Learning Without Limits
A college preparatory
elementary school

Education *for* Change

CHARTER CONVERSION PETITION

RE-sSUBMITTED TO
OAKLAND UNIFIED SCHOOL DISTRICT
ON
OCTOBER 26, 2011FEBRUARY 22, 2011

For a term of July 1, 2012 - June 30, 2017

Submitted by:
Hae-Sin Kim Thomas and Leo Fuchs
Lead Petitioners

1

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LWL – Red-lined changes to charter petition

Pg 18: *Students to be served section aligned with OUSD attendance boundaries*

Pgs 70-76: *Table of assessments reflects openness with respect to assessments used*

Pg 77: *Ability to opt into OUSD assessments*

Pg 80: *Communicates greater flexibility with assessment platforms*

Pg 102: *Deleted a line about waiting lists as the Enrollment Center does not maintain waiting lists*

Pgs 103-104: *Rewrote the section to reflect the use of OUSD's enrollment system*

Pg 106: *Reflects the possibility of purchasing the OUSD liability coverage*

Pg 109: *Reflects the commitment to purchase services from OUSD*

Pg 130: *Reflects the possibility of purchasing OUSD liability coverage*

Pg 130: *Indicates the Facilities and Operations Agreement determines terms of occupancy with respect to the facility; deleted language indicating anything otherwise*
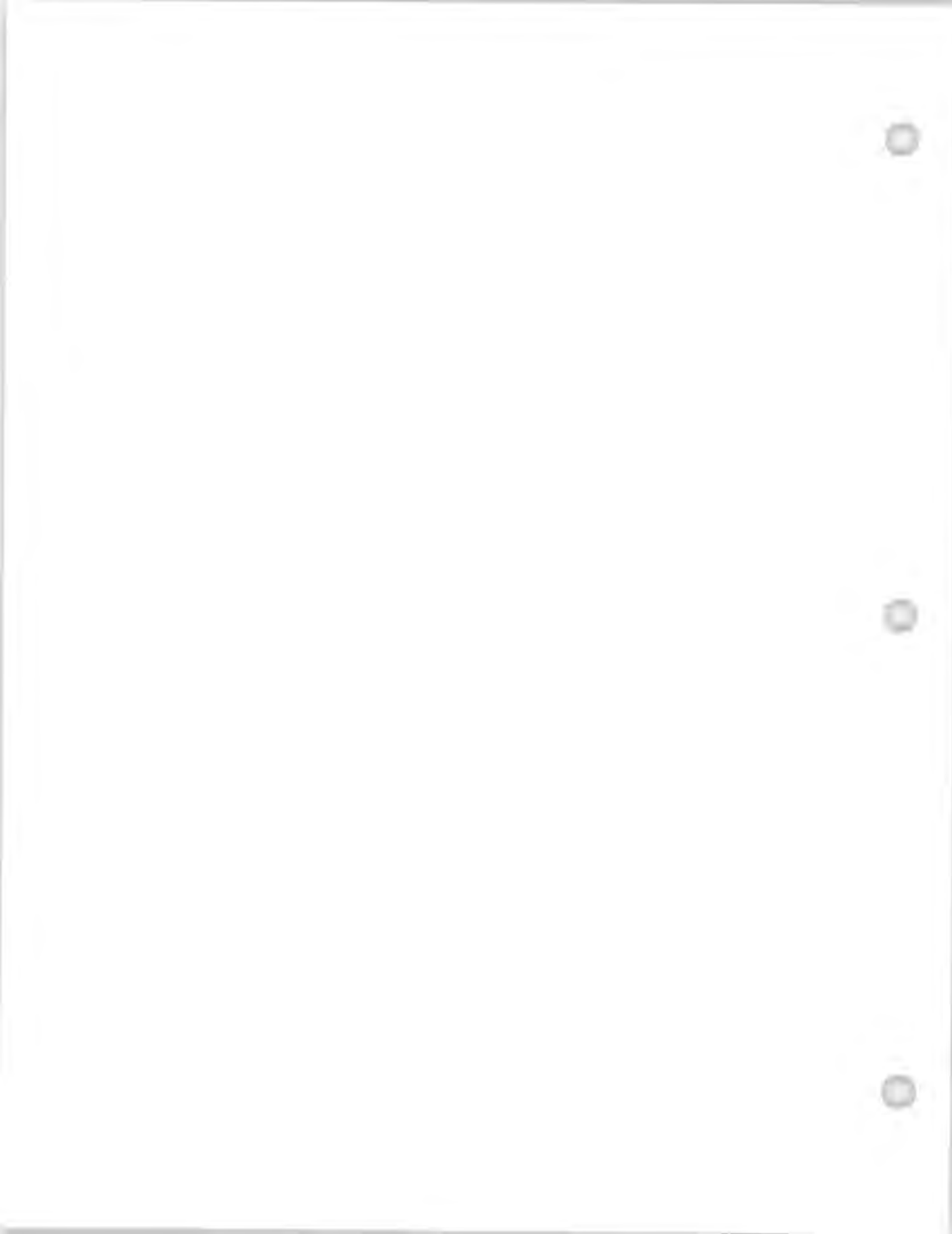
PETITION FOR A CHARTER SCHOOL CONVERSION
Learning Without Limits

Similar to the current year as a district school, Learning Without Limits ("LWL") estimates that 17 teachers will be employed by the charter school during its first year of operation.

We, the undersigned teachers and parents, support the charter and believe the attached charter merits consideration. We hereby petition the Oakland Unified Board of Education and Superintendent to grant a charter to LWL pursuant to Education Code Section 47605 beginning July 1, 2012, with the opportunity to request a continuation of the charter as described in the Charter Schools Act. **The petitioners listed below certify that they are either teachers who are meaningfully interested in continuing to teach at the School, or parents who are meaningfully interested in re-enrolling their students.** *The petitioners authorize the Lead Petitioners, Leo Fuchs and Hae-Sin Thomas, to make or negotiate any amendments to the attached charter necessary to secure approval by the OUSD governing board.*

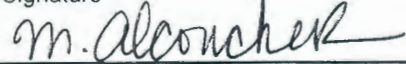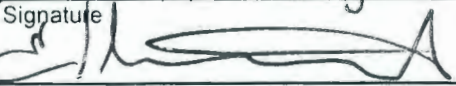| Name	Address
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Name	Address
Print Name Rachel Amsterdam Signature Ramstudam	Street Address 3674 1st St. City, State, Zip Code Oakland CA 94609 Phone Number 310-871-9693
Print Name Morgan Alconcher Signature m. alconcher	Street Address 2241 San Jose Ave Apte City, State, Zip Code Alameda, CA 94501 Phone Number 510.384.4847
Print Name E. kl. Wainwright Signature	Street Address P.O. Box 4708 City, State, Zip Code OAK, CA 94605 Phone Number (510) 205-3882

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Name	Address
Print Name Malana Willis	**Street Address** 2340 Grant St. Apt. C
Signature *Malana Willi*	**City, State, Zip Code** Berkeley, CA 94703
	Phone Number (415) 260-5249
Print Name Ashley DeCena	**Street Address** 315 Wayne Pl. #101
Signature *Ashley De*	**City, State, Zip Code** Oakland, CA 94606
	Phone Number 408-513-4907
Print Name Travis Meiers	**Street Address** 864 York St. #1
Signature	**City, State, Zip Code** Oakland CA 94610
	Phone Number

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Name	Address
Print Name Emily Rosa	**Street Address** 240 Grand Ave. #30
Signature Emily Rosa	**City, State, Zip Code** Oakland CA 94610
	Phone Number 682 472-7823
Print Name KATIA DUNKEL	**Street Address** 908 Erie St
Signature	**City, State, Zip Code** Oakland CA 94610
	Phone Number 510 2298537
Print Name Manuel A. Herrera	**Street Address** 184 Lexington Ave
Signature	**City, State, Zip Code** San Leandro CA 94577
	Phone Number 510 567 3036

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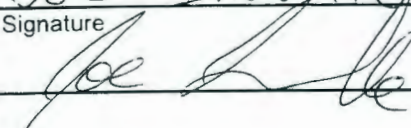| Name	Address
Print Name: Nova Katz Signature:	Street Address: 225 Clifton St. #114 City, State, Zip Code: Oakland, CA 94618 Phone Number: (415) 572-3814
Print Name: Caroline Conlon Signature: Caroline Conlon	Street Address: 859 Willow St. City, State, Zip Code: Oakland CA 94607 Phone Number: (858) 349-4170
Print Name: Signature:	Street Address: City, State, Zip Code: Phone Number:

2

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Name	Address
Print Name Joe Imwalle	**Street Address** 16 Rio Vista Ave
Signature Joe	**City, State, Zip Code** OAKLAND, CA 94611
	Phone Number 415 - 218 - 9448
Print Name Kate Carson	**Street Address** 671 Vernon St Apt 106
Signature	**City, State, Zip Code** Oakland CA 94610
	Phone Number 510-316-9266
Print Name Samara Plambeck	**Street Address** 465 Centre Court
Signature	**City, State, Zip Code** Alameda, CA 94502
	Phone Number 510-761-0875

2

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Name	Address
Print Name Kirsten Estrada Signature *(signature)*	**Street Address** 1940 Lakeshore Ave. #32 **City, State, Zip Code** Oakland, CA 94606 **Phone Number** 925-212-9178
Print Name Debra Stuckgold Signature *(signature)*	**Street Address** 336 Coventry Rd. **City, State, Zip Code** Kensington, CA 94707 **Phone Number** (925) 219.2407
Print Name Olivia Sanders Signature Olivia Sanders	**Street Address** 3940 La Cresta Ave. **City, State, Zip Code** Oakland, CA 94602 **Phone Number** 510-336-0997

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Table of Contents

As the authorized lead petitioners, we, Leo Fuchs and Hae-Sin Thomas, hereby certify that the information submitted in this petition for Learning Without Limits ("LWL" or the "School"), located within the boundaries of the Oakland Unified School District, ("OUSD") is true to the best of our knowledge and belief; 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, we understand that if awarded this charter, LWL and its non-profit organization, Education for Change:

- ❖ 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(c)(1)]
- ❖ Shall be deemed the exclusive public school employer of the employees of LWL for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- ❖ Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- ❖ Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- ❖ Shall admit all students who wish to attend LWL, and who submit a timely application, unless LWL receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Admission to LWL shall not be determined according to the place of residence of the student or his or her parents within the State except as provided in Education Code Section 47605(d)(2). Preference in a public random drawing shall be provided as described in Education Code Section 47605(d)(2)(B). In the event of a drawing the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). and Education Code Section 51747.3. [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- ❖ Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, 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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- ❖ 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 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)]
- ❖ Shall ensure that teachers at LWL hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non–college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- ❖ Shall at all times maintain all necessary and appropriate insurance coverage.
- ❖ 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).
- ❖ Shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves LWL without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. LWL

shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

❖ Will follow any and all other federal, state, and local laws and regulations that apply to LWL and its non-profit organization Education for Change, including but not limited to:

   o Education for Change shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
   o LWL shall on a regular basis consult with parents and teachers regarding LWL's education programs.
   o Education for Change shall comply with any jurisdictional limitations to locations of its facilities.
   o LWL shall comply with all laws establishing the minimum and maximum age for public school enrollment.
   o LWL shall comply with all applicable portions of the No Child Left Behind Act.
   o Education for Change shall comply with the Public Records Act.
   o LWL shall comply with the Family Educational Rights and Privacy Act.
   o Education for Change shall comply with the Ralph M. Brown Act.
   o LWL shall meet or exceed the legally required minimum of school days.
   o LWL 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.

