning environments. In an effort to allow students to explore the learning styles that work best for them, we are *open* to the use of music in the classroom; however, the use of technology and music is dependent on staff approval and discretion. All students must receive staff approval before using technology to listen to music.

Music *may* be used during independent work time under the following conditions:

- Teacher or staff offer music by playing it aloud for the whole group at the same time.
- Teacher or staff explicitly offer the use of music to the whole class during independent work and provide expectations of usage that is in line with this policy.
- Music has been documented and shared on student's Personalized Learning Plan (PLP) as a strategy that can be used to improve a student's concentration, regulate nervous system or to provoke creative thinking.

Music *may* be used as an intervention when any student is escalated:

- ONLY when music has been documented and shared on student's Behavior Intervention Map (BIM) or Behavior Intervention Plan (BIP) as an intervention strategy that can be used to de-escalate student behavior

Music usage expectations:

- Music is accessed independently
- Headphones are used
- Volume is low-medium so that music does not distract others
- Music is played using shuffle (limited adjustments)

If at any point a student is not using music appropriately, privileges will be revoked until the team can reconvene in order to adapt the student's PLP, BIM, or BIP.

Gum Policy

ASCEND strives to create welcoming learning environments. In an effort to ensure that all classrooms and spaces remain clean, gum use is not allowed on campus.

- All students who are observed to be chewing gum should be immediately asked to dispose of it.
- If gum use becomes a recurrent problem for any student, staff should refer to the Behavior Intervention Matrix to determine potential next steps

The only exception for gum use:

Gum *may* be used as an intervention when any student is escalated:

- ONLY when gum has been documented and shared on student's Behavior Intervention Map (BIM) or Behavior Intervention Plan (BIP) as an intervention strategy that can be used to de-escalate student behavior
- Gum must be disposed of when student has returned to baseline

Policy: Pupil Suspensions and Expulsions

Purpose: To promote learning and protect the safety and well being of all students

Revised 3.8.18

Code of Conduct

The goal of the Education for Change 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 will 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. (*Reference Ed Code Sections 48900 and 48915 and Health and Safety Code 11007*) Codes of conduct will be presented in student/parent handbooks. Every family will receive a new copy of the Parent-Student Handbook annually.

The following policy on suspension and expulsion will be included in all EFC schools' handbooks.

Suspension and Expulsion

The following Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at Education for Change Public Schools.

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 Response to Intervention 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.

Staff shall enforce disciplinary rules and procedures fairly, respectfully and consistently among all students while considering the needs of individual children. 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 the 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 writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal's office.

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 a school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("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 suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. EFC schools will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or 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 schooldays 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 or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, 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 suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

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) school attendance occurring at EFC 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:
 - o Caused, attempted to cause, or threatened to cause physical injury to another person
 - o Willfully used force or violence upon the person of another, except self-defense
- a) 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
- b) 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

- c) Committed or attempted to commit robbery or extortion
- d) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- e) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- f) 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.
- g) Committed an obscene act or engaged in habitual profanity or vulgarity
- h) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
- i) 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- j) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases
- k) 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
- l) Committed or attempted to commit a sexual assault as defined in Penal code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4
- 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 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.
- p) Made terrorist 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.

- q) 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.
- r) Caused, attempted to cause, threaten 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.
- 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 section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - a. "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:
 - i. 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.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. 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.
 - b. "Electronic Act" means the creation or 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:
 - 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.
 - a. 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.
 - b. 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.
 - iii. Notwithstanding subparagraphs (i) and (ii) 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 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)
 - v) 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.
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:
- 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

3. Discretionary Expellable Offenses: Students may be expelled or any of the following acts when it is determined 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 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) 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
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) 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
- o) 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
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma

- q) 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.
- r) Made terrorist 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.
- s) 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.
- t) Caused, attempted to cause, threaten 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.
- u) 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.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - a. "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:
 - i. 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.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. 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.
- b. “Electronic Act” means the creation or 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:
- 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.
 - a. 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.
 - b. 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.
- iii. Notwithstanding subparagraphs (i) and (ii) 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.

w) 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 subdivisions (3)(a)-(b).

4. Non -Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below 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.

If it is determined by the Administrative Panel or Governing Board that a student has brought a fire arm 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 dangerous 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 pupil shall be provided due process rights of notice and a hearing as required in this policy.

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: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

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 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, in accordance with Education Code Section 47605(b)(5)(J)(i).

This conference shall be held within two (2) 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.

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 Superintendent of Schools, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil 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 pupil or the pupil's parents/guardians, unless the pupil and the pupil's parents/guardians fail to attend the conference.

This determination will be made by the Chief of Schools 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.

D. Student Work/Homework during Out-of-School Suspension

Whenever possible, EFC tries to avoid assigning out of school suspensions to students. We do not believe that removing a student from the school community and denying them access to curriculum instruction is aligned to our vision or is an appropriate strategy to redirect unwanted behaviors. As such, in-school alternative work plans are more commonly assigned allowing students to not only complete assignments but also continue to receive instruction. When out-of-school suspensions must be assigned, EFC compiles a series of assignments (consistent with the daily hour requirements of independent study) that allows students to complete missing/incomplete assignments and practice previously taught skills. These assignments are turned in upon completion of the suspension.

E. Authority to Expel

As required by Education Code Section 47605(b)(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 Board following a hearing before it or by the Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by

the Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the pupil 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.

F. *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 Pupil has committed an expellable offense.

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 unless the pupil 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. 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 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 to any other school district or school to which the student seeks enrollment
5. The opportunity for the student 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

G. *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 EFC, Panel Chair 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.

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 right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she 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 person or panel conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she 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 he/she 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 person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her 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 his or her discretion to remove a person from the hearing whom he or she believes 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 pupil being expelled, the complaining witness shall have the right to have his/her 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 circumstances 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.

H. *Students With Disabilities*

A pupil identified as an individual with disabilities or for whom EFC 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. EFC 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 EFC 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 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 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, 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/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, EFC, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504, 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/504

If EFC, the parent, 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, 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

- c. Return the child to the placement from which the child was removed, unless the parent and EFC agree to a change of placement as part of the modification of the behavioral intervention plan

If EFC, the parent, 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 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.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or EFC, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent 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 Charter School 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 Charter School 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 USC 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
- c. 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/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 IDEIA and who has violated the district'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 has requested an evaluation of the child
- c. 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 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 IDEIA-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 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.

I. 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.

J. 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, 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.

If, due to a written request by the expelled pupil, 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 testimony heard in a session closed to the public.

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 within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the expulsion-hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

K. *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 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 County. 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.

L. *Disciplinary Records*

EFC shall maintain records of all student suspensions and expulsions at EFC. Such records shall be made available to the Authorizer upon request.

M. *Expelled Pupils/Alternative Education*

Parents or guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

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 year from the date of expulsion when the pupil may reapply to EFC for readmission.

O. *Readmission*

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to EFC environment. The Principal shall make a recommendation to the Board following the meeting regarding

his or her determination. The pupil's readmission is also contingent upon EFC's capacity at the time the student seeks readmission.



Nick Driver
Board Chair



Education for Change
Public Schools

Complaint Policy and Procedures

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 rights 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 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. 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 law:

Larissa Adams
Superintendent
Education for Change
333 Hegenberger Road, Suite 705
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 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.
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 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.

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 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 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.

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 CEO 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 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:

- | | | |
|---|--|---|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Consolidated Categorical Programs | <input type="checkbox"/> Nutrition Services |
| <input type="checkbox"/> Career/Technical Education | <input type="checkbox"/> Migrant and Indian Education | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Child Development Programs | | |

For allegation(s) of unlawful discrimination/harassment, please check the basis of the unlawful discrimination/harassment described in your complaint, if applicable:

- | | | |
|--|--|---|
| <input type="checkbox"/> Age | <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Religion |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Gender | <input type="checkbox"/> Sex (Actual or Perceived) |
| <input type="checkbox"/> Color | <input type="checkbox"/> National Origin | <input type="checkbox"/> Sexual Orientation (Actual or Perceived) |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Race | |
| <input type="checkbox"/> 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.

2. Have you discussed your complaint or brought your complaint to any School personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.

Yes

No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Larissa Adam
Superintendent of Schools
Education for Change
333 Hegenberger Road, Suite 600
Oakland, CA 94621
hthomas@efcps.net
510-759-1331

If the complaint is pertaining to the CEO, please send the complaint to the address above directed to the Chair of the Board, Nick Driver.



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://charterschoolcenter.ed.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 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):

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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:
 - 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 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.
 - 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:
 - 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.

_____ Date: _____

Signature of Complainant

Print Name

To be completed by School:

Received by: _____ Date: _____

CEND
ION - 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				492	502 10	502 0	506 4
A. REVENUES							
1. LCFF Sources							
State Aid - Current Year	8011	3,452,096.00	0.00	3,452,096.00	3,827,512.00	4,053,618.00	4,303,746.00
Education Protection Account State Aid - Current Year	8012	1,563,969.00	0.00	1,563,969.00	1,660,286.00	1,729,739.00	1,801,059.00
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	1,619,237.00	0.00	1,619,237.00	1,619,237.00	1,619,237.00	1,619,237.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		6,635,302.00	0.00	6,635,302.00	7,107,035.00	7,402,594.00	7,724,042.00
2. Federal Revenues							
Every Student Succeeds Act (Titles I - V)	8290	0.00	248,100.00	248,100.00	248,100.00	248,100.00	248,100.00
Special Education - Federal	8181, 8182	0.00	76,685.65	76,685.65	76,685.65	76,685.65	76,685.65
Child Nutrition - Federal	8220	0.00	204,518.00	204,518.00	204,518.00	204,518.00	204,518.00
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	529,303.65	529,303.65	529,303.65	529,303.65	529,303.65
3. Other State Revenues							
Special Education - State	StateRevSE	0.00	37,302.62	37,302.62	39,954.63	41,616.22	43,423.35
All Other State Revenues	StateRevAO	90,155.83	2,669,996.64	2,760,152.47	2,022,861.18	1,790,007.48	1,490,007.48
Total, Other State Revenues		90,155.83	2,707,299.27	2,797,455.10	2,062,815.81	1,831,623.69	1,533,430.82
4. Other Local Revenues					422,111.53	439,767.82	457,899.92
All Other Local Revenues	LocalRevAO	0.00	625,012.00	625,012.00	649,497.25	667,153.54	685,285.64
Total, Local Revenues		0.00	625,012.00	625,012.00	649,497.25	667,153.54	685,285.64
5. TOTAL REVENUES		6,725,457.83	3,861,614.92	10,587,072.75	10,348,651.71	10,430,674.89	10,472,062.12
B. EXPENDITURES							
1. Certificated Salaries							
Certificated Teachers' Salaries	1100	1,961,060.40	427,162.50	2,388,222.90	2,459,869.59	2,514,124.90	2,572,450.12

Certificated Pupil Support Salaries	1200	0.00	231,310.10	231,310.10	225,371.06	230,341.88	235,685.58
Certificated Supervisors' and Administrators' Salaries	1300	398,040.00	362,378.50	760,418.50	783,231.06	711,561.01	728,068.52
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		2,359,100.40	1,020,851.10	3,379,951.50	3,468,471.70	3,456,027.79	3,536,204.23
2 Non-certificated Salaries							
Non-certificated Instructional Aides' Salaries	2100	153,441.76	579,603.52	733,045.28	416,571.94	425,759.92	326,727.85
Non-certificated Support Salaries	2200	297,550.87	176,252.46	473,803.33	479,455.72	490,030.68	501,398.91
Non-certificated Supervisors' and Administrators' Sal.	2300	84,823.00	158,698.60	243,521.60	223,952.90	228,892.44	224,834.42
Clerical and Office Salaries	2400	0.00	102,297.60	102,297.60	105,366.53	107,690.51	110,188.82
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00	0.00	0.00
Total, Non-certificated Salaries		535,815.63	1,016,852.18	1,552,667.81	1,225,347.09	1,252,373.55	1,163,150.00

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	398,050.76	210,238.21	608,288.97	675,773.90	686,597.52	716,081.36
PERS	3201-3202	161,130.99	230,403.97	391,534.96	304,376.22	315,598.14	305,675.82
OASDI / Medicare / Alternative	3301-3302	76,888.15	88,610.74	165,498.89	160,636.40	161,135.46	160,825.84
Health and Welfare Benefits	3401-3402	676,083.45	0.00	676,083.45	675,520.18	677,618.85	676,316.82
Unemployment Insurance	3501-3502	5,663.18	4,499.95	10,163.13	9,864.52	9,895.17	9,876.16
Workers' Compensation Insurance	3601-3602	23,521.85	0.00	23,521.85	22,830.76	22,901.69	22,857.69
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		1,341,338.38	533,752.86	1,875,091.24	1,849,001.98	1,873,746.83	1,891,633.68
4 Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	65,733.13	3,001.00	68,734.13	70,108.81	71,510.99	72,941.21
Books and Other Reference Materials	4200	49,451.98	0.00	49,451.98	50,441.02	51,449.84	52,478.84
Materials and Supplies	4300	47,059.68	52,940.32	100,000.00	102,000.00	104,040.00	106,120.80
Noncapitalized Equipment	4400	45,450.00	15,150.00	60,600.00	61,812.00	63,048.24	64,309.20
Food	4700	44,301.42	204,518.00	248,819.42	249,705.45	250,609.19	251,531.02
Total, Books and Supplies		251,996.21	275,609.32	527,605.53	534,067.28	540,658.26	547,381.07
5. Services and Other Operating Expenditures							
Subagreements for Services	5100	0.00	507,773.08	507,773.08	528,455.55	539,024.66	554,186.07
Travel and Conferences	5200	0.00	44,827.64	44,827.64	15,124.19	15,426.68	15,735.21
Dues and Memberships	5300	15,379.02	0.00	15,379.02	15,686.60	16,000.33	16,320.34
Insurance	5400	29,642.86	23,214.29	52,857.14	53,914.29	54,992.57	56,092.42
Operations and Housekeeping Services	5500	155,469.28	50,156.43	205,625.70	209,738.21	213,932.98	218,211.64
Rentals, Leases, Repairs, and Noncap. Improvements	5600	228,213.72	50,962.56	279,176.28	357,178.50	364,452.43	370,148.74
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	938,193.61	1,175,717.03	2,113,910.65	2,053,452.51	2,061,654.82	2,065,793.55
Communications	5900	11,364.84	0.00	11,364.84	11,592.14	11,823.98	12,060.46

c. Adjusted Beginning Balance
2 Ending Fund Balance, June 30 (E + F.1.c.)

1,754,599.00	1,341,373.00	3,095,972.00	2,132,595.30	1,728,559.26	1,561,211.24
3,439,054.57	(1,306,459.27)	2,132,595.30	1,728,559.26	1,561,211.24	1,388,343.93
		20.16%	16.73%	14.99%	13.27%

ASCEND		2024/25 PROJECTED CASH FLOW																
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	3,694,315	4,060,775	3,867,755	3,484,819	4,107,444	3,904,928	3,794,646	4,399,585	4,325,425	4,286,256	4,716,762	3,808,097	3,694,315			
B	Receipts																	
	LCFF Sources																	
	State Aid - Current Year	8011	0	207,126	207,126	345,210	345,210	345,210	345,210	310,689	310,689	310,689	310,689	310,689	3,383,054	69,042	3,452,096	3,452,096
	ection Account State Aid - Current Year	8012	0	0	0	516,110	0	516,110	0	0	516,110	0	0	0	1,548,329	15,640	1,563,969	1,563,969
	Charter Schools in Lieu of Property Taxes	8096	0	97,154	97,154	161,924	161,924	161,924	161,924	145,731	145,731	145,731	145,731	1,586,852	32,385	1,619,237	1,619,237	
	Federal Revenue	8100-8299																
	Every Student Succeeds Act (Titles I - V)	8290 - 8296	0	0	0	59,544	2,481	0	39,696	47,139	0	32,253	22,329	0	203,442	44,658	248,100	248,100
	Special Education - Federal	8181	0	0	0	18,405	767	0	12,270	14,570	0	9,969	6,902	0	62,883	13,803	76,686	76,686
	Child Nutrition - Federal	8220	0	0	0	17,043	17,043	17,043	17,043	17,043	17,043	17,043	17,043	17,043	153,389	51,130	204,518	204,518
	Other State Revenue	8300-8599																
	Special Education - State	8594	0	2,238	2,238	3,730	3,730	3,730	3,730	3,730	3,357	3,357	3,357	3,357	36,557	746	37,303	37,303
	ELOP	8590	0	53,445	53,445	89,075	89,075	89,075	89,075	89,075	80,168	80,168	80,168	80,168	872,939	17,815	890,754	890,754
	ASES	8590	0	0	0	0	0	0	0	134,299	0	0	0	69,184	203,483	0	203,483	203,483
	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	5,248	5,248	8,746	8,746	8,746	8,746	8,746	7,871	7,871	7,871	7,871	85,711	1,749	87,460	87,460
	Outdoor Equity Grants Program	8590	0	0	0	0	0	0	0	91,865	0	0	0	0	91,865	91,865	183,730	183,730
	Lottery + Mandated Block	8560	0	0	0	38,283	0	0	44,807	0	0	40,006	0	0	123,096	0	123,096	123,096
	Other Local Revenue	8600-8799																
	AB 602	8791	0	23,858	23,858	39,763	39,763	39,763	39,763	35,786	35,786	35,786	35,786	35,786	389,673	7,953	397,626	397,626
	Measure G-1	8600	0	0	0	0	0	0	0	0	0	0	0	167,386	167,386	0	167,386	167,386
	Grants & Foundations	8600	60,000	0	0	0	0	0	0	0	0	0	0	0	60,000	0	60,000	60,000
	Total Receipts		60,000	389,069	389,069	1,391,132	668,739	665,491	1,387,573	727,200	826,810	1,296,484	629,877	837,216	9,268,659	346,785	9,615,444	9,615,443
C	Disbursements																	
	Total, Certificated Salaries	1000-1999	33,800	281,663	281,663	281,663	281,663	281,663	281,663	281,663	281,663	281,663	281,663	281,663	3,132,089	247,863	3,379,952	3,379,952
	Total, Non-certificated Salaries	2000-2999	77,633	129,389	129,389	129,389	129,389	129,389	129,389	129,389	129,389	129,389	129,389	129,389	1,500,912	51,756	1,552,668	1,552,668
	Total, Employee Benefits	3000-3999	56,253	112,505	112,505	168,758	168,758	168,758	168,758	168,758	168,758	168,758	168,758	168,758	1,800,087	75,004	1,875,091	1,875,091
	Total, Books and Supplies	4000-4999	47,485	79,141	63,313	31,656	31,656	15,828	52,761	26,380	26,380	26,380	52,761	63,313	517,054	10,552	527,606	527,606
	Services and Other Operating Expenditures	5000-5999	129,237	129,237	129,237	193,855	193,855	129,237	129,237	129,237	193,855	193,855	840,038	516,946	2,907,823	323,091	3,230,914	3,230,914
	Total, Capital Outlay	6000-6599	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-
	Total Disbursements		344,407	731,935	716,106	805,321	805,321	724,875	761,807	735,427	800,045	800,045	1,472,608	1,160,069	9,857,965	708,266	10,566,231	10,566,230
D	Prior Year Transactions	PY Amount																
	Accounts Receivable-9200	1,503,543	826,949	345,815	30,071	120,283	15,035	30,071	60,142	15,035	15,035	15,035	15,035	15,035	1,503,543	(0)	1,503,543	
	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	2,040,307	48,581	80,969	80,969	80,969	80,969	80,969	80,969	80,969	80,969	80,969	80,969	80,969	939,241	(1,101,066)	(161,824)	971,629
	Total Pr. Yr. Transactions	(786,764)	650,867	149,846	(55,898)	36,814	(65,934)	(50,898)	(20,827)	(65,934)	(65,934)	(65,934)	(65,934)	(65,934)	314,302	1,101,066	1,415,367	
E	Net Increase/Decrease (B-C+D)		366,460	(193,020)	(382,936)	622,625	(202,516)	(110,282)	604,939	(74,160)	(39,169)	430,506	(908,665)	(388,786)	(275,005)	739,585	464,580	
F	Ending Cash (A+E)		4,060,775	3,867,755	3,484,819	4,107,444	3,904,928	3,794,646	4,399,585	4,325,425	4,286,256	4,716,762	3,808,097	3,419,310	3,419,310			
G	Ending Cash plus Accruals																4,474,361	

ASCEND		2025/26 PROJECTED CASH FLOW																	
2025/26	Object	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total	Budget		
Actuals through Month of:																			
A	Beginning Cash	9110	3,419,310	2,958,629	2,378,963	2,054,131	2,718,810	2,612,118	2,586,572	3,284,443	3,306,457	3,267,287	3,821,440	3,001,471	3,419,310				
B	Receipts																		
	LCFF Sources																		
	State Aid - Current Year	8011	0	229,651	229,651	382,751	382,751	382,751	382,751	344,476	344,476	344,476	344,476	344,476	3,750,962	76,550	3,827,512	3,827,512	
	on Account State Aid - Current Year	8012	0	0	0	547,894	0	0	547,894	0	547,894	0	0	1,643,683	16,603	1,660,286	1,660,286		
	er Schools in Lieu of Property Taxes	8096	0	97,154	97,154	161,924	161,924	161,924	161,924	145,731	145,731	145,731	145,731	1,586,852	32,385	1,619,237	1,619,237		
	Federal Revenue	8100-8299																	
	y Student Succeeds Act (Titles I - V)	8290 - 8296	0	0	0	59,544	2,481	0	39,696	47,139	0	32,253	22,329	0	203,442	44,658	248,100	248,100	
	Special Education - Federal	8181	0	0	0	18,405	767	0	12,270	14,570	0	9,969	6,902	0	62,883	13,803	76,686	76,686	
	Child Nutrition - Federal	8220	0	0	0	17,043	17,043	17,043	17,043	17,043	17,043	17,043	17,043	153,389	51,130	204,518	204,518		
	Other State Revenue	8300-8599																	
	Special Education - State	8594	0	2,397	2,397	3,996	3,996	3,996	3,996	3,596	3,596	3,596	3,596	39,156	799	39,955	39,955		
	ELOP	8590	0	53,445	53,445	89,075	89,075	89,075	89,075	80,168	80,168	80,168	80,168	872,939	17,815	890,754	890,754		
	ASES	8590	0	0	0	0	0	0	0	134,299	0	0	69,184	203,483	0	203,483	203,483		
	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	5,248	5,248	8,746	8,746	8,746	8,746	7,871	7,871	7,871	7,871	85,711	1,749	87,460	87,460		
	Outdoor Equity Grants Program	8590	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-		
	Lottery + Mandated Block	8560	0	0	0	38,283	0	0	44,807	0	0	40,006	0	123,096	0	123,096	123,096		
	Other Local Revenue	8600-8799																	
	AB 602	8791	0	25,327	25,327	42,211	42,211	42,211	42,211	37,990	37,990	37,990	37,990	413,670	8,442	422,112	422,112		
	Measure G-1	8600	0	0	0	0	0	0	0	0	0	0	167,386	167,386	0	167,386	167,386		
	Grants & Foundations	8600	60,000	0	0	0	0	0	0	0	0	0	0	60,000	0	60,000	60,000		
	Total Receipts		60,000	413,222	413,222	1,463,172	708,994	705,746	1,459,613	767,456	771,175	1,364,499	666,107	873,446	9,666,651	263,934	9,930,585	9,930,584	
C	Disbursements																		
	Total, Certificated Salaries	1000-1999	34,685	289,039	289,039	289,039	289,039	289,039	289,039	289,039	289,039	289,039	289,039	289,039	3,214,117	254,355	3,468,472	3,468,472	
	Total, Non-certificated Salaries	2000-2999	61,267	102,112	102,112	102,112	102,112	102,112	102,112	102,112	102,112	102,112	102,112	1,184,502	40,845	1,225,347	1,225,347		
	Total, Employee Benefits	3000-3999	55,470	110,940	110,940	166,410	166,410	166,410	166,410	166,410	166,410	166,410	166,410	1,775,042	73,960	1,849,002	1,849,002		
	Total, Books and Supplies	4000-4999	48,066	80,110	64,088	32,044	32,044	16,022	53,407	26,703	26,703	26,703	53,407	64,088	523,386	10,681	534,067	534,067	
	es and Other Operating Expenditures	5000-5999	129,806	129,806	129,806	194,709	194,709	129,806	129,806	129,806	194,709	194,709	843,737	519,223	2,920,628	324,514	3,245,142	3,245,142	
	Total, Capital Outlay	6000-6599	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-		
	Total Disbursements		329,294	712,007	695,985	784,314	784,314	703,389	740,774	714,071	778,974	778,974	1,454,705	1,140,873	9,617,675	704,355	10,322,030	10,322,030	
D	Prior Year Transactions	PY Amount																	
	Accounts Receivable-9200	346,785	190,732	79,761	6,936	27,743	3,468	6,936	13,871	3,468	3,468	3,468	3,468	346,785	0	346,785			
	Prepaid Expense-9330	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
	Accounts Payable-9500	708,266	361,216	325,802	14,165	7,083	0	0	0	0	0	0	0	708,266	0	708,266			
	Current Loans-9640	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
	Deferred Revenue-9650	1,101,066	20,903	34,839	34,839	34,839	34,839	34,839	34,839	34,839	34,839	34,839	34,839	404,132	(696,933)	(292,801)	418,068		
	Total Pr. Yr. Transactions	(1,462,547)	(191,387)	(280,881)	(42,069)	(14,179)	(31,371)	(27,903)	(20,968)	(31,371)	(31,371)	(31,371)	(31,371)	(31,371)	(765,613)	696,933	(68,680)		
E	Net Increase/Decrease (B-C+D)		(460,681)	(579,666)	(324,832)	664,679	(106,691)	(25,547)	697,872	22,014	(39,170)	554,154	(819,970)	(298,798)	(716,637)	256,513	(460,125)		
F	Ending Cash (A+E)		2,958,629	2,378,963	2,054,131	2,718,810	2,612,118	2,586,572	3,284,443	3,306,457	3,267,287	3,821,440	3,001,471	2,702,673	2,702,673				
G	Ending Cash plus Accruals																		3,670,963

ASCEND		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	2,702,673	2,206,212	1,638,444	1,341,385	1,967,274	1,897,933	1,909,749	2,556,585	2,616,658	2,612,450	3,126,986	2,335,216	2,702,673				
B	Receipts																		
	LCFF Sources																		
	State Aid - Current Year	8011	0	243,217	243,217	405,362	405,362	405,362	405,362	405,362	364,826	364,826	364,826	364,826	3,972,546	81,072	4,053,618	4,053,618	
	on Account State Aid - Current Year	8012	0	0	0	570,814	0	0	570,814	0	570,814	0	0	1,712,442	17,297	1,729,739	1,729,739		
	er Schools in Lieu of Property Taxes	8096	0	97,154	97,154	161,924	161,924	161,924	161,924	145,731	145,731	145,731	145,731	1,586,852	32,385	1,619,237	1,619,237		
	Federal Revenue	8100-8299																	
	y Student Succeeds Act (Titles I - V)	8290 - 8296	0	0	0	59,544	2,481	0	39,696	47,139	0	32,253	22,329	0	203,442	44,658	248,100	248,100	
	Special Education - Federal	8181	0	0	0	18,405	767	0	12,270	14,570	0	9,969	6,902	0	62,883	13,803	76,686	76,686	
	Child Nutrition - Federal	8220	0	0	0	17,043	17,043	17,043	17,043	17,043	17,043	17,043	17,043	153,389	51,130	204,518	204,518		
	Other State Revenue	8300-8599																	
	Special Education - State	8594	0	2,497	2,497	4,162	4,162	4,162	4,162	4,162	3,745	3,745	3,745	3,745	40,784	832	41,616	41,616	
	ELOP	8590	0	53,445	53,445	89,075	89,075	89,075	89,075	89,075	80,168	80,168	80,168	80,168	872,939	17,815	890,754	890,754	
	ASES	8590	0	0	0	0	0	0	0	0	134,299	0	0	69,184	203,483	0	203,483	203,483	
	CCSPP	8590	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	
	Prop 28	8590	0	5,248	5,248	8,746	8,746	8,746	8,746	8,746	7,871	7,871	7,871	7,871	85,711	1,749	87,460	87,460	
	Outdoor Equity Grants Program	8590	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	
	Lottery + Mandated Block	8560	0	0	0	38,283	0	0	44,807	0	0	40,006	0	0	123,096	0	123,096	123,096	
	Other Local Revenue	8600-8799																	
	AB 602	8791	0	26,386	26,386	43,977	43,977	43,977	43,977	43,977	39,579	39,579	39,579	39,579	430,973	8,795	439,768	439,768	
	Measure G-1	8600	0	0	0	0	0	0	0	0	0	0	0	167,386	167,386	0	167,386	167,386	
	Grants & Foundations	8600	60,000	0	0	0	0	0	0	0	0	0	0	0	60,000	0	60,000	60,000	
	Total Receipts		60,000	427,947	427,947	1,417,334	733,536	730,288	1,397,875	791,998	793,263	1,312,006	688,195	895,534	9,675,924	269,537	9,945,461	9,945,461	
C	Disbursements																		
	Total, Certificated Salaries	1000-1999	34,560	288,002	288,002	288,002	288,002	288,002	288,002	288,002	288,002	288,002	288,002	288,002	3,202,586	253,442	3,456,028	3,456,028	
	Total, Non-certificated Salaries	2000-2999	62,619	104,365	104,365	104,365	104,365	104,365	104,365	104,365	104,365	104,365	104,365	104,365	1,210,628	41,746	1,252,374	1,252,374	
	Total, Employee Benefits	3000-3999	56,212	112,425	112,425	168,637	168,637	168,637	168,637	168,637	168,637	168,637	168,637	168,637	1,798,797	74,950	1,873,747	1,873,747	
	Total, Books and Supplies	4000-4999	48,659	81,099	64,879	32,439	32,439	16,220	54,066	27,033	27,033	27,033	54,066	64,879	529,845	10,813	540,658	540,658	
	es and Other Operating Expenditures	5000-5999	131,092	131,092	131,092	196,638	196,638	131,092	131,092	131,092	196,638	196,638	852,100	524,369	2,949,577	327,731	3,277,308	3,277,308	
	Total, Capital Outlay	6000-6599	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	
	Total Disbursements		333,143	716,983	700,763	790,082	790,082	708,316	746,162	719,129	784,675	784,675	1,467,170	1,150,252	9,691,433	708,682	10,400,115	10,400,115	
D	Prior Year Transactions	PY Amount																	
	Accounts Receivable-9200	263,934	145,164	60,705	5,279	21,115	2,639	5,279	10,557	2,639	2,639	2,639	2,639	2,639	263,934	0	263,934		
	Prepaid Expense-9330	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	Accounts Payable-9500	704,355	359,221	324,003	14,087	7,044	0	0	0	0	0	0	0	0	704,355	0	704,355		
	Current Loans-9640	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	Deferred Revenue-9650	696,933	9,261	15,435	15,435	15,435	15,435	15,435	15,435	15,435	15,435	15,435	15,435	15,435	179,040	(517,893)	(338,853)	185,214	
	Total Pr. Yr. Transactions	(1,137,354)	(223,318)	(278,733)	(24,243)	(1,363)	(12,795)	(10,156)	(4,877)	(12,795)	(12,795)	(12,795)	(12,795)	(12,795)	(619,461)	517,893	(101,568)		
E	Net Increase/Decrease (B-C+D)		(496,461)	(567,768)	(297,059)	625,889	(69,341)	11,817	646,836	60,073	(4,208)	514,536	(791,770)	(267,513)	(634,971)	78,749	(556,222)		
F	Ending Cash (A+E)		2,206,212	1,638,444	1,341,385	1,967,274	1,897,933	1,909,749	2,556,585	2,616,658	2,612,450	3,126,986	2,335,216	2,067,702	2,067,702				
G	Ending Cash plus Accruals																3,045,921		

ASCEND		2027/28 PROJECTED CASH FLOW																
	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	2,067,702	1,573,385	1,018,542	735,337	1,409,039	1,363,627	1,400,255	2,095,080	2,179,774	2,196,862	2,756,229	1,979,170	2,067,702			
B	Receipts																	
	LCFF Sources																	
	State Aid - Current Year	8011	0	258,225	258,225	430,375	430,375	430,375	430,375	430,375	387,337	387,337	387,337	387,337	4,217,671	86,075	4,303,746	4,303,746
	on Account State Aid - Current Year	8012	0	0	0	594,349	0	0	594,349	0	0	594,349	0	0	1,783,048	18,011	1,801,059	1,801,059
	er Schools in Lieu of Property Taxes	8096	0	97,154	97,154	161,924	161,924	161,924	161,924	161,924	145,731	145,731	145,731	15,586,852	32,385	1,619,237	1,619,237	
	Federal Revenue	8100-8299																
	y Student Succeeds Act (Titles I - V)	8290 - 8296	0	0	0	59,544	2,481	0	39,696	47,139	0	32,253	22,329	0	203,442	44,658	248,100	248,100
	Special Education - Federal	8181	0	0	0	18,405	767	0	12,270	14,570	0	9,969	6,902	0	62,883	13,803	76,686	76,686
	Child Nutrition - Federal	8220	0	0	0	17,043	17,043	17,043	17,043	17,043	17,043	17,043	17,043	153,389	51,130	204,518	204,518	
	Other State Revenue	8300-8599																
	Special Education - State	8594	0	2,605	2,605	4,342	4,342	4,342	4,342	4,342	3,908	3,908	3,908	3,908	42,555	868	43,423	43,423
	ELOP	8590	0	53,445	53,445	89,075	89,075	89,075	89,075	89,075	80,168	80,168	80,168	80,168	872,939	17,815	890,754	890,754
	ASES	8590	0	0	0	0	0	0	0	0	134,299	0	0	69,184	203,483	0	203,483	203,483
	CCSPP	8590	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-
	Prop 28	8590	0	5,248	5,248	8,746	8,746	8,746	8,746	8,746	7,871	7,871	7,871	85,711	1,749	87,460	87,460	
	Outdoor Equity Grants Program	8590	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-
	Lottery + Mandated Block	8560	0	0	0	38,283	0	0	44,807	0	0	40,006	0	0	123,096	0	123,096	123,096
	Other Local Revenue	8600-8799																
	AB 602	8791	0	27,474	27,474	45,790	45,790	45,790	45,790	45,790	41,211	41,211	41,211	41,211	448,742	9,158	457,900	457,900
	Measure G-1	8600	0	0	0	0	0	0	0	0	0	0	0	167,386	167,386	0	167,386	167,386
	Grants & Foundations	8600	60,000	0	0	0	0	0	0	0	0	0	0	60,000	0	60,000	60,000	
	Total Receipts		60,000	444,151	444,151	1,467,876	760,543	757,295	1,448,417	819,005	817,569	1,359,848	712,501	919,840	10,011,196	275,652	10,286,848	10,286,848
C	Disbursements																	
	Total, Certificated Salaries	1000-1999	35,362	294,684	294,684	294,684	294,684	294,684	294,684	294,684	294,684	294,684	294,684	294,684	3,276,882	259,322	3,536,204	3,536,204
	Total, Non-certificated Salaries	2000-2999	58,158	96,929	96,929	96,929	96,929	96,929	96,929	96,929	96,929	96,929	96,929	96,929	1,124,378	38,772	1,163,150	1,163,150
	Total, Employee Benefits	3000-3999	56,749	113,498	113,498	170,247	170,247	170,247	170,247	170,247	170,247	170,247	170,247	170,247	1,815,969	75,665	1,891,634	1,891,634
	Total, Books and Supplies	4000-4999	49,264	82,107	65,686	32,843	32,843	16,421	54,738	27,369	27,369	27,369	54,738	65,686	536,433	10,948	547,381	547,381
	es and Other Operating Expenditures	5000-5999	132,342	132,342	132,342	198,513	198,513	132,342	132,342	132,342	198,513	198,513	860,222	529,368	2,977,693	330,855	3,308,548	3,308,548
	Total, Capital Outlay	6000-6599	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-
	Total Disbursements		331,875	719,560	703,139	793,216	793,216	710,623	748,940	721,571	787,742	787,742	1,476,820	1,156,913	9,731,356	715,561	10,446,917	10,446,917
D	Prior Year Transactions	PY Amount																
	Accounts Receivable-9200	269,537	148,246	61,994	5,391	21,563	2,695	5,391	10,781	2,695	2,695	2,695	2,695	2,695	269,537	(0)	269,537	
	Prepaid Expense-9330	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Accounts Payable-9500	708,682	361,428	325,994	14,174	7,087	0	0	0	0	0	0	0	0	708,682	0	708,682	
	Current Loans-9640	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Deferred Revenue-9650	517,893	9,261	15,435	15,435	15,435	15,435	15,435	15,435	15,435	15,435	15,435	15,435	15,435	179,040	(338,853)	(159,813)	185,214
	Total Pr. Yr. Transactions	(957,038)	(222,443)	(279,434)	(24,217)	(958)	(12,739)	(10,044)	(4,653)	(12,739)	(12,739)	(12,739)	(12,739)	(12,739)	(618,184)	338,853	(279,331)	
E	Net Increase/Decrease (B-C+D)		(494,318)	(554,843)	(283,205)	673,702	(45,412)	36,628	694,824	84,695	17,088	559,367	(777,059)	(249,812)	(338,344)	(101,056)	(439,400)	
F	Ending Cash (A+E)		1,573,385	1,018,542	735,337	1,409,039	1,363,627	1,400,255	2,095,080	2,179,774	2,196,862	2,756,229	1,979,170	1,729,358	1,729,358			
G	Ending Cash plus Accruals																2,720,571	

Core Practices

A Vision for Improving Schools

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Special thanks to the students of ANSER Charter School, Genesee Community Charter School, Palouse Prairie Charter School, Santa Fe School for the Arts & Sciences, and Venture Academy, whose art work is featured throughout this book.