_____

Leo Fuchs, Principal, Learning Without Limits

_____

Hae-Sin Thomas, CEO, Education for Change

The staff and community of Learning Without Limits Elementary School, an Oakland Unified School District elementary school, are submitting a petition to convert the school into a K-5 charter school. As a charter conversion, Learning Without Limits will continue to provide the Fruitvale community a quality educational option, building upon the demonstrated success of their current program to ensure all Learning Without Limits students exit their doors prepared for the path to college.

Learning Without Limits Mission Statement

The mission of Learning Without Limits is to provide rigorous, culturally relevant and empowering education grounded in caring, leadership, achievement, and perseverance. The school is founded on the belief that caring relationships allow students to lower their affective filter, facilitating learning. When students feel valued and understood they are able to bring their full selves to the classroom. In this context, students grow into leaders who are problem solvers, who set good examples, and who know how to communicate effectively with different audiences. Learning Without Limits students are resilient, persevering through challenges because they are self-directed, self-motivated learners who can drive and advocate for their own learning.

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

Education for Change Mission Statement

The mission of Education for Change is straightforward. 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. Through the success of our students, we will create a catalytic change across the country that will help to transform urban public schools into high performing organizations for the children that are most dependent upon them.

Learning Without Limits Vision Statement

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

What Children at Learning Without Limits Experience

- ❖ High expectations aligned with the California frameworks that are communicated clearly to stakeholders.
- ❖ Balanced literacy

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- ❖ Academic intervention
- ❖ Learning targets and authentic assessments
- ❖ Emphasis on cross-curricular connections
- ❖ Emphasis on relational element of learning
- ❖ Positive school culture and climate
- ❖ Extended learning after school and summer
- ❖ Family and community partnerships are prioritized
- ❖ The results of an Equity Centered Professional Learning Community

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

Team Approach

The LWL team includes a dedicated, experienced and diverse teaching team that works closely and collaboratively with the families at the school. The average LWL teacher has more than five years of teaching experience. Likewise, the leadership team at LWL and at Education for Change for LWL is diverse, supportive and committed for the long term to the goals identified above. The management team is composed of school operators who know how to manage and lead schools. The team of Leo Fuchs, Hae-Sin Thomas, Fabiola Harvey and Jessica Evans includes three current or former Oakland Unified School District principals, two district administrators with strong curriculum development and network management experience, as well as a Chief Operating Officer with experience in growing a charter network (see Management Team section below).

History and Accomplishments – Learning Without Limits

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

Learning Without Limits College Preparatory Elementary School first opened its doors in the Fall of 2007 with 240 students in grades K-3 as part of Oakland Unified School District's New Small Autonomous Schools initiative. In the 2011-12 school year, we serve 375 students in grades K-5.

Learning Without Limits has two overarching goals: 1) to be a school where all community members feel loved and cared about, 2) to ensure that all students leave our school on the path to college at the end of 5th grade. Each morning, students and teachers gather in our yard to affirm the vision we hold for all our students. Our hope and expectation is that LWL students will leave our doors more fully able to claim our vision statement as a description of who they are

and who they will continue to strive to become beyond their time at LWL. Each morning we affirm:

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

In every classroom, four values taken from our vision statement hang on the wall. We call these the CLAP values: Caring, Leadership, Achievement and Perseverance (see Appendix A1 for CLAP poster and rubric).

LWL's Academic Success

Learning Without Limits has made important academic gains since it opened in 2007, increasing 136 API points in the past four years, moving from an API of 622 to an API of 758. The LWL community is committed to accelerating those gains.
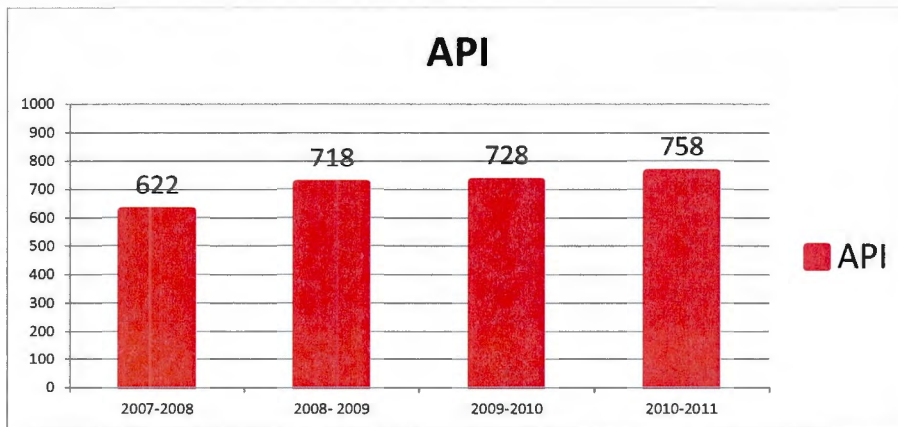
As seen in the chart below, LWL has moved from 42 percent of students being proficient or above in mathematics to 59.9 percent. LWL attributes many of the gains in mathematics to the pedagogical methods that are utilized by its teachers. Moving from hands-on concrete representations of mathematical concepts, using manipulatives, to representational and then to the abstract algorithm, has helped LWL students gain a deeper understanding of mathematics. While a higher percentage of students are Proficient and Advanced in Mathematics than English Language Arts, LWL staff continues to refine its instructional practices and has done so by incorporating the Si Swun strategies.

In English Language Arts, the LWL community has also seen gains, increasing the percentage of students proficient or above from 19.6 percent to 38.7 percent. LWL attributes these gains to their initial focus on explicit skills instruction and a strong professional development and coaching model. In the process of analyzing smaller gains between 2008-09 to 09-10 than from 2007-08 to 08-09, teachers and staff noticed that there were only 10 minutes of the school day when students were guaranteed to be reading at their instructional or independent reading levels – during repeated readings in fluency practice. This led to a shift in the English Language Arts program toward the implementation of Guided Reading strategies using leveled reading materials. In 2011-12, LWL has begun to build on its initial work to implement a Guided Reading

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program through the PALS partnership, an OUSD partnership with Aspire Public Schools, which broadened its repertoire of instructional structures and strategies.

School-wide CST results: Percent Proficient and Advanced
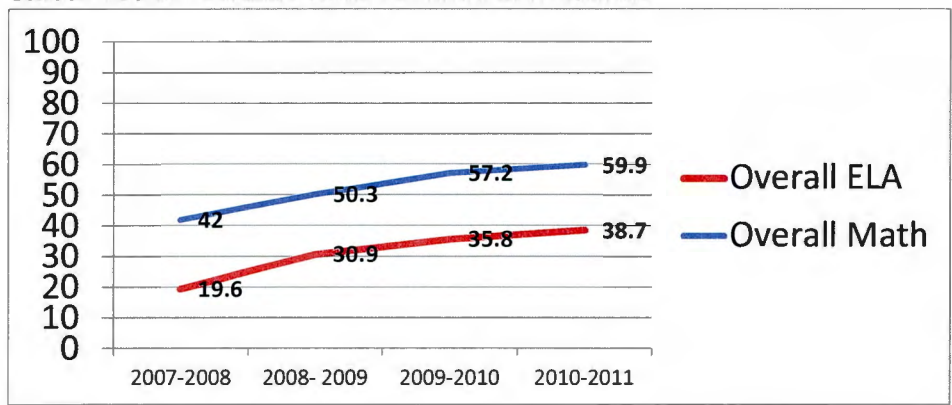
Data Driven Change to Support Student Learning

On the Jefferson campus in the 2006-07 school year, only 13.6 percent of students scored proficient in English Language Arts (18 percent at 5th Grade) and only 25.2 percent of students scored proficient in math (29 percent in 5th grade) on the CST. By contrast, in 2011, 38.7 percent of LWL students scored proficient in English Language Arts (47 percent of 5th graders) and 59.9 percent of students scored proficient or advanced in math (59 percent at 5th grade). While we are proud of this growth, LWL is not satisfied and works toward the day when all students will demonstrate proficiency using standardized and non-standardized measures.

Learning Without Limits' success over the last four years is a result of a clear theory of action based on the development of strong relationships between and among adults and children, systematic teacher collaboration using the Professional Learning Communities model, data driven inquiry, skills based constructivist pedagogy, a balanced literacy approach and engaging instructional methods.

History and Accomplishments – Education for Change

Founded in 2005 by experienced educators and entrepreneurs, Education for Change (EFC), a nonprofit public benefit corporation, created a home for schools seeking to become charters. 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. EFC currently operates three schools in Oakland, California: Achieve Academy, Cox Academy, and World Academy.