To view these and other examples of high-quality student work, please visit modelsofexcellence.ELeducation.org.

A Different Approach to Teaching and Learning

EL Education creates classrooms where ...

Learning is challenging.

Students are supported to do far more than they think they can. Teachers expect excellence and teach in ways that enable students to learn deeply, surpass standards, and produce high-quality work. Students and teachers model academic courage.

Learning is active.

Students are scientists, urban planners, historians, artists, and activists, exploring ideas and engaging in authentic work that allows them to contribute to their communities and promote equity and social justice.

Learning is meaningful.

Students build deep understanding of concepts and can apply their skills and knowledge to new contexts and real-world issues. They are learning with a purpose—getting smart to do good—and see that their education is in service of building a better world.

Learning is collaborative.

School leaders, teachers, students, and families work together to create a culture of respect, responsibility, and joy in learning. The school community is a place where all students and adults feel that they belong, support each other to succeed, and are inspired to be their best selves.

Learning is public.

Students produce high-quality work for presentation to audiences within and beyond the school. They reflect on what and how they learn with peers, teachers, and community members. Hallways and classrooms are filled with evidence of learning and beautiful student work.

EL Education Core Practices

Our Core Practices address five key domains of life in school.

Curriculum

EL Education’s approach to curriculum promotes both challenge and joy in learning. We encourage educators to use, adapt, or design curricula that allow all students to grapple with demanding, standards-based content and meaningful tasks and produce high-quality work. We believe curricula should elevate student collaboration, voice, thinking, and reflection; should reflect a commitment to developing character; and should empower students to contribute to a more just and equitable world.

Instruction

EL Education promotes instruction that is alive with discovery, inquiry, critical thinking, problem solving, and collaboration. Teachers talk less. Students talk and think more. Lessons challenge, engage, and empower students with complex issues, text, and problems. They lift up big disciplinary ideas and give students practice with the tools and skills professionals use in the real world as they create high-quality work. Teachers differentiate instruction and empower all students to be self-directed, independent learners.

Culture and Character

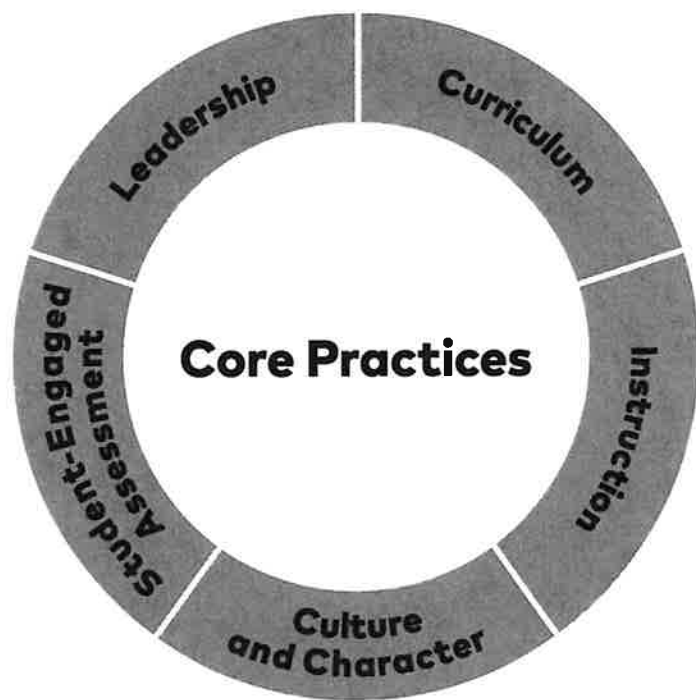
The EL Education model fosters and celebrates students’ character development by building a culture in which students and staff work together to become effective learners and ethical people who contribute to a better world. Schools establish Habits of Character—qualities like respect, responsibility, courage, and kindness—and model and discuss them every day. The school is suffused by a spirit of crew: students and staff work together as a team to sustain a learning community where everyone belongs and can succeed.

Student-Engaged Assessment

EL Education believes that assessment practices should motivate students to become leaders of their own learning. Students track their progress toward standards-based learning targets, set goals, and reflect on growth and challenges. Students and teachers regularly analyze quantitative and qualitative data that include assessments, reflections, and student work and use those data to inform goals and instruction. Students regularly present evidence of their achievement and growth through student-led family conferences, passage presentations, and celebrations of learning.

Leadership

EL Education supports school leaders to build a cohesive school vision focused on EL Education’s Dimensions of Student Achievement, continuous improvement, and shared leadership. Leaders align resources and activities to the school’s vision and lead a professional culture with a growth mindset. Leaders shape school structures to provide equitable education to all students, celebrate joy in learning, and build a schoolwide learning community of trust and collaboration. Leaders work collaboratively with families, staff, and students to make evidence-based decisions that enable all students to achieve.



How to Use This Book

This book addresses the five domains of schooling that shape student achievement: **Curriculum, Instruction, Culture and Character, Student-Engaged Assessment, and Leadership**. Some educators refer to it as “the EL Bible.” Along with our ten Design Principles and our Dimensions of Student Achievement framework (on the following pages), the Core Practices outline EL Education’s model of education. They are a vision for improving schools.

This book represents 25 years of collaboration with our school partners to describe an ideal school environment. It has been revised twice over this time, based on our organizational learning and the practical wisdom of our schools. The structures and practices documented in this book are not simply aspirational: they are descriptions of the most effective practices in our schools pulled together in one book.

Within each domain, we have defined a set of Core Practices. The domains and Core Practices are not actually discrete—in the real life of any school, they overlap and are implemented simultaneously. Nor are the domains and practices prioritized sequentially. This book can be used in a targeted way, focused only on specific practices, or it can be used comprehensively to guide a full expression of the EL Education model.

This book does not belong on a shelf. It belongs on your desk, marked up with ideas, questions, and inspirations. Copy pages and post them. Read excerpts aloud in meetings. Customize the structures here to fit your classroom and school. Use them to create school-specific tools for observation, reflection, and learning.

EL Education Design Principles

1. The Primacy of Self-Discovery

Learning happens best with emotion, challenge, and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In EL Education schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.

2. The Having of Wonderful Ideas

Teaching in EL Education schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

3. The Responsibility for Learning

Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an EL Education school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

4. Empathy and Caring

Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in EL Education schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

5. Success and Failure

All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

6. Collaboration and Competition

Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete, not against each other, but with their own personal best and with rigorous standards of excellence.

7. Diversity and Inclusion

Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In EL Education schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.

8. The Natural World

A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

9. Solitude and Reflection

Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need to exchange their reflections with other students and with adults.

10. Service and Compassion

We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an EL Education school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

EL Education Dimensions of Student Achievement

Our definition of student achievement combines academic achievement, character, and high-quality work. We believe that academic success is built on strong character qualities of collaboration, perseverance, responsibility, and compassion, and that character is shaped through engaging and challenging academic work.

Dimension of Achievement	Students	Teachers and Leaders
Mastery of Knowledge and Skills	<ul style="list-style-type: none"> • Demonstrate proficiency and deeper understanding: show mastery in a body of knowledge and skills within each discipline • Apply their learning: transfer knowledge and skills to novel, meaningful tasks • Think critically: analyze, evaluate, and synthesize complex ideas and consider multiple perspectives • Communicate clearly: write, speak, and present ideas effectively in a variety of media within and across disciplines 	<ul style="list-style-type: none"> • Ensure that curriculum, instruction, and assessments are rigorous, meaningful, and aligned with standards • Use assessment practices that position students as leaders of their own learning • Use meaningful data for both teachers and students to track progress toward learning goals • Engage all students in daily lessons that require critical thinking about complex, worthy ideas, texts, and problems
Character	<ul style="list-style-type: none"> • Work to become effective learners: develop the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration) • Work to become ethical people: treat others well and stand up for what is right (e.g., empathy, integrity, respect, compassion) • Contribute to a better world: put their learning to use to improve communities (e.g., citizenship, service) 	<ul style="list-style-type: none"> • Elevate student voice and leadership in classrooms and across the school • Make Habits of Scholarship visible across the school and in daily instruction • Model a schoolwide culture of respect and compassion • Prioritize social and emotional learning, along with academic learning, across the school
High-Quality Student Work	<ul style="list-style-type: none"> • Create complex work: demonstrate higher-order thinking, multiple perspectives, and transfer of understanding • Demonstrate craftsmanship: create work that is accurate and beautiful in conception and execution • Create authentic work: demonstrate original thinking and voice, connect to real-world issues and formats, and, when possible, create work that is meaningful to the community beyond the school 	<ul style="list-style-type: none"> • Design tasks that ask students to apply, analyze, evaluate, and create as part of their work • Use models of excellence, critique, and multiple drafts to support all students to produce work of exceptional quality • Connect students to the world beyond school through meaningful fieldwork, expert collaborators, research, and service learning

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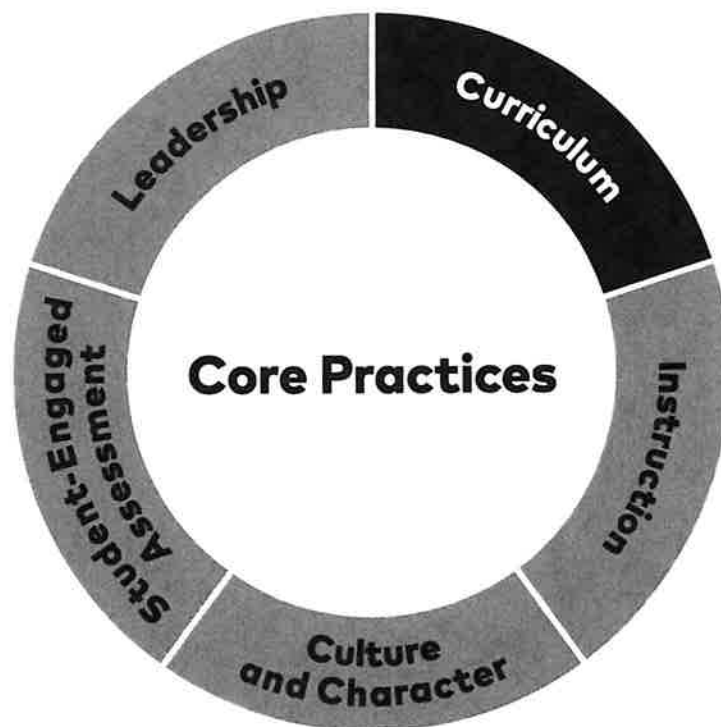
Curriculum

EL Education’s approach to curriculum promotes both challenge and joy in learning. We encourage educators to use, adapt, or design curricula that allow all students to grapple with demanding, standards-based content and meaningful tasks and produce high-quality work. We believe curricula should elevate student collaboration, voice, thinking, and reflection; should reflect a commitment to developing character; and should empower students to contribute to a more just and equitable world.

In the Curriculum domain, we provide guidance for schools and teachers who are choosing, adapting, or enhancing a published curriculum and for those who are designing their own.

Core Practices in This Domain

- Choosing, Adapting, and Enhancing Curricula
- Mapping Knowledge, Skills, and Habits of Character
- Supporting College and Career Readiness
- Supporting Global Citizenship
- Supporting Social, Emotional, and Physical Wellness
- Designing Case Studies
- Incorporating Fieldwork, Experts, and Service Learning
- Designing Projects and Products
- Designing Learning Expeditions



Core Practice 1

Choosing, Adapting, and Enhancing Curricula

EL Education supports districts and schools that choose, adapt, or enhance published curricula as well as those that design their own curricula. This Core Practice addresses the use of published curricula.

When districts or schools choose published curricula, they do so in order to give all students access to challenging content and engaging lessons that prepare them for college, careers, and global citizenship. Classrooms are dynamic systems that require responsiveness and flexibility. Therefore, it is sometimes appropriate to adapt or enhance a curriculum while maintaining fidelity to standards and the integrity of the curriculum's aims and methods. Adaptation or enhancement can be a wise choice if it increases students' understanding of content, elevates challenge, addresses needed literacy or numeracy skills, and builds student engagement.

Notes:

- 1) Teacher-designed curricula and enhancements that engage students through case studies; projects and products; fieldwork, experts, and service learning; and learning expeditions will be addressed in Core Practices 6–10.
- 2) There are many other considerations for choosing curricula, such as cost, technical support, or format, that we do not address in these Core Practices.

A. Choosing Published Curricula

1. District, school, and teacher leaders choose (adopt) curricula that are research-based and supported by credible data that demonstrate student achievement. EL Education defines student achievement as mastery of knowledge and skills, character, and high-quality student work.
2. District, school, and teacher leaders choose curricula that are standards-aligned and sequenced to maximize opportunities for interdisciplinary connections and vertical alignment.
3. District, school, and teacher leaders choose curricula that provide structures and protocols to elevate student collaboration, voice, thinking, and reflection.
4. District, school, and teacher leaders choose curricula that ensure equity and access for all students. Equitable curricula:
 - a. Feature texts, problems, or activities that promote multiple perspectives and understanding of multiple cultures
 - b. Describe opportunities for differentiating lessons to meet the needs of all students
 - c. Ensure that all students have opportunities to work with rigorous grade-level content, texts, and problems
5. District, school, and teacher leaders choose curricula that

invite students to explore global studies, environmental stewardship, and topics that address equity and social justice. Such topics can engage students in compelling discussions of right and wrong.

6. District, school, and teacher leaders choose curricula that promote strong Habits of Character and create opportunities for students to practice academic courage, perseverance, collaboration, responsibility for learning, and service to their communities.
7. District, school, and teacher leaders ensure that the integration of technology as a learning tool is built into the curricula to equip all students with professional competencies such as media literacy and technology-assisted research.
8. District, school, and teacher leaders periodically review measures of student achievement to determine how well the curriculum is addressing standards. They make adjustments to curriculum maps to ensure that students are challenged and engaged and that repetition is minimized.

B. Adapting Published Curricula

1. When school and teacher leaders strategically select and adapt parts of a published curriculum, they do so to increase the challenge or engagement for students. The goal of adaptation is to maintain the integrity of the curriculum within the unique context of a particular class or school. It should be undertaken with deep intention and

a careful, deliberate process for review and adjustment of materials and lessons.

2. School and teacher leaders analyze a published curriculum for the logic of its design and flow. They ask:
 - a. How does this curriculum scaffold students' knowledge and skills through the year to prepare them for the next grade?
 - b. What skills and knowledge do students learn in the first parts of the curriculum that are essential for tackling the rest of the curriculum?
 - c. How does the complexity of the texts, problems, and tasks included in the curriculum match the grade level being taught and the standards students are expected to meet?
 - d. What is the arc of the units and lessons in the curriculum? What lessons and assessments need to occur as written to achieve the goals of the curriculum?
 - e. What guidance does the curriculum offer for differentiation? What additional scaffolds could be prepared to adjust the curriculum for students with learning disabilities or those who need more challenge?
 - f. What key structures (e.g., instructional routines, discussions, use of note-catchers, anchor charts) are critical to scaffold student success?
3. School and teacher leaders, based on their review, identify the specific aspects of the published curricula they will use or adapt. For example, if the curriculum is designed to address content standards not aligned to the school's own state standards, school and teacher leaders may choose to use only the parts that align with required standards.
4. When adapting parts but not all of a curriculum, leaders and teachers communicate and collaborate across grade levels and subject areas to avoid redundancy and build cohesion that ensures all students master required knowledge and skills.
5. Teachers and specialists articulate and enhance the scaffolding or extensions for students who require more challenge, English language learners, or students with disabilities.
6. Teachers augment a task in an existing curriculum only if the revised task achieves the same learning targets and enhances student engagement or authenticity (e.g., transforming a textbook task with generic information into a real-world task with specific, local information to make it more authentic for students).

C. Enhancing Curricula with Supplementary Materials and Opportunities

1. Teachers add texts to those associated with a curriculum for purposes that include:
 - a) Increasing the complexity or challenge of the text
 - b) Connecting to a current event or local topic of interest to students
 - c) Creating more accessible reading related to the topic of study for particular students (e.g., easier reading as a supplement, not substitute, for complex text)
2. Teachers may choose to enhance curricula with media that provide a local, current, or alternative perspective; create opportunities for students to gather information digitally; or illustrate particular concepts relevant to the curricula.
3. Teachers may choose to supplement curricula with games or manipulatives that create opportunities for students to engage, explore, and apply concepts kinesthetically.

Core Practice 2

Mapping Knowledge, Skills, and Habits of Character

In the EL Education model, teachers and school leaders collaborate to ensure that schoolwide, standards-aligned curriculum maps act as the foundation for all planning, instruction, and assessment. Curriculum maps describe a vertical sequence of academic and character targets that are to be addressed at each grade level and within each discipline. These targets become increasingly more sophisticated and rigorous as students progress through the grades. Curriculum maps also provide a year-at-a-glance view of what’s being taught and assessed across disciplines. They guard against unnecessary repetition of content across grades and ensure appropriate repetition of knowledge, skills, and Habits of Character as students move up through the grades.

Leaders and teachers map required standards and college readiness skills to document instruction that has already happened and revise annually to plan instruction for the upcoming year. They include learning targets, texts, topics, and tasks in their maps. They articulate the progression of interdisciplinary learning expeditions, case studies, and projects through the school year in a particular grade and spiraling up through the grade levels, as well as the disciplinary content that is taught outside of learning expeditions.

A. Standards Alignment

1. Teachers and leaders prioritize standards that will receive particular emphasis, creating opportunities for depth and repeated practice of key skills and concepts.
2. For curricula designed by the school, teachers and leaders bundle key standards into complementary interdisciplinary sets that serve as a spine for projects, case studies, and learning expeditions.
3. Teachers and leaders chunk curriculum maps by marking period so that teachers are able to reach a certain level of closure on specific standards within a term. This supports alignment between curriculum pacing and standards-based grading.

B. Mapping Learning Targets

1. For learning expeditions, teachers and leaders create one cohesive map that aligns standards-based academic and character learning targets across all involved disciplines. In schools where all or most standards are being taught through learning expeditions, these will be the primary curriculum maps.
2. Teachers and leaders map standards covered outside of learning expeditions (e.g., during daily mathematics class or content-specific courses in secondary schools or when students are not “on expedition”) to show when knowledge, skills, and Habits of Character are taught and how they are assessed.
3. Teachers and leaders sequence learning targets to maximize interdisciplinary connections whenever possible. For example, in language arts, students may have the target, “I

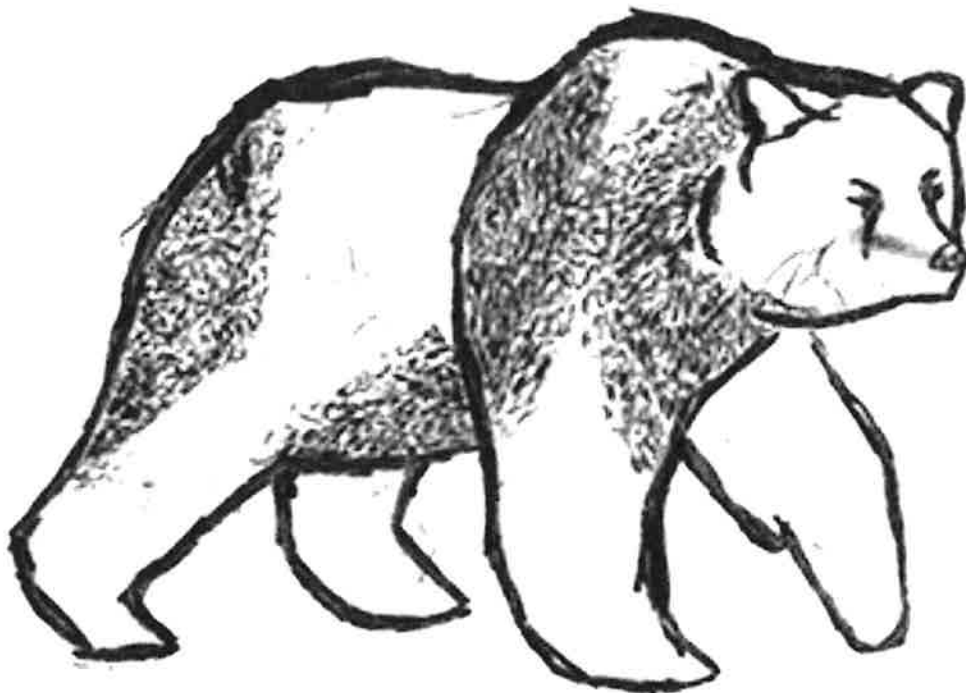
can make inferences about character motivations in *The Grapes of Wrath*.” In social studies, the same students may have the target, “I can explain how weather and agricultural practices contributed to the Dust Bowl.”

4. Teachers and leaders sequence learning targets to support and scaffold tasks and products. For example, students working on a research paper may begin with skill targets focused on identifying accurate and reliable sources, then address note-taking targets, then writing targets, and finally revision targets.
5. Teachers and leaders map character learning targets to reflect the school’s Habits of Character. They create opportunities for students to focus on and demonstrate progress toward behaviors that enable them to be effective learners and ethical people.

C. Mapping Texts, Tasks, and Assessments

1. Teachers and leaders identify anchor texts and other complex texts (both primary and secondary sources) for content topics that leverage literacy standards across the curriculum.

2. Teachers and leaders articulate the major tasks that students will do to make progress toward long-term learning targets, including priority writing standards for each marking period. This helps teachers and leaders monitor the variety and complexity in product format over time. (Performance tasks, such as student writing or other products, that are highly scaffolded and revised multiple times are not sufficient assessments of knowledge or skills but can be strong measures of students' quality of work and Habits of Character).
3. Teachers and leaders identify formative assessments (e.g., lab notebooks, reading journals), summative assessments (e.g., mathematics unit tests), and on-demand assessments (e.g., on-demand writing) of discrete long-term targets.



Core Practice 3

Supporting College and Career Readiness

The EL Education model prepares all students for college and career success by providing a college-bound curriculum with high expectations for all students, fostering a schoolwide college- and career-bound culture, and setting up structures that allow time for the post-graduation search and application process.

A college-bound curriculum includes content area knowledge and skills, such as literature and calculus, academic research and writing skills, and technology literacy. Creating high-quality work, including finished, professional-looking products, is an essential part of core and enrichment courses that prepare all students for college and careers. Habits of Scholarship, such as time management, persistence toward excellence, and "college knowledge" about such things as college admissions, financial aid requirements, and the norms and expectations of diverse college environments are also part of a college-bound curriculum. Paving the way for college and careers begins in the primary years and culminates with intensive focus in the high school years.

EL Education recognizes that there may be particular students for whom entering college may not be the optimal path. School leaders and teachers support all students to explore postsecondary options that best fit their interests and needs. They prepare all students to get accepted to college so that they have a choice now and the confidence to reapply in the future if college is the right option.

A. Promoting College-Bound Curricula

1. Teachers and leaders provide students of all ages with opportunities to develop the Habits of Character (e.g., self-management, collaboration, perseverance) that they will need to navigate the academic and social demands of college. They explicitly and continuously focus on Habits of Character in Crew.
2. Teachers in every subject area and at all grade levels teach the research skills and analytic thinking that will prepare students for the evidence-based approach of college courses.
3. Teachers in every subject area and at all grade levels teach literacy to prepare students for the complexity of texts and volume of reading and writing in college.
4. Teachers and leaders create a course schedule that gives K–8 students access to the courses and opportunities that prepare them for a college-bound high school curriculum (e.g., eighth-grade algebra, world language).
5. Teachers provide students with identified disabilities appropriate differentiated instruction, accommodations, and support to help them succeed in college preparatory courses, or differentiated guidance to help them explore appropriate work and self-supporting options after high school.
6. Leaders create a course schedule that ensures all high school students take a demanding college preparatory curriculum that is aligned to college admission requirements.

B. Building College- and Career-Ready Skills

1. School leaders, classroom and Crew teachers, and school counselors offer opportunities for students to learn about a variety of careers and the skills and habits individuals need to thrive in the workplace. For example, they hold career fairs, invite experts to share their work experiences, and encourage students to interview workers in fields of interest to them.
2. School leaders, classroom and Crew teachers, and school counselors help students explore and acquire internships that allow students to acquire work experience and learn about career opportunities and the education required to be successful in 21st-century fields.
3. Teachers ensure that technology literacy is woven throughout all subject areas and grade levels whenever resources allow. Enhancing technology literacy includes:
 - a. Providing students with new technologies (e.g., design and presentation software, social networking) to access and manage information and prepare for success in a knowledge economy
 - b. Teaching students the ethical and legal issues surrounding access to and use of technology
 - c. Providing technology as a tool for original research that enables students to produce high-quality products, performances, and presentations
 - d. Maintaining high standards for the quality of work produced using technology.

- e. Establishing learning targets for the technology skills (e.g., effective use of spreadsheet or presentation software) that are distinct from learning targets for the quality of thinking and content presented in the project
4. Teachers capitalize on the ubiquitous availability of information sources to support high-quality student work. They ensure that internet technologies are used with scholarly integrity and insight (e.g., that web content sources are analyzed for validity, used wisely, and properly cited).
 5. Teachers take advantage of technological innovations to support students in making things with their own hands (e.g., a robotics project that introduces physics concepts) and sometimes to extend student project work beyond the school day and the school building (e.g., making a film in a studio, using a scientific instrument in a professional lab).
 6. As resources allow, teachers and leaders provide students with opportunities to learn creative and technical skills such as carpentry, music production, or engineering. (Technical skills may take the form of coursework or apprenticeships that enable a student to learn a craft or discipline).

C. Structures to Support College and Career Readiness

1. School leaders, classroom and Crew teachers, and school counselors create a college-bound culture in which all students are on a path to college and meaningful careers by:
 - a. Displaying college symbols and messages in hallways, classrooms, and offices
 - b. Providing opportunities to visit college campuses—starting in sixth grade if possible
 - c. Teaching high school students the facts about applying for admission and financial aid and about the norms and culture of college life
 - d. Inviting alumni to the school to serve as mentors and resources
 - e. Discussing college at schoolwide events
 - f. Promoting college resources on the school’s website and other publications
 - g. Celebrating college acceptances in classrooms, in Crews, and at schoolwide events
 - h. Identifying and publicizing college-bound opportunities for specific populations of students (e.g., first-generation students, students of color)
2. School counselors and high school Crew teachers help students make strong course selections that are connected to college and career aspirations, monitor progress toward academic and character learning targets, and work to explore college options and navigate applications for admission, financial aid, and scholarships.
3. School counselors and/or Crew teachers invite guest speakers (e.g., recent alumni who are attending college, young working professionals, college admissions officers) to build student understanding of post-graduation life and the academic and character expectations of diverse college environments.
4. High school leaders schedule intensive classes that provide remediation for those students who need it or content-rich extracurricular opportunities for those meeting learning targets in their regular course work.
5. When appropriate for individual students, school counselors and teachers explore the value of gap-year and other post-graduation work/learning experiences that enable students to mature and build the self-directed skills that provide a doorway into college and career success.
6. School counselors and teachers educate students and families about how to maximize students’ chances of college admission by maintaining a strong high school transcript, engaging in extracurricular leadership, taking required college admissions tests, etc.
7. School counselors and teachers offer evening sessions on such topics as choosing the right college and filling in financial aid applications, particularly to support parents with first-generation college applicants.
8. Leaders and teachers design graduation traditions that showcase students’ accomplishment in EL Education’s Dimensions of Student Achievement and provide both motivation and affirmation at the end of students’ K–12 academic career.

Core Practice 4

Supporting Global Citizenship

In the EL Education model, leaders and teachers recognize that they must prepare students for global citizenship in an increasingly complicated and interconnected world and that multilingualism is a key tool and a vital global skill that deepens understanding of other countries and cultures. Curricula that prepare students for global citizenship are cross-disciplinary and include developing knowledge of diverse cultures, languages, and political systems, as well as knowledge of the physical terrains, ecosystems, and natural forces of the planet. Fully integrating global skills and knowledge into the curriculum is tied closely to environmental stewardship and social justice as students are challenged to grapple with the most complex problems facing the world (such as climate change, structures of economic inequities, and international terrorism and conflict). Teachers also ask students to discover and attend to how others see themselves, their histories, and the world's problems that is, to hear and analyze multiple perspectives along the way to determining what young people can do to make a difference.

A. Choosing or Creating Curricula That Support Global Skills and Knowledge

1. Teachers and leaders review curriculum maps to ensure that global knowledge and skills (e.g., knowledge of diverse cultures, world geography, speaking a second language) are reflected in curriculum maps.
2. Teachers and leaders choose or design curricula that enable students to thoughtfully explore multiple perspectives and cultures, as well as issues of equity and diversity.
3. Teachers and leaders create interdisciplinary curricula that provide multiple opportunities for students to build global skills and knowledge (e.g., a case study on Cesar Chavez co-taught in Spanish and language arts class, with some lessons conducted in Spanish, or a learning expedition that analyzes the consequences of climate change from different international perspectives).

B. Building Character through Global Citizenship

1. Teachers and leaders teach Habits of Character that guide students in becoming global citizens and enable them to value different perspectives and opportunities to learn from and contribute to diverse cultures (e.g., service, empathy).
2. Teachers and Crew leaders design lessons that enable students to value and strive for diversity, inclusion, and equity.
3. Teachers, leaders, and Crew leaders design learning experiences that enable students to make concrete contributions to the world around them.

C. Supporting Multilingualism

1. Teachers support all students in acquiring English language. They simultaneously incorporate and build

classroom and schoolwide traditions on the perspectives, experiences, and insights of students from different countries and cultures. (They value the resource of knowledge and skills that students who speak languages other than English bring to classrooms and the school.)

2. School leaders create a schedule that enables all students to study at least one language other than English by the time they graduate from high school. They make world language learning a central part of the curriculum at all levels of instruction and begin world language instruction as early as possible with young learners.
3. Leaders create a schedule that offers world languages in extended, well-articulated sequences that develop increasing levels of proficiency at each level of instruction by teachers who are well qualified in language proficiency, cultural knowledge, and teaching skills.
4. As much as possible, teachers enhance world language learning by connecting students with cultural and artistic opportunities and empowering them to contribute to the community and the school.

Core Practice 5

Promoting Social, Emotional, and Physical Wellness

The EL Education model promotes social, emotional, mental, and physical health and wellness throughout the curriculum and schoolwide culture. Schools choose curricula that promote character development through social and emotional learning, a healthy relationship with the outdoors, and physical challenge. Healthy relationships, growth mindset, intellectual courage, exercise, stress reduction, sleep, spending time outdoors—the key elements of physical and mental health—are all included in a school’s wellness approach.

Experiences in the outdoors—playing in, learning from, and appreciating nature, including on school or city playgrounds and during fieldwork in city neighborhoods—are a priority for EL Education. Whenever possible and appropriate, students are encouraged to be active and outdoors during the school day.

Crews emphasize the importance of wellness and teach explicit lessons to support wellness. The physical education program emphasizes personal fitness, self-care, inclusion of diverse abilities, and challenge by choice as well as competitive sports. Good sportsmanship, collaboration, health, and growth in fitness are emphasized over a win-at-all-costs mentality.

A. Incorporating Wellness into Curricula

1. School leaders and teachers align disciplinary standards and learning expedition topics with wellness goals. They use physical education classes, Crew, learning expeditions, case studies, and projects to teach and model wellness.
2. When adapting or enhancing curricula, selecting case studies, or designing projects or learning expeditions, teachers may include wellness as a focus of study or a product of the learning (e.g., a project researching nutrition costs and benefits in the school cafeteria as part of a broader study of health and the food economy; a proposal for bike lanes on neighborhood streets written by students).
3. Leaders, school counselors, and teachers create Crew lessons that promote social and emotional safety and health. Wellness is an explicit focus of Crew curriculum and instruction.
 - a. Crew leaders create a climate of social and emotional safety for students.
 - b. Crew leaders explicitly support students to understand and monitor dangers to wellness posed by alcohol, drugs, and tobacco, as well as overuse of technological devices.
4. Leaders ensure that outdoor education programs as well as individual and team sports promote health, wellness, and character development through adventure and good sportsmanship. They celebrate collaboration with teammates and personal bests, as well as competing fairly against opponents.

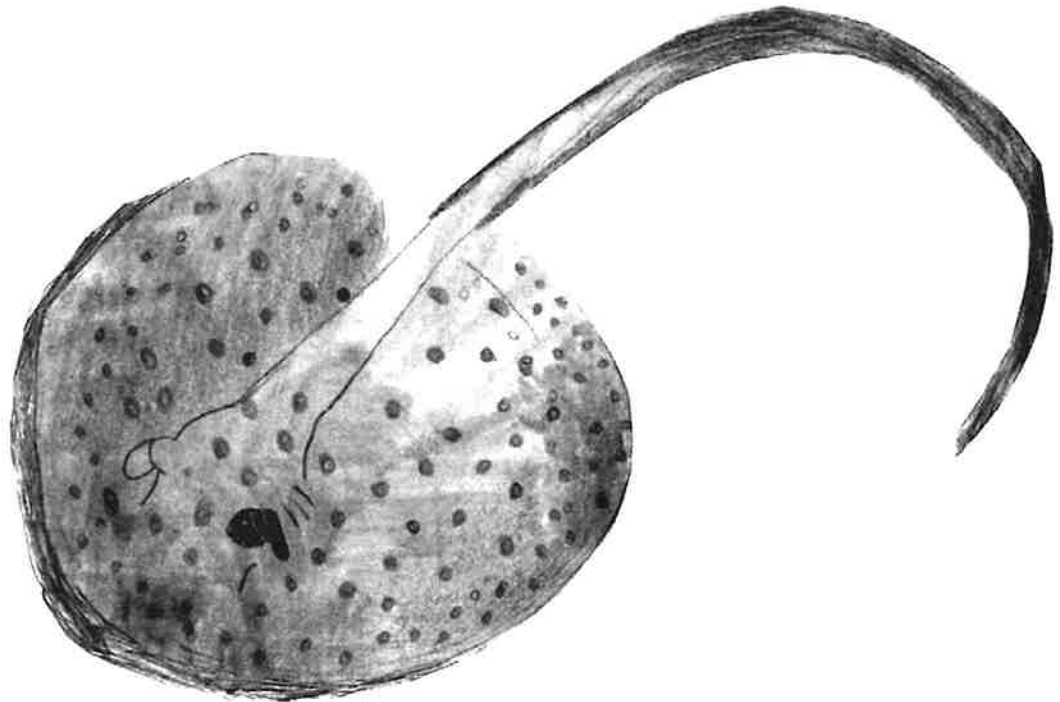
B. Creating a Culture of Wellness

1. Leaders establish policies and protocols to ensure that physical education classes, adventure programming, and fieldwork are physically and emotionally safe.
2. Leaders and teachers develop extracurricular options (clubs, support groups) that focus on wellness. They establish traditions and events (fund-raisers, community circles, schoolwide challenges) to promote and celebrate students’ social and emotional health.
3. Leaders establish practices that limit the availability of unhealthy foods (e.g., soda, candy) and provide healthy and attractive alternatives.
4. Leaders and teachers promote wellness through modeling and instruction in many aspects of physical and mental health, including food, exercise, sleep, spending time in nature, and mindfulness. Teachers and Crew leaders engage students in understanding and addressing health risks.
5. All teachers promote wellness through active breaks, multisensory instruction, and classroom management that demonstrates awareness of students’ mental health.
6. All teachers include active and reflective outdoor time for students whenever possible and appropriate. This energizes students’ minds and bodies and encourages enjoyment of the outdoors.
7. Classroom, Crew, and physical education teachers encourage students to take on physical challenges, stretching beyond their comfort zones when it comes to

Promoting Social, Emotional, and Physical Wellness (continued)

fitness and adventure. Challenge by choice, with support from a nonjudgmental Crew, is the norm in classrooms and the school. This does not mean that students can choose not to participate. It means that they are encouraged to articulate and choose the kind of participation that is challenging for them (walking around the track instead of running).

8. Teachers craft wellness learning targets and assessments that create opportunities for students to track their progress toward increased teamwork, self-management, and perseverance. They provide kind, specific, and helpful feedback and celebrate students' improvements individually and collectively.
9. Physical education teachers focus on students' strengths and differentiate for their individual needs so that all students can experience success in improving fitness and wellness.



Core Practice 6

Designing Case Studies

In the EL Education model, the term “case study” means two things. First, it is *an approach* to research: using a narrowed topic as a window into big ideas and concepts. This kind of case study is usually incorporated into projects and learning expeditions. Second, a case study can be *a structure* itself, outside of a project or learning expedition—a focused investigation that does not require (as a project does) a culminating product.

Sometimes, EL Education uses the term “case study” exactly as it is applied in the fields of law, business, or medicine, to refer to an investigation of a unique person, place, institution, or event (e.g., a study of inventors, including a case study of Thomas Edison; a study of race in America, including a case study of race in 1960s Milwaukee). Other times, EL uses the term more loosely, to refer to a narrowed subtopic that allows students to focus their research on a particular category (e.g., the topic of birds narrowed to a case study of owls; a study of the Civil War, narrowed to a case study of children in the war) or to compare different perspectives (e.g., historical and current, local and international, scientific and historical, literary and real-life). In both uses, a case study helps students focus their research and become experts on a specific topic before they generalize their learning to broader concepts and content.

Case studies are typically, but not always, 2 to 6 weeks in duration

A. Selecting Case Studies

1. Teachers choose case study topics based on priority standards for which there are ample resources that will allow students to deeply explore a narrow topic and become experts.
 2. Teachers choose case study topics that enliven content and concepts through a lens that is engaging to students (e.g., a scientific study of the water cycle brought to life by a case study of the city’s water supply).
 3. Teachers choose case studies that allow students to engage in original research with primary source materials just as professional historians, mathematicians, scientists, and writers would.
 4. Whenever possible, teachers choose case studies that focus on local issues and use local resources to help students make connections between their academic learning and the real world and build bridges between the school and local community.
- an incident). These texts and data, often from local sources or experts, are used for explicit instruction in literacy and mathematical skills.
3. Teachers guide students to generalize from case studies, applying their understanding to the broader knowledge and skills required by standards.
 4. Teachers often begin designing learning expeditions by using a single case study and later build on two or three case studies to provide multiple perspectives. Projects sometimes align with a single case study and other times cut across multiple case studies.
 5. Case studies may be part of a project that results in a product but may also stand alone without a culminating product.

B. Designing Case Studies

1. Teachers infuse case studies with literacy—reading, writing, speaking, listening, research, and vocabulary development. They infuse mathematics when there is a genuine and strategic fit.
2. Teachers prioritize the use of primary source text and data to ground research in the real world, promote discovery, and challenge students as readers and mathematicians (e.g., reading an actual police report during a case study of

Core Practice 7

Incorporating Fieldwork, Experts, and Service Learning

The EL Education model connects students to the world beyond school through meaningful fieldwork, collaboration with experts, and service learning. In addition to learning from text and classroom-based experiences, students use the natural and social environments of their communities as sites for purposeful fieldwork and service connected to academic work. They collaborate with professional experts and community members with firsthand knowledge of events and issues to ensure accuracy, integrity, and quality in their work.

EL Education differentiates between traditional field trips, in which students are often spectators, and fieldwork, in which students are active investigators, applying the research tools, techniques of inquiry, and standards of presentation used by professionals in the field.

Service learning goes beyond charitable acts, such as cleaning up a city park, and extends also to rigorous academic products that provide a service for the community, such as energy audits of city buildings that help a city save money and reduce its carbon footprint.

Fieldwork, collaboration with experts, and service learning are integral parts of learning expeditions, but they can also be used to enhance published curriculum or as stand-alone structures outside of full learning expeditions.

A. Planning and Designing Fieldwork

1. Teachers identify and plan for rich fieldwork experiences that have a clear purpose connected to the curriculum. They prepare note-catchers, procedures, or activities that allow students to be researchers, not spectators.
2. When time and resources allow, teachers schedule fieldwork over an extended period of time with several visits to the same site.
3. Teachers instruct students in procedures and skills for fieldwork before setting out or during the first visit. They create a foundation for all students to be engaged and purposeful.
4. As much as possible, teachers design fieldwork experiences based on the authentic research of professionals in the field (e.g., zoologists, historians, anthropologists).
5. Teachers select data collection tools to suit the purpose of the fieldwork. When data are collected, they are analyzed and used back in the classroom to create a product.
6. Teachers structure fieldwork so that it is safe and productive. Teachers preview sites to shape the field experience effectively and ensure accessibility for all students.
7. Leaders and teachers establish written policies and well-documented safety procedures for conducting fieldwork. These include planning for the logistics of transportation, grouping students, and adult supervision.
8. Teachers prepare students to be ambassadors for their

school. Students are courteous, knowledgeable, organized, and helpful during fieldwork experiences.

9. In schools where there are barriers to transporting students off campus, teachers and leaders seek creative options for fieldwork, such as selecting case studies that can be authentically explored through on-campus fieldwork (e.g., bacteria growth in public spaces, invasive species on campus, conducting a schoolwide survey).
10. Whenever possible, teachers look for opportunities to enhance published curricula with fieldwork experiences that deepen learning for students.

B. Selecting and Engaging with Experts

1. Teachers bring experts from the community into the classroom to collaborate with students on projects, teach them skills from their field, and critique their work using professional standards.
2. Teachers reach out to experts who represent multiple perspectives and backgrounds and can expand students' understanding of the knowledge and skills they are seeking to acquire. Experts may be professionals from a particular discipline or community members with firsthand knowledge of the topic being studied.
3. Teachers prepare experts to work collaboratively with students on projects and/or products. For example, experts may help students critique their work against professional standards.

4. Teachers prepare students to greet experts with courtesy, respect, and background knowledge, with the desire that experts are surprised and delighted by the students' depth of knowledge and preparation.
5. Teachers and students orient experts to the needs of the project and the protocols for class critique.
6. Teachers support students to maintain ongoing relationships with experts. For example, teachers help students take a lead role in communication with experts before (to ensure alignment and focus), during (to keep the collaboration on track), and after (showing appreciation or sharing their work) a visit.

C. Designing and Planning Service Learning

1. Teachers incorporate service learning into projects and lessons not as an afterthought or add-on, but as an integral part of learning.
 - a. Teachers connect service learning to the ethic of kindness and service that is part of school culture.
 - b. Teachers use service as a prime vehicle to teach and take action centered on social justice and to address the challenges and celebrate the assets of living in community.
 - c. Teachers and students research service opportunities to ensure that service learning projects provide a real benefit to the community.
2. Teachers design and plan service learning experiences that go beyond charitable volunteer work to include projects that build important *academic* skills. These experiences help students to see that academic work can be in the service of good for others (e.g., building literacy skills by collaborating with homeless shelter residents to create a guide to free city services).

Core Practice 8

Designing Projects and Products

In the EL Education model, teachers engage students in skills- and knowledge-rich learning experiences (projects) that result in high-quality products or performances for audiences beyond the classroom. EL Education defines a project as not just the tangible product resulting from learning, but as the series of classroom lessons, discussions, labs, work sessions, student research, and fieldwork that provide an in-school structure for teaching core skills and content. Projects are used to teach literacy, mathematics, and other disciplinary content and skills, as well as collaboration and problem solving.

The products of student projects are typically modeled after professional work. Whenever possible, products are critiqued by professionals and contribute to an audience beyond the classroom community. Projects can also culminate in a performance, event, or presentation (e.g., a symposium on a local health issue; an original historical play).

Teachers check for mastery of knowledge and skills throughout the project, and students track their progress toward learning targets. Students' knowledge and skills are assessed through ongoing measures (e.g., daily work, tests, journals, observations, on-demand tasks, and writing assessments). Final products and performances, which are highly scaffolded, are assessed for craftsmanship and Habits of Character such as perseverance and collaboration.

Projects are part of learning expeditions and can also be stand-alone structures outside of full learning expeditions. They may be aligned with a single case study or cut across multiple case studies.

Projects are typically, but not always, 2 to 6 weeks in duration.

A. Designing Projects

1. Teachers design projects as a central structure for learning standards-aligned knowledge and skills during the school day (not as an enrichment when core learning is done). Projects culminate in something of value shared with an audience beyond the classroom: a product (e.g., scientific report, book, museum exhibit, machine) or a performance.
2. Teachers plan backward from the final student product or performance. Lessons, labs, research, fieldwork, experts, and product creation, as well as regular assessments, are scheduled to lead up to the completion of a high-quality culminating piece, planned with the audience in mind.
3. Teachers craft learning targets for the project that include standards-aligned academic and character targets.
4. Teachers weave literacy into every stage of the project (e.g., reading and research to build understanding; speaking and listening to analyze perspectives and formulate ideas; writing for a particular purpose and audience). Literacy includes close reading of complex text and independent reading or research.
5. Teachers evaluate and choose project-related texts that will allow students to build knowledge from rich informational and/or literary texts.
 - a. Teachers select anchor texts that offer multiple perspectives on the topic and opportunities to learn domain-specific and academic vocabulary, as well as disciplinary conventions.
 - b. Teachers select mentor texts that model the craft, genre, or format students will be using in their own products.
6. Teachers weave mathematics into projects when it is a genuine and strategic fit. Teachers seek out primary source data and/or build data sets with students and teach specific mathematical skills and concepts through those data as part of the project.
7. Teachers involve students as much as possible in directing aspects of the project, with clear, posted, student-monitored organizational structures (e.g., learning targets, calendars, checklists, rubrics) that help students hold themselves and others accountable for their individual and group progress.
8. Teachers assess progress toward learning targets during all aspects of the project, not just at the completion of the final product. The project includes formative and summative assessments such as conferences, quizzes, tests, short written responses, and essays to give students many opportunities to practice and gain confidence in both knowledge and skills before creating a final product.

9. Teachers debrief lessons to guide students to generalize from and synthesize concepts they've learned in projects so that the learning can be transferred to other settings.

B. Planning Products and Performances

1. Teachers plan products and performances for an audience beyond the classroom, giving students an authentic reason to care about quality.
2. Teachers craft product descriptors and assignments that clearly articulate expectations, including learning targets, criteria, and rubrics that define a successful product and the steps (including deadlines) for planning, revising, and polishing the product over time.
 - a. Products and performances are modeled on professional-world formats rather than artificial scholastic formats (e.g., students create a scientific exhibit for a local museum rather than a science poster for the classroom).
 - b. Typically, all students work toward the same product format (e.g., scientific report, architectural blueprint, historical play) to engage the power of the classroom community to focus together on the same key skills and format and to support quality through common models of excellence and critique.
 - c. Within the common product format, there is room for students to make creative choices (e.g., all students may create architectural blueprints, but students choose the design of their own building).
 - d. For group projects, the product is designed so that the work of each student can be evaluated individually, ensuring accountability for all students.
3. Teachers plan lessons and experiences that enable all students to produce high-quality work. Planning for high-quality work includes the following steps:
 - a. Identifying professional or student-work models that will help students see what's expected of them
 - b. Planning explicit skill lessons that will prepare students to execute the product successfully
 - c. Scheduling time that will allow students to complete multiple drafts or rehearsals
 - d. Planning critique lessons and feedback protocols
 - e. Setting benchmarks for completion of each component or phase in a product to keep students on track

- f. Making some components mandatory for all students and others optional to differentiate instruction for a range of learners
 - g. Planning for any technological skills students may need to acquire to be successful in the project (e.g., recording and analyzing data, graphic design, presentation)
4. Teachers design the summative assessment of the final product to focus not on knowledge and skills—which have been assessed during the course of the project—but on the attributes of high-quality work (craftsmanship, complexity, authenticity) and Habits of Character (e.g., perseverance, responsibility for learning). (See also *Core Practice 12: Planning for and Supporting High-Quality Student Work*.)

Core Practice 9

Designing Learning Expeditions

Learning expeditions are the signature EL Education curricular structure. They make standards come alive for students. These long-term, in-depth studies offer real-world connections that inspire students toward higher levels of academic achievement. Learning expeditions involve students in original research, critical thinking, and problem solving, and they build character along with academic skills. All learning expeditions explicitly focus on building literacy skills, particularly in reading and writing informational text and writing from evidence.

Learning expeditions take multiple, powerful elements of the EL model (see Core Practices 6–8) and join them together. All of these structures can also be used independently, outside of full learning expeditions.

Learning expeditions are typically 6 to 12 weeks in duration, though sometimes longer.

A. Planning for the Scope and Components of Learning Expeditions

1. Teachers plan learning expeditions to include the following components: a kickoff experience, guiding questions, one or more projects or case studies that lead to a product, lessons, fieldwork, experts, a culminating event, and often service learning.
2. Teachers plan learning expeditions so that when students are “on expedition,” the expedition topic, lessons, and work provide the through-line of their school day across subject areas and, usually, across periods of the day.
 - a. In middle and high school classrooms, students may be “on expedition” for a given term in some courses and learning through more traditional disciplinary structures in others. Learning expeditions may be led by a multidisciplinary team or by a single teacher within a subject area that includes interdisciplinary features (i.e., learning expeditions are interdisciplinary, but not necessarily with an equal balance of disciplines).
 - b. Learning expeditions integrate skills of reading, writing, listening, speaking, numeracy, and research, as well as critical thinking, problem solving, and collaboration. Explicit literacy instruction, using relevant and appropriately complex text, takes place in learning expeditions at all grade levels.

B. Planning and Refining Learning Expeditions

1. Individual teachers or teaching teams construct or customize learning expeditions.
 - a. Teachers design learning expeditions well in advance and begin with the product or performance in mind.
 - b. Teachers calendar the components collaboratively and realistically so that students will have time to complete projects and associated products and performances

with quality. Whenever possible, they engage students in scheduling and committing to deadlines.

- c. Teachers anticipate that students will take on increasingly more leadership during a learning expedition and that the scope and final product of the expedition may change or expand accordingly.
2. Leaders and teachers create structures for critiquing, revising, and documenting learning expeditions for quality and longevity.

C. Choosing, Focusing, and Unpacking the Compelling Topic

1. Teachers choose learning expedition topics that engage student curiosity and passion by providing opportunities to connect historic, scientific, and other disciplinary concepts to local contexts and specific case studies that make learning more concrete, relevant, and enduring. A compelling topic has the following characteristics:
 - a. It is centered on important content standards identified in curriculum maps.
 - b. It addresses literacy standards so that students experience the powerful connection between reading about a topic and writing effectively about a topic.
 - c. If the topic asks students to apply problem-solving or data analysis skills, it addresses relevant mathematics standards.
 - d. It has rich potential for reading complex texts and primary sources from the discipline of study.
 - e. It takes a broad content (e.g., the Revolutionary War, Newtonian physics) and focuses it with at least one narrow case study or project that engages students and clarifies concepts (e.g., the role of a local city in the Revolutionary War, the physics of car accidents).

- f. It offers strong possibilities for original research and the creation of high-quality products for an authentic audience.
 - g. It invites students to conduct fieldwork, investigate community resources and issues, and build on their reading knowledge by collecting data, interviewing citizens and experts, and creating products that meet a real community need.
 - h. It focuses on issues of cultural diversity, equity, social justice, or environmental stewardship. It allows students, in developmentally appropriate ways, to engage in compelling conversations about their ideas of right and wrong.
 - i. It provides opportunities for students to analyze multiple perspectives, voice their opinions, construct arguments supported by evidence, and serve their communities.
2. Once teachers have identified a compelling topic, they craft one to three guiding questions that do the following:
 - a. Frame inquiry into the topic and lead students to enduring understanding of broader issues and fundamental concepts within and across disciplines
 - b. Provide the “so what” and “who cares” for students. Guiding questions help students make connections among lessons, projects, and case studies and see the big picture of their learning
 - c. Avoid singular “right” answers (e.g., Who were the founders of our nation?) or presuppose a partisan or political stance (e.g., Why should we save Statesville Creek?)
 - d. Reveal fundamental debates and concepts of a discipline and the essential questions that scholars such as scientists and historians must grapple with in their work (e.g., Whose story is told when history is written?)
 - e. Are phrased to be student-friendly, age-appropriate, memorable, and thought-provoking (e.g., What is a healthy life?)
 - f. Can be referred to strategically throughout the learning expedition as students develop increasingly informed and sophisticated responses to these questions, individually and as a group
 3. Teachers use the Four T’s (Topic, Task, Targets, and Text) framework to strengthen a cohesive learning expedition plan.
 - a. They identify a compelling **topic**.
 - b. They plan challenging, engaging **tasks**, including assessments, that align with the learning targets.
 - c. They craft learning **targets** for content and skills based on required standards that drive the learning expedition.
 - d. They choose challenging, engaging **texts** that align with the targets.
 4. Teachers document their learning expedition plans and create standards-targets-assessment documents.

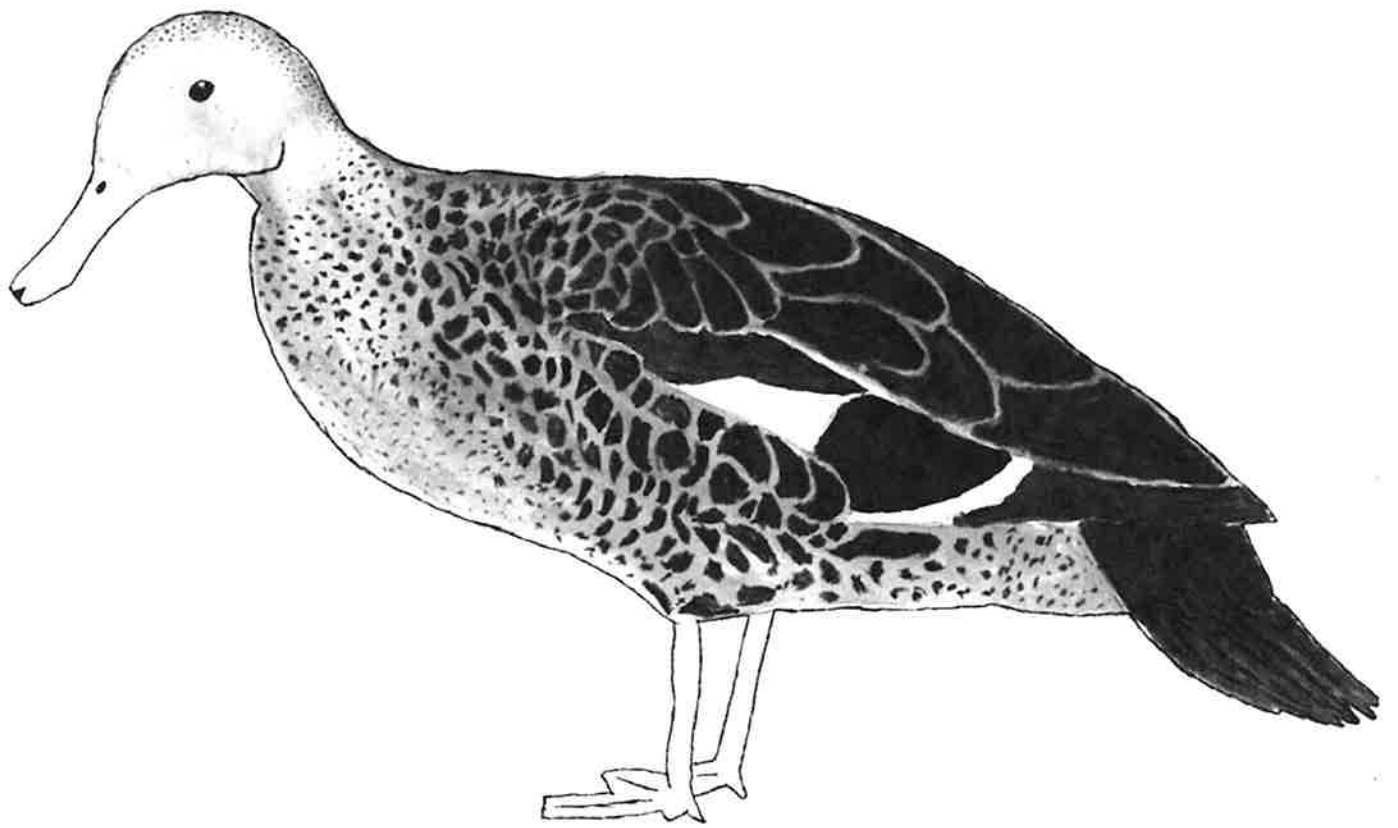
D. Planning for the Flow of Learning Expeditions

1. Teachers plan a kickoff or immersion experience for students that ignites curiosity and sparks interest in a topic. The kickoff is designed to:
 - a. Build background knowledge in the learning expedition content
 - b. Raise questions rather than answering them
 - c. End by revealing the guiding questions and an opportunity for students to debrief by forming connections to the questions and brainstorming ways to pursue answers
2. Teachers plan reading, fieldwork, and research experiences that allow students to become experts in the topic. These experiences may include:
 - a. Building background knowledge through reading primary sources or other texts
 - b. Interviewing experts who come to the classroom to speak about case study topics
 - c. Investigating a case study topic through research
 - d. Conducting laboratory experiments or fieldwork to collect data
3. Teachers plan how students will work on the final product throughout the learning expedition as they acquire and refine their knowledge and skills. This plan includes how and when students will:
 - a. Take notes and record information needed for the product
 - b. Make decisions about design and organization of their product
 - c. Learn skills needed to be successful on the product
 - d. Draft the product
 - e. Critique, revise, and polish the final product
4. Teachers plan a culminating event or celebration of learning that features high-quality student work. The plan for presentation includes the following:
 - a. Logistics that support students to be the main

Designing Learning Expeditions (continued)

presenters or docents at the celebration. Students act as teaching experts to explain or perform their work rather than simply displaying it.

- b.** Time to display student work in a beautiful and professional way that calls attention to craftsmanship and authenticity
- c.** Drafts of student work and other indicators of the process by which students created their work (e.g., documentation panels that tell the story of the learning and of students' growth and perseverance)
- d.** Ways for the audience to interact with students by asking questions, providing feedback, or reflecting with students

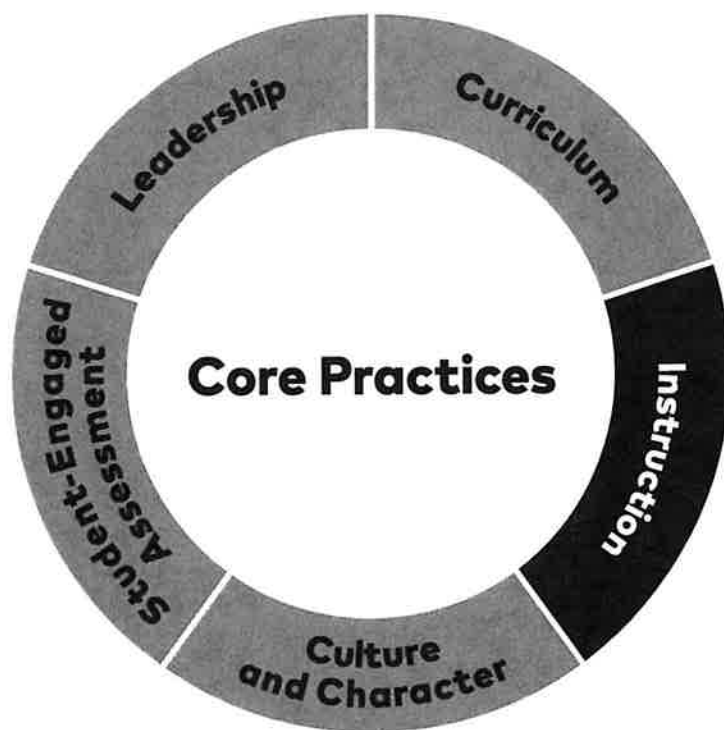


Instruction

EL Education promotes instruction that is alive with discovery, inquiry, critical thinking, problem solving, and collaboration. Teachers talk less. Students talk and think more. Lessons challenge, engage, and empower students with complex issues, text, and problems. They lift up big disciplinary ideas and give students practice with the tools and skills professionals use in the real world as they create high-quality work. Teachers differentiate instruction and empower all students to be self-directed, independent learners.

Core Practices in This Domain

- Planning Effective Lessons
- Delivering Effective Lessons
- Planning for and Supporting High-Quality Student Work
- Teaching Reading across the Disciplines
- Teaching Writing across the Disciplines
- Teaching Mathematics
- Teaching Science
- Teaching Social Studies
- Teaching in and through the Arts
- Differentiating Instruction
- Teaching English Language Learners



Core Practice 10

Planning Effective Lessons

Lessons are the building blocks of all curricular structures in the EL Education model. Whether planning a single lesson or a series of lessons, teachers attend to how the lessons sit in the larger arc of curriculum. They carefully craft a beginning, middle, and end, regardless of lesson type. By attending to each lesson with care, teachers ensure that all students are challenged, engaged, and empowered and can transfer their understanding to new contexts. They also give students opportunities to develop and demonstrate Habits of Character.

Effective lesson planning begins with crafting clear standards-based learning targets in student-friendly language. Teachers plan strategies that ignite student curiosity and track student understanding, and they maximize opportunities for student voice, critical thinking, and leadership. Thoughtful lesson design leads students to want to learn, to work collaboratively, and to be aware of their learning process.

A. Designing the Lesson

1. Teachers craft high-quality learning targets in student-friendly language that reflects teachers' knowledge of their standards and their students. (See also *Core Practice 28: Crafting and Using Learning Targets.*)
2. Teachers vary the lesson formats they use. They make strategic decisions about format based on the learning targets and the needs of students.
3. Teachers craft lessons that set a clear purpose and ensure challenge. Teachers plan for challenge by asking the following questions of themselves:
 - a. Based on required standards, what knowledge, skills, or habits do I most want my students to learn?
 - b. How challenging are the texts I'm asking students to read relative to grade-level standards? How challenging are the tasks I'm asking them to do? What level of thinking (e.g., remembering, analyzing, creating) is required for this work?
 - c. Am I giving students an opportunity to grapple? Am I making space for uncertainty and creative problem-solving?
 - d. What questions should I ask? What is the purpose of each question?
4. Teachers scaffold instruction in the body of lessons to maximize student participation and discourse so that teachers talk less and students talk and think more. Teachers plan for engagement by asking the following questions of themselves:
 - a. What will cause students to be curious and want to learn?
 - b. How will I provide students with a vision of the learning target(s) in a way that gives them ownership of their learning?
 - c. What lesson format will engage students in the day's key learning? What protocol or prompt will push students to ask questions of each other and encourage discussion?
 - d. What do students already know? What sequenced steps will help them build new knowledge and skills?
 - e. What framing question or task can I provide to connect students to an authentic personal, disciplinary, or social issue to engage and deepen their thinking?
 - f. How will I differentiate for the needs of my diverse learners so that all are effectively supported and appropriately challenged?
5. Throughout the lesson and especially as it concludes, teachers help students to synthesize their current understanding and reflect on their progress so that students retain skills and concepts beyond an individual lesson or unit. Teachers plan for empowerment by asking the following questions of themselves:
 - a. How will I structure the lesson so that students take responsibility for their learning? How will they assess and track their progress? How will we debrief learning experiences?
 - b. How will students know what quality looks like, and how will I support them in producing high-quality work?
 - c. Are there parts of the lesson that I can turn over to students to lead?
 - d. Does the lesson give students an opportunity to articulate why the learning matters and how they might use it in new contexts?
 - e. How will I help students capture key concepts so that they can remember them beyond the lesson?

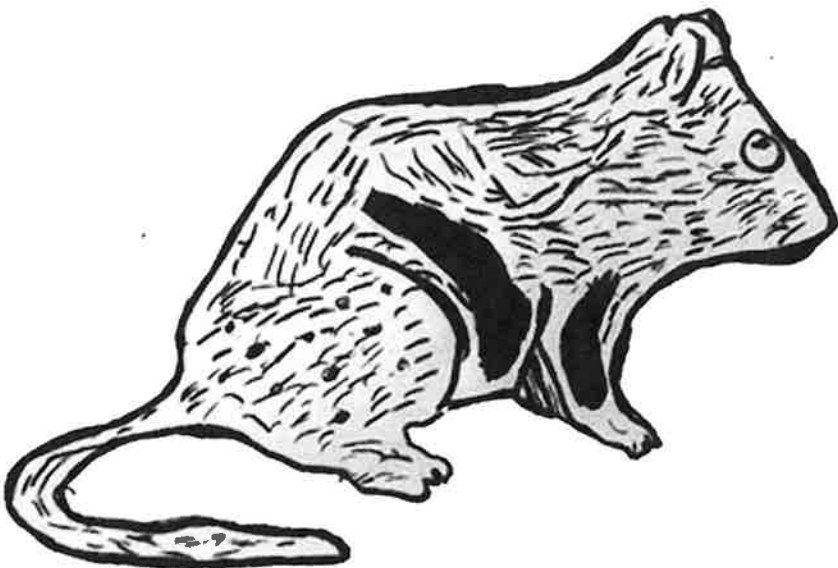
B. Choosing a Lesson Format

1. Teachers choose a **Workshop 1.0 lesson format** when students have minimal background knowledge of the skill or content, or when first establishing classroom norms and building student confidence in learning strategies. Workshop 1.0 is a traditional “gradual release” lesson format, with the teacher modeling a skill and leading guided practice before students work on their own. Workshop 1.0 includes the following sequence of components:
 - a. *Introduction*: The introduction taps into students’ curiosity, sets a positive tone, builds the need to know, and links to previous learning. The learning target is shared during the introduction.
 - b. *Mini lesson*: The mini lesson shows students how to meet the learning target through direct instruction. The teacher prepares students for success during practice by providing an explicit model of proficiency. The mini lesson may include modeling, think-aloud, demonstration, or mini lecture.
 - c. *Guided practice*: Guided practice allows the teacher to assess student readiness for working independently by providing an opportunity for all students to try what was modeled with ample support. The teacher renames steps and addresses misconceptions.
 - d. *Independent practice*: During independent practice, students practice what was modeled independently of the teacher. Teachers facilitate student thinking and understanding by asking probing questions and assess students’ proficiency in relation to the learning target.
 - e. *Sharing*: Teachers invite students to share work and ideas that show progress toward the learning target. Students and teachers celebrate successes.
 - f. *Debrief*: Teachers invite students to create meaning by debriefing the lesson. Students think about the learning process and name how the lesson furthered their learning. Students and teachers assess proficiency toward the learning target and identify next steps.
2. Teachers choose a **Workshop 2.0 lesson format** when students are ready for more individual grappling with text and problems and less teacher modeling and guided practice. Workshop 2.0 is a revision of the traditional workshop model designed to address the demands of more rigorous standards. Workshop 2.0 includes the following sequence of components:
 - a. *Engage*: Teachers engage students with a question, quote, object, picture, or problem that spurs thinking and invites them into the lesson’s purpose or topic.
 - b. *Grapple*: Teachers invite students to grapple independently with a complex text or problem. In early grades, this may be listening to a text that is read aloud.
 - c. *Discuss*: Teachers provide a structured protocol that enables students to discuss, collaborate, and critique their interpretations or solutions for the problem or text.
 - d. *Focus*: The teacher presents the learning target and a mini lesson or guided practice that introduces new concepts or skills, “mops up” misconceptions, or refocuses students’ learning.
 - e. *Apply*: Teachers ask students to apply their learning to a task that provides an opportunity to meet the learning target. During this section, the task may be differentiated, providing guided instruction for some students, but the text and target remain the same for all.
 - f. *Synthesis*: Teachers invite students to debrief what they learned, share their reflection about how they learned, and assess their progress toward the learning target.
3. Teachers choose a **Discovery-Based lesson format** when they wish to prioritize exploration of new concepts or materials and to build curiosity and creative thinking. Teachers start a discovery-based lesson, such as the 5E’s, with a provocative experience or problem that will help students to understand a broad concept within a discipline. They invite students to grapple with the problem in their own way, and then build skills, vocabulary, and conceptual understanding on a “need to know” basis. Learning targets are shared, or co-constructed with students, after exploration, discovery, and discussion. The components of a typical discovery-based lesson—the 5E’s—follow:
 - a. *Engage*: Teachers engage students (e.g., with a demonstration, brainstorm, problem) to raise questions and elicit responses that uncover what students know or think about the topic.
 - b. *Explore*: Students then explore the topic together, without direct instruction from the teacher. The teacher asks probing questions of students and listens as they make meaning.
 - c. *Explain*: Teachers ask students to explain their thinking based on their explorations and provide students with clarifications, definitions, and direct instruction.
 - d. *Extend*: Students extend their knowledge of the topic by applying concepts and skills to new problems and tasks.
 - e. *Evaluate*: Teachers assess students’ knowledge or skills and ask them to assess their own learning.
4. Teachers choose **Protocol-Based lessons** when they wish to support students to discuss, collaborate, consult, share, critique, and present more productively and effectively.