The mission of Education for Change is straightforward. We provide a superior public education to Oakland's most underserved children by maintaining a system of public schools that relent-lessly focuses on our students' academic achievement. Our high quality instruction and focus on continuous refinement of practice, leads 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. Through the success of our students, we will create a catalytic change across the country that will help to transform urban public schools into high performing organizations for the children that are most dependent upon them.

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 a 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 are the following:

1. Every child has a right to a high quality, free, public education.
2. Every student can learn and succeed at high levels.
3. The most important attribute of successful schools is the ability to have consistently high quality instruction in every classroom.
4. Building a professional learning community is the key to our schools' success.
5. Every child will succeed when a school is organized around a coherent, comprehensive, rigorous, standards-based curriculum, and school leaders make decisions about how to improve instruction based on data.
6. The best measure of what we value is how we spend our time.
7. Every adult within the school community - principals, teachers, staff, parents/guardians, and administrators - is responsible for student performance.

EFC's Academic Success
All current schools in the Education for Change portfolio have experienced academic success. While EFC recognizes that there still are many areas in need of growth, the three schools have made steady gains that result in more and more of our students scoring in the Advanced and Proficient performance bands. As seen in the chart below, World and Achieve both have an API of over 800, with Cox Academy having grown 196 API points in the past three years. Through a relentless focus on instruction, building content, pedagogical and assessment knowledge, all three schools have sustained academic growth. EFC is proud of these accomplishments and feels that these accomplishments set the stage for further growth.

EFC Schools API Growth: 2006 to 2011
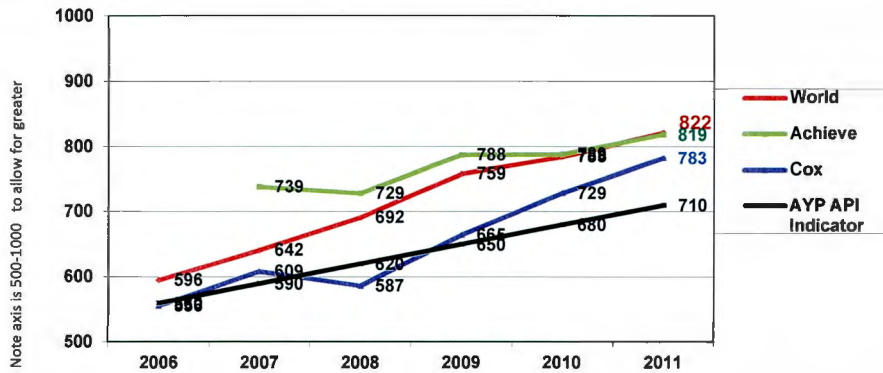
As seen in the chart below, Mathematics has been a particular strength of Education for Change schools. Through our work with Phil Gonsalves and Drew Kravin of the Mathematics Consortium, teachers have built their content and pedagogical knowledge of mathematics instruction. Utilizing the relational thinking framework, teachers have learned how to build lessons that move from concrete representations to semi-concrete representations to abstract representations. These lessons are infused with strategies such as decomposition, bar models, and area models, that foster students' conceptual understanding and promote student understanding of the relationships in mathematics. Teachers worked closely with Math coaches and grade level colleagues to analyze student data and cognitively plan lessons using this content and pedagogical knowledge. The continual reflection and refinement of these lessons is at the core of our collaborative math planning and is supported by high impact coaching.

Mathematics CST scores: Percent Proficient and Advanced
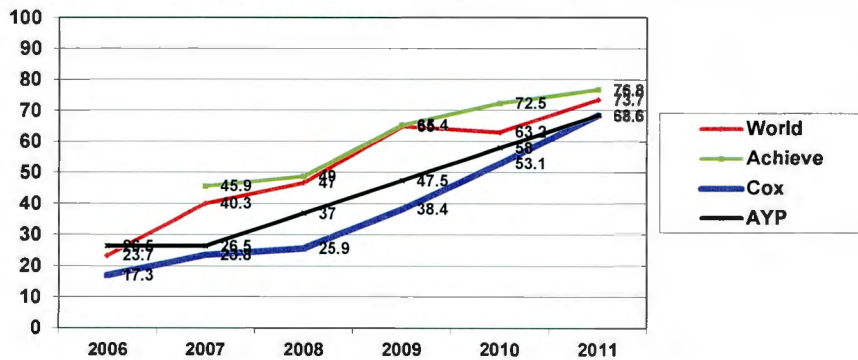
While
While English Language Arts scores have seen upward growth in the percent Proficient and Advanced, the trajectory has not been as dramatic as in mathematics. The AYP statistics mask a significant shift in the reduction in the percentage of students in the Far Below Basic and Below Basic categories. For instance when World Academy first opened, it had close to sixty percent of

its students in the Far Below Basic and Below Basic category. It has reduced that percentage to approximately twenty percent. Nonetheless, EFC recognizes that this is not enough and that we must ensure that all of our students are scoring in the upper performance bands. We believe the gains in English Language Arts are a result of a strong focus on building content knowledge and assessment knowledge (formative and summative) supported by literacy coaches.

English Language Arts CST scores: Percent Proficient and Advanced
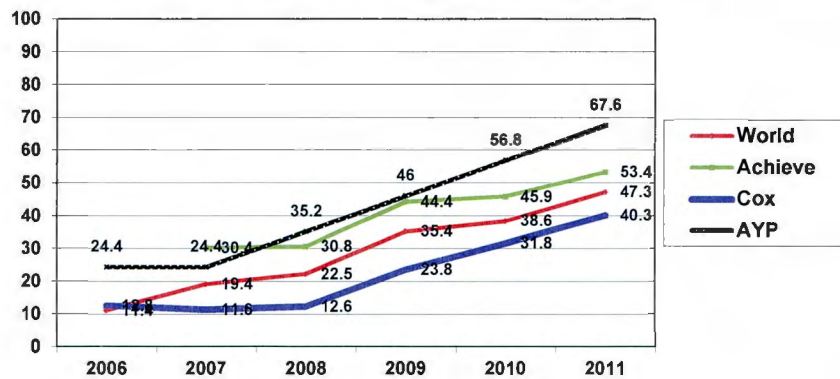
Management Team

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, business, and the philanthropic world. Our team brings best practices from these many sectors to accomplish our ambitious goals and our mission.

After six years, Education for Change is still focused on operating and opening elementary and middle schools in the City of Oakland that will share one support infrastructure across all EFC schools. A shared infrastructure helps us achieve our most important organizational objectives:

1. Prove that a system of urban public schools can succeed with all students at high levels
2. Build a sustainable and financially sound system of public schools
3. Create lasting change in urban public education across the country

EFC Management Team for Learning Without Limits

Hae-Sin Thomas, Chief Executive Officer
Hae-Sin Kim Thomas is the Chief Executive Officer of Education for Change, and was the founding Principal of ASCEND, one of the first five small autonomous schools created in Oakland. Ms. Thomas has 18 years of K-12 public education experience, culminating in her selection as Education for Change CEO in June, 2011. She was the lead organizer and co-founder of Great Oakland Public Schools, an Oakland-based education advocacy group and watchdog. Hae-Sin worked for the Oakland Unified School District as a teacher, principal, school developer, and executive officer. She led a team charged with designing and leading two foundational tenets of OUSD's nationally-recognized reform effort – creating quality school options for families in every neighborhood and ensuring high-performing, more personalized

communities of learning for children. She facilitated the design and opening of 22 new schools, replacing 18 chronically-failing schools. A recent external evaluation of the new schools reform work in Oakland found that new schools more frequently accelerated math and English Language Arts performance when compared to other district schools and that new schools significantly outperformed the schools they replaced in academic achievement, suspension rates, attendance rates, and overall student, teacher, and parent satisfaction.

Prior to co-founding ASCEND, Ms. Thomas started teaching in Oakland through Teach for America in 1993 and continued teaching for six years before becoming a site administrator. During this time, she also worked as the Special Education school director for the Teach for America Summer Institute. She holds a B.A in Economics from the University of Pennsylvania, a Master's in Curriculum and Instruction from the University of San Francisco, and a Master's in Administration, Planning, and Social Policy from Harvard University.

Jessica Evans, Chief Academic Officer
Dr. Jessica Evans has been the CAO of Education for Change Public Schools since inception and is largely responsible for the dramatic gains made by the EFCPS schools. She was formerly the Director of Elementary Education for the Oakland Unified School District (OUSD). Dr. Evans has focused on improving instruction in reading/language arts, English language development, and mathematics. She instituted site-based professional development through the Collaborative Inquiry Cycle and Lesson Design Study. Dr. Evans also served as principal of La Escuelita Elementary School. An experienced educator, Dr. Evans has served as a lecturer at UCLA in reading methods and as a research assistant in the education evaluation firm Education Matters, Inc. She holds a B.A. from Stanford University, a M.Ed. from UCLA, and a M.Ed. and doctorate from Harvard University.

Fabiola Harvey, Chief Operating Officer
Previous to joining Education for Change, Ms. Harvey 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 a firm financial footing. Ms. Harvey brings with her a wealth of experience and a long-standing commitment to urban education.

Leo Fuchs, Principal
Leo Fuchs is the founding principal at Learning Without Limits College Preparatory Elementary School in Oakland, California. Prior to LWL's opening in the Fall of 2007, Leo served as a Resource Specialist, Teacher on Special Assignment and Assistant Principal in Oakland public schools. He has been a teacher and administrator in OUSD since the Fall of 2000. Leo holds a Masters of Education from UC Berkeley and a Masters in Management from the Heller School at Brandeis University.

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the 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 Education Code Section 47605(b)(5)(A)

Learning Without Limits Mission Statement

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

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

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

Learning Without Limits Vision Statement

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

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

Education for Change Mission Statement

The mission of Education for Change is straightforward. 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. Through the success of our students, we will create a catalytic change across the country that will help to transform urban public schools into high performing organizations for the children that are most dependent upon them.

Students To Be Served

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As a converted charter school, Learning Without Limits will continue to serve the same student population being served by the current Oakland Unified School District school in alignment with the District's attendance boundaries. We are presently a K-5 elementary school, and our charter school will serve a K-5 population of approximately 375 students in 2012-2013. There will be 15 K-4 classrooms of approximately 22-24 students and 2 classrooms of approximately 28-30 5thgraders. Learning Without Limits aspires to continue maintaining class sizes this low conscious that these decisions are always budget-dependent.