Planning Effective Lessons (continued)

Questions to consider when planning protocol-based lessons include:

- a. What materials are needed to support the protocols (e.g., discussion role cards, peer critique response forms)?
 - b. Will the protocol last the entire lesson or support just one segment of the lesson? A lesson-length protocol structures an entire class period for a particular purpose. A Building Background Knowledge Workshop (BBK), a Socratic Seminar, and the Peer Critique protocol are examples of lesson-length protocols. Brief protocols such as Say Something, Turn and Talk, or Numbered Heads Together can be used to structure conversation and collaboration during one segment of a lesson.
5. Teachers choose **other lesson formats**—lecture, video, work sessions, labs, games—for specific purposes. Teachers embed engagement strategies to make the format more active when using lectures, video screenings, work sessions, and labs (e.g., using graphic organizers, mid-session questioning or critique, and Pair-Shares).
- a. When students are learning content or practicing and mastering foundational facts, video, lectures, or memorization games may be appropriate.
 - b. When students are applying knowledge and skills to tasks, products, or performances, extended work sessions and labs may best serve the purpose.



Core Practice 11

Delivering Effective Lessons

In the EL Education model, teachers engage students in meaningful and productive work throughout the class period. When delivering lessons, teachers create purpose and build curiosity for students. They use classroom management techniques that promote equity and create a respectful, active, collaborative, and growth-oriented culture. They make time to confer with students and are aware of each student's level of understanding and participation. Teachers use practices that ensure all students grapple with challenging content. Teachers foster character by building positive relationships with students and inspiring each student to develop craftsmanship, perseverance, collaborative skills, and responsibility for learning. They promote critical thinking by asking that students make connections, perceive patterns and relationships, understand diverse perspectives, supply evidence for inferences and conclusions, and generalize to the big ideas of the discipline studied.

A. Starting with a Challenge and Setting Purpose

1. Teachers engage students with a task that invites them to grapple with the text or problem of the lesson. They use questions, graphics, video, artifacts, or hands-on experiences to connect students to the big idea or concept addressed in the lesson.
2. Teachers verbalize how new ideas and content build on prior instruction or students' prior knowledge.
3. Teachers strategically share learning targets with students during the focus section of a Workshop 2.0 lesson, or after a "hook," mystery experience, or discovery period.
4. Teachers pose strategic and open-ended questions that build students' curiosity and elicit multiple responses and perspectives from students.
5. Teachers describe next steps in the learning to orient students in the project or series of lessons and to provide the big picture for their learning.

B. Managing Students in the Active Classroom

1. Teachers develop and teach routines that maximize instructional time and student responsibility for effective lessons.
 - a. Teachers streamline tasks that are non-instructional (e.g., taking attendance).
 - b. Teachers establish routines for dealing with lesson interruptions such as visitors, announcements, and transitions. Students are able to refocus quickly.
 - c. Teachers have routines for managing materials, furniture, and space. Students become adept at organizing the classroom for varied types of lessons and purposes.
 - d. Teachers use specific and respectful techniques or signals for quickly getting and maintaining students'

attention (e.g., call and response, raised hands, rhythmic clapping).

- e. Teachers introduce a brand-new skill or routine using demonstrations, think-alouds, role-plays, or Fishbowls to show what meeting the learning target looks like, for both academic learning targets and character learning targets.
 - f. Teachers provide an instructional task (e.g., "do now" posted on the board) for when students enter the classroom or at the beginning of a lesson. Students always know what to do when they enter the room for a lesson.
2. Teachers use strategies to ensure that all students participate and embrace individual accountability.
 - a. Teachers group students intentionally with the purpose of the activity in mind—for independent work, paired work, or larger groups. Groups are sometimes heterogeneous and sometimes homogeneous, depending on the purpose (e.g., students with different strengths and jobs working collaboratively on a problem; students with similar interests working collaboratively on a product; students working on the same phonetic or mathematical concept).
 - b. Teachers provide or teach students to create graphic organizers, journals, concept maps, or other note-catchers that enable every student to record and represent thinking.
 - c. Teachers create and post anchor charts, word walls, and other forms of "public notes" to synthesize student understanding and to provide students with a reference for future learning.
 3. Teachers use protocols that model and encourage all students to participate respectfully in classroom discourse, take responsibility for their own learning, and contribute to the collective understanding of the group. Protocols

Delivering Effective Lessons (continued)

are procedures for discussion, collaboration, consultation, sharing, critique, and presenting that make classroom discourse more productive and effective. When using protocols, teachers implement the following strategies:

- a. Explicitly teaching, rehearsing, and monitoring the steps of a selected protocol when it is first introduced
- b. Using protocols in daily lessons when students are analyzing and discussing text, collaborating to solve problems, or critiquing each other's work
- c. Using protocols to facilitate classroom meetings and Crews
- d. Supporting students to reflect on how effective the protocol was and to revise and improve their use of the procedure

C. Supporting All Students¹

1. Teachers gather detailed information about students' learning backgrounds, strengths, challenges, readiness, and interests.
2. Teachers pre-assess and/or ask students to self-assess against learning targets in order to determine flexible student groups and to provide all students with respectful tasks that will move them toward proficiency.
3. Teachers explicitly and intentionally teach academic and domain-specific vocabulary.
4. Teachers explicitly and intentionally teach background knowledge to fill in the gaps for students with less exposure to select topics.
5. Teachers scaffold instruction and tier assignments to support, challenge, and empower a variety of learners.
 - a. Teachers provide appropriate scaffolding during lessons (e.g., chunked text, annotated graphic organizers, guided practice).
 - b. Teachers provide more complex (not just more) tasks for advanced learners (e.g., supplementary text, extension problems).

D. Empowering Students through Reflection and Student-Engaged Assessment²

1. Teachers intentionally build a culture of collaboration, trust, and growth in which students feel that they belong and are respected. (See also *Core Practice 21: Creating a Community of Learning*.)

2. Teachers check for student understanding throughout lessons to ensure that every student demonstrates progress toward learning targets.
3. Teachers make time at the end of the lesson to debrief with students. They use varied structures to help students synthesize their current understanding and reflect on their progress so that students retain skills and concepts beyond an individual lesson or unit.
 - a. Teachers invite students to identify the thinking and problem-solving strategies they use during a lesson.
 - b. Teachers ask students to reflect on how their thinking has changed over time.
 - c. Teachers invite students to set goals for future learning and apply their learning to new contexts.
4. Teachers track students' progress toward mastery of learning targets regularly by using exit tickets, strategic observation, clickers, or other checks for understanding.
5. Teachers confer with students individually and in small groups to monitor each student's level of understanding and identify class-wide patterns.
6. Teachers provide structures (e.g., data trackers, portfolios) that teach students how to reflect on their own learning and collect evidence of growth.
7. Teachers keep observational and anecdotal records during student work sessions and when conferring with students and use them to inform next steps in instruction.
8. Teachers support students to lead their own learning by setting goals, analyzing data, and tracking their own progress (e.g., graphing their own reading fluency, analyzing patterns of error on a math test).
9. Teachers strategically administer on-demand assessments that accurately measure students' mastery of learning targets.

1. See also *Core Practice 19: Differentiating Instruction*

2. See also *Core Practice 29: Checking for Understanding in Daily Instruction*

Core Practice 12

Planning for and Supporting High-Quality Student Work

The EL Education model compels students to produce high-quality work that demonstrates complexity, craftsmanship, and authenticity. Teachers plan deeply to support students in creating products that demonstrate these qualities. They support students to create products for audiences beyond teachers and parents (e.g., a whole-class scientific study of a local pond, resulting in a water-quality report for the city board of health). Creating real work for real audiences motivates students to meet standards and engage in revision. In the process, they develop perseverance and realize that they can do more than they thought possible.

To create a culture of excellence, teachers have high expectations for all students and support all students with the scaffolding and equitable opportunities they need to achieve excellence. Students analyze models of excellence—student work and professional work—and use those models to build criteria for excellence in that genre of work. They receive targeted feedback from teachers, experts, and peers based on established criteria and revise their work through multiple drafts.

Teachers and school leaders analyze student work samples, task descriptors, and rubrics in professional learning to develop a common understanding of how to build complex, engaging tasks and how to support students to achieve high-quality work and meet standards.

A. Planning for Complexity in Student Work

1. Teachers design tasks that ask all students to do higher order, complex thinking. When creating the assignment, they consider the following questions:
 - a. Does it connect to the big concepts that undergird my discipline or unite disciplines?
 - b. Does it prioritize transfer of understanding to new contexts?
 - c. Does it prioritize consideration of multiple perspectives?
 - d. Does it require strong literacy skills, such as analyzing complex text and using text-based evidence to support writing or speaking?
 - e. Does it require higher-order thinking skills like applying, analyzing, evaluating, and creating?
2. Teachers scaffold lessons to give all students practice in succeeding at higher-order thinking and decision-making. Scaffolding strategies include the following:
 - a. Differentiating assignments to allow for student choice, interest, and innovation
 - b. Considering the background knowledge, perspectives, resources, and home support of all students to make product creation accessible and equitable for all students
 - c. Requiring students to do the planning and decision-

making that allow them to apply knowledge and skills in a new way

B. Planning for Craftsmanship in Student Work

1. Teachers plan backward from their vision of the product to identify supports students will need to create work that is accurate, detailed, and beautiful. With consideration for time and resources, their planning includes the following steps:
 - a. Whenever possible, “test-driving” the product by creating their own in order to determine where students may struggle or need additional supports
 - b. Identifying models of the product that can be used for critique lessons with students
 - c. Identifying and acquiring professional tools and materials that enable students to master the conventions of the medium
 - d. Sequencing skill lessons that enable students to learn and practice techniques required to create a high-quality product
 - e. Identifying and contacting experts from within or outside the school who can share their wisdom, techniques, and the vocabulary of their field
 - f. Sequencing lessons and scheduling adequate time for students to revise and polish their work multiple times in response to feedback

Planning for and Supporting High-Quality Student Work (continued)

C. Planning for Authenticity in Student Work

1. Teachers plan backward from their vision of a product to ensure that it feels authentic to students and has meaning in the larger community. With consideration for time and resources, their planning includes the following steps:
 - a. Choosing products that use work formats and standards from the professional world, rather than artificial school formats (e.g., students create a book review for a local newspaper instead of a book report for the teacher)
 - b. Choosing products that connect academic standards with real-world issues, controversies, and local people and places
 - c. Identifying or working with students to identify an audience beyond the teacher
 - d. Building into the assignment opportunities for choice based on interest or learning style
 - e. Identifying opportunities—collaboration with experts, fieldwork, or service experiences—that can enhance the authenticity of the product
 - f. Prioritizing the original thinking of students—authentic personal voice and ideas, rather than memorized content or filling in blanks
 - g. Looking for ways to motivate students with products that are also acts of service (e.g., creating informative signage for a local stream restoration project)

D. Developing a Culture of Excellence

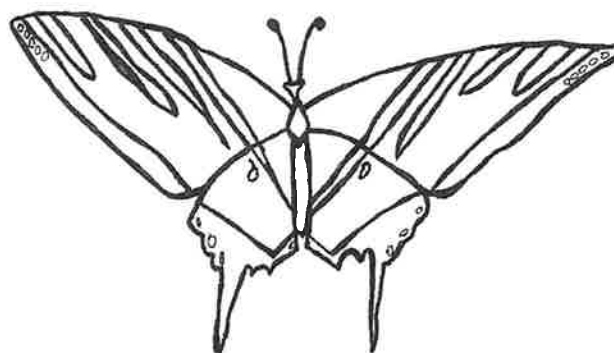
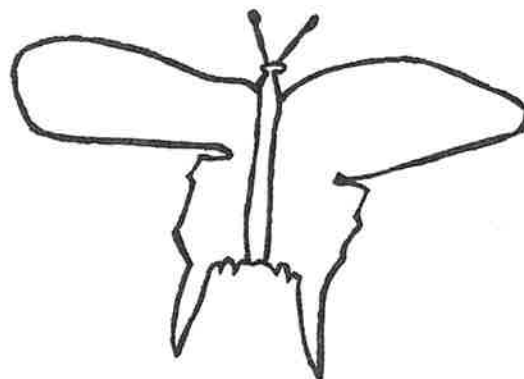
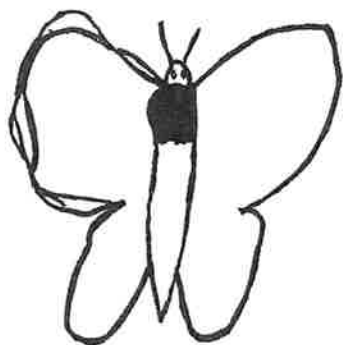
1. Teachers create a classroom climate where students are excited about the opportunity and challenge of work, feel accountable to the group for deadlines, and demonstrate ownership of and pride in the work they create. (See also *Core Practice 22: Fostering Habits of Character*.)
2. Teachers create a culture of meaningful reflection and self-assessment by regularly engaging students in critiquing models or exemplars (either professional or student-created) and giving and receiving feedback on their own and peers' work. They establish norms that keep both formal and informal feedback emotionally safe, respectful, and always kind, specific, and helpful.
3. Teachers collect compelling models of work from students within and beyond the school and from the professional world. They display them to inspire high standards.
4. Teachers and school leaders regularly examine student work samples in grade-level teams, disciplinary teams, or whole-school professional learning to assess student understanding and skills. They assess assignments for

their alignment to standards, complexity, authenticity, and high degree of craftsmanship. They identify strategies to support all students in achieving high-quality work.

E. Using Models, Critique, and Descriptive Feedback to Produce High-Quality Work

1. Teachers often structure lessons as whole-class critique sessions.
2. Teachers and students examine models of student work or professional work in order to name what quality looks like and identify strategies for improving quality.
 - a. Teachers seek out inspiring and compelling models in the chosen genre so that students are excited to begin their own work.
 - b. Teachers generate criteria lists with students and use them to construct task descriptors and rubrics. For example, instead of telling students what makes a good essay, students together critique essays of varying quality and create a list of qualities of a good essay.
 - c. Teachers curate an archive of models, particularly in genres frequently used by students (e.g., lab reports, math word problem solutions).
3. Teachers demonstrate and teach protocols that support students in giving feedback to their peers. Teaching students to give and receive feedback includes the following:
 - a. Modeling what giving and receiving quality feedback looks like and sounds like
 - b. Developing specific questions to guide the protocol so that students focus on select aspects of the work (e.g., organization, detail)
 - c. Using the same protocol multiple times and debriefing the process each time to build students' skills in giving and receiving kind, specific, and helpful feedback
4. Teachers sometimes invite guest experts to visit the classroom to give feedback on student work. Teachers prepare experts to focus on specific learning targets, model the classroom/school norms for communication, and build vocabulary and standards of the profession.
5. Teachers confer with students to provide descriptive feedback or comment on student work in writing during drafting and revision. This feedback *for learning* does not serve as an evaluative score or grade.

6. Teachers provide descriptive feedback that:
 - a. Directs attention to the intended learning
 - b. Is timely, ensuring that there is time for students to act on the feedback prior to summative assessment
 - c. Addresses targeted misunderstandings and provides focused suggestions that students can act on
 - d. Prompts students to think rather than simply make corrections
7. Teachers support students in analyzing their own thinking, writing, and creative process so that they can identify next steps for revision that refer back to agreed-upon criteria and move the work toward mastering learning targets.
8. Teachers require students to revise work intended for a public audience multiple times with the aim of meeting or exceeding the rubric criteria and achieving high quality (complexity, craftsmanship, and authenticity).



Core Practice 13

Teaching Reading across the Disciplines

In the EL Education model, teachers in all subjects and grade levels teach reading so that students build knowledge of the world and make sense of content by reading, thinking, talking, and writing about compelling topics. Teachers also provide many opportunities for students to read for joy, to satisfy innate curiosity, to revel in the pleasure of creative language, and to be transformed by interaction with other readers and writers.

Teachers challenge students to collaboratively and independently grapple with complex informational and literary texts. Teachers differentiate lessons to enable all students to comprehend a variety of grade-level texts, including primary sources, informational articles, literature, poetry, data sets, and real-world texts like speeches and informational graphics.

Teachers also provide texts at students' independent reading level, both for group or independent research (on the class topic of study) and for pleasure (on any topic of their choice). Teachers immerse students in reading for understanding and in lessons that require thinking, talking, and writing about text so that students develop the habit of supporting their claims with evidence when they speak and write. Content area teachers support students to read the formats and types of texts typical of their content (e.g., science articles, data sets) and to use domain-specific as well as academic vocabulary.

Across the grade levels, teachers focus on age-appropriate reading skills. For example, in primary grades, teachers balance content-based literacy and structured phonics lessons. At the secondary level, teachers of mathematics, science, history, technology, and the arts explicitly teach and support students to be strong readers of text within their discipline.

A. Planning for Reading Instruction

1. Teachers plan literacy-rich projects, case studies, and learning expeditions around compelling topics. They select a variety of texts—different genres, formats, reading levels, primary and secondary sources, data sets, and texts representing diverse perspectives on a topic—to teach content and develop skills. Teachers choose texts strategically to help students make meaning about a topic addressed in multiple texts.
2. Teachers of all subject areas and in all grade levels prioritize reading and text selection as part of the planning process. They ensure that students read a balance of informational and literary text. In language arts and humanities classes, as well as interdisciplinary studies, they frequently pair informational and literary texts so that topics resonate and both literary and informational texts have greater relevance for students.
3. Teachers choose or design curriculum and lessons that give students compelling reasons to read and promote a need-to-know culture of reading in the classroom.
4. Teachers evaluate text for quantitative and qualitative measures of complexity as part of planning lessons and longer units of study.
5. For close reading, teachers ensure that all students have access to grade-level complex text. They may differentiate the length of text and the tasks required of students to access the text but avoid differentiating the texts themselves. When students are reading independently for research or pleasure, teachers provide varied texts so that students at all levels read texts that they can comprehend independently. (See also *Core Practice 19: Differentiating Instruction*.)
6. Teachers select protocols and lesson formats (e.g., Workshop 2.0) that encourage students to process text through thinking, talking, and writing.
7. Teachers plan text-dependent questions in advance based on their larger teaching purpose: both the content understanding they want students to develop and the grade-level literacy standards students need to master. Their questions require students to search for explicit and implicit evidence to support their thinking. Teachers include questions that require higher-order thinking (e.g., analysis, evaluation), not just fact-finding.

B. Supporting All Students to Succeed as Readers³

1. Teachers in all subject areas and at all grade levels teach reading to acquire content and to develop skills such as analyzing, evaluating, researching, and writing.
2. In primary grades, teachers balance content-based literacy and structured phonics lessons.
 - a. Teachers conduct close read-alouds of content-rich texts using listening and sharing protocols that support students in analyzing and discussing complex text.
 - b. Teachers build students' foundational skills by intentionally using texts that support students to understand how language works. Foundational skills include:
 - i. Concepts of print
 - ii. Phonemic awareness
 - iii. Word recognition
 - iv. Fluency
 - v. Basic conventions of spoken and written English
 - c. Teachers make time for active literacy blocks that encourage young readers to play and create with language, explore new skills, read books they choose and can read at an independent level, and practice skills and Habits of Character.
3. In content areas and secondary classes, teachers give special attention to the research standards at their grade level.
 - a. Teachers engage students in rich and rigorous evidence-based conversations about the texts they use for their research.
 - b. Teachers require students to use the information and evidence they collect in research to support their ideas and arguments in speaking and writing.
4. All teachers regularly facilitate close reading lessons, in which students read and reread short complex texts to uncover layers of meaning and consider author's craft. In primary grades, teachers do this through close read-alouds.
5. Teachers require students to grapple with complex texts as independently as possible; teachers model to clarify and reteach after students have tried on their own.
6. Teachers require students to code or annotate text, refer to the text to answer questions, discuss using evidence from the text, and write to demonstrate their understanding.

7. Teachers use protocols (e.g., Socratic Seminar, Conversation Cafe, Say Something) to structure students' discussion of text, engage all students, and hold them accountable for respectful and productive conversation.
8. Teachers provide tools (graphic organizers, anchor charts, reading response journals, word walls) that enable students to record text-based evidence, document their thinking, and reference vocabulary.
9. Teachers use common language, grounded in the language of the standards, to teach reading (e.g., citing evidence, inferring, identifying main ideas) and habits that support successful reading (rereading, annotating).
10. Teachers explicitly teach students to analyze texts for both meaning and author's craft.
11. Teachers teach vocabulary both implicitly (by immersing students in rich language) and explicitly. They focus lessons intensely on word-learning strategies (e.g., using context clues, affixes, reference materials) to build students' ability to acquire more words independently.

C. Creating a Culture of Reading

1. Teachers present themselves as readers and model appreciation and enjoyment of written text. Adults in the school and larger community read with students and discuss their own reading habits and passions.
2. Teachers frame complex text as an exciting challenge that rewards readers with a sense of achievement and pride, an adventure that demands courage, perseverance, and learnable skills. Teachers encourage students to take academic risks in their reading and provide multiple low-stakes opportunities to learn from mistakes. (See also *Core Practice 22: Fostering Habits of Character*.)
3. Teachers provide opportunities for students to read every day, throughout the day, for a variety of purposes and to discuss and write about what they read. Teachers encourage students to share verbally, to listen respectfully to other readers, and to value multiple perspectives.
4. Teachers celebrate vocabulary, both general academic and domain-specific vocabulary, across the school in lessons, Crew, and displays.
5. Teachers model and verbalize that reading can be joyful and interesting. They set up structures for accountable, independent reading that promote reading as a way to learn about the world and connect with other readers and writers.

3. See also *Core Practice 19: Differentiating Instruction*.

Teaching Reading across the Disciplines (continued)

6. Teachers incorporate readings of quotes, short stories, poems, and other short texts into Crew and other schoolwide structures, such as community meetings, to underscore the importance of literacy.
7. Teachers know their students as readers and help students find texts that match individual needs and interests, are accessible and engaging, and that help students build deep knowledge about the world around them.
8. Teachers create classrooms that are print-rich environments with classroom libraries and digital resources that include a variety of sources in multiple genres, representing differing perspectives and a variety of reading levels.
9. Students can articulate the value of reading in their lives and in the world. They read with curiosity, wonder, and joy.
10. Students develop the habits of building strong content knowledge, comprehending as well as critiquing, valuing evidence, and understanding multiple perspectives and cultures.

D. Assessing Reading⁴

1. Teachers provide recording forms, graphic organizers, or reading response journals. Students document their understanding and thinking and provide evidence of growth over time.
2. Teachers regularly confer with students about the content of their reading to deepen students' thinking about their reading, reflect on their growth as readers, and help them set and track goals.
3. Teachers assess student understanding of text through text-dependent questions with verbal or short written responses. Whether oral or written, such questions require students to substantiate their claims and interpretations with evidence from the text.
4. Teachers craft assessments to determine students' level of standards-aligned reading proficiency. In the primary grades, teachers regularly assess students' progress through observation, running records, or age-appropriate literacy assessments.
5. Teachers use diagnostic and normed interim assessment data to identify areas for growth and inform reading instruction. Teaching teams meet regularly to discuss concerns arising from data.
6. Teachers share data with students and support them in analyzing their own data and setting goals for improvement in reading.

4. See also *Core Practice 29: Checking for Understanding in Daily Instruction* and *Core Practice 30: Using Assessments to Boost Student Achievement*

Core Practice 14

Teaching Writing across the Disciplines

In the EL Education model, writing is taught across the curriculum in K–12 classrooms. Teachers provide many opportunities for students to write for multiple purposes: to express their thoughts and feelings, to tell stories, to demonstrate understanding, to reflect on learning, to communicate ideas, and to develop and polish the craft of writing. Students write to learn (as a way of putting their emerging thinking on paper). They also learn to write, revise, and polish authentic pieces in varied genres for audiences beyond the teacher. Teachers develop and teach a common language for the process of writing and the elements of good writing. They use consistent practices for teaching and assessing writing.

At the secondary level, teachers of mathematics, science, history, technology, and the arts explicitly teach and support quality writing within their discipline. Teachers provide opportunities for students to write like historians, scientists, mathematicians, and artists. While the nature and amount of writing varies by discipline and grade level, writing is a central vehicle for learning and communicating in all classrooms.

A. Planning for Writing Instruction

1. Teachers design writing tasks that address standards-aligned learning targets. In the course of the school year, tasks encompass a variety of writing genres and formats (e.g., arguments or opinion pieces supported by evidence, research-based informational writing, narratives, poetry, personal essays).
2. Teachers plan writing tasks that support learning throughout a project, case study, or learning expedition so that students build knowledge and can create a final product with deep understanding about their topic. Teachers create graphic organizers, journals, or other note-catchers to accompany reading lessons. Teachers create on-demand written response tasks to assess students' knowledge and writing skills prior to completing a final product.
3. Teachers identify authentic audiences within and beyond the school community for whom students can write. They design writing tasks for products that will be revised and polished over many weeks and that mirror formats or genres used in the professional world (e.g., brochures, letters, books, how-to manuals, advertisements).
4. Teachers are aware of the writing formats commonly used in different disciplines (e.g., scientific journals, oral histories, mathematical solutions that explain process). They collect and archive exemplars of high-quality student writing in formats used commonly in their classrooms to use as models for class critique lessons and can explain what quality writing looks like in multiple contexts.
5. Teachers craft thoughtfully scaffolded writing lessons to support all learners in a variety of writing tasks and with a particular writing task. They design anchor charts, writing process trackers, rubrics, and other tools to scaffold the writing process for students.

6. Teachers work to include diverse authors who expose students to a variety of cultures and voices when choosing professionally written models for students to learn from and emulate.

B. Supporting All Students to Write Effectively

1. Teachers ensure that students have multiple opportunities to discuss and rethink their ideas before and during a writing task.
2. Teachers recognize speaking and listening as ways of processing and organizing ideas for writing.
3. Teachers encourage students to return to the text multiple times and challenge students to use accurate text-based evidence when writing for evidence-based tasks.
4. Teachers in all subject areas require students to write to learn.
 - a. Teachers ask students to read, analyze, discuss, and write about texts in order to evaluate and synthesize evidence they will use in their writing.
 - b. Teachers assign journals, synthesis statements, and other forms of written response in which students document their learning about the topic.
 - c. Teachers require students to use information and evidence they collect through reading and research to support the ideas and arguments in authentic writing products.
5. Teachers in all subject areas require students to learn to write.
 - a. Teachers explicitly teach the recursive process of writing, from building knowledge to prewriting, drafting, conferring, revising (for author's craft), editing (for conventions), and making the work public. They

Teaching Writing across the Disciplines (continued)

- support students to understand that writers often go back and forth between these “steps” many times.
- b. Students articulate and use the writing process to create high-quality work that is complex, well crafted, and authentic. In the primary grades, this means teachers support students with getting their words down on paper but are careful to honor students’ word choice and organization of ideas. (See also *Core Practice 12: Planning for and Supporting High-Quality Student Work.*)
 6. Students and teachers use a common language for the elements of writing (e.g., ideas, organization, style, sentence fluency, conventions) and the habits that support successful writing (e.g., perseverance, revising, critiquing, editing).
 7. Teachers build understanding of the writing process and author’s craft through structured critique lessons that feature student work as models whenever possible. These models are not used as examples of perfection, but rather they are analyzed together with students to build student-friendly criteria for quality that can be used to create rubrics and guide students. (See also *Core Practice 12: Planning for and Supporting High-Quality Student Work.*)
 8. Teachers create anchor charts with students that document student understanding of the elements of quality writing and the writing process. They are displayed so that students can reference them while they are working toward quality writing.
 9. Teachers focus on one skill or strategy at a time (e.g., crafting a thesis, proper citation style). They chunk specific standards, techniques, and elements of writing with targeted mini lessons.
 10. In the content areas, teachers explicitly teach writing with attention to the vocabulary, writing formats, and style of their discipline (e.g., lab reports in science class, constructed responses in mathematics class).
 11. Teachers explicitly teach the skills students need to compare, contrast, and apply information they gather from text, including analyzing an argument, summarizing information, and attributing quotes accurately.
 12. Teachers explicitly teach students how to gather relevant information from multiple print and digital sources and how to evaluate sources for reliability, credibility, and accuracy.
 13. Teachers provide feedback on drafts and revisions to individual students to improve students’ writing and understanding of what quality looks like and sounds like in their own writing.
 14. Teachers use peer critique protocols to teach students how to give and receive kind, specific, and helpful feedback on writing. Students use the rubric or criteria list to provide effective descriptive feedback.
 15. Teachers provide contextualized, explicit grammar and conventions instruction tied to the demands of a specific writing task.
 16. Teachers differentiate scaffolding for the writing process to support writers in making progress toward high-quality writing products. This may include using different graphic organizers, providing writing technology or tiered assignments, or other ways of differentiating for diverse writers’ needs. (See also *Core Practice 19: Differentiating Instruction.*)
- ### C. Creating a Culture of Writing
1. Teachers present themselves as writers and model appreciation and enjoyment of writing for communication and pleasure. Adults in the school and larger community are invited to write with students and to discuss their own writing habits and passions.
 2. Teachers frame writing as an exciting challenge that rewards writers with a sense of achievement and pride, and as an adventure that demands courage, perseverance, and skill. Teachers encourage students to take academic risks in their writing and provide multiple low-stakes opportunities to learn from mistakes. (See also *Core Practice 22: Fostering Habits of Character.*)
 3. Teachers create classroom environments where students can express their thinking, viewpoints, and creativity in writing. They encourage students to share what they write, to listen respectfully to other writers, and to value multiple perspectives.
 4. Teachers and school leaders celebrate strong writing and strong growth in writing throughout the school by displaying and calling out exemplars of student writing.
 5. Teachers raise students’ awareness of an author’s craft when reading across the disciplines. They teach students to read for author’s craft and to write with the reader’s expectations in mind.
 6. Teachers know their students as writers and help them find writing models that match individual needs and interests and inspire students to try new techniques, styles, and formats.
 7. Students can articulate the value of writing in their lives and in the world. They develop the habits of valuing evidence, responding to the demands of purpose and audience, using communication strategies

effectively, analyzing multiple perspectives, and writing independently.

D. Assessing Writing

- 1.** Teachers regularly confer with students and encourage them to reflect on their own choices and strategies as authors. Students self-assess and revise based on feedback from teachers and peers. They can articulate how their revisions create more effective writing.
- 2.** Teachers debrief writing workshops to deepen students' thinking about their writing process and encourage students to reflect on their own growth as writers.
- 3.** Teachers assess written communication skills through short tasks (e.g., sentence or paragraph writing, outlines) and longer written assignments.
- 4.** Teachers use classroom or school-based assessments and standardized state or national writing assessments to assess students' level of standards-aligned writing proficiency.
- 5.** Teachers look closely at completed student work to assess students' ability to write for a variety of purposes, audiences, and genres.
- 6.** Teachers use writing assessment data to identify areas for growth and to inform writing instruction. Teaching teams meet regularly to discuss concerns arising from data.
- 7.** Teachers use rubrics based on standards and student-generated criteria to assess and provide feedback on writing during the process and to assess revised writing products.
- 8.** Teachers and students document growth in writing over time, as well as students' reflections on that growth, in student portfolios.

Core Practice 15

Teaching Mathematics

In the EL Education model, mathematics is taught in stand-alone mathematics classes. Whenever possible, it is also integrated into other subjects, projects, case studies, and learning expeditions. Teachers in all disciplines and grade levels model mathematical passion and courage by addressing gaps in their own mathematical understanding, explicitly exploring the mathematical dimensions of their discipline and modeling mathematical thinking. Teachers support all students to think like mathematicians and cultivate mathematical habits of mind, including curiosity, risk-taking, perseverance, valuing evidence, precision, and craftsmanship. All students are prepared to engage in high-level mathematics classes, because such classes often function as gateways to access other classes and courses at the secondary level and in college. Mathematical thinking and learning is showcased and discussed throughout the building.

Teachers choose challenging curriculum and generative problems that will enable students to discover the mathematical concepts behind algorithms and procedures. They engage students by asking them to grapple with complex problems independently and to discuss and critique each other's strategies. Students learn to reason abstractly and quantitatively, to model real-world situations mathematically, and to construct and critique mathematical arguments. Teachers deepen students' conceptual understanding by equipping them to solve unfamiliar and complex problems. Deep conceptual understanding leads to mathematical fluency in which students are able to apply numeracy in various, more complex contexts. Teachers support students to build on foundational facts—vocabulary, algorithms, formulas, and number facts (such as times tables)—as one part of mathematical fluency. Students learn to use technology strategically in problem solving.

A. Planning for Mathematics Instruction

1. Teachers invest time and effort to collaboratively unpack mathematics standards both vertically and horizontally, prioritize and cluster them, and match the mathematical concepts in the standards to challenging and, often, real-world problems.
2. Teachers choose problems that invite multiple problem-solving strategies, representations, and/or solutions and that generate understanding of key mathematical concepts.
3. Teachers test-drive problems to analyze how students might solve them and to anticipate misconceptions and opportunities for instruction.
4. Teachers preplan questions aligned to problems and tasks to promote student discourse of key ideas.
5. Teachers craft learning targets that focus on the key mathematical concept or skill of the lesson in student-friendly language. (See also *Core Practice 28: Crafting and Using Learning Targets*.)
6. Teachers identify both formative and summative assessments that measure progress toward learning targets. These may include class work, math journals, mathematics discussions, and exit tickets in addition to traditional exams and quizzes.
7. Teachers design lessons that require students to grapple independently and collaboratively, participate in

mathematical discourse, apply mathematical concepts, and synthesize their learning to connect new understandings to the broader field of mathematics.