Grade	Number of Classes	Number of Students Per Class
Kindergarten	3	22-24
1st Grade	3	22-24
2nd Grade	3	22-24
3rd Grade	3	22-24
4th Grade	3	22-24
5th Grade	2	28

LWL is a K-5 elementary school that currently sits on the Jefferson campus located in the Southeastern quadrant of the Fruitvale district, the most racially, culturally and ethnically diverse area in Oakland. As of the 2000 Census, 49 percent of Fruitvale residents were from Mexico, Nicaragua, Guatemala, El Salvador and other Latin American countries. 19 percent were from Vietnam, Laos, the Philippines and other Asian nations, 20 percent were African-American and 8 percent were Caucasian. We currently serve and intend to continue serving the student population residing in the Jefferson Elementary attendance boundary, and all of the students presently served by LWL will be invited to enroll into the charter school. 92.7 percent of our current student population qualifies for free and reduced lunch, 59.8 percent are English Language Learners, and 7.1 percent are qualified for Special Education services.

Our parents and teachers identify primary languages other than English as both the greatest asset many students have and one of the toughest challenges they face. Approximately 59 percent of students speak a language other than English at home, with Spanish being the most common home language of our students and families. Roughly 7 percent of our students represent various Asian communities including China, Vietnam, Cambodia, Laos, and the Philippines. Less than 1 percent of students are Pacific Islanders (Tongan). We intend to support students in acquiring English quickly as we honor their home languages and cultures.

LWL 2009-2010 enrollment by ethnicity

Ethnicity	Percentage of student population
African-American	20%
Latino	52%
Asian	12%
Filipino	1%
Pacific Islander	1%
White	5%
Multi-Racial/No Response	8%

Since the school shall adopt and maintain a policy giving admission preferences to pupils who reside within the existing district school boundary, we anticipate that the demographic profiles above are expected to be generally consistent with the future school's enrollment.

The Academic Needs of Our Students

Since opening its doors in 2007, Learning Without Limits has had both successes and challenges. Overall the percentage of students scoring at Proficient and Advanced has increased in both English Language Arts and Mathematics. However, the Learning Without Limits students are not achieving academically at levels with which we are satisfied. In 2011, 38.7 percent of students scored at Proficient or Advanced in English/Language Arts and 59.9 percent scored at Proficient or Advanced in Mathematics.

English Language Arts

Learning Without Limits has made gains in decreasing the percentage of students in the lower performance bands, significantly decreasing the percentage of students in Far Below and Below Basic in English Language Arts. As a result of a focus on fluency, the guidance of an experienced and talented Literacy Coach, the use of GLAD strategies, targeted intervention and extended professional development with a focus on teacher collaboration using data to guide instruction, we increased the percentage of students scoring at/above proficient by 18.7 percentage points from 2007-2008 to 2010-11. During the same time period we reduced the percentage of students scoring Far Below and Below in English Language Arts by 23 percentage points. However, moving all students out of the lowest performance bands continues to be a focus of our work.

English Language Arts: Performance Bands
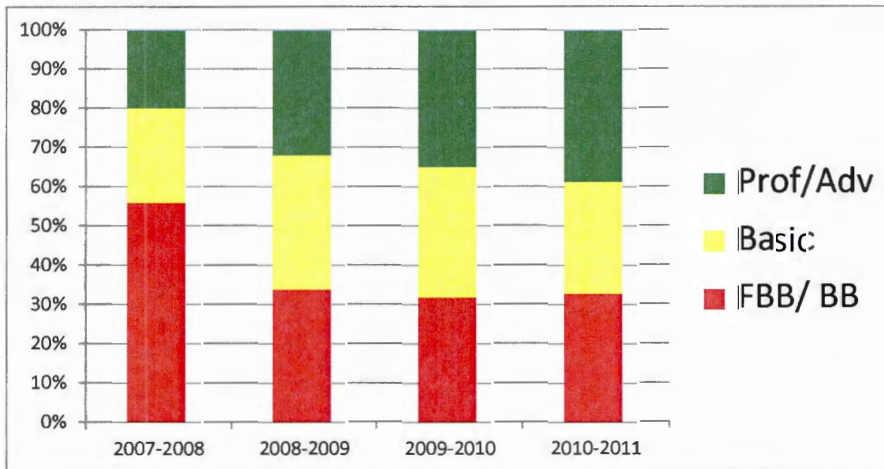
As seen in the chart below, success in English Language Arts has varied by grade level. Because of the declining proficiency on the CST in the 3rd grade, we are engaged in an inquiry process to determine the causes of this decline and focusing resources to improve the results in 3rd grade. For instance, our initial inquiry has identified that the standards-aligned assessments in 3rd grade gave inflated results relative to the rigor of the CST so additional monitoring tools are

being utilized to provide more accurate data. This will allow teachers to more accurately respond to students' academic needs.

English Language Arts: Percent Proficient and Advanced
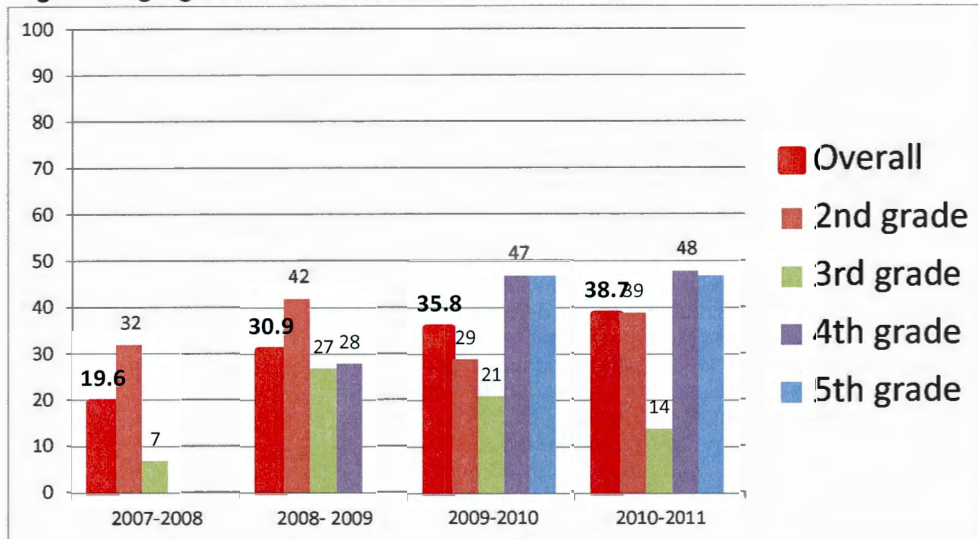
Mathematics

Overall, Learning Without Limits has seen a steady increase in the percentage of students at Proficient and Advanced, from 19.6 percent to 38.7 percent. We are dedicated to improving that trajectory significantly. As seen below, LWL experienced solid growth both in the Proficient and Advanced category and in the decrease of Far Below and Below Basic category for the first three years of operation. However, this past year the data was relatively flat, with a slight increase in both the upper and the lower bands. LWL attributes the early growth as a result of a focus on automaticity with math facts, utilizing the concrete to representational to abstract approach for teaching mathematics, incorporating Si Swun methods, targeting intervention and extended professional development. Overall, we increased the percentage of students scoring at/above Proficient by 16.9 percentage points in Math from 2007-2008 to 2010-11. During the same time period we reduced the percentage of students scoring Far Below and Below by 12 percentage points.

Mathematics: Performance Bands
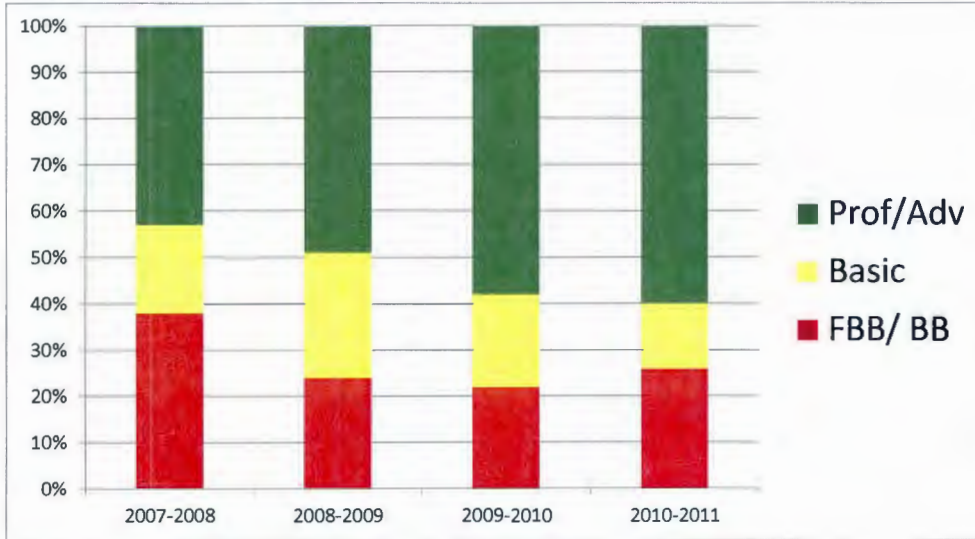
Math: Percent Proficient and Advanced
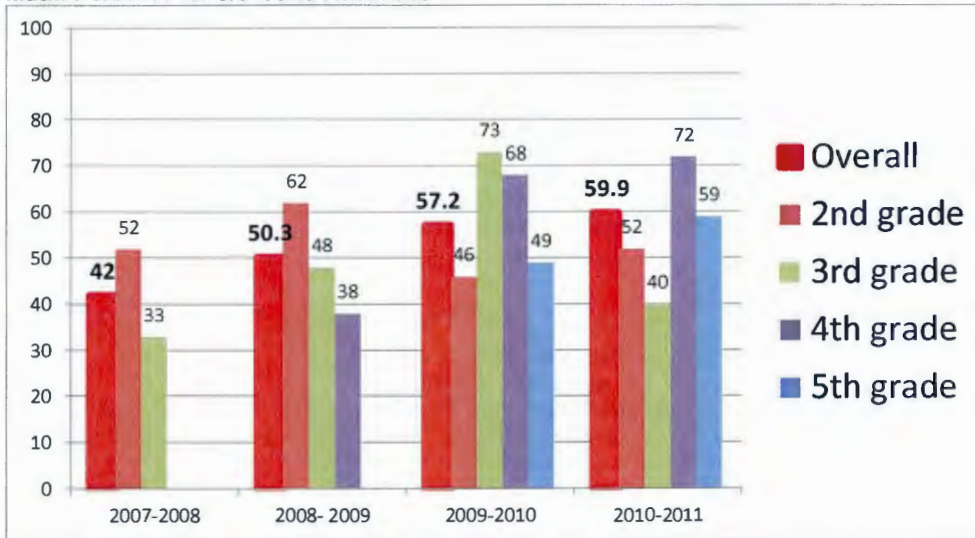
In conclusion, while we are making some strong gains, we recognize that only about 60 percent of our fifth graders went on to middle school last year scoring Proficient or Advanced in Mathematics and that just under 50 percent of 5th graders went to middle school Proficient or Advanced in English Language Arts. Our continuing focus, therefore, must be on accelerating

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student learning to ensure our children who are still struggling at Basic, Below Basic, or Far Below Basic in ELA or Math make rapid growth at the pace necessary to go on to middle school academically prepared for success. We also recognize that the great majority of our student population are English Language Learners, and we must continue to build our capacity to scaffold and shelter content instruction and teach explicit English Language Development.

The Social/Emotional Needs of Our Families and Students

49 percent of households in Fruitvale earned an income of less than $30,000 in 1999 as compared to 28 percent in Alameda County as a whole (SOURCES: Census 2000 Sample Data and Alameda County Public Health Department). The Fruitvale has seen tremendous economic growth over the years, and an increasing number of homes are single-family homes that are owner-occupied, but poverty and crime are still pervasive in this neighborhood. 92.7 percent of the current LWL students qualify for free and reduced-priced lunch, which means that the vast majority of the school's students live at or below the poverty line.

The Fruitvale is home to a tremendous number of resources for families and children, from legal support to early childhood education to healthcare. We recognize, however, that one of the biggest challenges to providing quality services to families and children is knowing what families and children need. That is why at LWL we have focused intensely on developing strong relationships between the LWL staff and families. These relationships enable the LWL staff to be a resource for children and families and allow us to know intimately what our children and their families need. We are then able to target programs and resources to specific families to ensure they get the support they need. We are also able to more effectively partner with families to support academic learning.

At LWL, we also recognize the gifts and the challenges of truly serving a multicultural and multilingual community. We recognize that schools can bring a community of privileged educators with a deficit orientation into lower socioeconomic status (SES) communities and that cultural sensitivity can be shallow. LWL commits to being thoughtful about what we bring into our work as a staff and how to truly empower parents and students. We will continue to evolve our equity-centered professional learning community to deepen our dialogue and push our thinking. We will engage partners like the National Equity Project to build our capacity and our reflective practice around issues of inequities related to culture, class, race, and gender and their very real presence within the school.

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

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

We are also conscious of the predictable patterns of success or lack of success apparent in today's society. African-American and Latino representation is minimal in leadership positions in almost every sector. In order for our children to achieve success as people of color coming from low SES backgrounds, they must be incredibly self-aware and conscious of their strengths and weaknesses. They must be able to read the politics in a situation and determine how best to

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navigate a situation. They must know how to respond to racism and classism and remain self-confident even in situations where they have no allies. Our children must have tremendous pride in who they are and where they come from and know how to leverage the strength of their stories and their heritage. They must be able to interact and be in relationship with people from all backgrounds and cultures as they weave through an increasingly multicultural world.

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

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

How Learning Best Occurs

The LWL team holds that learning best occurs when students are offered a rigorous educational program that is inclusive of the tenets listed below. These six key practices and four key structures are all built around supporting the students and families we serve, utilizing instructional practices that have a strong theoretical underpinning (see Appendix A-2 for Theoretical Underpinnings and Original LWL Small Schools Design)

Six Key LWL Practices

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

LWL seeks to provide meaningful, rigorous learning, as displayed by students' ability to apply and extend a given objective. The Standards Movement came about as a result of the achievement gap prevalent across the American public school system. The Small Schools Movement came about to address the persistent underperformance of flatlands schools in Oakland. All small schools were required to develop a program that operated with the highest expectations for all children where all children achieved mastery of the priority California standards.

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

2. Balanced Literacy

At LWL, we pursue a balanced literacy approach based on the Aspire Public Schools model. Through this program every student becomes an independent, driven reader and writer who is engaged in reading and writing activities for communication as well as artistry. Our literacy model assures that each learner will become a fluent reader, skilled writer, confident speaker and thoughtful listener.

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Reading, writing, speaking and listening skills are personalized. In order to achieve our goal, we draw from a number of pedagogies such as Guided Reading, Literature Circles, Open Court Phonics and Shared Inquiry, all within the "workshop" format. Each pedagogy provides a different piece of scaffolding to personalize literacy instruction for each learner. Within this model, learners are provided rich literature, both literary and informational, for required and choice reading to create links across content areas (i.e., social studies, math, science, visual and performing arts).

Our ELA curriculum is guided by the California State Standards, the Instructional Guidelines, and cycles of inquiry informed by formative assessments of student learning. Ongoing assessment drives instruction. Running records, alternate rankings, the Developmental Reading Assessment, anecdotal records and student samples are tools that provide necessary information. Teachers analyze this information independently and in grade level collaboration meetings to address the learners' needs (see Appendix A-2 for LWL and PALS Instructional Guidelines).

3. Academic Intervention

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

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

4. Learning Targets and Authentic Assessment

The diversity of our student population demands an assessment system that truly analyzes the growth of children in multiple ways while holding all children to the same high expectations. Teachers utilize the CST Blueprints and the Curricular Pacing Guides/Assessment Blueprints to inform the sequence of and context within which the standards will be taught. We formally benchmark our students' performance against these standards to monitor progress and determine the need for interventions three times during the school year. Teachers also use common formative 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. These formative assessments include selected response questions (short answer, matching, true false), extended response (essay) and performance tasks in order to ensure that students are able to demonstrate their answer in a number of ways. Finally, a variety of diagnostic assessments (eg. the BPST-III, the IWT, etc., depending on the subject matter and grade level) are administered in order to ensure that teachers understand where each student's Zone of Proximal Development is, and where students may be struggling.

5. Emphasis on Cross-Curricular Connections

Students learn best when they are able to relate new learning to multiple topic areas and approach learning using different modalities. We therefore take advantage of opportunities to maximize cross-curricular connections in the California Content Standards in English Language Arts, Social Studies, Science and Math. Cross-curricular connections support EL learners in building content knowledge and academic vocabulary and in making those critical connections that help them build meaning.

6. Emphasis on the Relational Element of Learning

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

Four Key LWL Structures

1. Supports for a Positive School Culture and Climate

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

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

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

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

3. Family and community partnerships are prioritized.

Family involvement and community partnerships are fundamental to meeting the needs of the whole child. We recognize the challenge of developing a culture and program that is authentically inclusive of families and community members. We engage families in regular conversations about student progress, hold parent teacher conferences three times a year, conduct home visits and regularly hold events that bring families into the school. Our staff has formed a Family Engagement Committee to support the work of bringing families more deeply into the community. Our family education program includes English as a Second Language

Instruction and direct engagement with classrooms that provides instruction to families around what to look for in classrooms and what kinds of questions to ask of teachers.

4. Equity-Centered Professional Learning Community (ECPLC)

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

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

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

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

Schoolwide Program Overview & Methods of Instruction

Learning Without Limits provides students with broad knowledge and problem-solving experience. We equip them with the skills they need to leave our school at the end of 5th grade on the path to college, filled with curiosity and ready to persevere through challenges. Our curriculum covers the following 9 areas: English Language Arts, English Language Development, Mathematics, Science, History-Social Science, Art, Physical Education, Social Emotional Learning and Technology. We utilize instructional methods that have strong theoretical underpinnings to best serve our student population (see Appendix A-2 for Theoretical Underpinnings and LWL Small Schools Design).

| **KEY LWL PRACTICE 1** |
| High expectations align with the California frameworks and are communicated clearly to stakeholders. |

The instructional program at Learning Without Limits is driven by the high expectations and rigor of the California State standards. The standards-movement ". . .developed out of the commonsense notion that student effort and achievement are directly affected by expectations set by parents, teachers, schools and society at large" (McLaughlin and Shepard 1995) and that by setting clear objectives all students could achieve at high levels. At Learning Without Limits, we organize our instructional model around the standards: deconstructing the standards, developing learning targets needed to achieve those standards, and communicating those expectations to parents and students.

ENGLISH LANGUAGE ARTS

Goals
LWL's elementary English Language Arts (ELA) program uses standards-based instruction to support student mastery of grade level English Language Arts standards (see Appendix A-4 for sample ELA Standards Map).

Curriculum
The elementary reading program is standards-based and primarily consists of teacher-developed standards-based lessons, units, and a developed system for providing students opportunities to learn and practice comprehension strategies using texts at their respective independent and instructional reading levels. The instructional structures come from LWL's partnership in the PALS program. Additional tools and resources include:

- Scholastic Leveled libraries in every classroom
- Open Court Reading
- *Strategies that Work*, Harvey & Goudvis
- *Reading with Meaning*, Miller
- *The Art of Teaching Reading*, Calkins
- *Guiding Readers and Writers* Grades 3-6, Fountas & Pinnell
- *Literacy Work Stations, Making Literacy Centers Work*, Diller
- *Practice With Purpose, Literacy Work Station* Grades 3-6, Diller
- GLAD Tools Created and Accumulated by Teachers
- Planning tools adapted from Insight Educational Group

See Appendix A-3 for LWL and PALS Instructional Guidelines and A-4 for sample standards alignment, deconstructing standards and learning targets, and sample unit plan

Instructional Strategies and Materials
LWL's elementary program uses a balanced approach to reading instruction. This includes a systematic approach that includes assessment-based instruction, phonological and phonemic awareness, phonics and word study instruction, leveled reading instruction, and writing process instruction. For specifics, please refer to Key Practice 2: Balanced Literacy later in this petition.