B. Teaching Conceptual Understanding

1. Teachers invite students to discover big mathematical ideas by grappling with and solving problems. They use purposeful questions to assess and advance students' reasoning about ideas. This builds mathematical courage, creativity, and confidence.
2. Teachers often begin a lesson with a problem or problem set that inspires inquiry and encourages grappling. Students return to the grapple problem throughout the class period or over more than one class period.
3. Teachers use lessons structures and routines, such as Workshop 2.0, that allow students to spend the majority of class time applying their learning and developing conceptual understanding. (See also *Core Practice 11: Delivering Effective Lessons*.)
4. Teachers animate standard curricula and resources with engaging, real-world examples and rich tasks with multiple entry points. They use mathematical modeling to connect mathematics to other disciplines. Students and teachers use diagrams, manipulatives, and models to support the translation from concrete to abstract representations and vice versa.

5. Teachers foster rich mathematical discourse in the classroom by asking open-ended questions, showcasing students' own thinking and arguments about mathematics, and teaching the vocabulary of the discipline.
6. Teachers model multiple ways of explaining mathematical thinking verbally, symbolically, graphically, and in writing.
7. Teachers provide protocols that allow students to present and critique their own mathematical arguments and those of others.
8. Teachers use a "neutral" response when students are giving answers or explaining their thinking (e.g., "Is that correct?" "Does that make sense?"). This encourages other students to do their own evaluation independent of the teacher.
9. Teachers identify misconceptions and monitor students' work in progress via strategic questions designed to guide students' thinking so that they ultimately arrive at precise and deep understanding.

C. Teaching Foundational Mathematics

1. Teachers build excitement and motivation for students to acquire foundational facts by using the following strategies:
 - a. Helping students develop a belief in their own capacity and celebrating their growth in mastering facts
 - b. Focusing on problem solving and conceptual understanding so that students develop a need-to-know attitude about foundational facts
 - c. Providing many opportunities for students to practice specific foundational mathematics (e.g., number facts, algorithms, formulas, and vocabulary) required by standards so that students see how fluency empowers their mathematical thinking
 - d. Using and discussing strategies and graphic representations that demonstrate patterns, relationships, and shortcuts
 - e. Asking students to set goals related to learning targets for foundational mathematics and monitoring progress toward targets with individualized charts, interim assessments, and/or math journals
2. Teachers and leaders provide extended in-school opportunities, mathematics labs, small group interventions, and tutorials for students who need extra support in learning foundational mathematics skills.
3. Teachers teach students to strategically use technology tools, not as a substitute for learning foundational facts, but to enhance conceptual understanding and problem-solving dexterity.

D. Teaching Problem-Solving Skills

1. Teachers promote flexibility in mathematical thinking by celebrating diverse thinking and multiple-solution strategies.
 - a. Students are supported to move from concrete to more abstract problem-solving strategies.
 - b. Students have opportunities to problem-solve before being taught standard algorithms.
 - c. Students explore alternative algorithms, strategies, and shortcuts with the goal of choosing the most efficient strategies for a specific context.
2. Teachers facilitate frequent class discussion and analysis of problem-solving approaches. They provide problem-solving frameworks that can be used to approach both familiar and unfamiliar problems.
3. Teachers regularly ask students to create as well as solve mathematical problems.
4. Teachers ask students to construct viable arguments for solutions and justify their reasoning with evidence including calculations, mathematical stories, graphs, and diagrams.
5. Teachers support students to be precise and craft accurate, efficient, and elegant mathematical solutions.

E. Creating a Culture of Mathematical Literacy

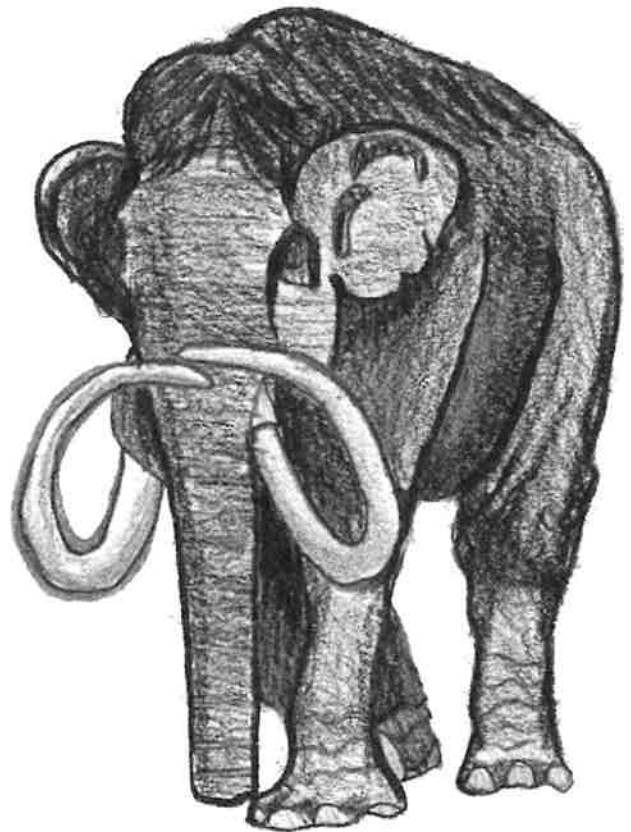
1. Teachers explore their own perceptions and mindsets regarding mathematics. They support each other's ongoing learning as mathematicians.
2. Teachers continually refresh and expand their own mathematical content knowledge, individually and collectively, through professional learning.
3. Teachers learn mathematics instructional techniques and discuss teaching strategies and interventions appropriate for specific student needs.
4. Teachers empower all students to see themselves as mathematicians, refuting stereotypes about who can succeed in mathematics and celebrating the past and current mathematical contributions of diverse individuals and groups.
5. Teachers emphasize the habits of mathematical thinking and create protocols and norms for mathematical discourse. They focus on growth mindset and reinforce students' mathematical courage to speak up in class, risk mistakes, explain their thinking, and persist in challenging problems.
6. Teachers celebrate the mathematical thinking and growth of students by displaying anchor charts and examples of student work to demonstrate students' mathematical literacy.

Teaching Mathematics (continued)

7. Teachers across content areas invite students to apply numeracy beyond mathematics class (e.g., learning expeditions or other core content areas, Crew, community meetings, service-learning work) to reinforce and develop foundational facts and number sense and to model mathematical application. Students are involved in mathematics every day in dedicated classes and outside of mathematics class.

F. Assessing Mathematics

1. Teachers and students use multiple methods for assessing mathematical understanding, such as observations, learning logs, math journals, portfolio reflections, and mathematical models built by students, as well as quizzes, tests, and performance assessments.
2. Teachers regularly and effectively use student-engaged assessment strategies during lessons. They ensure that all students have multiple opportunities to learn and demonstrate progress toward learning targets.
3. Teachers track mathematical discourse as one means of judging collective and individual student understanding.
4. Teachers debrief whole-class mathematical discourse to help students synthesize their mathematical thinking and reflect on their growth as mathematicians.
5. Teachers support students in regularly analyzing data from assessments to understand specific areas and general patterns of strength and weakness. (See also *Core Practice 29: Checking for Understanding in Daily Instruction.*)
6. Teachers regularly analyze data from student work and from formative and summative assessments to identify areas of need and inform instruction.



Core Practice 16

Teaching Science

In the EL Education model, teachers prioritize students' understanding of enduring science concepts so that they can apply that understanding to the modern world. Teachers view science as a way to develop students' capacity to interpret the natural world critically and to engage productively in it. Teachers support students to read, write, think, and work as scientists do. They use learning expeditions, case studies, projects, problem-based content, collaboration with professional scientists and engineers, and interactive instructional practices to foster inquiry and enable authentic student research. When possible, student research contributes to the school or broader community.

Teachers reinforce the connections among science, mathematics, engineering, and technology as they lift up enduring ideas that cut across these disciplines. They cultivate scientific thinking and disciplinary skills in close reading, questioning, experimenting, using data, and communicating scientifically. Students learn to be logical, accurate, insightful, and unbiased when supporting statements with reliable scientific evidence. In addition, because appreciation and stewardship of the natural world is part of the EL Education model, teachers address environmental literacy as part of the science curriculum at all levels.

A. Planning for Science Instruction

1. Teachers unpack and bundle science standards to focus on significant and enduring ideas that cut across science disciplines (e.g., cause and effect, systems and systems models, structure and function).
2. In collaboration with colleagues, teachers plan the year's science scope and sequence to "cover" the broad scope of topics required by standards—a survey approach—and also to "uncover" key concepts through a case study (or deep dive) approach (e.g., a case study of ants within a broader study of animal groups and classification). Long-term planning entails the following:
 - a. Crafting standards-aligned learning targets for knowledge, skills, and scientific thinking (e.g., questioning)
 - b. Creating engaging lessons that provide a broad overview (e.g., cellular structures in biology)
 - c. Selecting case studies or narrow topics that illuminate enduring concepts (e.g., a local frog as a study of indicator species and ecosystem relationships)
3. Teachers choose scientific topics as the basis of learning expeditions, case studies, and projects at all grade levels. They identify controversial scientific issues or local connections that animate topics and have strong potential for original research.
4. Teachers design research opportunities and products that engage students in authentic research that contributes to their communities (e.g., kindergartners analyzing conditions for optimal growth in their school garden, high school students testing indoor air quality in the school to inform recommendations to the board of education).
5. Teachers structure opportunities for scientific inquiry that allow students to participate in scientific research and problem solving that approximate adult science, including framing questions, designing methods to answer questions or test hypotheses, determining appropriate timelines and costs, calibrating instruments, conducting trials, writing reports, and presenting and defending results.
6. Teachers select a variety of primary and secondary source materials to supplement or replace textbooks (e.g., trade books, peer-reviewed journal articles, government documents). These texts serve as both anchor texts to bolster students' conceptual understanding and mentor texts to model the structure and style of scientific writing.
7. Teachers supplement texts with rich experiences to support conceptual understanding, including labs, fieldwork, and interaction with experts.
8. Teachers design assessments for lessons that address content knowledge, scientific thinking, and integrity in applying the scientific method.

B. Teaching Scientific Concepts and Skills

1. Teachers use complex scientific text to build students' understanding of scientific content and teach scientific literacy skills through the following actions:
 - a. Conducting close reading lessons of informational text (and sometimes fiction) that includes accurate scientific information
 - b. Teaching students to comprehend multiple forms of scientific documents, including texts, maps, models, diagrams, charts, graphs, tables, and timelines

Teaching Science (continued)

- c. Explicitly teaching domain-specific vocabulary related to the topic of study
2. Teachers engage students in complex, problem-based labs and investigations that require students to:
 - a. Ask testable scientific questions
 - b. Design and/or conduct experiments
 - c. Use the tools of science with accuracy, care, and expertise
 - d. Collect, represent, analyze, and report data
 - e. Interpret results and reflect on methodology
3. Teachers encourage rich scientific discourse in which students evaluate multiple perspectives on a topic, take and defend positions, and consider alternative viewpoints.
4. Teachers require students to construct arguments and make written and verbal claims supported by scientific evidence so that students practice:
 - a. Making logical assumptions
 - b. Collecting accurate data
 - c. Drawing insightful conclusions
 - d. Supporting statements with reliable and unbiased scientific evidence
5. Teachers ask students to represent and reflect on their thinking (e.g., develop science notebooks, create analogies, make graphs, create technical drawings, build models).
6. Teachers use both student work samples and professional models (e.g., reports, lab notebooks, informational books, scientific diagrams) to explicitly teach what quality writing in science looks like and sounds like.
7. Teachers sometimes incorporate service-learning projects connected to content.

C. Creating a Culture of Science Inquiry

1. Teachers empower all students to see themselves as scientists by refuting stereotypes about who can succeed in science and celebrating the past and current scientific contributions of diverse individuals and groups.
2. Teachers, students, and school leaders celebrate, display, and discuss the natural and physical world throughout the school.
3. Teachers support student appreciation and stewardship of the natural world through experiences, projects, and service learning.

4. Schools develop indoor and outdoor areas, such as science labs, computer labs, workshops, gardens, and natural areas, to stimulate students' interest in science and technology.
5. Teachers display student work that provides evidence of scientific research and learning in public areas of the school.
6. Teachers welcome curiosity, reward creativity, and encourage thoughtful scientific questioning. They make students' questions visible and create opportunities for students to pursue answers to their own questions.

D. Assessing Scientific Understanding

1. Teachers create opportunities for students to demonstrate their *understanding* (not memorization) of science concepts (e.g., evolutionary adaptation, Newton's laws of physics). Opportunities include explaining concepts accurately to others using graphic representations, models, demonstrations, writing, and peer teaching.
2. Teachers regularly check for understanding and misconceptions. They support students in tracking their own progress toward learning targets and provide feedback that helps students make progress.
3. Teachers debrief learning by inviting students to generalize and apply concepts and procedures to other contexts and problems. They encourage students to reflect on what they learned, how they learned it, and how they can transfer it to new contexts.
4. Teachers and students use multiple methods of assessing understanding, such as one-on-one discussions, observations, Science Talks, science notebooks, portfolio reflections, and student-constructed scientific models, as well as quizzes, tests, and performance assessments.

Core Practice 17

Teaching Social Studies

In the EL Education model, teachers of social studies prioritize students' understanding of enduring concepts so that they can apply that understanding to the modern world. Teachers view social studies as a way to develop students' capacity to interpret their world critically and to engage productively in it. Teachers support students to read, write, think, and work as social scientists do. They use learning expeditions, case studies, projects, problem-based content, collaborating with social science professionals, and interactive instructional practices to foster inquiry and enable authentic student research. When possible, student research contributes to the school community or broader community.

Teachers help students understand the big picture and timeline of history through survey-type lessons but emphasize historical frameworks, trends, and concepts rather than memorization of myriad facts and details. By focusing on big ideas, teachers support students to appreciate and understand diverse cultures and understand connections among ancient and modern cultures. Whenever possible, teachers choose strategic points to step out of survey mode and dive deep into case studies (often on local topics), during which students can engage in research and work as social scientists. Teachers also cultivate historical thinking and disciplinary skills such as close reading, questioning, using data, and communicating as social scientists do.

A. Planning for Social Studies Instruction

1. Teachers unpack and bundle social studies standards to emphasize the enduring themes—or big ideas—of social studies (e.g., the common elements of civilizations; the roles that governments play; the relationship among geography, industry, and culture).
2. In collaboration with colleagues, teachers plan the year's scope and sequence to “cover” the breadth of required standards and put particular events in a broader historical context (a survey approach) and also to “uncover” key concepts through a case study approach (diving deep). Planning entails the following:
 - a. Crafting standards-aligned learning targets for knowledge, skills, and historical thinking (e.g., interpreting data)
 - b. Creating engaging lessons that provide a broad overview of topics (e.g., surveys of time periods or geographical regions) using timelines and graphic representations to help students comprehend the big picture of historical relationships
 - c. Selecting case studies or narrow topics that intertwine history, government, economics, geography, and culture, and illuminate enduring themes (e.g., a case study of Shays' Rebellion that allows students to develop an understanding of challenges in the founding of the United States, as well as the themes of power, authority, and governance)
3. Teachers choose social studies topics as the basis of learning expeditions, case studies, and projects at all grade levels. They identify engaging local issues that animate topics and have strong potential for original research (e.g., a case study of a local civil rights leader embedded in a study of the American civil rights movement).
4. Teachers design research opportunities and products that engage students in authentic research that contributes to their communities (e.g., third-graders writing and advocating for a school constitution; middle school students writing and publishing a book about local peace activists).
5. Teachers structure opportunities for students to do original research or problem solving using professionally recognized social science methods, including framing questions, designing methods to answer questions, determining appropriate timelines and costs, conducting surveys or interviews, writing reports or narratives, and presenting and defending ideas.
6. Teachers select a variety of primary and secondary source materials to supplement or replace textbooks (e.g., trade books, journal articles, government documents). These texts serve as both anchor texts to bolster students' conceptual understanding and mentor texts to model the structure and style of social science writing (e.g., an oral history or white paper).
7. Teachers supplement texts with rich experiences to support conceptual understanding, including visits to cultural sites, fieldwork, and interaction with experts.
8. Teachers design assessments that address content knowledge, historical thinking, and integrity in applying social science methods.

Teaching Social Studies (continued)

B. Teaching Social Studies Concepts and Skills

1. Teachers use complex text to build students' understanding of social studies content and teach literacy skills through the following actions:
 - a. Conducting close reading lessons of informational text (and sometimes fiction) related to a social studies topic
 - b. Teaching students to comprehend multiple forms of social science documents, including texts, maps, diagrams, charts, graphs, tables, and timelines
 - c. Explicitly teaching domain-specific vocabulary related to the topic of study
2. Teachers use a survey approach to teach geography and the broad timelines of history that provide the big picture of social studies.
3. Teachers use a case study approach to dive deep and explore local and/or specific historical questions with depth and complexity.
4. Teachers engage students in complex, problem-based activities, such as investigations based on authentic questions, through the following actions:
 - a. Teaching students to use methods approximating those used by professional social scientists (e.g., oral history, surveys, demographic data collection) with accuracy, care, and expertise at all levels
 - b. Requiring students to collect, represent, analyze, and report real data as a part of inquiry
5. Teachers ask students to explore multiple perspectives when learning about a topic and to analyze and evaluate evidence for opposing views. This may include exploring the history and evolution of historical thinking, considering such questions as who records history and how is it interpreted.
6. Teachers require students to construct arguments and make verbal and written claims supported by evidence so that students practice:
 - a. Making logical assumptions
 - b. Drawing insightful conclusions
 - c. Supporting claims with unbiased and reliable evidence
7. Teachers ask students to represent and reflect on their thinking (e.g., develop history notebooks, create analogies, make graphs, create technical drawings, build models).
8. Teachers use both student work samples and professional models (e.g., community ethnography, annotated maps, infographics) to explicitly teach what quality writing in social studies looks and sounds like.

9. Teachers sometimes incorporate service-learning projects connected to content.

C. Creating a Culture of Social Studies Inquiry

1. Teachers empower all students to see themselves as historians by refuting stereotypes about who records history and highlighting the past and current historical contributions of diverse individuals and groups.
2. Teachers, students, and school leaders celebrate, display, and discuss culture and society throughout the school. They address issues of diversity and equity that impact students and their communities.
3. Teachers support student appreciation and stewardship of their communities through experiences, projects, and authentic service learning.
4. Teachers and students connect local issues with the broad concepts of social studies. Teachers encourage students to explore specific social issues that impact their lives, to ask questions, and to pursue their own answers within the context of broader social studies questions and topics.
5. Teachers, students, and staff participate in community events that encourage students to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society.
6. Teachers display student work that provides evidence of social science research and learning in public areas of the school.

D. Assessing Social Studies

1. Teachers create opportunities for students to demonstrate understanding of concepts by explaining them accurately to others using graphic representations, models, or demonstrations.
2. Teachers regularly check for understanding and misconceptions. They support students in tracking their own progress toward learning targets and provide feedback that gets students back "on track" toward targets.
3. Teachers debrief learning by inviting students to generalize and apply concepts and procedures to other contexts and problems. They encourage students to reflect on what they learned, how they learned it, and how they can transfer it to new contexts.
4. Teachers use multiple methods of assessment, including one-on-one discussions, interactive notebooks, performances, or products that result from projects, as well as quizzes and tests.

Core Practice 18

Teaching in and through the Arts

In the EL Education model, arts are celebrated as a central aspect of learning and life. Schools teach art as an academic discipline and also in core academic subjects, where it engages students in problem solving, planning, and perseverance. They celebrate the unique capacity of the arts to express truth, beauty, and joy. Student exhibitions of learning feature the arts along with other subjects. Schools are filled with student artwork, which is displayed in a way that honors the work. Artistic performances are points of pride for the school. Arts are often used as a window into disciplinary content in other academic subjects (e.g., ancient Greek architecture as an entry point to ancient Greek civilization, protest songs as a case study when learning about the civil rights movement). The arts also provide opportunities to explore diverse cultures, perspectives, and regions of the world.

The visual and performing arts are taught using the same effective instructional practices that are used in other disciplines, and all students have access to professional artists and professional exhibitions and performances. Ideally, specialists in visual and performance arts are on the school staff. If they are not, classroom teachers use professional art educators and artists whenever possible to support high-caliber artistic learning. Teachers and students analyze professional and student-created work models as the basis for understanding what excellence looks like and sounds like in the particular form. Through critique and revision, students render works of art that demonstrate complexity, craftsmanship, and authenticity.

The arts build school culture and student character by emphasizing risk-taking, creativity, and a quest for beauty and meaning. Teachers invite students to make artistic choices and design opportunities for students to make independent decisions that are purposeful and meaningful. Students work through diverse arts traditions to reshape the arts, the world, and themselves.

A. Planning for Arts Instruction

1. School leaders and teachers identify many opportunities for art instruction, including visual and performing arts classes, as well as art projects conducted in other disciplines. These are aligned with art and disciplinary standards and documented in schoolwide and course curriculum maps.
2. Teachers craft standards-aligned learning targets that address knowledge, skills, and character traits related to the study of art.
3. When selecting case studies or designing projects or learning expeditions in non-art classes, teachers often include art as a focus of study or a product of the learning. When designing curriculum, teachers consider the following questions:
 - a. What is the scope and focus of the project? Examples of scope and focus include:
 - i. The arts or history of the arts as the primary focus of a learning expedition (e.g., arts in the Harlem Renaissance, in which each case study examines a different artistic genre—jazz, painting, poetry)
 - ii. The arts or history of the arts as the subject of a case study within a larger project or learning expedition (e.g., the Ashcan School of painting during a study of the early 20th century)
 - b. Does the project and product require students to both learn the techniques of an artistic medium and to represent their understanding through art?
 - c. What is the authentic audience for the artistic product? These may include galleries, public performance venues, events, or publications.
4. Teachers select and evaluate texts to support instruction in the arts. These may include photographs, videos (e.g., of dance), or a three-dimensional artwork that can serve as a “text” that students “read” and interpret.
5. Teachers plan lessons with the product or problem in mind and design a process that supports students to create the product or solve the problem. They choose lesson structures and protocols (e.g., Workshop 2.0, critique protocols) that give students opportunities to practice the skills they need to create the artwork or that enable students to analyze the problem, experiment with artistic materials and methods, and create solutions (e.g., discovery-based lessons).

Teaching in and through the Arts (continued)

6. Teachers, particularly when not artists themselves, identify experts and fieldwork opportunities that can augment in-class art instruction.
7. Teachers in non-art disciplines and art teachers collaborate to design assessments that address disciplinary concepts, artistic standards, and character targets related to creativity, collaboration, and perseverance.

B. Teaching Artistic Techniques

1. Teachers sequence lessons to support students in building knowledge about the history of the art form as well as skills and techniques required for a particular product. They provide ample time for all students to practice, revise, and polish artistic work.
2. Teachers convey the symbol system and domain-specific vocabulary used in the particular art form they are teaching (e.g., notation in music).
3. Teachers include lessons that focus on character learning targets with special relevance in the arts (e.g., precision, perseverance, practice, or imaginative play).
4. Teachers conduct critique lessons based on student-created or professional models that include:
 - a. Developing criteria for excellence in conversation with students that reflect disciplinary standards and unpacking the attributes of quality work: complexity, craftsmanship, and authenticity
 - b. Creating rubrics that communicate those criteria to students as the basis for evaluation
5. Teachers provide many opportunities for students to reflect on and self-assess the quality of their work based on feedback. (See also *Core Practice 12: Planning and Supporting High-Quality Student Work*.)
 - a. Teachers instruct students how to give and receive feedback on their own and each other's work based on clear expectations and criteria.
 - b. Teachers provide feedback on works in progress and on the skills students are practicing in class.
 - c. When appropriate, students revise multiple times based on feedback.
6. Teachers design opportunities for student choice and expression. They challenge students to work in established artistic forms and also to put artistic forms to new uses or work with multimodal or interdisciplinary forms.

7. Teachers differentiate supports and offer students flexibility in their approach based on differences in students' needs and interests. Individual students have clear roles and responsibilities for collaborative art products so that they can be assessed individually as well as collectively.
8. Teachers teach the presentation and performance skills needed for displaying or presenting the work to an authentic audience. Student art is often accompanied by artists' statements or reflections so that artistic thinking can be demonstrated to the public and is a part of learning and assessment (e.g., on gallery walls and in programs for musical, movement, or drama performances).

C. Creating a Culture of Art

1. Teachers provide opportunities for all students to learn about and experience the arts through live performances, galleries, and exhibitions and to work in a variety of media.
2. The school celebrates the beauty and power of art in all forms. Arts instruction builds and celebrates students' understanding of culture—students' own culture and others' culture—through art.
 - a. The school building is rich with original student artwork, which is curated and displayed in a way that honors the work.
 - b. Whenever artistic products or performances are included in learning expeditions or projects, the artistic work is treated with integrity and valued equally with non-artistic products.
 - c. Teachers, leaders, students, and families take pride in performances.
 - d. Documentation panels of student learning, displayed throughout the school, are strong works of art in themselves.

D. Assessing Art Products

1. Teachers and students value artistic work as academic achievement. Students include artistic work and reflections in portfolios for student-led conferences and passage presentations.
2. Teachers assess final products based on artistic criteria or disciplinary standards and on character learning targets relevant to artistic endeavors, such as creativity, craftsmanship, or perseverance.

Core Practice 19

Differentiating Instruction

In the EL Education model, differentiation is a philosophical belief and an instructional approach through which teachers proactively plan instruction to capitalize on students' varied assets and meet students' varied needs based upon ongoing assessment. Teachers differentiate for students with disabilities, for advanced learners, for English language learners (see also *Core Practice 20: Teaching English Language Learners*), and for students whose differences are not formally evaluated but have been identified through informal learning and interest inventories. In whole group general education instruction, teachers use flexible groupings of students and design respectful tasks that allow for different approaches to the same goals. Teachers build a culture that honors diverse assets and needs and holds all students accountable to the same long-term learning targets, putting equity at the center of the school's commitment and vision. At the same time, general education teachers make accommodations and modifications for students who have identified exceptionalities and collaborate with a team of school professionals to provide additional supports or extensions.

A. Schoolwide Structures to Support Differentiated Instruction

1. School leaders ensure that students with disabilities and advanced learners (together these two groups compose *exceptional learners*) are taught in general education classrooms to the greatest extent possible.
2. School leaders ensure that a continuum of services for exceptional learners is available based on the needs of the student population that is served. These services, to the greatest extent possible, are provided via a push-in delivery model.
3. School leaders ensure that supplemental services that provide for additional support, intervention, or extension are available to students whose needs are not being met via the general education classroom or within the continuum of services for exceptional learners.
4. A multidisciplinary team (e.g., exceptional children's specialists, school counselors, classroom teachers) guides decision-making to serve the needs of exceptional learners and maximize their contributions. These decisions include:
 - a. Making sensitive decisions about placement and services that are informed by psychological evaluations and other high-quality assessments, including assessment of students' mastery of knowledge and skills, character, and work samples
 - b. Considering the needs of students who fall into multiple need categories (e.g., English language learners who are also advanced learners) and identifying services that meet all needs
 - c. Ensuring that all staff are equipped to fully include exceptional children in the school community
 - d. Using research-based best practices to support exceptional learners
 - e. Providing adequate planning time to collaborative teams who support this student population
 - f. Providing all staff with high-quality professional learning related to meeting the needs of exceptional learners
 - g. Developing and training effective teams (e.g., Multi-Tier System of Supports) to ensure that students needing supplemental support are identified and that placement in interventions and other programs are made appropriately
5. A multidisciplinary team develops accommodations and modifications with student and family input as a function of the student's Individualized Education Program (IEP). The intention of accommodations and modifications is to achieve the most rigorous outcome in the least restrictive environment possible for the student.
6. Leaders, school counselors, teachers, and exceptional learning specialists consider college and career an option for all students and prepare students with disabilities to seek the best postsecondary option. They teach self-advocacy skills and help students understand their learning challenges, assets, and strengths.

B. Differentiating Instruction

1. School leaders and teachers ensure that to the greatest extent possible, exceptional learners complete the same curriculum and meet the same learning targets as their classmates in the general education classroom with same-age peers.
2. Teachers of exceptional learners and general education teachers collaborate to plan and deliver differentiated instruction for exceptional learners that meet IEP goals. They determine student needs and readiness through use of multiple assessment strategies (e.g.,

Differentiating Instruction (continued)

pre-assessments, student self-assessments, inventories, providing multiple opportunities for success).

3. Teachers in general education classrooms employ flexible grouping that is:
 - a. Informed by multiple and ongoing assessment instead of stagnant ability grouping (i.e., tracking)
 - b. Grouped heterogeneously or homogeneously depending on the purpose of the lesson and the task students are given (e.g., a task that calls for collaboration between diverse perspectives likely calls for heterogeneous groups; a mathematics lesson in which some students need additional or different guided instruction and others need a more complex challenge may require homogeneous groupings)
4. Teachers select materials so that all students read high-quality literature and complex informational text appropriate for grade-level standards (unless an IEP dictates otherwise).
 - a. For students with reading disabilities or specific learning disabilities that impact reading, differentiated texts are used strategically rather than as a permanent substitute for grade-level texts.
 - b. All students also have access to texts that respond to their interests and academic readiness.
5. Teachers strategically work with small groups to build content knowledge, context, or skills in advance of whole group instruction when this strategy enhances students' ability to enter the whole group lesson.
6. Teachers provide multiple pathways for meeting the learning targets based on student readiness (e.g., allowing more time for students with disabilities to practice or providing a more complex grapple problem for advanced learners).
7. Teachers provide supplemental or differentiated materials so that students with disabilities can fully participate in the learning (e.g., visual cues, graphic organizers, smaller chunks of complex text, vocabulary guides).
8. Teachers provide opportunities for all students to participate in all aspects of the curriculum and interact with their peers to develop compassion and empathy.
9. Teachers are intentional about selecting diverse texts that build in and build on student interests, backgrounds, and choices. They are sensitive to cultural differences and backgrounds.
10. Teachers design lessons to ensure that all students have access to the background knowledge, vocabulary, grammar, and academic language needed to succeed.

C. Creating a Culture for Differentiated Instruction

1. Leaders and teachers verbalize and model a commitment to equity and diversity within the school by doing the following:
 - a. Celebrating diversity and practicing inclusion in school events and traditions (e.g., providing accommodations so that students with disabilities can participate in fieldwork)
 - b. Ensuring that all students have access and are exposed to cultural and social opportunities (e.g., libraries, museums, universities)
 - c. Honoring the best work of all students, not just students whose work is exemplary
 - d. Teaching lessons that help students understand the diversity of students at their school
 - e. Learning about the home, cultural, and community backgrounds of their students
 - f. Sharing their own home, cultural, and community background with students when this is in the service of creating an inclusive classroom community
2. Teachers track patterns of student participation in classroom discussions and teacher/student interaction. They use these data to adjust instruction to ensure equitable participation and interaction.
3. Leaders track patterns of family participation in decision-making about exceptional learners. They use these data to adjust school procedures, structures, and policies to ensure equitable participation and interaction.

Core Practice 20

Teaching English Language Learners

The EL Education model recognizes that all speakers of English, at whatever level of proficiency, are constantly learning English. Some learners of English are acquiring it as a second, third, or fourth language, and rather than viewing bi- or multilingualism as a problem to be solved, leaders and teachers create a school and classroom culture to optimize it as an asset.

Teachers of English language learners (ELLs) assess students' understanding of English and school background in order to differentiate appropriately for the diversity of ELLs. In all subject areas, they use instructional approaches (e.g., Language Dives, Conversation Cues) that immerse ELLs in rich classroom discourse and support language acquisition as well as knowledge and skills development. They strive to assess ELLs' knowledge and skills separately from their language skills. They value language diversity and honor students' home languages and cultures by creating opportunities for ELLs and language-minority students to teach their peers and take pride in their languages and cultures.

A. Schoolwide Structures to Support English Language Learners

1. While ELLs are learning English, they have a wide variety of school backgrounds, reading abilities (in their home language and in English), and social and emotional skills based on diverse experiences. Therefore, leaders and teachers establish policies to ensure that ELLs are taught in regular education, heterogeneous classrooms to the greatest extent possible.
2. Leaders ensure that the school offers a continuum of services (both co-taught and small group instruction) to strategically support ELLs. When needed, leaders also ensure supplemental services, such as translators and newcomer support.
3. Leaders and teachers communicate with families and students in ways that reflect students' linguistic needs.
4. Leaders' and teachers' decisions about placement and programs for ELLs are based on researched high-quality assessments and consultation with families. A multi-disciplinary team considers the needs of students who fall into multiple need categories (e.g., ELLs who are also advanced learners).
5. School leaders and ELL teachers ensure that all staff members are equipped to fully include multilingual students in the school community, both meeting these students' needs and maximizing their contributions.
 - a. School leaders, general education teachers, and ELL teachers use research-based best practices to support second-language acquisition.
 - b. Collaborative teams that work with ELLs are provided with adequate planning time to support this student population.
 - c. School leaders and learning specialists provide all staff with high-quality professional learning related to meeting the needs of English language learners.
6. Leaders and teachers advocate for district and other standardized assessments to be fair and unbiased toward ELLs.

B. Teaching English Language Learners

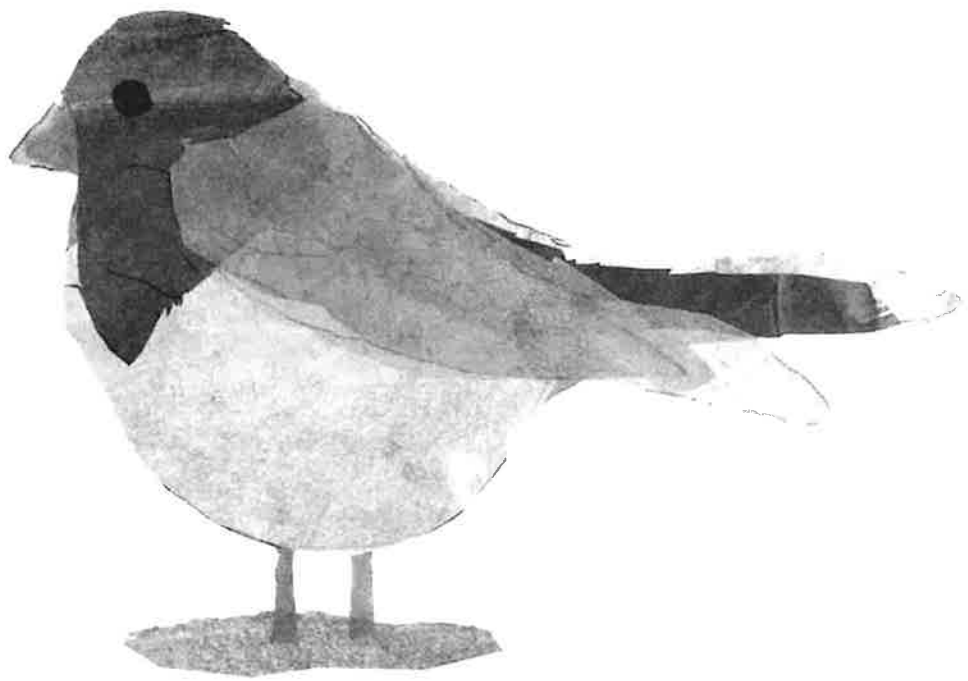
1. In general education classes, ELLs work toward the same learning targets as their peers.
 - a. Students work on the same final product, but teachers differentiate supports for getting to the product (e.g., as ELLs compose a letter to the editor, they may use sentence frames to shape the expression of their thoughts).
 - b. ELL teachers collaborate with general education teachers to plan and deliver differentiated instruction for English language learners based on the range of language proficiency levels. They write additional learning targets for ELLs that address language development (e.g., "I can contrast my position with another using comparative adjectives").
 - c. Teachers determine student needs and readiness through use of multiple assessment strategies (e.g., pre-assessments, student self-assessments, inventories, providing multiple opportunities for success). They recognize that ELLs may be strong in one subject area and not in another.
2. General education teachers include ELLs in heterogeneous groupings or flexible groupings based on their readiness for the skill or content being taught. Sometimes it may be appropriate to group ELLs together for differentiated instruction, such as for an additional Language Dive.