Assessment
LWL will use the EFC English Language Arts benchmark assessments, much in the same way as how they have used the OUSD assessments in the past. Teachers use a variety of formative and diagnostic assessment including Accelerated Reader online quizzes, DIBELS, DRA, and BPST, and other assessments used by individual teachers. For more detail, please refer to Key Practice 2: Balanced Literacy later in this petition.

ENGLISH LANGUAGE DEVELOPMENT

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

<u>Curriculum</u>
- English Language Development is taught through the use of teacher created lesson plans tied to the grammatical forms with which students need support as identified using the ADEPT assessment.
- Explicit instruction in English Language Development by ELD proficiency level groupings is taught in grade level groupings through a few programs.
  - At early levels of oral language proficiency, *Language for Learning* is used. ELD instruction at these grades is leveled, and structured ELD practiced throughout the lesson.
  - At the second through fifth grade levels, teachers create lessons through collaboration with colleagues to serve students of all ages and grade levels with similar oral language needs.

See Appendix A-5 for proposal to OUSD for ELD curricular flexibility

<u>Instructional Strategies and Materials</u>
English Language Development (ELD) and Academic English Development (AED) are taught in proficiency level groupings to grade level groups thirty minutes a day (or for a total of 150 minutes a week). Grade level groupings have a common instructional time and instruction occurs by ELD proficiency levels in the following groupings: K-1, 2-3, 4-5. Students receiving AED are often grouped with CELDT level 5 students and receive *English Now* instruction and instruction on tiered vocabulary.

<u>Assessment</u>
Elementary students are assessed at the beginning of each school year by the ADEPT, CELDT, and the *Language for Learning* program assessment best matched to their exit from the programs the year prior, 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 are assessed twice more (at the end of fall and the beginning of spring) to monitor student progress and inform teachers about changes needed to the composition of the groups and/or the pacing of instruction within the program being used. The ADEPT is another tool LWL uses to assess ELD. Students transition from *Language for Writing* to *English Now* when mastery on the *Language for Writing* assessments is demonstrated.

<u>Future Goals</u>
49.2 percent of ELLs, 76 percent of RFEP and 79 percent of I-FEP students scored Proficient/Advanced on the CST ELA. 47 percent of ELLs gained at least one proficiency level on the CELDT from 2009-2010, with the majority of students who did not gain a level remaining at CELDT level 3 for two years in a row.

To address these needs, LWL may move away from *Language for Learning* since it is primarily a structured oral language development program and lacks writing and reading comprehension strategies. Not designed to be an ELD standards-based program, it misses many ELD standards. LWL is interested in exploring the possibility of implementing Susana Dutro and E.L. Achieve's *Systematic ELD Approach as well as Shefelbine's Results program*, both of which are aligned to ELD standards and provides a scope and sequence for teachers to develop backwards-planned standards-aligned lessons.

MATHEMATICS

Goals
LWL's elementary mathematics program uses standards-based instruction to support student mastery of grade level mathematics standards.

Curriculum
LWL uses teacher-developed standards based lessons, Pearson's Envision MATH, and Si Swun for its math instruction. Many teachers supplement with conceptual development lessons from Marilyn Burns.

Instructional Strategies and Materials
LWL's mathematics program is designed to marry 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 1st -4th grades, there is a dedicated math facts practice time to build automaticity at least three days a week. Within all parts of math instruction, consensus building, oral math development, and math reasoning are prioritized.

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

Teaching for Mastery
LWL teachers understand that high-level math concepts build upon one another; therefore, they pay close attention to the sequence of lessons so students develop the strongest foundation possible. Through carefully sequenced standards-based lessons, thoughtful lesson design, clear objectives, and constant spiral review, teachers work toward developing a high level of proficiency for all students. LWL uses formative assessments throughout math lessons to inform the flow and progression of teaching. Additionally, teachers dedicate time to helping students memorize math facts so that students can later apply their energy to solving multi-step, complex problems rather than struggling with basic computation (see Appendix A-6 for a sample Math Pacing Guide and Math Lesson).

Small Group Instruction
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.

Assessment

In the past, LWL has used teacher-developed formative assessments, Swun unit assessments, and standards-based district benchmark exams. As an EFC charter school, LWL plans to replace the standards-based district benchmark exams with standards-based EFC benchmark exams.

Future Goals
Student performance on the Spring 2011 administration of the CST indicates that 65 percent of elementary students at LWL scored proficient or advanced. Strongest performance in math on the CST were:

Strengths in Elementary Math Performance on the CST			
Grade 2	Grade 3	Grade 4	Grade 5
Place Value, Addition and Subtraction (76%) Measurement and Geometry (72%)	Statistics, Data and Probability (77%) Measurement and Geometry 69%	Algebra and Functions (82%) Operations and Factoring (80%)	Statistics, Data Analysis and Probability (76%) Algebra and Functions (69%)

The two weakest areas of performance on the CST in math were:

Weaknesses in Elementary Math Performance on the CST			
Grade 2	Grade 3	Grade 4	Grade 5
Algebra and Functions (69%) Statistics, Data and Probability (64%)	Addition, Subtraction, Multiplication and Division (64%) Algebra and Functions (64%)	Statistics, Data Analysis and Probability (73%) Measurement and Geometry (70%)	Estimation, Percents and Factoring (59%) Operations with Fractions and Decimals (64%)

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

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

SCIENCE

<u>Goals</u>
LWL's science program uses standards-based instruction to support student mastery of grade level science standards.

<u>Curriculum</u>
The science curriculum in LWL's program is a mixture of teacher-developed standards-based lessons, units, and arts and music integrated thematic units, and use of the Lawrence Hall of Science's Full Options Science System (FOSS) kits and accompanying lessons. Additionally, supplemental resources are used, including the use of non-fiction (or expository) science texts within English Language Arts (see Appendix A-7 for a standards-aligned science lesson).

<u>Instructional Strategies and Materials</u>
LWL'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 non-fiction 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.

<u>Assessment</u>
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 thematic projects.

<u>Future Goals</u>
LWL seeks to further develop its science instruction so that it is inquiry-based and within the context of thematic projects that feature arts and music integration. When students learn science in the context of a thematic project and not as discrete content, disconnected from the world around them, it will enable them to develop deeper understanding of content and make more meaningful connections.

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

HISTORY-SOCIAL SCIENCE

<u>Goals</u>
LWL's elementary history-social science program uses standards-based instruction to support student mastery of grade level history-social science standards.

<u>Curriculum</u>
The history-social science curriculum in LWL's elementary program is a mixture of teacher-developed standards-based lessons and arts thematic units that depend heavily on GLAD strategies to support student understanding and develop students skills with organizing information. LWL teachers use the district adopted textbook series *Reflections* and its accompanying lessons, and other supplemental resources including historical fiction within English Language Arts, internet resources and artifacts, photos, and primary source documents (see Appendix A-8 for a standards-based Social Science lesson).

Instructional Strategies and Materials

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

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

Assessment

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

Future Goals

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

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

Goals

LWL's elementary visual and performing arts program uses standards-based instruction in arts and integration of arts and music into classroom instruction to support students in meeting grade level visual and performing arts standards.

Curriculum

Art is both a discreet program and an integral part of every day life at LWL. Students have a 50-minute art class once a week with a designated art teacher. The program is designed to increase students' understanding of visual art and drama in accordance with California state art standards, as well as to build their confidence, self-esteem, and self-expression. Our artists are taught to use multiple mediums such as watercolor, ceramics, collage, and digital media (see Appendix A-9 for an arts scope and sequence and sample art lessons).

Our school has a successful drum team and stepping crew that meets daily for morning practice and performs for the school community weekly. The drum team exemplifies and is the public face

of our core values of perseverance and leadership. This modeling takes place within the school and out in the community.

Instructional Strategies and Materials
LWL provides two models of art instruction to its students. The first is a skill-building art instruction model that takes place during the primary teacher's preparation time by an art teacher. The second is through arts integration. Both models use the California State visual and performing arts standards as a vehicle to create and implement curricula that is relevant and meaningful to students' lives, development, and experiences.

In the first model of skill building art instruction, the visual and performing arts standards are used as a guide/framework to ensure that students are able to develop and refine their gross and fine motor skills as well as have access and exposure to historical and cultural arts-related knowledge. Most students receive an hour per week of this type of instruction.

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

Assessment
The visual arts program at Learning Without Limits meets both state and national art standards. Furthermore, students are encouraged to develop their creative thought process through a series of projects that allow for a more open-ended response. Student work is assessed in two primary ways. The first is through direct observation of student artwork, including a student's development over time. The second means of assessment relates to student participation and comprehension of form and content. Students participate in discussions regarding their own and classmates' work, as well as analyzing formal elements and themes in multicultural works of art. Together, these modes of assessment take into account a student's artistic ability, as well as their comprehension and enjoyment of the visual arts.

Future Goals
We seek to expand our arts integration so that art, music and drama permeate thematic units. We intend to become more proficient in planning and implementing inquiry-based instruction within the context of the arts and music integrated thematic projects so they are central to LWL's history-social studies instruction.

PHYSICAL EDUCATION, HEALTH, WELLNESS, and LIFE SKILLS

Goals
LWL's elementary physical education program uses standards-based instruction to support student mastery of grade level physical education standards. LWL's health, wellness, and life skills program form the components of a Coordinated School Health Program (CSHP) as outlined by the Center for Disease Control (CDC). Respectively, the program seeks to: 1) systematically provide students with increasingly sophisticated health related knowledge aimed to motivate and support students to maintain and improve their health; 2) identify and promote environmental factors that increase the well being of staff and students, and identify and mitigate environmental factors that negatively effect the school community; 3) develop emotional awareness, conflict resolution techniques, high-self esteem and self-control.

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

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

Instructional Strategies and Materials
LWL teachers provide students with standards-based instruction in physical education, health, and nutrition. The instruction may happen within the context of a unit of instruction or independently of it. Instruction in these areas meets minimum requirements for state mandated instructional minutes. Students receive healthy snacks and nutrition education through Harvest of the Month and through a partnership with Alameda County Nutrition, which provides LWL students with a morning snack of fresh fruits and vegetables three times a week. Our newly formed safety patrol supported by Champions for Change and Safe Routes to School develops student leadership and models safe practices for travel to and from school.