Teaching English Language Learners (continued)

3. Teachers use compelling and challenging instructional materials. They provide supplemental materials so that ELLs can access content (e.g., conversations about the language and meaning of complex text, visual cues, materials written in the student's home language, vocabulary guides, culturally relevant materials).
 4. Teachers use protocols and Conversation Cues to engage ELLs in the complex oral conversation of classroom discourse. Conversation Cues encourage students to:
 - a. Talk and be understood (e.g., "Can you say more about that?")
 - b. Listen carefully to one another and seek to understand (e.g., "Who can repeat what your classmate said?")
 - c. Deepen their thinking (e.g., "Why do you think that?")
 - d. Think with others to expand conversation (e.g., "Who can add on to what your classmate said?")
 5. Teachers guide students to notice and think about how language is used by conducting Language Dives, brief structured conversations in which students analyze and practice complex sentences, grammatical structures, collocations, and idiomatic expressions in context. Language Dives may involve the whole class or only ELLs.
 6. Teachers track global, pervasive, or stigmatizing errors and give students measured feedback that addresses errors. Equally, they praise students' efforts as a sign of beneficial risk-taking and growth.
 7. Teachers give students ample writing practice so that they become familiar with writing expectations and have multiple opportunities to construct sentences and paragraphs in English as well as in conversation.
 8. Teachers help students learn and practice vocabulary within the context of the topic they are teaching and the text they are using. They discuss and practice using common academic phrases.
 9. When designing assessments of content knowledge or skill, teachers work to separate mastery from the ability to express that mastery in English.
- They celebrate not only ethnically different holidays, but also the values, beliefs, approaches, and interactions of multicultural students.
- b. Leaders and teachers ensure that school signage and other critical communications to students and families are accessible to ELLs and their families.
 - c. Leaders make sure that the front office staff is trained and equipped to connect and reach out to multicultural families. This includes practices such as calling home in the preferred language and identifying people at the school who speak various languages and can be available to translate at meetings and conferences.
2. Leaders provide multiple ways for families of ELLs to engage with the school, including serving on decision-making committees, actively participating in classrooms as experts, and assisting with schoolwide events.
 3. Teachers learn about the home, cultural, and community backgrounds of their students. They may share their own home, cultural, and community background with students in the service of creating an inclusive classroom community.
 4. Teachers honor students' home language learning in tandem with English. They encourage families to help their children develop literacy and other complex academic uses of their home language.
 5. Teachers learn words and phrases in their students' home languages and publicly honor multilingualism by posting words and phrases in anchor charts or other visuals in the classroom.
 6. Crew leaders teach lessons that focus on understanding the diversity of languages that are spoken in their school, just as they support understanding of other forms of diversity.

C. Creating a Culture for English Language Learning

1. Leaders and teachers honor students' home languages and cultures through the school's environment, communications, and organizational structures.
 - a. Members of the school community celebrate diversity and practice inclusion in school events and traditions.



Culture and Character

The EL Education model fosters and celebrates students' character development by building a culture in which students and staff work together to become effective learners and ethical people who contribute to a better world. Schools establish Habits of Character—qualities like respect, responsibility, courage, and kindness—and model and discuss them every day. The school is suffused by a spirit of Crew: students and staff work together as a team to sustain a learning community where everyone belongs and can succeed.

Core Practices in This Domain

- Creating a Community of Learning
- Fostering Habits of Character
- Building the Culture and Structure of Crew
- Engaging Families and the Community in the Life of the School
- Creating Beautiful Spaces That Promote Learning
- Promoting Courage and Adventure



Core Practice 21

Creating a Community of Learning

The EL Education model fosters and celebrates students' academic growth and character development as inseparable. Members of the school community live up to the spirit of EL Education's Design Principles on a daily basis and create a school climate characterized by physical and emotional safety, joy in learning, kindness, and positive leadership. All adults in the school communicate clear expectations for student character based on the school's Habits of Character and model those values in their own practice and interactions. Policies and practices encourage students to become effective learners and ethical people who contribute to a better world. This means leaders, teachers, and students value diversity and work to create a community that is equitable, inclusive, and committed to social justice.

A. Setting Clear Schoolwide Expectations

1. School leaders, teachers, and students adopt Habits of Character to which all students and staff members aspire. When choosing and naming the Habits of Character (e.g., respect, responsibility, perseverance, courage, compassion), leaders and teachers:
 - a. Prioritize social and emotional learning equally with academic learning
 - b. Choose habits that support students to become effective learners, ethical people, and contributors to a better world
2. The school adopts a subset of Habits of Character connected to becoming effective learners, called Habits of Scholarship or Habits of Work (e.g., I come to class prepared; I participate actively in class; I complete my homework; I collaborate with classmates). These habits are assessed and reported separately from academic learning targets. (See also *Core Practice 22: Fostering Habits of Character*.)
3. Leaders and teachers establish practices that develop student accountability for and celebrate Habits of Character, including the following actions:
 - a. Leaders and teachers make Habits of Character visible across the school. They frequently discuss Habits of Character with staff and students and incorporate them into the fabric of school life, such as daily Crew meetings.
 - b. All members of the school community hold themselves and each other accountable for upholding the Habits of Character.
 - c. Students reflect on Habits of Character and share their progress in student led-conferences and passage portfolios.
 - d. Leaders and teachers recognize character in school awards, community circles, and other public acknowledgments.
 - e. Leaders and teachers use the Habits of Character as the foundation of a positive approach to discipline and restorative justice.
4. Teachers partner with students to translate Habits of Character into specific behaviors called norms (e.g., leave no trace, embrace challenge as an opportunity, speak and act with compassion). Norms may be specific to a classroom, setting, or event and also may include general schoolwide norms. Teachers ensure that students agree upon norms in which Habits of Character can flourish.
5. Leaders and teachers explicitly model, teach, and refer to the Habits of Character in classrooms and throughout the school (in the lunchroom, halls, recess, before and after school).
 - a. Leaders and teachers use the school's common language for Habits of Character.
 - b. Teachers support students to make connections between Habits of Character and their academic and life success.
 - c. Teachers and leaders frequently refer to norms and Habits of Character when praising or redirecting students' behavior.
 - d. Leaders and teachers model the Habits of Character with students and in their professional relationships.

B. Fostering a Positive Climate for Learning

1. Leaders and teachers model and reinforce the following academic mindsets:
 - a. I belong in this academic community.
 - b. My ability and competence grow with my effort.
 - c. I can succeed at this.
 - d. This work has value for me.
2. Teachers and leaders act as models of lifelong learning for students.

- a. When appropriate, teachers discuss their own learning with students.
 - b. Leaders create dedicated time for teachers' professional learning. They communicate it to families and celebrate it in the school community.
3. Leaders and teachers ensure that all school members are implicitly and explicitly included and supported in the learning community. They show respect and use inclusive behaviors toward students and staff regardless of background or identity.
 4. Leaders and teachers manage their nonverbal communication, voice, and emotions in ways that communicate to students that it is OK to seek support for challenges.
 5. Leaders and teachers foster student self-management and responsibility for learning through the following actions:
 - a. Looking for opportunities to elevate student voice and leadership in the classroom and across the school
 - b. Framing redirection in terms of restoration of the learning community (e.g., "When you follow our classroom norm of respecting diverse perspectives, you can rejoin the discussion circle.")
 - c. Establishing classroom norms that describe what responsibility for learning, collaborative and compassionate behavior, and positive leadership look like and sound like in the specific context of the classroom
 - d. Establishing routines and procedures (e.g., jobs, transition procedures, nonverbal signals, materials organizational systems) that foster student independence and competence
 - e. Using established structures, programs, or practices (e.g., restorative circles, peer support) to engage students in determining logical and consistent consequences for student actions that disrupt the learning environment
 6. Leaders and teachers treat challenging behaviors as a learning opportunity for both students and teachers.
 - a. Leaders and teachers examine discipline policies and practices for hidden biases and work to implement discipline equitably.
 - b. Leaders and teachers actively seek to understand causes of challenging behaviors and conflict.
 - c. Leaders and teachers understand and discuss with staff and students the concept of growth mindset—the idea that ability is not fixed and that through challenging work and strategic practice, individuals can grow.
 - d. Leaders and teachers develop affirming, positive behavior intervention systems to minimize suspensions. They avoid zero tolerance policies that exclude students from the learning environment.
 - e. Leaders and teachers address lapses in good character explicitly, respectfully, and well, even if it means, for example, interrupting class work or a staff meeting.
 - f. Leaders and teachers identify consequences for challenging behaviors that give students opportunities to own their mistakes, repair harm to individuals and the learning environment, and rejoin the learning community (e.g., restorative circles, peer support or judiciary councils, restitution through service).
 - g. Leaders and teachers clearly document and communicate consequences to students, families, and other staff.

C. Building Traditions

1. Leaders and teachers create traditions that celebrate Habits of Character in whole-school settings and in classrooms (e.g., public acknowledgements in community circles, inspirational readings in Crew).
2. Leaders and teachers customize EL Education traditions. They develop the school's own unique traditions that express the school's vision of a positive community that is focused on learning.
3. Students play an active role in maintaining school traditions and acting as leaders (e.g., being ambassadors for visitors, leading meetings, maintaining the building, mentoring younger children, leading morning announcements).
4. Leaders and teachers consider how school spaces and rituals accommodate various traditions and reflect a culture of community, respect, and joy in learning. They ensure that spaces used for school traditions and celebrations are safe and inclusive and communicate the school's values.

Core Practice 22

Fostering Habits of Character

In the EL Education model, students' character development is equally as important as producing high-quality work and mastering knowledge and skills. Throughout their educational journey, students are working to become effective learners, ethical people, and contributors to a better world. Schools adopt Habits of Scholarship, which are a subset of Habits of Character that support students to become effective learners. They articulate Habits of Character that enable students to become ethical people, which include traits like respect, honesty, and compassion. They articulate Habits of Character that enable students to contribute to a better world through service and stewardship.

All three aspects of strong character (becoming effective learners, becoming ethical people, and contributing to a better world) are essential for success in school and in life. In the EL Education model, all learning is character-based. Students are on a mission to do good work: work that is good in quality, good for the soul, and good for the world.

A. Becoming Effective Learners (through Habits of Scholarship)

1. Leaders and teachers adopt a subset of Habits of Character connected to becoming effective learners, called Habits of Scholarship or Habits of Work.
 - a. Teachers post Habits of Scholarship in classrooms.
 - b. Teachers discuss Habits of Scholarship regularly.
2. Leaders and teachers articulate, in student-friendly language, what Habits of Scholarship look like and sound like. They design rubrics, anchor charts, and other supporting documents that can be easily referenced by teachers, students, and the greater community.
3. Leaders and teachers reference the school's Habits of Scholarship in school structures and documents (e.g., portfolios, school handbooks, transcripts, celebrations of learning).
4. Teachers explicitly plan lessons, experiences, and assessment opportunities (both qualitative and quantitative) that support students in developing their Habits of Scholarship.
 - a. Teachers provide many opportunities for students to practice Habits of Scholarship in daily lessons, projects, fieldwork, and Crew.
 - b. Teachers intentionally teach behaviors that enable students to develop Habits of Scholarship (e.g., note taking, recording homework, revising, accessing resources independently).
 - c. Teachers unpack Habits of Scholarship into a purposeful progression of developmentally appropriate character learning targets (e.g., "I can revise my work to achieve high-quality products"). Students and teachers track students' growth and mastery of these targets.

- d. Teachers name and honor students' Habits of Scholarship to reinforce these behaviors in specific settings.
 - e. Teachers create instructional routines and opportunities for reflection on Habits of Scholarship.
5. Students regularly track their progress on Habits of Scholarship and can articulate the link between their Habits of Scholarship and future success in school, career, and life.
 6. Teachers assess Habits of Scholarship separately from academic targets.
 7. Leaders and teachers publicly celebrate students who exhibit strong or improving Habits of Scholarship.

B. Becoming Ethical People

1. Leaders and teachers include in the school's Habits of Character traits that support students in becoming ethical people (e.g., kindness, honesty, empathy, respect).
2. Leaders and teachers work with students to articulate, in student-friendly language, what working to become an ethical person looks like and sounds like. These descriptions are often embedded in schoolwide and classroom norms.
3. Leaders and teachers model Habits of Character across classrooms and content areas and in professional conversations. A focus on ethical behavior is seen not as time away from learning, but as highly valuable and an investment in student achievement.
4. Leaders and teachers explicitly plan experiences that address Habits of Scholarship for Crew, classrooms, and the school as a whole. They support students in becoming ethical people through the following actions:

- a. Providing many opportunities for students to practice empathy, honesty, respect, and compassion in daily lessons, projects, fieldwork, and Crew
 - b. Supporting students' agency and self-efficacy by encouraging students to become allies and "upstanders" who reject and confront behaviors that disrupt a respectful culture (e.g., bullying, discrimination, name-calling, cliques)
 - c. Explicitly teaching team-building, conflict resolution, problem solving, and personal communication skills
 - d. Crafting and using character targets for academic lessons (e.g., "I can listen actively to diverse opinions")
 - e. Naming and honoring students' ethical behavior to reinforce what it looks like and sounds like in specific settings
5. Students regularly self-assess how they are working to become ethical people. Students document their Habits of Character qualitatively with examples and other evidence in reflections. They can articulate the link between their Habits of Character and their relationships in the community.
 6. Leaders and teachers create traditions that honor the culture of respect, honesty, and inclusion. They celebrate teachers and students who treat others with fairness and compassion and stand up for what is right.

C. Contributing to a Better World

1. Leaders and teachers include in the school's Habits of Character traits that support students in contributing to a better world and becoming global citizens. These include valuing diversity and working toward greater equity, inclusion, and social justice.
2. Leaders and teachers work with students to articulate, in student-friendly language, what contributing to a better world looks like and sounds like. These descriptions of civic character are often embedded in schoolwide and classroom norms.
3. Leaders and teachers model civic character through acts of service within and beyond the school.
4. Leaders and teachers collaborate with students to analyze and evaluate school and community structures and traditions and to revise them to create a more diverse, equitable, and inclusive community.
5. Leaders and teachers design curricula that teach civic character and provide students with opportunities to contribute to building a better world.
 - a. Teachers focus on local and global issues that invite students to solve real-world problems in case studies, projects, and learning expeditions. Student-created products often contribute something of value for readers, viewers, or listeners (e.g., a student-written oral history of local war veterans). Projects frequently include a service component.
- b. Crew leaders support students to plan and conduct service projects. They provide students with opportunities to make decisions, become leaders, contribute to local and global communities, and build more equitable communities.
- c. Schools offer extracurricular opportunities for students to lead or contribute to service-oriented initiatives.
6. Students document their work and service from classwork, Crew, or extracurricular activities.
7. Leaders and teachers publicly celebrate service, civic engagement, and global citizenship in school traditions, events, and communications.

Core Practice 23

Building the Culture and Structure of Crew

In the EL Education model, the tradition of Crew is both a *culture* and a *structure*. The term “crew” comes from educator Kurt Hahn, founder of Outward Bound. Hahn’s quote “We are crew, not passengers, strengthened by acts of consequential service to others” inspired the EL Education motto, “We are crew.” The culture of crew impels all members of a school community to work together as a team, to pitch in, to help others. Staff and students help their colleagues and peers get up the mountain together—individual success is not enough. The structure of Crew—daily meetings to support everyone’s learning and growth—makes time for students to build meaningful relationships with peers and their Crew leader, to reflect on and monitor academic progress, and to focus on character development. Crew is also an engine for equity and inclusion, a place where all students feel they belong and can succeed. Crew leaders strategically plan Crew meetings to address and assess these multiple goals.

Other school structures can also help build crew culture and ensure that every student is well known and supported by peers and adults (e.g., community meetings, mentoring, peer counseling, restorative justice work, apprenticeships). The culture of crew extends beyond the school walls to relationships with families and community members.

A. Fostering a Culture of Crew among Staff

1. Leaders and teachers establish a culture of crew among staff that supports and is a model for the culture of crew among students.
2. Leaders and teachers ensure that every staff member feels respected and valued as part of the culture of crew, as well as supported to grow personally and professionally. (See also *Core Practice 34: Cultivating a Positive Professional Culture*.)
3. Leaders and teachers create structures and strategies to cultivate a positive culture among staff (e.g., orientation, mentoring, communication norms, team-building activities, readings, staff events that build relationships, appreciation traditions).
4. Leaders and teachers create systems to overcome challenges to a positive culture of crew (e.g., conversation protocols for discussion of diversity and equity, including staff members’ own backgrounds and identities; equitable decision-making processes; protocols for conflict resolution among staff or in response to school crises).
5. Leaders and teachers plan staff Crew meetings to fit the school community (e.g., whole staff Crew meetings, grade/team or department Crew meetings, mixed small groups from across the building that meet regularly as staff Crews).
6. Staff Crew meetings (or the crew components of staff meetings) are focused not on the “business” of school, but on staff relationships, emotional health, growth, and sustainability.
7. Leaders and teachers sometimes use staff Crew as a structure to prepare staff to lead a student Crew effectively.

Professional learning for Crew facilitation includes:

- a. Providing a Crew curriculum framework
- b. Providing sample Crew lessons or a Crew lesson format
- c. Teaching greetings and debrief strategies
- d. Modeling effective Crew facilitation (e.g., circling up, greetings, initiatives)
- e. Teaching specific team-building activities
- f. Teaching strategies for relationship-building, conflict resolution, and courageous conversations
- g. Addressing questions and concerns about Crew

B. Fostering a Culture of Crew among Students

1. Leaders and teachers ensure that every student has a Crew leader who gets to know that student well and serves as an advocate for the student’s academic and social progress.
2. Leaders and teachers use a variety of structures and strategies to get to know students well (e.g., Crew time, home visits, flexible grouping, regular check-ins). They foster a culture of crew by supporting students to make friends, be heard, and interact as contributing members of the school community.
 - a. Leaders and teachers create structures for welcoming new students who arrive midyear.
 - b. Leaders and teachers foster multiyear connections between students of different ages and between students and adults in school and in the community. These connections may take the form of reading buddies, tutoring, mentoring, internships, apprenticeships, or other partnerships.

- c. Leaders and teachers support students to feel safe, valued, respected, and included regardless of background or identity.
- d. Leaders and teachers support all students to succeed and hold them accountable for high academic expectations.

3. Leaders and teachers celebrate the contributions of members of the learning community through community meetings, events, and other traditions.

C. Crew as a Structure in Primary and Elementary Classrooms

1. In primary and elementary classrooms, teachers generally serve as Crew leaders for their entire class. They typically hold Crew meetings daily at the beginning of the day (sometimes referred to as “morning meeting”) and sometimes also at the end of the day.
2. Whenever possible, students in Crew sit or stand in a circle so they can see and hear each other without the interference of furniture. A circle allows Crew members to be equally vulnerable, connected, and supportive of one another.
3. Teachers as Crew leaders plan and facilitate Crew experiences that support building relationships, Habits of Character, literacy, portfolio work, adventure, and service learning.
 - a. Crew leaders incorporate greetings, stories, appreciations, apologies, and other activities that foster students’ sense of purpose, belonging, and agency.
 - b. Crew leaders engage students in collaboration and competition in a joyful, supportive environment (e.g., through the use of team-building initiatives and cooperative problem-solving games). They debrief initiatives by helping students reflect on skills and mindsets that can be applied beyond the activity.
 - c. Crew leaders facilitate student reflection on their Habits of Character. Positive behavior is celebrated. Concerns about behavior (e.g., discourtesy, bullying, exclusion, or not following classroom norms) are often addressed in Crew, sometimes through restorative circles or other conflict mediation strategies.
 - d. Crew leaders facilitate student reflection on the relationship among their academic progress, Habits of Scholarship, and quality of their work. Often, students work on portfolios or prepare for student-led conferences in Crew.
 - e. Crew leaders help students understand foundational concepts of EL Education, such as the concept of “crew, not passengers,” the Design Principles, growth mindset, and Habits of Character.

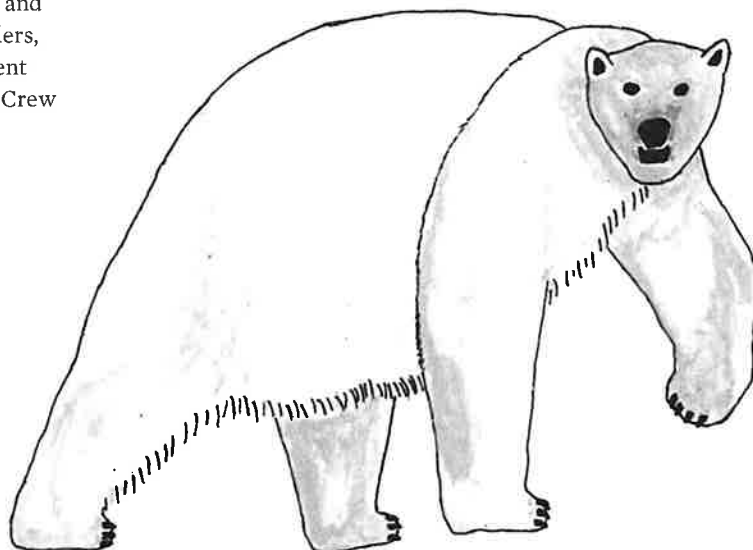
4. Crew leaders form positive relationships with parents and other care providers, monitor academic progress, and lead interventions as needed so that every student knows that he/she can be a successful member of the Crew.

D. Crew as a Structure in Secondary Classrooms

1. Leaders and teachers establish a schedule that allows for Crew to meet on a consistent basis for a significant amount of time (30 to 60 minutes) most days of the week, every day if possible. (Crew is structured similarly to what some schools call “advisory.”)
2. Leaders and teachers develop a schoolwide Crew curriculum with the following features:
 - a. Includes learning targets, common lessons, common procedures, and tools for progress monitoring
 - b. Designates specific purposes for Crew on different days or for different grade levels (e.g., literacy on Tuesdays, college preparation for juniors)
 - c. Provides consistency in Crews across the school but also allows for individual Crew leaders to craft or customize lessons for Crew members
 - d. Provides a pathway for college preparation (e.g., college visits, college research, applications, financial forms, interview preparation)
3. Leaders and teachers are careful to keep Crews small (8 to 15 students), so that students can fully participate and develop meaningful relationships with their peers and Crew leaders. Often staff beyond classroom teachers are trained and supported to be Crew leaders (e.g., athletic coaches, office staff, custodians, counselors).
4. Leaders and teachers determine how students are grouped for Crew in the way the school feels works best. Often Crews stay together over multiple years and Crew leaders stay with one Crew for multiple years (e.g., three years of middle school; four years of high school).
5. Crew is not homeroom. Crew leaders plan and prepare for meaningful lessons with learning targets. Students are active participants and leaders in Crew. In many schools, Crew is a credit-bearing, graded course. High school juniors and seniors use Crew to prepare for college admissions and postsecondary life.
6. Teachers as Crew leaders plan and facilitate Crew experiences that address healthy relationships, Habits of Character, literacy, portfolio work, adventure, and service learning.
 - a. Crew leaders incorporate greetings, stories, appreciations, apologies, and other activities that foster students’ sense of purpose, belonging, and agency.

Building the Culture and Structure of Crew (continued)

- b. Crew leaders engage students in collaboration and competition in a joyful, supportive environment (e.g., through the use of team-building initiatives and cooperative problem-solving games). They debrief initiatives by helping students reflect on skills and mindsets that can be applied beyond the activity.
 - c. Crew leaders facilitate student reflection on their Habits of Character. Positive behavior is celebrated. Concerns about behavior (e.g., discourtesy, bullying, exclusion, or not following classroom norms) are often addressed in Crew, sometimes through restorative circles or other conflict mediation strategies.
 - d. Crew leaders facilitate student reflection on the relationship among their academic progress, Habits of Scholarship, and quality of their work. Students often work on portfolios or prepare for student-led conferences in Crew.
 - e. Crew leaders help students understand foundational concepts of EL Education, such as the concept of “crew, not passengers,” the Design Principles, growth mindset, and Habits of Character.
- 7. Crew leaders ensure that all their students know about and have access to demanding academic courses, extracurricular activities, academic and social supports, and the best sequence of classes for college placement or postgraduation pursuits.
 - 8. Crew leaders guide and support the college application process for students, including financial aid and scholarships, especially for first-generation college applicants. School counselors support Crew leaders in this work.
 - 9. Crew leaders form positive relationships with parents and other care providers, monitor academic progress, and facilitate conversations between students, care providers, and other staff members as needed so that every student knows that he/she can be a successful member of the Crew and is ready for graduation.



Core Practice 24

Engaging Families and the Community in the Life of the School

Families are key partners in the education of their children. In the EL Education model, staff members make families welcome, value their contributions and backgrounds, and engage them actively in the life of the school. Leaders and teachers explicitly recognize that families care about their children's education, bring strengths, and add value to the community. Leaders and teachers communicate with families regularly and respectfully and provide multiple ways to contribute to the academic and social life of the school. Leaders and teachers encourage families to be strong partners in their children's learning. In addition, leaders and teachers build and sustain partnerships with community organizations and cultural institutions. Students are accustomed to interacting with visiting community members.

A. Welcoming Families and Visitors

1. Leaders and teachers offer a variety of ways for families to participate in the school community (e.g., as a board member, Leadership Team member, tutor, reading buddy, classroom expert, passage portfolio panelist, fundraiser). They seek opportunities to build on and build up parents' strengths as partners in their child's education.
2. Leaders and teachers organize interactive family education events throughout the year (e.g., orientation, an open house to showcase work in progress, a family mathematics night, workshops on social and emotional learning). Such events are opportunities for families to participate as learners and teachers.
3. Leaders and teachers teach students how to actively welcome visitors to the school by training classroom or school ambassadors to welcome guests, share highlights about the school, and speak eloquently about their experience as students.
4. Leaders ensure that student-led tours of the school are tours of learning, not just physical tours to point out the rooms. Students describe the student work on the walls, in portfolios, and in classrooms. They share the story of the school and explain the school's mission and Habits of Character.

B. Building Relationships with Families

1. School leaders and teachers actively seek to learn about the cultures, backgrounds, and values of their students' families. They understand that families from historically underserved groups may have had negative experiences with schooling—their own or their children's. Leaders and teachers work to earn the trust of all families through the following strategies:
 - a. Leaders and teachers examine their own biases and personal stories around race, ethnicity, class, gender, and the struggle for educational diversity and equity

within and beyond their community in order to develop empathy for students and families.

- b. Leaders and teachers develop and seek input on school procedures and systems that are inclusive and respectful of all members of the school community and all the ways they can contribute to the school.
 - c. Leaders and teachers create structures and traditions to welcome families *throughout* the year, not just at the beginning of the year.
2. Leaders and teachers recognize that families are an important part of the broader crew that supports students to succeed. They demonstrate that they are accessible, visible, and come to the table as learners and partners with families through the following actions:
 - a. Leaders articulate clear expectations for families' role and responsibilities in their child's education.
 - b. Leaders and teachers provide volunteer opportunities for families.
 - c. Leaders articulate grievance procedures that respect families as partners, value all voices, and help all members hold each other accountable for upholding the school's mission and norms.
3. Leaders and teachers encourage and support all families to participate in school events. They schedule events outside of the school day, assist with transportation, provide food, childcare, and translators, and otherwise seek to make school participation accessible and equitable for all families.
4. Leaders create channels to get feedback from families, foster respectful communication, hear diverse perspectives, and facilitate collaborative problem solving when conflicts arise.
5. School leaders systematically and transparently track family participation and feedback through volunteer logs

Engaging Families and the Community in the Life of the School (continued)

and school event evaluations. Leaders respond to these data by revising strategies to ensure maximum involvement of families.

C. Communicating with Families

1. Leaders and teachers communicate with families regularly and respectfully before and throughout the school year.
 - a. Leaders and teachers create, publicize, and frequently update an annual calendar of events and meetings that invites families to celebrate with students, contribute to the school, and participate in the school's decision-making and planning (e.g., celebrations of learning, community workdays, fund-raisers, school improvement planning).
 - b. Leaders develop a publication plan that includes a range of publications and formats (e.g., handbooks, newsletters, annual report, website, e-blast, online grade book) to ensure that all families have access to and understand the school's policies, curriculum, approaches to instruction, and assessment system. They examine and revise the plan to ensure that every family has access, including families whose home language, levels of education, or technological means may present barriers to access.
 - c. Leaders and teachers communicate regularly and in a variety of ways with families about students' progress and accomplishments (e.g., informal notes home, interim and end-of-term progress reports, conferences, emails, phone calls).
 - d. Leaders seek input from families that don't come to events. They inquire about family members' needs, hopes, and concerns and create ways for all families to participate, including providing translation for families that require it.
2. Leaders and teachers develop protocols and documents to support student-led conferences as a cornerstone of communicating student achievement. (See also *Core Practice 31: Communicating Student Achievement*.) They expect and support all families to participate in this practice. They expect all students to prepare for and do their best in their conference.
3. Leaders and teachers regularly showcase student work and student reflections in schoolwide or classroom-based celebrations of learning. During these events, students themselves act as presenters and docents to explain their learning to families.

D. Building Community Partnerships

1. Leaders and teachers build and sustain relationships with community organizations and cultural institutions that support key school structures like fieldwork, experts, service learning, and authentic audiences for student work.
2. Leaders intentionally build relationships within the community to develop a broad constituency that supports and advocates for the school.
3. Leaders, teachers, and students embrace their responsibility as members of and contributors to the surrounding community.
4. Leaders, teachers, and students recognize the contributions of outside experts and volunteers (e.g., experts are invited to celebrations of learning; students send thank you notes to volunteers).

Core Practice 25

Creating Beautiful Spaces That Promote Learning

In the EL Education model, the physical space of the school reflects and supports the learning environment and the values of the school. When people enter the school, they are immediately aware of being in a place that celebrates learning. The walls are filled with high-quality student work showcased in common spaces and classrooms. Student work is displayed in a way that honors the work, giving parts of the school a museum quality that inspires student and community pride. Work is often supported by explanatory text that includes student voice and reflection. The mission of the school is evident to guests, students, and teachers throughout the building.

Student achievement is honored in public spaces, whether it is academic, artistic, athletic, or a demonstration of good character. Students themselves are leaders in caring for common spaces within the school and on the grounds, helping to make and keep the school as beautiful as possible.

A. Designing the Learning Space

1. School leaders, teachers, and students ensure that classrooms and common spaces are clean and maintained with care and pride. Whenever possible, students are leaders in this work.
2. The primary entryways for the school are welcoming and beautiful, with displays that send a clear message that the school is a place of high achievement, quality work, and student and adult character. Signage makes the values and mission of the school clear to all.
3. Leaders and teachers display high-quality student work rather than commercial posters and signs in classrooms and common spaces. Student work is supported with text that makes clear what students learned. Often, students also create signs related to the school's values, Habits of Character, or norms.
4. Teachers design classroom spaces that are rich with resources for student learning (e.g., books, technology, manipulatives, art supplies, science equipment, models, natural specimens).
5. Teachers design classrooms to facilitate student thinking, independence, and character development. They organize and label supplies, post expectations, directions, and schedules, and artistically display current academic work as well as anchor charts representing key learning.
6. Students take primary responsibility for the care of classroom resources. They treat the learning environment, in particular live plants and animals, with great respect and care.
7. Throughout the building, leaders and teachers celebrate and visibly showcase work that references EL Education's Dimensions of Student Achievement: mastery of

knowledge and skills, character, and high-quality student work. They display tributes to sportsmanship, adventure learning, art, and other academic pursuits.

8. Teachers and students connect their classroom learning to the natural world by caring for and learning in outdoor spaces. Often, they display items from the natural world (e.g., plants, rocks and minerals, bones, aquariums and terrariums with live animals) as they would be displayed in a museum, in order to inspire wonder and scientific understanding.

B. Documenting Student Learning

1. Teachers and students create artful displays of student work that feature the work of all students, honoring individual and collective growth and inspiring all students to create work of quality.
2. Teachers and students use bulletin boards and hallway walls to tell the story of student learning through documentation panels that include artifacts such as:
 - a. Rough and final draft student work
 - b. Guiding questions and learning targets
 - c. A narrative about the learning
 - d. Photographs
 - e. Quotes from students and teachers
 - f. Student and teacher reflections
3. Students' presentations of their learning, referencing documentation panels, are a highlight of celebrations of learning.

Core Practice 26

Promoting Courage and Adventure

The spirit of courage and adventure that permeates the EL Education model is a clear expression of EL Education's roots in *Outward Bound*. Leaders and teachers encourage students to work on building their courage across multiple aspects of their academic and social lives, to develop, for example, "fractions courage," "poetry courage," or "friendship courage." Similarly, adventure can be any physical, artistic, or academic experience that involves risk, challenge, and discovery. Adventure bolsters student engagement and strengthens students' courage.

EL Education promotes the kinds of adventures that create opportunities for leadership and collaboration as groups of students and teachers face challenges both alone and together. Reflection is a vital component of such adventures, so that each experience is a rich opportunity for learning about oneself, one's peers, and the world. Teachers take care when planning adventures to ensure physical and emotional safety, while at the same time promoting risk-taking and courageous action.

A. Learning through Adventure

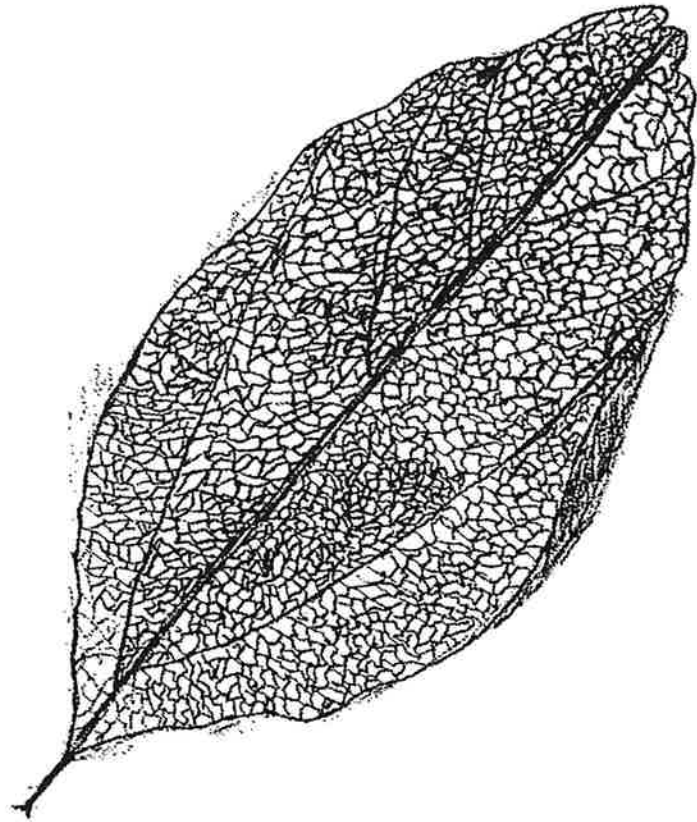
1. Leaders and teachers build community and provide opportunities for student leadership and teamwork through school adventure traditions. These traditions scaffold through increasingly challenging physical and academic adventures (e.g., a first-grade campout in the gym, a sixth-grade bike trip, a ninth-grade mural project, a high school service project).
2. Leaders and teachers sometimes facilitate outdoor adventures in which students investigate the natural world in open spaces near the school, local parks, or through school-organized wilderness and nature experiences. Leaders and teachers offer outdoor adventure opportunities with the following features:
 - a. Leaders and teachers ensure that such adventure experiences are accessible to all students regardless of ability to pay, physical ability, or experience in the outdoors.
 - b. Leaders and teachers challenge students to stretch their comfort zones, work together to accomplish a difficult goal, and gain confidence in their individual skills in the face of challenge.
 - c. Teachers embrace their own challenges and model healthy risk-taking. They learn and grow alongside their students.
3. Leaders and teachers structure multiple opportunities for students to reflect on and learn from successes and challenges in their physical and academic adventures. They circle up and debrief frequently, focusing on topics such as healthy risk-taking, collaboration and leadership strategies, and how the culture of crew supports individuals to do more than they think possible.
4. Teachers explicitly frame challenging tasks in lessons, case studies, projects, and learning expeditions as opportunities for academic courage, grappling, and risk-taking. Students embrace academic courage through challenge in the classroom.
5. Teachers help students to identify new challenges as learners and to choose tasks that are both meaningful and challenging, such as conducting original research, collaborating with professionals, and revising products multiple times for authentic audiences.
6. Leaders and teachers craft experiences and debriefs that help students understand that taking risks—with support—is often when the most powerful learning takes place.
 - a. Teachers promote fieldwork in the natural world or in a city environment as an opportunity to embrace courage and adventure.
 - b. Teachers frame student leadership roles (e.g., peer mediation groups, mentoring younger students) as opportunities to embrace courage and adventure.
 - c. Leaders promote collaborations between schools or between their school and a local nonprofit with different context (e.g., pen pal relationships with a school in another country, a joint service project between students in different neighborhoods) as opportunities to embrace courage and adventure.
7. Leaders and teachers explicitly connect the school's Habits of Character to academic and physical adventure experiences (including individual and team sports) through the following actions:
 - a. Supporting students to reflect on their success, challenges, and personal growth on such Habits of Character as perseverance, problem solving, and collaboration

- b. Providing constructive feedback to students who take risks and encouraging them to learn from mistakes, rely on their Crew, keep trying, and celebrate small victories as they work toward their goals
 - c. Celebrating and publicly acknowledging students' courage and growth as the path toward achievement and meeting personal goals
8. Students use reflections from adventure experiences as artifacts or evidence in student portfolios, passage presentations, or other documentation of growth in Habits of Character.

B. Teaching Adventure Skills and Ensuring Safety

1. The school has policies, protocols, and regulations to ensure that physical education classes, sports programs, physical adventure programming, extracurricular programs, and fieldwork are safe. For off-campus adventure programming, they may contract with a professional organization like Outward Bound.
2. Leaders provide professional learning and ongoing coaching to ensure that teachers, Crew leaders, and adventure trip chaperones have the structures and skills to guide adventure activities. Professional learning includes:
 - a. Developing norms and expectations for collaboration, conflict resolution, monitoring safety, and supporting all students to do more than they think possible

- b. Aligning adventure activities with the school's Habits of Character to help teachers and students understand their purpose and value through appropriate framing, implementation, and debrief
- c. Giving teachers opportunities to experience and reflect on their own adventure activities and to practice framing and leading adventure-based activities with other adults before they do so with students
- d. Training in social and emotional safety (e.g., communication, countering implicit bias, when to defer to professional counselors or therapists)
- e. Training in first aid and protocols for emergency situations (e.g., CPR, Wilderness First Aid or Wilderness First Responder medical certifications)

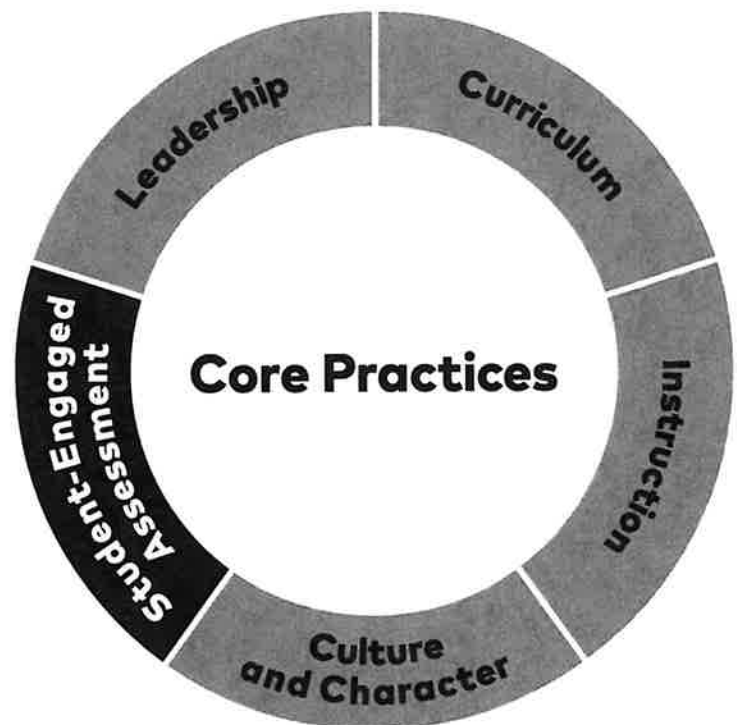


Student-Engaged Assessment

EL Education believes that assessment practices should motivate students to become leaders of their own learning. Students track their progress toward standards-based learning targets, set goals, and reflect on growth and challenges. Students and teachers regularly analyze quantitative and qualitative data that include assessments, reflections, and student work and use those data to inform goals and instruction. Students regularly present evidence of their achievement and growth through student-led family conferences, passage presentations, and celebrations of learning.

Core Practices in This Domain

- Cultivating a Culture of Engagement and Achievement
- Crafting and Using Learning Targets
- Checking for Understanding in Daily Instruction
- Using Assessments to Boost Student Achievement
- Communicating Student Achievement



Core Practice 27

Cultivating a Culture of Engagement and Achievement

Student-engaged assessment is a hallmark of the EL Education model. When assessment is done *with* students instead of *to* them, students take responsibility for and lead their own learning. They see themselves as the key actors in their own success. This creates a culture of engagement and achievement in which all students and adults believe that effort and reflection lead to academic growth and high-quality work. Teachers use multiple methods of formative and summative assessment to track students' progress toward academic learning targets and Habits of Scholarship (e.g., perseverance, collaboration, responsibility). Teachers continually analyze quantitative and qualitative evidence of student performance to inform their instruction. Students learn to reflect deeply and concretely on their own performance data, assess their own learning, use feedback from peers and teachers, and set goals for achievement.

A. Developing a Growth Mindset

1. Leaders, teachers, staff, and parents believe and communicate that all students are capable of high academic achievement and that achievement grows with effort. This belief permeates actions and decisions.
 - a. Leaders and teachers reinforce their own and students' growth mindset by framing challenging tasks as worthy tasks requiring academic courage and effort.
 - b. Leaders provide professional learning for teachers and education for parents on the impact of academic mindsets on achievement.
 - c. Leaders and teachers examine assessment practices for implicit bias toward historically underserved groups.
2. Teachers recognize and reinforce students' effort, perseverance, and strategic actions. They avoid "fixed mindset" comments about ability, intelligence, or talent.
3. Teachers and students provide descriptive feedback that empowers students and peers to build on their strengths, learn from mistakes, revise, and correct misconceptions.
4. Teachers guide students to assess and improve the quality of their work through the use of models, critique, rubrics, and, sometimes, work with experts. (See also *Core Practice 12: Planning for and Supporting High-Quality Work*.)
5. Teachers articulate how assessments are a source of information that helps students grow. Incremental successes motivate students to step up to increasing levels of challenge.

B. Supporting Students to Be Leaders of Their Own Learning

1. Teachers translate required standards and Habits of Scholarship into academic and character learning targets for lessons, projects, units, and courses. (See also *Core Practice 28: Crafting and Using Learning Targets*.)
2. Teachers use learning targets purposefully to ensure that students take ownership of their own learning.
3. Teachers provide opportunities for students to reflect on and analyze data as a way to track progress toward learning targets and set goals. (See also *Core Practice 30: Using Assessments to Boost Student Achievement*.)

Crafting and Using Learning Targets

Learning targets are the foundation of a student-engaged assessment system. Teachers translate required standards into learning goals for courses, projects, units, and lessons in language that students can understand and own. Teachers refer continually to learning targets during the lesson, check for understanding of learning targets, construct formative and summative assessments that match learning targets, and track students' progress toward targets. Students demonstrate their ownership of their learning by articulating the connections between learning targets and the work of the lesson and by showing evidence of their progress toward meeting them.

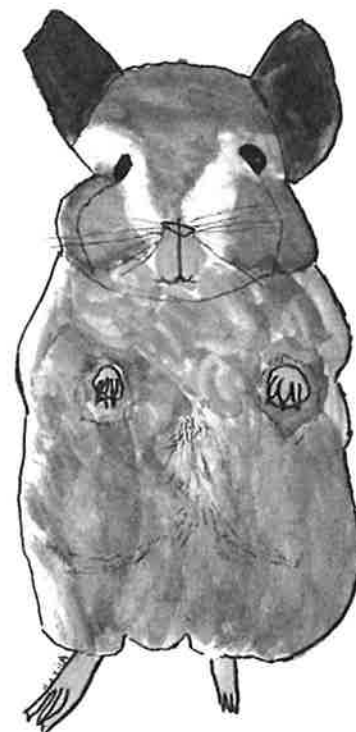
A. Crafting Learning Targets

1. Teachers analyze their curriculum map. (See also *Core Practice 2: Mapping Knowledge, Skills, and Habits of Character*.) They unpack and discuss their standards with grade-level peers to develop a deep and shared understanding of what the standards are asking students to know and do.
2. Teachers analyze and discuss the discipline-specific ways of thinking expected by the standards for their subject area (e.g., classifying in science, valuing evidence in ELA, abstract reasoning in math) and can articulate how these ways of thinking support learning.
3. Teachers document and periodically review the alignment of standards, learning targets, and assessments as part of their curriculum maps.
4. Teachers translate their standards into high-quality learning targets that have the following characteristics:
 - a. They are derived from national or state standards embedded in school or district documents such as curriculum maps and adopted program materials.
 - b. They are written in student-friendly language and begin with the stem “I can...”
 - c. They are measurable and use concrete, assessable verbs (e.g., identify, compare, analyze).
 - d. They are specific, often referring to the particular context of a lesson, project, or case study.
 - e. They are phrased to identify the intended learning, not the intended doing. That is, learning targets are phrased as statements about the skills or knowledge students will develop as opposed to what students will complete (e.g., “I can describe the ideal habitat for a polar bear” vs. “I can write a paragraph about the habitat of a polar bear”).
 - f. They are phrased to identify the knowledge, reasoning, or skill that matches the cognitive process demanded of students (e.g., “analyzing” or “creating”).
5. Teachers sequence daily learning targets that scaffold students' ability to achieve mastery of a standard. When sequencing targets, teachers consider the following questions:
 - a. How many lessons do students need to master the discrete skill, knowledge, or reasoning in this learning target?
 - b. What sequence of daily learning targets will build students' knowledge and skills over time, scaffolding students to mastery of a standard (or long-term target)?
 - c. What character learning targets support the topic and tasks I'm asking students to do (e.g., “I can seek multiple perspectives in our discussion of civil rights,” “I can persevere to improve my work through multiple revisions”)?
 - d. When should I use a character learning target alongside an academic target so that students have multiple opportunities for growth (e.g., “I can be productive and focused when working independently,” “I can contribute to my classroom community by reliably doing my classroom job,” “I can speak and listen respectfully to my peers”)?

B. Using Learning Targets in Daily Instruction

1. Teachers use learning targets to articulate specific learning outcomes for students, so that all students know the target they are aiming for and understand the criteria for success before independent practice. Teachers unpack the learning target with students through the following actions:
 - a. Guiding students to restate the learning target verb in their own words (e.g., analyze, explain, solve)
 - b. Identifying and defining academic or domain-specific vocabulary in the learning target
 - c. Communicating how the learning target will be assessed before students demonstrate their learning in relation to the target

2. Teachers sometimes pre-assess students' proficiency on the learning target as part of the "do now" activity in a lesson.
3. Teachers choose the optimal time to introduce learning targets during a lesson. (See also *Core Practice 10: Planning Effective Lessons* and *Core Practice 11: Delivering Effective Lessons*.)
 - a. In a Workshop 1.0 lesson, this is typically at the outset of the lesson, or after a "hook" that builds excitement.
 - b. For a discovery-based lesson or Workshop 2.0 lesson structure, this is typically after students have grappled with a problem or text, discussed their strategies, or raised questions and hypotheses.
4. Teachers refer to the learning target throughout the lesson through the following actions:
 - a. Explaining how daily learning targets are related to standards or long-term learning targets
 - b. Pausing instruction or work time periodically to reorient students to the learning target and correct misconceptions or false starts
 - c. Using checks for understanding to assess where students are in relation to the learning target
 - d. Debriefing the learning in the context of the learning target at the end of the lesson
5. Teachers ensure that students:
 - a. Can articulate the meaning and purpose of learning targets
 - b. Regularly track their progress toward learning targets through quick checks, formative assessments, or target trackers
 - c. Know where they are in relation to the learning target and what they need to do to get closer to meeting it



Core Practice 29

Checking for Understanding in Daily Instruction

The EL Education model promotes student-engaged assessment strategies that help students reflect on and lead their own learning. Teachers use these strategies so that students understand what they know and can do at the outset of learning and as they progress toward learning targets. Students are able to articulate their understanding and set meaningful goals for applying their learning and improving their work.

A. Starting with Learning Targets⁵

1. Teachers anchor their planning, lessons, and assessments in well-crafted learning targets.
2. Teachers gauge student progress against learning targets. They ensure that students know and can articulate where they are in relation to proficiency on academic and character learning targets.

B. Using Protocols and Engagement Strategies

1. Teachers use protocols and engagement strategies to ensure that all students participate in whole group discussions (e.g., Cold Call, No Opt Out).
2. Teachers engage students actively and equitably (e.g., by using Think-Pair-Share, Back-to-Back and Face-to-Face).
3. Teachers use Conversation Cues that promote productive and collaborative discussion (e.g., “Tell me more,” “How is what x said different than what y said?”).

C. Listening and Observing Strategically

1. Teachers circulate while students are working and engaged in structured small-group discussions to observe learning in action (e.g., during the “grapple” portion of a Workshop 2.0 lesson, they listen to determine what students collectively know or can do and to identify common misconceptions).
2. During observation, teachers ask open-ended (how? why? what if?) questions that prompt students to extend their thinking.
3. Teachers sometimes use a checklist to track evidence as they circulate, especially during the “apply” portion of a Workshop 2.0 lesson.

D. Using Quick-Check Techniques

1. Teachers use quick-check techniques to engage students in checking their own understanding, to monitor confusion or

readiness, to determine the status of the class as a whole, or to probe for deeper understanding (e.g., Go Around, Clickers, Human Bar Graph, Hot Seat).

2. Teachers periodically pause instruction or work time to address misconceptions or false starts.

E. Deepening Understanding through Questioning

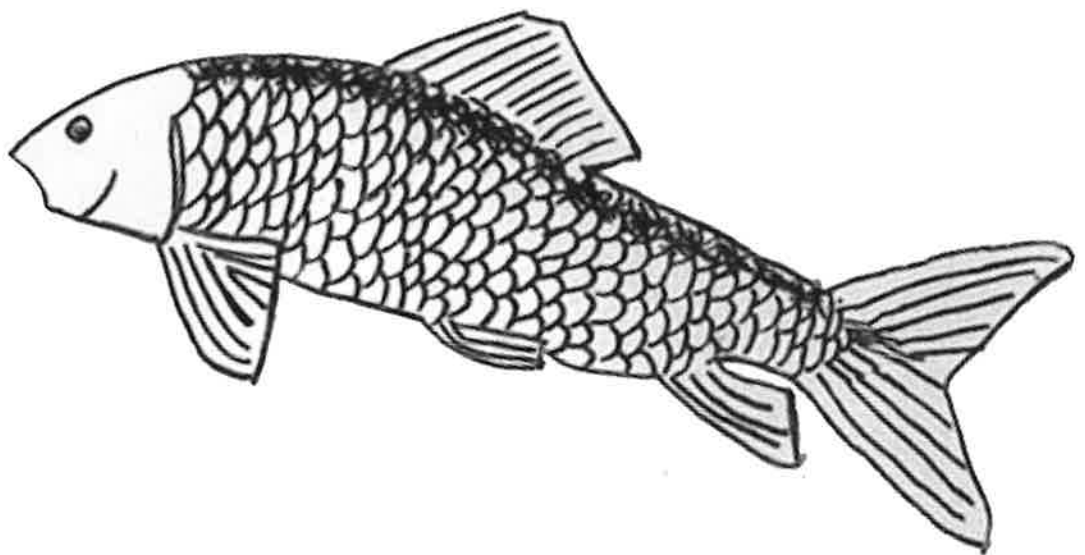
1. Teachers ask sequenced, pre-planned strategic questions that deepen critical thinking and build students’ understanding of the concept or skill in the lesson.
2. Teachers require students to use evidence from the text or data sets to support their answers.
3. Teachers help students learn how to formulate their own strategic questions.
4. Teachers encourage students to ask questions of themselves and others to monitor and augment their understanding, especially during the discussion portion of a Workshop 2.0 lesson. (See also *Core Practice 11: Delivering Effective Lessons*.)
5. Teachers provide adequate think time so that all students have time to process and construct an answer.

F. Self-Assessing, Reflecting on Progress, and Setting Goals

1. Teachers use models and critique sessions to help students develop an understanding of quality in texts and in their own product creations and to set goals for progress. (See also *Core Practice 12: Planning for and Supporting High-Quality Student Work*.)
2. Teachers provide descriptive feedback and facilitate peer feedback sessions that enable students to reflect, self-assess, and set goals for revision. (See also *Core Practice 12: Planning for and Supporting High-Quality Student Work*.)

5. This practice is detailed in *Core Practice 28: Crafting and Using Learning Targets*.

3. Teachers debrief lessons to help students reflect on their individual and collective progress. Students reflect on both what they learned and how they learned, using private and public protocols for reflection (e.g., journals, learning target trackers, exit tickets, or dialogue).
4. Teachers provide explicit instruction on self-assessing with accuracy (e.g., with reference to specific criteria lists or rubrics) and providing evidence to support their claims about progress toward learning targets.
5. Teachers help students identify strategies and next steps needed to achieve learning targets. With support from teachers, students create action plans for academic goals as well as Habits of Character.



Core Practice 30

Using Assessments to Boost Student Achievement

In the EL Education model, teachers and leaders use a variety of assessment types to measure students' mastery of standards and regularly involve students in understanding and analyzing their own assessment data. (See also *Core Practice 29: Checking for Understanding in Daily Instruction*.) Teachers use high-quality assessment data, both formative and summative, to reflect on the effectiveness of curriculum, instruction, and schoolwide structures such as schedules, academic groupings, and intervention programs. Finally, assessments provide a body of evidence for grading, reporting, promotion, and graduation that must be communicated to the community, district, state, and other stakeholders.

Teachers and leaders choose, create, and schedule high-quality classroom assessments in order to get a complete and accurate picture of student learning throughout the year and to prepare students for interim assessments and high-stakes standardized tests. They analyze test results to inform action plans, make instructional adjustments, and set goals for improvement. Students also analyze their own data, use it to identify strategies for success, and communicate their data and their goals to families.

A. Choosing or Creating Quality Assessments

1. Teachers choose, adopt, or craft quality assessments in order to collect meaningful, accurate, and timely information about student learning. These include formative and summative assessments (e.g., paper and pencil tests, on-demand assessments of writing, performance assessment tasks, online interim assessments).
 2. Teachers align assessments with required standards and then plan backward to identify the sequence of assessments that will be used to measure mastery of concepts and skills incrementally and repeatedly throughout the year.
 3. Teachers choose or design and then test-drive major assessments as part of their initial planning for a unit to ensure that these assessments accurately measure and align with desired learning targets.
 4. Teachers select the type of assessment that is best matched to what they are assessing (e.g., multiple choice to assess factual knowledge, performance tasks to assess skills).
 5. Teachers collaboratively create or choose common assessments for key skills or content. Common assessments improve consistency and reporting of student proficiency.
2. Teachers scaffold instruction to build students' knowledge, skills, and reasoning (e.g., cognitive strategies such as analysis, interpretation, problem solving). They support students to identify patterns and big ideas linked to disciplinary content.
 3. Teachers use formative assessments (assessments for learning) to give students experience with summative assessment tasks (assessments of learning) and build their capacity to accurately self-assess their progress toward learning targets.
 4. Teachers encourage productive study habits (e.g., forming peer study groups, text-coding notes, memorizing mnemonics, using flashcards).
 5. Teachers prepare students for standardized tests throughout the school year, not as an isolated event just prior to a testing situation.
 - a. Teachers help students analyze the formats used on standardized tests (e.g., writing to prompts, multiple choice questions, showing thinking in mathematics and science) and teach them to respond to these formats by applying strategies such as using context clues.
 - b. Teachers give strategic practice tests to boost students' confidence with the test-taking format, timing, and procedures.
 - c. Teachers empower students to improve their performance by applying test-taking strategies, strengthening Habits of Scholarship (e.g., time management, perseverance, problem solving), and practicing self-care to reduce test anxiety (e.g., exercise, a healthy diet, sleep, meditation).

B. Preparing Students for Assessments

1. Teachers ensure that students understand the purpose and outcomes of different types of assessment so that students clearly see the connection between learning targets and assessments.

C. Using Assessment Data with Students

1. Teachers ensure that related learning targets are posted on assignments, and when appropriate, on assessments, so that students understand how academic tasks demonstrate mastery of targets.
2. Teachers support students to analyze their own assessment data and track their progress toward learning targets. (See also *Core Practice 27: Cultivating a Culture of Engagement and Achievement*.)
3. Students regularly analyze strengths, challenges, and patterns in their performance on assessments and on related assignments. They may keep data notebooks or folders to document their findings.
4. Based on assessment data, students set learning goals and determine next steps to reach them.
5. Students present and explain their own data to families in student-led conferences. (See also *Core Practice 31: Communicating Student Achievement*.)

D. Using Assessment Data to Drive Student Achievement and School Improvement

1. Teachers individually and collaboratively analyze assessment data. They deliberately and thoughtfully use assessment data to identify patterns in student responses to test items. This practice informs curriculum mapping and lesson planning and helps teachers to evaluate, adjust, and differentiate instruction.
2. School leaders provide professional development to support teachers in implementing and analyzing assessments. (See also *Core Practice 33: Leading Evidence-Based Strategic Improvement* and *Core Practice 36: Leading Professional Learning*.)
3. Teachers and school leaders create or select interim assessments, designed to benchmark student progress toward end-of-year goals, that are closely aligned to required standards and standardized tests. They ensure that interim assessments match the rigor of the end-of-year or end-of-course assessments.
4. Leaders and teachers articulate the value and purpose of standardized tests. They help families and students understand that this data allows educators to adjust curriculum and instruction to meet the needs of all students as they move up through the grades.
5. Leaders and leadership teams regularly analyze data as part of the school-improvement process. They use it to set goals and create action plans for improvement and to document growth and achievement.

Core Practice 31

Communicating Student Achievement

In the EL Education model, student achievement is communicated in traditional ways (e.g., report cards) and also in ways that allow students to take the lead in speaking about their own learning. Leaders and teachers create structures and procedures that support students to create, maintain, and present portfolios demonstrating growth and achievement during student-led conferences, passage presentations, and celebrations of learning. They also implement standards-based grading systems that communicate academic outcomes relative to specific required standards and, separately, outcomes on Habits of Scholarship. Teachers involve students in the dialogue about assessment and communicating achievement. Students can articulate what they have learned and speak to their own strengths, struggles, goals, processes of learning, and preparation for college and career success.

A. Implementing Standards-Based Grading

1. Teachers determine grades that describe students' current proficiency in relation to specific standards. For example, they may use a 1–4 point scale, with a 1 meaning a student “does not meet the standard” and a 4 meaning a student “exceeds the standard.” Recent evidence takes precedence over older evidence so that students' grades reflect what students know and can do now, rather than an average of their proficiency over time (as represented by a percentage).
2. Teachers within subject-area departments or grade levels compare and calibrate their grading practices to ensure that they are using grades to objectively describe students' mastery of knowledge and skills, not to motivate future efforts or punish past failures.
3. Teachers communicate long-term learning targets to students and families at the outset of instruction. Over the course of the term, they provide students with multiple opportunities to demonstrate progress toward long-term learning targets. Students can articulate how their grades reflect proficiency on learning targets, rather than the subjective judgments of teachers.
4. Leaders and teachers develop uniform grading practices that ensure schoolwide consistency in grading. They communicate these practices to students and families in school documents and timely electronic and verbal communications.
5. Teachers determine grades for academic learning targets separate from scores for Habits of Scholarship. Success in both areas is considered in credit, promotion, and graduation policies.

B. Communicating about Habits of Scholarship

1. Leaders and teachers collaborate to create a coherent and consistent system for collecting evidence of students' Habits of Scholarship.

- a. Teachers assess Habits of Scholarship (e.g., perseverance, collaboration).
- b. Teachers often use evidence of homework completion, meeting deadlines, and prompt attendance to support Habits of Scholarship grades.
- c. Teachers and leaders develop rubrics and guidance documents to ensure that all teachers assess Habits of Scholarship fairly and consistently.
2. Leaders and teachers support students and family members to recognize the relationship between Habits of Scholarship and academic achievement.
 - a. Leaders, teachers, and students track this correlation over time and share it with families.
 - b. Students set goals and write action plans to improve their Habits of Scholarship in order to improve their academic achievement.
3. Teachers report student proficiency on Habits of Scholarship in multiple ways.
 - a. Habits of Scholarship are communicated on progress reports (separately from academic grades).
 - b. Students provide evidence of and share their progress on Habits of Scholarship in student led-conferences and passage presentations.
 - c. Leaders and teachers recognize Habits of Scholarship in school awards, community circles, and other public acknowledgements.

C. Communicating Achievement on Report Cards and Transcripts

1. Teachers report progress toward specific standards-aligned learning targets (not just letter grades).
2. Leaders and teachers ensure that students and families understand the connection between classroom grading policies and school reporting practices.

- a. This information is included in family handbooks and family education/information sessions.
 - b. Teachers often ask students to track and record their own progress toward meeting learning targets during class time. Grades reported at the end of term should not be a surprise to students.
 - c. Teachers communicate concerns about student progress to students and families along the way, so that students, families, and teachers can intervene appropriately.
3. Leaders create a succinct document that explains how student grades are derived and what they mean. This document accompanies student transcripts when they are sent to outside audiences (e.g., college admissions offices).

D. Communicating Achievement through Celebrations of Learning

1. Leaders and teachers organize grade-level or schoolwide events to celebrate the learning of all students. These often take place at the end of learning expeditions, units, or school terms.
2. Teachers invite families, community members, and school partners to serve as an authentic audience for celebrations of learning.
3. Teachers prepare students to serve as docents and presenters of their own learning and create protocols that enable family members to ask questions about student work, interact with students and teachers, and honor the school's mission.

E. Communicating Achievement through Portfolios

1. Leaders and teachers collaborate to create a system for documenting student work across subject areas in portfolios.
 - a. Teachers define the purpose and organizing structure of portfolios (e.g., by discipline, dimension of achievement, or learning target).
 - b. Teachers determine what will be in portfolios to provide context for student work (e.g., a table of contents, reflections, resume, section overviews, assignment rubrics showing learning targets).
 - c. Teachers determine what student work will be included, how pieces will be selected, and whether to include multiple drafts, self-reflections, or feedback from teachers. They create a checklist or other guidance documents to help students create quality portfolios for presentation.
 - d. Teachers determine whether to include service learning logs and/or reflections on Habits of Character.

F. Communicating Achievement through Student-Led Conferences

1. Leaders schedule time at least twice per year for student-led conferences in which students communicate progress in their learning to family members or other caregivers. Student-led conferences address all EL Education's Dimensions of Student Achievement: mastery of knowledge and skills, character, and high-quality student work.
2. Leaders and teachers support families to understand the structure, purpose, and expectations of student-led conferences. They communicate the schedule in advance and help families understand the roles and responsibilities of teachers, students, and parents during the conference.
3. Teachers or Crew leaders support students in preparing for conferences (often during Crew) by doing the following:
 - a. Creating classroom systems for archiving student work
 - b. Supporting students in selecting work for their portfolios
 - c. Supporting students in naming and being able to demonstrate what they have learned
 - d. Supporting students to reflect on and articulate their progress, to identify areas for growth, and to set aspirational and achievable goals
 - e. Making time for students to prepare for and practice their student-led conference presentation, with attention to criteria such as eye contact, clear articulation, and presenting evidence to support their claims about learning

G. Communicating Achievement through Passage Presentations

1. Leaders and teachers create passage presentation structures in which students present their readiness to move forward to the next level of their educational journey (e.g., from elementary to middle school, middle to high school, high school to college).
2. Leaders and teachers determine the purpose and objectives of passage presentations. Depending on the grade level of the passage and the school's mission, they identify what students will focus on in their presentation (e.g., work that demonstrates proficiency in core subjects; artistic, athletic, or technical accomplishments; service and leadership; growth in Habits of Character).
3. Teachers and leaders formulate a rubric and other guidance documents that convey the vision of student success in a passage presentation through the following actions:

Communicating Student Achievement (continued)

- a. Determining whom the authentic audience for passage presentations will include (e.g., community members, board members, Crew mates)
 - b. Determining how passage presentations will be structured and what will be assessed
 - c. Determining how and when students will prepare for passage presentations and how information will be communicated to families
4. Teachers support students to prepare for passage presentations well in advance of the event (often during Crew) by doing the following:
- a. Supporting students to analyze their own portfolios and to identify quality evidence that demonstrates progress toward academic and character learning targets and readiness for passage
 - b. Helping students select and reflect on student work to showcase in their passage presentation
 - c. Making time for students to practice and receive feedback on presentation skills such as eye contact, effective communication of ideas, use of technology, and presenting evidence to support their statements



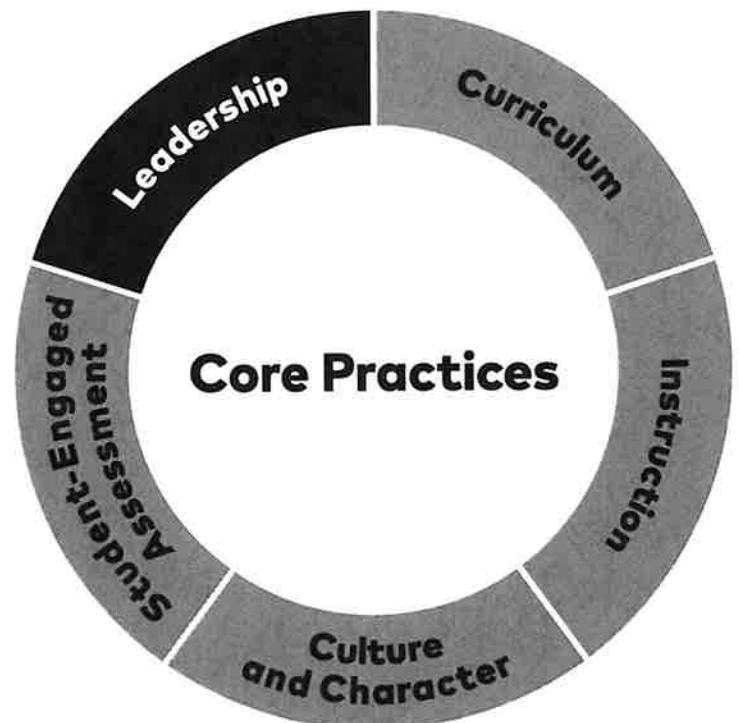
Leadership

EL Education supports school leaders to build a cohesive school vision focused on EL Education’s Three Dimensions of Student Achievement, continuous improvement, and shared leadership. They align resources and activities to the school’s vision and lead a professional culture with a growth mindset. Leaders shape school structures to provide equitable education to all students, celebrate joy in learning, and build a schoolwide learning community of trust and collaboration. Leaders work collaboratively with families, staff, and students to make evidence-based decisions that enable all students to achieve.

Note: “School leaders” in this section refers to principals, instructional coaches and guides, and teachers in leadership roles. “Administrative leaders” refers specifically to principals or leaders in executive or supervisory roles.

Core Practices in This Domain

- Fostering a Cohesive School Vision
- Leading Evidence-Based Strategic Improvement
- Cultivating a Positive Professional Culture
- Promoting Shared Leadership
- Leading Professional Learning
- Ensuring High-Quality Instruction



Core Practice 32

Fostering a Cohesive School Vision

In the EL Education model, leaders unite staff, students, and the broader community around an inspirational vision of student success rooted in EL Education's Dimensions of Student Achievement: mastery of knowledge and skills, character, and high-quality student work. This vision transforms schools into places where students and adults engage in purposeful, challenging, and joyful learning. School leaders align resources to support all domains of the school—Curriculum, Instruction, Culture and Character, Student-Engaged Assessment, and Leadership—to this vision.

Note: "School leaders" in this section refers to principals, instructional coaches and guides, and teachers in leadership roles. "Administrative leaders" refers specifically to principals or leaders in executive or supervisory roles.

A. Creating and Aligning a Cohesive School Vision

1. School leaders engage multiple stakeholders in co-creating a shared vision for school success centered on challenging, engaging, and empowering all students. They develop a clear vision for what a graduate of their school will know and be able to do and the high-quality teaching and learning that will produce these outcomes. They ensure that student achievement across EL Education's Dimensions of Student Achievement lives at the heart of the vision.
2. School leaders articulate an explicit and firm commitment to ensuring equally high learning outcomes for all students regardless of background or identity (e.g., race, gender, socioeconomic status, linguistic heritage, physical or learning ability, immigrant status, religion, culture).
3. School leaders align all curriculum, policies, management structures, resources, decision-making processes, and other leadership actions to the vision.