Assessment
Currently, LWL students are assessed by the President's Physical Fitness test in fifth grade.

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

SOCIAL AND EMOTIONAL LEARNING

Goals
LWL's social and emotional learning program supports the development of leaders with emotional intelligence who are able to resolve conflicts peacefully, demonstrate empathy, and use interpersonal skill to enlist others in working together toward common larger goals.

Curriculum
LWL explicitly builds students' social-emotional competencies using Responsive Classroom, a formal program designed to build classroom communities. Responsive Classroom is a research-

based approach to decreasing problem behaviors in the classroom by explicitly teaching social skills and therefore increasing time on task. LWL's use of Responsive Classroom, Vision Statement, CLAP, Second Step, Interactive Modeling, Love and Logic, and our small school size emphasize on relationship development and maintenance.

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

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

Assessment
Upper grades students participate in the California Healthy Kids Survey as directed by local entities. We have developed a rubric for our CLAP values that we use to communicate the meaning of these values, and reward students who exhibit caring, leadership, achievement and perseverance (see Appendix A-1 for the CLAP rubric).

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

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

TECHNOLOGY

Goals
LWL'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, LWL seeks student mastery of keyboarding skills. For the most part, technology instruction in the elementary program is incorporated into the work the teacher is doing in the classroom.

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

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

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

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

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

KEY LWL PRACTICE 2
Balanced Literacy

ENGLISH LANGUAGE ARTS

Goals
As mentioned in Key Practice 1, LWL's elementary English Language Arts (ELA) program uses standards-based instruction to support student mastery of grade level English Language Arts standards.

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

- Scholastic Leveled libraries in every classroom
- Open Court Reading
- *Strategies that Work*, Harvey & Goudvis
- *Reading with Meaning*, Miller
- *The Art of Teaching Reading*, Calkins
- *Guiding Readers and Writers* Grades 3-6, Fountas & Pinnell
- *Literacy Work Stations, Making Literacy Centers Work*, Diller
- *Practice With Purpose, Literacy Work Station* Grades 3-6, Diller
- GLAD Tools Created and Accumulated by Teachers
- Planning tools adapted from Insight Educational Group

Instructional Strategies and Materials
LWL's elementary program uses a balanced approach to reading instruction. This involves 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 what weight the content standards at a particular grade require. For example, in early grades, phonics instruction is most significant, while in later grades, word study and the use of a multisyllabic routine is significant.

LWL's instructional methods have evolved significantly and in stages. LWL has maintained practices that proved effective, such as fluency practice and ensuring students have access to grade level text, while coupling it with the PALS program. See the chart below:

	2007-08	2008-09	2009-10	2010-11	2011-12
ELA	Fluency	Fluency to increase time reading at Independent Reading Level	Increasing time reading at independent reading level and using leveled texts to teach comprehension skills	Continue implementation of Guided Reading Re-integrate repeated readings practice Applied and	Differentiated fluency instruction Continued use of leveled repeated reading Implementation of PALS (in

		Adding accuracy to our fluency scores Being strategic (according to research) about what is appropriate fluency practice for each student	accepted to PALs partnership.	Appendix)
Backwards Mapping and Unit Planning Using Core Knowledge	Unit Planning using GLAD model	Backwards planning and standards mapping using Insight Education method.	Continued use of year-long and unit plans. Focus on deconstructing standards into learning targets and tying common formative assessments to those learning targets	Continued use of year-long and unit plans Continued work on deconstructing standards with increased focus on communicating learning targets and progress toward mastery to students.
Workshop	Workshop	Workshop – use of BPST to task analyze skills students need support with; use of leveled reading groups Use of Guided Reading to teach comprehension and increase use of texts at students instructional reading levels	Re-integration of data-driven skills-based workshops daily for at least 15 – 20 minutes at all grade levels or 90 minutes per week Continue Guided Reading Groups	Continued use of data based skills workshop Fuller implementation of Guided Reading based on learnings from PALs partnerships.
Front-loading	GLAD Strategies	More consistent implementation of GLAD strategies	Continue GLAD implementation with a focus on integrating strategies into Guided Reading	GLAD strategies continue to be used in whole group and small group instruction.
Writing				Intention to begin to professional development toward implementation of a coherent

					writing program in Spring 2012

Explicit Instruction of Comprehension Strategies

Our reading instruction couples whole group comprehension skills and strategy instruction using grade-level shared text (usually from an Open Court Reading anthology) 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 transactional 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. (see Appendix A-4 for a sample literacy block plan).

Opportunities to Practice Reading

Students have ample opportunity to work in small groups, with partners, and independently to practice reading skills throughout the day. At all grade levels, students read books matched to their independent reading level and interest during a sustained reading time to promote reading for pleasure. To support this, all classrooms have a wide selection of text for students to choose from, including books organized by genre, topic and reading level. During guided reading instruction, students are paired with reading material targeted to their instructional level and are supported through a gradual release of responsibility to assume control over novel features of challenging text. As learned through the Guided Language Acquisition Design (GLAD) model, we know that all students, in particular our English Language Learners, learn best using the I-do/we-do/you-do format (i.e. gradual release of responsibility). Additionally, students practice reading for fluency or automaticity daily.

Word Study Instruction

Our K-2 teachers use the Open Court Reading program as the foundation for their phonemic awareness, phonics, and vocabulary standards-based instruction. However, we have made some modifications to the sequence of instruction to better meet the needs of our students. For example, in first grade, phonics instruction is largely tied to skills in the order presented on the Basic Phonics Skills Test (BPST). They also use *Words Their Way* for letter/sound sorts, word work, and phonics games. Students receive additional differentiated phonics instruction and reading fluency instruction in small group instruction.

Our 3-5th grade teachers use Open Court's "Green Section" as a resource to teach the word analysis standards. In addition, we explicitly teach affixes and etymology as the core of vocabulary development. Our word study blocks are standards-based and data-driven aimed towards giving students tools to attack unknown words on their own. For example, the SIPPS curriculum is used to help students dissect multi-syllabic words into component parts. We use numerous assessment tools like the Basic Phonics Skills Test (BPST) and the Irregular Word Test (IWT) and DIBELS measures to inform instruction and to monitor student progress (see Appendix A-4 for sample phonics and phonemic awareness lesson)

Guided Reading

Reading instruction is centered around guided reading groups. Guided reading texts are matched to a student's instructional level and cover various genres. State standards drive the focus of the small group instruction, continually moving students to the next instructional level to meet or exceed the state standards. Reading texts for guided reading or grade level whole

group comprehension instruction are selected based on how well the text illustrates, or lets students apply a certain ELA standard. Students meet in small groups multiple times a week to work with text and practice responding appropriately to literature based on state standards. This ensures students are working in their Zone of Proximal Development (Vygotsky) and provides the teacher regular formative assessment data to inform ongoing lessons. All teachers use the Scholastic Guided Reading library to implement guided reading and utilize running records as part of the Developmental Reading Assessment (DRA) to track growth and progress.

Writers Workshop
Students are provided frequent opportunities to write for authentic purposes through journaling, topical investigations and personal narrative writing. In addition, on-going 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 also 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.

Hybrid Literacy
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.

See Appendix A-3 for LWL's 2008 application to OUSD for the PALs partnership and the ELA History: A shift to PALS

Assessment
In the past, LWL has used teacher-developed formative assessments and standards-based district benchmark exams to assess student performance in English Language Arts and reading. In addition, teachers use common interim assessments as well as Accelerated Reader online quizzes, DIBELS, DRA, and BPST, and other assessments used by individual teachers. As an EFC charter school, LWL will continue to use the majority of the assessments it currently uses. Its current standards-based district benchmark exams in English Language Arts and Mathematics would be replaced with standards-based EFC benchmark exams in English Language Arts and Mathematics.

Currently, Fourth and Fifth grade writing is assessed through the *Oakland Writes* Process Writing Assessment (PWA), which comes out of collaboration between the Oakland Unified School and the Bay Area Writing Project. The assessment is administered three times a year and includes a district-adopted rubric and anchor papers. The PWA assesses certain genres and the levels of process. After scoring, teachers and coaches develop instructional response plans. Second and Third grade give the benchmark writing assessments three times a year.

Future Goals

Student performance on the Spring 2011 administration of the CST indicates that 38.7 percent of elementary students at LWL scored proficient or advanced in English Language Arts. Strongest performance in ELA were as follows:

Strengths in Elementary ELA Performance on the CST			
Grade 2	Grade 3	Grade 4	Grade 5
Literary Response and Analysis (64%) Word Analysis and Vocabulary (63%)	Literary Response and Analysis (63%) Word Analysis and Vocabulary (58%)	Writing Applications (67%) Word Analysis and Vocabulary (66%)	Written and Oral Conventions (70%) Reading Comprehension (64%)

*Average Percent Correct

Weaknesses in Elementary ELA Performance on the CST			
Grade 2	Grade 3	Grade 4	Grade 5
Reading Comprehension (59%)* Writing Strategies (50%)	Written and Oral Conventions Writing (46%) Strategies (41%)	Reading Comprehension (52%) Writing Strategies (52%)	Writing Strategies (64%) Literary Response and Analysis (60%)

The two weakest areas of performance were Writing Strategies and Reading Comprehension. To address these gaps in student learning, LWL is engaging teachers in data-based cycles of inquiry designed to hone in on the standards students struggle with most. Teachers use benchmark data to identify these standards, theorize about the root cause(s) of students' struggles, collaboratively design lessons and assessments that address these standards, and then begin the cycle again by examining new assessment data. In addition, as we more fully implement a balanced literacy approach including a well-developed writing workshop, we expect our students' writing and scores will improve significantly.

See Appendix A-10 to see the LWL's Big Goals for ELA for the 2011-12 school-year

KEY LWL PRACTICE 3
Learning Targets and Authentic Assessment

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

Instructional Strategies
What do we expect students to learn? This seems like a simple question, but we have discovered that the better we get at answering it, the more effective we are at leading students to academic success. LWL teachers answer this question in two ways: First, by prioritizing standards as high P1s – standards that are high priority and encompass multiple skills often embedded in other standards, P2s – standards that represent discrete skills, the acquisition of

which are needed to achieve mastery of P1s and P3s – standards that can be de-prioritized because they neither represent big ideas nor necessary steps to reach mastery of P1s.