B. Communicating and Engaging Others in the Vision

1. School leaders articulate how implementing EL Education Core Practices helps the school achieve its vision. They champion a school in which teachers can fulfill their highest aspirations and students can achieve more than they think possible.
2. School leaders continuously promote the vision to all stakeholders by communicating the characteristics of a graduate and why they are important. This includes the following actions:
 - a. Articulating the vision to stakeholders in the course of formal and informal interactions
 - b. Promoting the vision through family handbooks, faculty handbooks, the school website, social media, regular communications to staff and families, annual reports,

and other communications for a variety of audiences

- c. Ensuring that the physical design of the school environment, including banners and informational displays in the school building and grounds, promotes the vision
3. School leaders work together with teachers and families to communicate to students the school's vision. Students can articulate their role as stewards of this vision.
 4. School leaders inspire and amplify the enthusiasm and expertise of staff, families, and members of the community toward the shared vision. They give credit to others and celebrate the spirit and work of the school community in fulfilling the vision.

C. Aligning Human Capital to Fulfill the Vision

1. School leaders strategically define the roles and responsibilities of staff.
 - a. Administrative leaders identify the professional knowledge and skills necessary to achieve the vision. They articulate and periodically revise job descriptions for all positions in the school.
 - b. Administrative leaders allocate staff tactically and flexibly; they don't make assignments based simply on what's always been done. They analyze data to understand student learning needs and match responsibilities to roles so that workloads maximize impact on student learning and are equitable and manageable.
 - c. Administrative leaders communicate supervisory relationships clearly through staffing models, organizational charts, and handbooks.
2. Administrative leaders recruit and hire staff to support the vision.
 - a. Administrative leaders proactively recruit within and beyond the traditional applicant pool to select teachers

whose practice and experience are aligned with the school's vision and the EL Education model.

- b. Administrative leaders recruit and select teachers who:
 - i. Have experience or demonstrated commitment to raising student achievement; a belief in every student's capacity for leadership, critical thinking, and service; and the ability to form strong relationships with students and their families
 - ii. View the cultural and linguistic backgrounds of their students as assets for teaching and learning and are committed to increasing their cultural proficiency in working with students from backgrounds different from their own
 - iii. Are committed to professional learning, collaborative planning, and the common vision and mission of the school
3. Administrative leaders use clear protocols and processes in hiring. They involve other faculty members (and sometimes students, families and/or community partners) through hiring committees, group interview processes, and other structures.
4. Administrative leaders require finalists for teaching positions to demonstrate their teaching proficiency (e.g., presenting sample curricula, facilitating a lesson with students or adults, sharing a portfolio of prior teaching experience).

D. Aligning Calendars and Schedules to Fulfill the Vision

1. School leaders design a yearlong calendar that maximizes learning time for both students and adults, as well as time for school events and traditions.
2. School leaders plan for significant professional learning required to implement or improve educational practices, including full professional learning days and/or summer institutes.
3. School leaders schedule opportunities for family engagement and participation in school traditions, leadership, and service. When scheduling events, school leaders are mindful of families' competing commitments. They strive to disrupt inequities in family involvement through thoughtful scheduling and outreach.
4. When necessary, school leaders advocate boldly and creatively with their district leaders or boards for more control over use of time to allow the EL Education model to be implemented with integrity (e.g., they negotiate exceptions to policies to allow for teacher professional learning, Crew, and student projects).

5. School leaders use the school's daily and weekly schedule as a significant lever for fulfilling the vision. They design a schedule that does the following:
 - a. Cultivates a positive school culture by ensuring time for Crew, community meetings, and other culture-building routines
 - b. Provides time for individual teacher planning time and common grade-level or subject area planning time, as well as professional learning
 - c. Provides dedicated time for whole staff meetings, teacher leadership meetings, and meetings with parents or special education teams
 - d. Allows for flexible, uninterrupted blocks of time that foster deeper learning, content-based literacy, project-based learning, fieldwork, and student presentations
 - e. Allows for flexible grouping and gives all students access to a challenging, college-ready curriculum
 - i. Any grouping for intervention is temporary and does not, by design, limit future opportunities or create differing levels of expectation. Tracking students by ability is not practiced in EL Education schools.
 - ii. Exceptional learners, including students identified as academically gifted, students with disabilities, and English language learners, are taught in regular education classrooms to the greatest extent possible.
6. School leaders customize the school schedule to challenge and support all students.

E. Aligning the Budget to Fulfill the Vision

1. Administrative leaders regularly analyze existing budget allocations and make decisions to redistribute, eliminate, and/or expand allocations based on the learning needs of students. Students with the greatest needs receive the most support.
2. Administrative leaders develop budgets that support materials and resources for on-site professional learning and travel and registration costs for off-site learning.
3. School leaders allocate money to support intensive professional learning during school breaks and throughout the year.
4. School leaders allocate money to support the curriculum, including books and materials to support deeper learning.
5. School leaders allocate money to teachers and/or teams to support fieldwork, final products, culminating events, and collaboration with outside experts.

Core Practice 33

Leading Evidence-Based Strategic Improvement

In the EL Education model, school leaders carefully set priorities and then keep their focus squarely on those priorities until they are achieved. To do this, they engage their school community in a strategic improvement process that identifies a limited number of high-priority goals, strategies, and a clear timetable that will guide actions as they work toward the vision. Leaders then deliberately and creatively align available resources (people, time, money) to fulfill the vision.

Note: "School leaders" in this section refers to district leaders, principals, instructional coaches and guides, and teachers in leadership roles. "Administrative leaders" refers specifically to principals or leaders in district, executive, or supervisory roles.

A. Developing a Strategy for Continuous Improvement

1. Administrative leaders partner with EL Education to develop a long-term plan for realizing the school vision through implementation of the EL Education model.
2. School leaders collaborate with EL Education coaches to create long-term goals and annual benchmarks aligned to EL Education's Dimensions of Student Achievement and grounded in baseline data. They make time for regular meetings and check-ins with EL Education coaches.
3. School leaders engage a range of stakeholders in a collaborative process to design a strategy or work plan driven by data analysis. They select a few high-leverage improvement efforts that—if effectively supported—will lead to the greatest amount of growth in student achievement.
4. School leaders align time, resources, and personnel to achieve the priorities included in their work plan. They regularly gather and analyze data that enable them to make minor course corrections as they implement the work plan throughout the school year.
5. Administrative leaders monitor school improvement progress at strategic intervals throughout the year. The strategic improvement cycle includes:
 - a. Development of a work plan based on long-term goals and annual priorities
 - b. Midyear review of progress toward annual priorities
 - c. End-of-year assessment of progress, including completion of the EL Education Implementation Review
 - d. Goal-setting and creation of a work plan for the next school year

6. School leaders share the annual priorities and associated work plan with their staff members and other stakeholders. They ensure that staff members understand their roles and responsibilities in meeting the annual priorities.
7. School leaders ensure that all initiatives are aligned with their annual work plan goals and strategies and that annual plans continue to align with long-term goals and benchmarks. They leverage the work plan to decline initiatives that are not connected to agreed-upon goals.
8. School leaders use feedback from EL Education coaches along with other sources of evidence to assess leader and teacher growth and to inform the development of the following year's work plan and school improvement priorities.
9. School leaders selectively archive evidence from EL Education's Dimensions of Student Achievement (mastery of knowledge and skills, character, high-quality student work) in order to identify and assess the impact of implementing EL Education practices on student achievement across all three dimensions.

B. Managing Change throughout the Improvement Process

1. School leaders learn about change management. They reflect on how their own leadership actions and style support staff through the change process.
2. School leaders manage the improvement process proactively. They anticipate challenges and regularly analyze and resolve barriers to change.
3. School leaders seek to understand the dynamics of change by listening deeply and considering the needs and voices of all members of their school community.
4. School leaders regularly assess the professional learning

needs of the faculty and take action to address observed gaps.

5. School leaders regularly assess whether resources for instruction, learning, and operations are adequate and take action to address observed shortages.
6. School leaders ensure that there are clear action plans for change initiatives, with defined roles, responsibilities, and timelines.

C. Using Data to Improve Instruction

1. School leaders establish a clear, consistent, no-blame strategy for using data to analyze student achievement across EL Education's Dimensions of Student Achievement and to address gaps and inequities the data reveal.
2. School leaders develop organizational structures that are consistent with strategies intended to address gaps and inequities.
3. School leaders themselves engage in ongoing data analysis, discussion, and reflection that informs their decisions. They select and analyze data for patterns that provide evidence for claims about student achievement.
4. School leaders provide time and resources for teachers to collaboratively analyze data and to make critical evidence-based decisions.
5. School leaders and teachers monitor data to identify and address patterns of inequity. They take responsibility for increasing the achievement of all students through the following actions:
 - a. Disaggregating and examining student achievement by a range of demographic groups, including gender, race, socioeconomic status, language-learner status, and special education status
 - b. Looking for patterns of disproportionate representation of any particular group
 - c. Examining practice to identify unconscious biases and designing systems to reduce the effects of these biases (e.g., blind grading, choosing students randomly using popsicle sticks, sometimes called "equity sticks")
 - d. Identifying short-term interventions to ensure that every student's needs are met
 - e. Designing long-term action plans that proactively ensure all students meet or exceed standards and that decrease the need for reactive remediation
6. School leaders support the collection of high-quality evidence from multiple data sources for each of EL Education's Dimensions of Student Achievement. Evidence recommended on the EL Education Implementation Review rubrics includes:

- a. Mastery of knowledge and skills:
 - i. School progress reports
 - ii. Interim assessments (e.g., NWEA Measures of Academic Performance)
 - iii. Standardized tests (local, state, and national)
 - iv. Performance or on-demand assessments
 - v. Representative collections of student work samples
 - vi. Classroom observations
 - vii. Postgraduation performance indicators (e.g., college acceptance, college readiness assessments)
- b. Character
 - i. Surveys completed by staff or students
 - ii. Attendance, attrition, promotion, and graduation records
 - iii. Discipline records
 - iv. Measures of student engagement and motivation
 - v. Summaries of schoolwide Habits of Scholarship/Habits of Character data
 - vi. School climate surveys
 - vii. Random and representative classroom and hallway observations
- c. High-Quality Student Work
 - i. Expedition products
 - ii. Random and representative samples of daily work, project work, student portfolios
 - iii. High-Quality Work Protocol summary
7. School leaders select and employ appropriate technology to support data collection and storage so that they have access to data in formats that are easy to interpret, analyze, and act upon.
8. School leaders organize data displays that facilitate analysis by a variety of stakeholders. Data is presented so that it can be analyzed effectively and efficiently.
9. School leaders facilitate evidence-based conversations with teachers, families, students, and other stakeholders to foster inquiry, problem solving, and collective ownership of student success.
10. School leaders make current data available to stakeholder groups in a timely fashion while that data is still relevant and helpful.
11. School leaders use evidence to tell their school's story, spearhead change, and allocate resources.

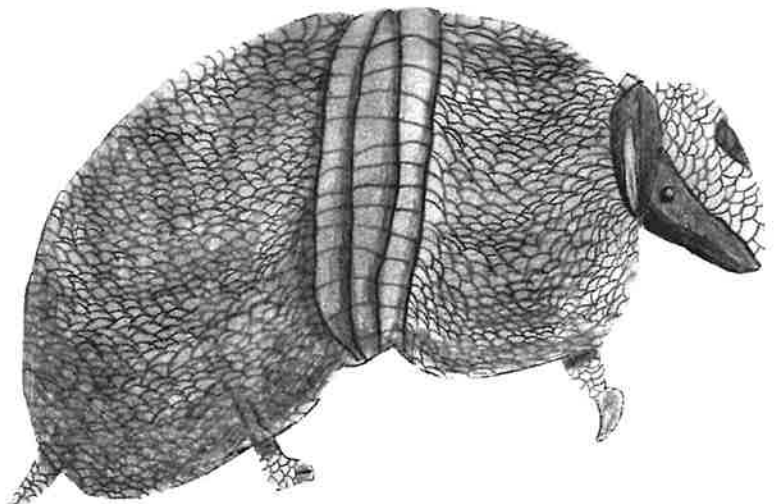
Leading Evidence-Based Strategic Improvement (continued)

D. Building Staff Capacity for Using Data

1. School leaders invest in the capacity of every teacher to access, understand, and use data effectively. They provide ongoing professional learning focused on analyzing multiple types of data and properly interpreting results.
2. School leaders and teachers share accountability for results in a culture that focuses collaboratively on solutions rather than on placing blame for trends in student achievement.
3. Leaders develop protocols and norms that engage teachers in solution-oriented, evidence-based conversations.
4. Leaders model and hold teachers accountable for using evidence to make decisions about improvements in instruction.

E. Engaging the School Community and Other Stakeholders with Data

1. School leaders facilitate evidence- and data-informed conversations with families and other stakeholders to foster inquiry, problem solving, and collective ownership of student success.
2. School leaders support collection and shared analysis of data about community engagement. They use multiple sources of evidence (e.g., student and family satisfaction surveys, volunteer logs, community attendance at school events).
3. School leaders support the collection and shared analysis of data about organizational performance. They use multiple sources of evidence (e.g., enrollment patterns, budget targets, resources and fundraising, and staff recruitment, retention, and satisfaction).
4. School leaders use data to tell their school's story, spearhead change, and allocate resources. They make current data available to stakeholder groups in a timely fashion while the data are still relevant and helpful.



Core Practice 34

Cultivating a Positive Professional Culture

In the EL Education model, leaders cultivate a professional culture among adults that parallels the empowering culture they foster for students. (See also *Core Practice 23: Building the Culture and Structure of Crew*.) School leaders build trust so that educators can take risks, show vulnerability, and explore new practices that lead to increased student achievement. School leaders support this growth-oriented and impact-focused professional collaboration by creating professional communities where adults bring their whole selves to work and where they continually improve their ability to work productively with each other. This means leaders invite and facilitate honest, direct feedback, and, when needed, candid and courageous conversations. They prioritize growth more than the status quo and implement an asset-based orientation toward all members of the school community. School leaders embody the school's values and exemplify the positive and professional character they want all staff to demonstrate. Leaders foster an environment where all staff members feel safe, valued, and productive in a culture that respectfully challenges them to do more than they think possible.

Note: "School leaders" in this section refers to district leaders, principals, instructional coaches and guides, and teachers in leadership roles. "Administrative leaders" refers specifically to principals or leaders in district, executive, or supervisory roles.

A. Promoting Trust

1. School leaders model fair and equitable behaviors toward staff that foster trust among all staff members. Such behaviors include:
 - a. Respectfully and genuinely listening to and valuing the opinions of others in the discourse of the school
 - b. Demonstrating personal regard for others and acting with awareness of others' sense of vulnerability
 - c. Demonstrating competence in executing their formal responsibilities
 - d. Speaking and acting with integrity; following through on commitments
2. School leaders model a growth mindset and professional courage by taking risks in public to try new things, listen to different opinions, own their mistakes, and be explicit about their own growth and revision.
3. School leaders and staff deliberately use structures that foster trust among colleagues. (See also *Core Practice 23: Building the Culture and Structure of Crew*.) Actions that foster trust include:
 - a. Establishing and following decision-making models
 - b. Establishing norms and reflecting on them regularly
 - c. Using protocols to ensure that all voices are heard
 - d. Holding space for concerns, questions, and disagreement
 - e. Creating and following meeting agendas
 - f. Documenting and following up on decisions

4. School leaders share ownership of successes, challenges, and change initiatives. They recognize and appreciate all members of the school community as important actors in the work of improving the school.

B. Establishing a Growth-Oriented Professional Culture

1. School leaders cultivate a culture in which all members of the school community embrace continuous learning and constructive feedback as an investment in their own and the school's success.
2. School leaders use formal structures (e.g., surveys) and informal conversations to invite feedback about their leadership style and actions from other staff, including those they supervise.
3. School leaders champion a growth-oriented professional culture schoolwide through the following activities:
 - a. Embodying and celebrating the values of their school through their daily words and actions, displays and materials related to the school vision, and community meetings and public events
 - b. Devoting time and attention to developing and maintaining systems and structures that support transparent and positive school culture (e.g., establishing staff Crews, coaching and evaluation systems, teacher appreciation traditions)
 - c. Modeling and promoting EL Education traditions such as opening readings, team-building activities, and staff and student recognition for achievement and acts of character

Cultivating a Positive Professional Culture (continued)

4. School leaders foster a school culture in which all staff members embody the school's Habits of Character in their words and actions. Leaders do this through modeling, verbalizing the impact of positive behaviors, and providing regular opportunities for staff to self-assess and reflect upon the adult community's adherence to the norms.
5. Colleagues hold each other accountable to following school norms, and leaders address violations directly and constructively when needed.
6. School leaders expect all staff members to take responsibility for all students, not just the ones they interact with regularly. All staff members hold all students accountable for demonstrating Habits of Character in hallways and common spaces and during school-sponsored events off the school grounds.

C. Demonstrating a Commitment to Diversity, Equity, and Inclusion

1. School leaders demonstrate an explicit commitment to diversity, equity, and inclusion in the following ways:
 - a. Embracing diversity of all forms as an asset for learning both in the classroom and the school community
 - b. Engaging themselves and others in critical reflection on the ways power and privilege affect their lives and the lives of students and families in their school in relation to class, race, gender, language, and other aspects of background and identity
 - c. Establishing structures and systems that ensure high levels of student achievement for all students and narrow the opportunity gap for historically underserved groups
 - d. Establishing and maintaining an inclusive and welcoming environment for all students and staff members through public displays, communications, traditions, and other practices
 - e. Refuting intolerant statements directed at individuals or groups and helping the learning community to respond appropriately when such statements occur
2. School leaders and all staff members discuss students and their families respectfully and as confidentially as the context requires. Their words and actions demonstrate an asset-based view of students and families, a commitment to inclusion, belief in all students' capacity to succeed, and a consistent problem-solving orientation.

D. Cultivating Emotional Intelligence

1. School leaders demonstrate an accurate awareness of their strengths and limitations and a growth mindset in the pursuit of learning. They believe that with effort, they can succeed in achieving their goals. Their words and actions support all members of the school community to do the same.
2. School leaders productively manage their emotions, including responding to stress, controlling impulses, and engaging in self-discipline and time management in order to complete tasks and pursue personal goals. They manage their responses to disappointment, challenges, and criticism with a mindset that fosters growth. They expect and support others to productively manage their own emotions as well.
3. School leaders are able to consider the varied perspectives of the full range of stakeholders in their school community. They demonstrate reflective listening and empathy by naming and acknowledging these perspectives. They deliberately coach staff members to do the same.
4. School leaders reflect openly on successes and setbacks in order to learn from them productively. They provide structured opportunities and scaffolding for others to do the same.

Core Practice 35

Promoting Shared Leadership

In the EL Education model, leadership is a collaborative, dynamic effort toward a common vision for teaching and learning. Thus, in addition to creating the conditions for all staff to learn, school leaders create the conditions for all staff to lead. Leaders articulate and uphold clear decision-making processes, as well as roles and responsibilities for decisions that impact the learning community. Leaders strategically build the leadership capacity of others; they set up structures for staff and other members of the school community to take responsibility for school improvement efforts and empower these individuals to lead the work. High-functioning, data-informed, impact-oriented teams of educators drive improvement across the school.

Note: "School leaders" in this section refers to district leaders, principals, instructional coaches and guides, and teachers in leadership roles. "Administrative leaders" refers specifically to principals or leaders in district, executive, or supervisory roles.

A. Developing an Instructional Leadership Team

1. Administrative leaders establish an Instructional Leadership Team (ILT) whose charge is to increase the learning and engagement of every student across EL Education's Dimensions of Student Achievement.
2. The ILT includes representatives of multiple stakeholder groups, including administrators, classroom teachers, and specialists. The team is typically limited to 10 or fewer members, providing balanced perspectives and expertise, but not necessarily representing every team or stakeholder group.
3. The ILT meets at least monthly and typically more frequently.
4. The ILT leads an ongoing school improvement process at the macro level, with attention to the five domains of schooling: curriculum, instruction, assessment, culture and character, and leadership. The ILT does not address non-instructional school improvement efforts (e.g., facilities, fund-raising events). The ILT's efforts are deeply aligned to the school's work plan. (See also *Core Practice 33: Leading Evidence-Based Strategic Improvement*.) The ILT's actions include:
 - a. Regularly monitoring student achievement across EL Education's Dimensions of Student Achievement
 - b. Monitoring progress on school goals and benchmarks
 - c. Analyzing data relevant to student achievement, including data about instructional practice, school culture, and family involvement
 - d. Identifying grade levels, subgroups, and/or disciplines that need additional support
 - e. Adjusting the school work plan to respond to current data by making course corrections (e.g., professional

learning, changes to instruction or other programs, improvements in schedules) designed to result in student achievement

- f. Recommending resources to best support student achievement

B. Establishing and Supporting Teams Focused on Impact

1. School leaders facilitate the formation of additional teams as needed, whose work parallels the work of the Instructional Leadership Team at a micro level. These teams analyze specific subsets of data and lead improvement for grade levels, subject areas, or specific subgroups of students (e.g., multitiered system of support teams).
2. Team leaders use evidence of student learning across EL Education's Dimensions of Student Achievement to shape improvement initiatives. Ongoing team practices include:
 - a. Collaboratively analyzing data from formative and summative assessments, as well as student work, and discussing the implications for instructional practices, assessment design, and student performance
 - b. Analyzing assessment results for individual students, subgroups, and classes
 - c. Creating action plans that articulate steps teachers will take to increase student achievement (e.g., improving teaching strategies, re-teaching, tuning the curriculum, implementing academic interventions)
 - d. Regularly reassessing and revising action plans based on new data

Promoting Shared Leadership (continued)

C. Building the Capacity of Others to Lead

1. School leaders provide opportunities for faculty to develop leadership through authentic practice (e.g., leading teams, committees, professional learning, whole-school celebrations, family events).
2. School leaders model and coach team leaders to thoughtfully plan and facilitate meetings that maximize the effectiveness of their teams. They encourage the following practices:
 - a. Building a strong team culture in which members are invested in collective student achievement and in each others' professional growth
 - b. Using tools such as agendas and protocols that foster productive, collaborative inquiry focused on teaching and learning
 - c. Prioritizing student learning over adult preferences
 - d. Documenting discussion and decisions made during meetings
 - e. Holding each other accountable for following group norms and following through on team commitments
3. School leaders provide professional learning focused on leadership skills.
4. School leaders sometimes provide release time or stipends that incentivize teachers to lead.
5. School leaders give those who are learning to lead helpful and specific feedback designed to improve their leadership practice.

D. Supporting Shared Decision-Making

1. School leaders articulate and publicly share the decision-making model that describes the kinds of decisions to be made in any given situation and identifies who is responsible for making each kind of decision. Whenever possible, they empower teachers to take the lead in decisions that directly impact teachers and students.
2. School leaders proactively consult teachers and parents on important school concerns and seek diverse perspectives on issues when they are the sole decision maker.
3. Leaders promote opportunities for discussion and debate about initiatives that impact teaching and learning; following those discussions, staff members uphold the decisions and implement action plans made by school leaders.
4. School leaders establish systems for monitoring and supporting the work of teacher- or family-led teams or committees and for communicating and coordinating the decisions and actions of various teams.

Core Practice 36

Leading Professional Learning

School leaders using the EL Education model respect teachers and other staff members as creative agents in their classrooms and as professionals continually seeking to improve their craft. The EL Education model supports leaders to demonstrate a growth mindset and a commitment to continuous professional learning in themselves and all faculty members. School leaders build capacity in teachers in order to improve student achievement and to sustain teacher commitment, motivation, retention, and performance. Leaders establish and communicate high expectations for learning in the classroom. They conduct classroom learning walks to ask “what’s working?” and use evidence from their observations to inform professional learning, formal coaching cycles, and evaluation systems. They conduct regular walk-through observations to assess whether professional learning is being applied effectively and continually improve professional learning systems to impact student achievement.

Note: “School leaders” in this section refers to district leaders, principals, instructional coaches and guides, and teachers in leadership roles. “Administrative leaders” refers specifically to principals or leaders in district, executive, or supervisory roles.

A. Creating a Culture of Adult Learning

1. School leaders model being “lead learners” by engaging in on-site and off-site professional learning to ensure the school’s success. They participate fully in professional learning led by other staff members or EL Education coaches.
 2. Administrative leaders maximize resource allocation for professional learning, including time, space, salary, and training for instructional coaches and other non-classroom positions that enhance teacher learning and build greater capacity for implementation.
 3. School leaders align professional learning with the goals and strategies identified by the instructional leadership team as ones that will lead to increased student achievement.
 4. School leaders ensure that all staff members participate in professional learning appropriate to their professional goals and aligned with the school’s work plan. They document participation as necessary to fulfill teachers’ licensure and certification requirements.
 5. Leaders and teachers reflect on, document, and celebrate their learning just as students do.
- a. Professional learning is designed to improve educator practice and increase student achievement while accounting for the characteristics and needs of adult learners.
 - b. School leaders model and encourage other facilitators to use EL Education professional learning and facilitation practices so that teachers experience the same kinds of challenging and engaging instruction they will use in their own classrooms.
 - c. When appropriate, school leaders differentiate professional learning (e.g., by level of experience, subject area, role, or professional goal) in order to have the greatest impact on teacher practice and student achievement.
2. School leaders create multiple structures to provide consistent and frequent professional learning opportunities. These may include:
 - a. On-site, job-embedded professional learning for all staff
 - b. Differentiated professional learning sessions
 - c. Off-site professional learning
 - d. Book studies in which faculty read and discuss a professional text over several sessions
 - e. Lesson studies in which faculty co-plan and teach a lesson, observe each other, and revise instruction based on their findings

B. Providing High-Quality Professional Learning

1. School leaders assume primary responsibility for coordinating and, over time, facilitating on-site professional learning aligned with the EL Education model and the school’s work plan and student achievement benchmarks. School leaders ensure that professional learning sessions are purposeful, deeply planned, timely, and applicable to faculty who attend.
3. School leaders identify faculty members who demonstrate a high level of success and engagement with the EL Education model. They encourage these individuals to share their expertise with the greater network through modeling, mentoring, presentation at conferences, and other opportunities.

Leading Professional Learning (continued)

C. Providing Frequent Descriptive Feedback

1. Teams of school leaders and teachers regularly conduct learning walks and walk-throughs in order to define and discuss the qualities of effective instruction. To that end:
 - a. Learning walks are designed to ask questions (e.g., How are teachers using learning targets in their lessons?) that generate discussion and brainstorming about next steps for teacher learning or school improvement.
 - b. Walk-throughs are designed to collect quantitative data on consistencies or quality of instruction across the school. The collected data is used to assess the effectiveness of professional learning and progress on school goals, not to evaluate individual teachers.
 - c. Feedback from learning walks and walk-throughs is always aggregated and anonymous; it does not call out individual teachers.
 - d. Following learning walks and walk-throughs, school leaders provide timely and specific written feedback describing their findings to the whole staff.
2. Administrative leaders conduct formal observations aligned with required evaluation tools and structures. Whenever possible, formal observations are conducted in a spirit of supportive collaboration toward growth. Observation for the purpose of evaluation is something done with teachers, not to them. (See also *Core Practice 37: Ensuring High-Quality Instruction*.)
3. School leaders supplement formal observations with informal, drop-in mini-observations.
 - a. Mini-observations may be set up as lower-stakes visits focused on descriptive feedback as opposed to evaluative feedback.
 - b. Mini-observations result in immediate feedback to teachers focused on instructional priorities and school goals.
 - c. Leaders provide feedback that addresses strengths, as well as questions and suggestions.
 - d. Leaders use mini-observations to identify methods of support and professional learning actions that will lead to individual teacher growth.

D. Coaching Teachers

1. School leaders determine schedules that allow all teachers, whether one-on-one or in small groups, to engage in non-evaluative coaching cycles with instructional coaches and/or EL Education coaches. Sustainable coaching is grounded by schoolwide structures and systems (e.g., peer observations, provision of substitutes to cover classrooms during coaching meetings).
2. School leaders prioritize which teachers receive coaching and determine the length of coaching cycles. They ensure a connection between the school's work plan and teachers' professional goals.
3. School leaders work with coaches to create a coherent system for instructional coaching that includes coaching cycles, documentation structures, and ways to assess the efficacy of coaching.
4. Coaches structure meetings with teachers to foster inquiry, dialogue, and incremental revision of a teacher's practice based on evidence. A coaching cycle typically includes the following elements:
 - a. Goal setting that focuses on improving teacher practice and increasing student achievement
 - b. Learning observations (sometimes videotaped)
 - c. Data collection
 - d. Collaborative lesson planning or teaching
 - e. Reflection
 - f. Revision of classroom practice
 - g. Documentation of results supported by evidence
 - h. Discussion of next steps, including targeted professional learning

Core Practice 37

Ensuring High-Quality Instruction

In the EL Education model, school leaders support teachers to use curriculum, instruction, and assessment practices that meet high standards for student achievement, including required district and/or state frameworks. School leaders engage teachers in a collaborative process for curriculum mapping that identifies assessments associated with standards-based learning targets. School leaders allocate the resources teachers need to provide the materials, accommodations, interventions, and extensions that ensure all students can and do access the curriculum. After putting adequate plans and resources in place, school leaders carefully and consistently monitor implementation of agreed-upon curriculum, instruction, and assessment through frequent classroom visits and feedback to teachers. Supervision and evaluation structures are designed to support teacher growth and learning while also maintaining high expectations for follow-through and instructional effectiveness.

Note: "School leaders" in this section refers to district leaders, principals, instructional coaches and guides, and teachers in leadership roles. "Administrative leaders" refers specifically to principals or leaders in district, executive, or supervisory roles.

A. Adopting Comprehensive Standards and Challenging Curricula

1. School leaders adopt academic standards based on state standards and college- and career-readiness indicators.
2. School leaders adopt or support teachers to design curricula aligned with standards that challenge, engage, and empower all students. (See also *Core Practice 1: Choosing, Adapting, and Enhancing Curricula*.)
3. School leaders create timelines and transition plans that allow time and provide resources for supportive professional learning when adopting new standards or new curricula.
4. School leaders support teachers in understanding the design of a curriculum in order to ensure readiness to teach it. Support for teachers includes the following:
 - a. Assessing teachers' need for professional learning to support understanding and implementation of a new curriculum
 - b. Providing professional learning to unpack a new curriculum so that teachers understand its design, purpose, and methodology
 - c. Providing time and support for teachers to learn new content or instructional methods
 - d. Providing ongoing support, feedback, and collaborative coaching as teachers implement a new curriculum
5. School leaders schedule time and establish a process for creating and annually reviewing curriculum maps, which act as the foundation for all planning, instruction, and assessment. (See also *Core Practice 2: Mapping Knowledge, Skills, and Habits of Character*.)

B. Aligning Curriculum, Instruction, and Assessment

1. School leaders provide dedicated time and guidance, as well as professional learning, for teachers to create instructional plans, including learning expedition overviews, project plans, assessment plans, and daily lessons.
 - a. Leaders create schoolwide systems for archiving, revising, and sharing curricular plans.
 - b. Leaders facilitate collaborative planning among teachers working on interdisciplinary or multidisciplinary curricula.
 - c. Leaders create structures for new teachers to learn how to use the adopted curriculum with support from experienced teachers.
 - d. Leaders provide professional learning and planning time for teachers to develop assessments aligned with standards and curriculum maps.
2. School leaders ensure that teachers have access to the instructional materials and resources necessary to implement the curriculum.
3. School leaders review teachers' instructional plans, provide feedback as appropriate, and/or create opportunities for colleagues to review and critique each other's plans for challenge, engagement, and impact.
4. School leaders acquire high-quality assessment tools aligned to required standards and standardized assessments and support teachers in using these tools to monitor student progress.

Ensuring High-Quality Instruction (continued)

C. Balancing Support and Accountability

1. School leaders support teachers to challenge, engage, and empower students through deeper instruction. (See also *Core Practice 11: Delivering Effective Lessons.*)
 - a. School leaders regularly review learning targets, classroom assessments, student achievement data, and other indicators of practice to assess whether curriculum and instruction is aligned with standards and is increasing student achievement.
 - b. School leaders celebrate examples of positive classroom culture, well-designed curricula, and effective lessons and share these examples with others to replicate successful practice.
 - c. School leaders frequently visit classrooms to observe teaching and learning in action and provide timely, descriptive feedback to support improvements in classroom culture and instruction.
2. School leaders engage the faculty in coming to agreement about schoolwide consistencies in instructional practice and classroom and schoolwide culture (e.g., posting a do-now to begin lessons, developing classroom norms, using respectful language in hallways). They hold staff accountable for following through on these agreements and also support creativity, innovation, and individual teaching styles.

D. Supervising and Evaluating Staff

1. Administrative leaders establish systems and structures for supervision that support staff to feel safe, valued, and productive as professional educators.
 - a. Administrative leaders ensure that teachers know who supervises them and how to ask for clarification of policy, support, or assistance with immediate concerns.
 - b. Administrative leaders intentionally seek to build positive relationships with those they supervise through regular one-on-one check-ins, informal communication, and frequent classroom visits.
 - c. Administrative leaders consistently and positively collaborate with teachers they supervise to solve problems (e.g., scheduling, substitute coverage, tardiness, illness).
2. Regardless of whether the school uses a district-mandated staff evaluation instrument or one designed by the school, school leaders set goals with teachers, conduct observations, and provide feedback designed to help teachers improve and students to achieve. To the greatest extent possible:

- a. Evaluations are based on multiple observations or a compilation of evidence over the course of the school year.
- b. Staff members engage actively in their own evaluation process through self-assessment, setting goals, and gathering evidence that demonstrates their growth and achievement.
- c. Administrative leaders align their observation, data analysis, and feedback procedures with the evaluation instrument and staff members' professional goals.
- d. Administrative leaders act swiftly and in alignment with school policy to remove a staff member from the school if repeated efforts to address instructional quality concerns do not result in improved performance.

E. Using Data to Inform Supervision and Intervention

1. Administrative leaders meet individually with teachers to discuss evidence collected during informal and formal observations. These conversations are designed to provide a combination of support and accountability that fosters professional growth and meets the needs of students.
2. Administrative leaders and teachers discuss specific students who are not making expected growth in order to identify appropriate interventions or next steps. They work to meet the needs of all students and to ensure equity in the delivery of instruction and support services.
3. Administrative leaders use evidence from observations and dialogue with staff members to identify the best methods of support and to inform plans for professional learning focused on growth.
4. School leaders collaborate with teachers to disaggregate and analyze student achievement data in ways that help identify the factors influencing student performance. Data analysis is solution-oriented and avoids simplistic assumptions about causality.



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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 **ASCEND** 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, **ASCEND** 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, **ASCEND** 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

A handwritten signature in black ink, appearing to read 'J. Colly', with a stylized flourish at the end.

Vice President, Northern California Local Advocacy
California Charter Schools Association