The second way teachers answer the question "What do we want students to learn?" is by going through a process of deconstructing standards into learning targets (see Appendix A-14 for examples of deconstructed standards). One standard may have as many as fifteen or twenty discrete learning targets that students need to be able to demonstrate mastery of in order to master the standard as a whole. Teachers do the work of deconstructing standards into learning targets as part of the Collaborative Grade Level Planning time described in the section headed "Equity Centered Professional Learning Community"

Once standards are deconstructed to learning targets, the targets are shared with students. Sometimes they're shared with the class as a whole. Sometimes, individual students work on differentiated learning targets, depending on what they have already demonstrated proficiency with. Students then work with the teacher to determine when they have demonstrated mastery on learning targets, often using "tick" or goal sheets (see Appendix A-4 for examples of "tick" or goal sheets).

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

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

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

KEY LWL PRACTICE 4
Academic Intervention

Goals
As an Equity Centered Professional Learning Community, we ask ourselves constantly, how will we respond when students don't learn what we expect? How will we respond when students already have mastered the material?

Instructional Strategies
Through the data analysis cycles described in the section titled "Equity Centered Professional Learning Community," teachers analyze the results of common formative assessments and EFC benchmarks to determine what to re-teach and to whom. Often teachers will decide to have students switch classrooms for a portion of a day after analyzing assessment results so that teachers can work together across the grade level to provide differentiated support to all students.

We also have a series of academic interventions at LWL as described in detail in the Appendix and section within this petition that addresses our Response to Intervention System. Briefly, students receive small group and one on one support in the classroom using the workshop model. Pull-out tutoring is provided by Reading Partners for 2nd through 5th graders struggling with reading, and pull-out support for kindergarten and first graders is provided using the Reading Tutor curriculum. In addition, all teachers provide two hours a week of before/after school intervention for students.

Assessment
Our interventions team is comprised of administration, the special education team, and teachers. This team meets regularly to support children referred by adults for social, emotional, and academic issues. The team develops an individualized interventions plan for each child referred and monitors the progress of the children.

KEY LWL PRACTICE 5
Emphasis on Cross-Curricular Connections

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

Instructional Strategies
In preparation for each school year, teachers go through a standards mapping process. They create a map of English Language Arts standards to determine the best sequence to teach the standards, taking into account the content and timing of benchmark assessments, developmental needs of children over the course of the year, and learnings from the previous year regarding the sequence of content. Teachers then identify standards in science, social studies and mathematics that lend themselves to connections with individual ELA standards and plan to teach them at the same times of the year. Using a combination of standards-based planning, backwards planning/Understanding by Design (UbD), GLAD and Insight Education models, teachers build units that maximize the opportunities for cross-curricular connections (see Appendix A-4 for ELA standards maps with cross-curricular themes).

Future Goals

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

KEY LWL PRACTICE 6
Emphasis on Relational Element of Learning

Goals

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

Instructional Strategies and Materials

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

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

Hiring Practices

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

Partners

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

We believe in the value of students having experiences off campus together, particularly overnight experiences. In addition to day field trips taken throughout the school year, for the last two years, we have been able to send 4th graders on a multi-day trip to Camp Arroyo where they

bond with one another and learn about the importance of taking care of the environment through reducing waste, reusing materials and recycling.

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

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

| KEY LWL STRUCTURE 1 |
| Supports for a Positive School Culture and Climate |

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

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

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

As we grow into leaders...

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

Who are passionate and...

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

Care about making our world better...

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

We are equipped with skills and knowledge; filled with curiosity

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

Even when we face challenges we will achieve.

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

The following are some of the systems, plans and trainings that we have put in place that have supported our progress.

<u>Trainings</u>
- ➢ In-house training on engagement strategies that support instruction – As a school, we recognize that engaging instruction is the most important element in creating a positive classroom climate.
- ➢ *Responsive Classroom* – This is a system designed to support classroom and school-wide community. All teachers at LWL attend a one week training in *Responsive Classroom* methods, including how to:
  - o Run a morning meeting
  - o Interactively model all the behaviors and procedures that are desired
  - o Use teacher language that supports desired student behaviors
- ➢ Clear expectations communicated to staff regarding how we respond to student behavior through the "LWL Guide to Responding to Student Behavior"
- ➢ *Love and Logic* – While teachers are no longer trained formally to use love and logic strategies, many of the basic strategies are school-wide practice, including the shared expectation that the one who breaks something fixes it and the delaying of consequences to support reflection and provide adequate think time for adults to find natural consequences suited to the circumstance. We also continue to hold the philosophy that it is folly to try to plan out exact consequences for every possible scenario. Rather, human judgment is necessary to account for the nuances of individual situations.

See Appendix A-1 for the Guide to Responding to Student Behavior

<u>Systems</u>
- ➢ Referral system – office referral conversations start with students writing a reflection. Then they focus on healing relationships by making a plan for alternate choices in the future.
- ➢ Buddy referral system – teachers send students to a buddy class when taking a break in class was not successful
- ➢ Teacher buddies – students needing extra emotional support are assigned teacher buddies who check in with students. Teachers do not take on more than 2 buddies.
- ➢ Regular COST meetings – teachers submit referrals to the Coordination of Services Team, which determines whether students will be prioritized for a SST or counseling, etc.
- ➢ Weekly yard supervision meetings – yard supervision team meets weekly with the principal to identify areas of concern and make adjustments. *Love and Logic* training also takes place during these meetings.

<u>Additional Positive Culture and Climate Supports</u>
- ➢ Two counseling interns carry a joint caseload of 16 students who they meet with regularly. They also arrange outside services for students with ongoing needs and meet with a wide range of students for one-time crisis counseling.
- ➢ School-wide morning meetings: Every morning our school meets as a whole to say our vision statement and sing. We make sure to start the day in a positive, connected way.
- ➢ CLAP values communicated in every classroom
- ➢ Drum troupe: A group of student volunteers practice drumming each morning before school. On Fridays, they play at the school-wide morning meeting.
- ➢ Positive climate coaching: Baba Wain meets with many of the students who are sent to the office. He helps them reflect and decides on consequences. He also runs the drum troupe.
- ➢ Physical beautification: We take advantage of volunteer opportunities to beautify our space with the belief that, as Tram Ngyuen puts it, students come to believe that they deserve to be surrounded by beauty when we make the effort to beautify their space.

➢ Uniforms: The LWL uniform is worn with pride by most students. The uniform displays the school logo on the front – nurturing hands cupping a tree stylized to look like people growing beyond the limits of a rainbow, with a butterfly flying beyond the rainbow. The back of our uniform contains the uplifting message from the end of our vision statement: "…we will achieve." Future versions of the uniform may include the CLAP values on the back.

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

The Reading Partners Plus after school program works in unity and collaboration with the school day staff, students and LWL community to provide after school programming to 90 LWL students from the end of the school day until 6 p.m. LWL and RPP believe that all students need a safe, nurturing and engaging environment during after school hours. RPP creates after school time with an academic foundation that creates unique learning opportunities for students and incorporates elements that connect to the school day and the state/district approved learning standards. Activities will teach and reinforce literacy comprehension skills that support students' learning during the school day. The afterschool program is supported by community volunteers, which enhance the students' educational experience.

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

KEY LWL STRUCTURE 3
Family and Community Partnerships are Prioritized

Family Engagement
LWL operates under the premise that parents are their children's first and most important teachers. We therefore seek to partner closely with parents in the effort to make sure students feel loved and cared about at school and leave our doors on the path to college. Parents are a vital part of this partnership, and accordingly, LWL works to encourage all parents, even those who traditionally have not engaged with the school community, to participate.

Families are partners in the education of their children. Students and staff at LWL 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.

Other opportunities for parent involvement include report card pick-up, parent conferences that occur three times a year (and more often for students who are underperforming), newsletters, school events (such as the Back to School Night and Winter Celebration) volunteer opportunities and Study Tours (field trips). LWL parents and guardians are also encouraged to take an active role in supporting all aspects of the school. Hundreds of families show up to events at school including the Fall Festival and end of year carnival.

One highlight of family engagement has been the Family Literacy Class this past year that has served many families on our campus. In addition to English as a Second Language classes, parents were coached to observe classrooms and gained skills around what to look for in classrooms and what questions to ask of teachers. Though this is not currently available to us, we hope to re-establish a similar class.

Parents currently have a formal voice in the decision-making of the school through the English Language Advisory Council and the School Site Council. These bodies meet regularly to advise the principal and participate in important decisions affecting the school. Schools at Education for Change have a Family Leadership Council, which consists of two representatives from each classroom. Parents have a vital voice in every important decision made at LWL such as budgeting, student programs, and curriculum. In addition, Education for Change is committed to having parent voice on the EFC Board.

Future Goals

For the last year, a teacher Family Engagement Committee has met monthly to brainstorm ways to bring more parents into the life of the school. This has led to the planning of successful events such as Family Movie Night in an effort to make the school a space where families get to know one another when they are not busy with picking up children and running from one task to the next. We plan to form a Family Leadership Council so families have an additional formal voice in the life of the school.

Community Engagement

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:

- ❖ Reading Partners
- ❖ Bay Area Community Resources
- ❖ OCO
- ❖ National Equity Project
- ❖ Oakland Schools Foundation

Future Goals

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

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KEY LWL STRUCTURE 4
Equity Centered Professional Learning Community

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

As described above, we have begun an intense process around getting specific with regard to what we expect students to learn. We do this by 1) identifying which are priority or power standards and de-emphasizing standards that are neither high leverage nor support the acquisition of skills or knowledge needed to reach mastery of power standards, and 2) by deconstructing standards into discrete pieces so we can support students in learning each piece of a standard needed to gain mastery.

See Appendix A-4 on deconstructing standards

At LWL, teachers take seriously the commitment to educate all students, and the commitment to alter the traditional pattern of performance results. We are very proud, for example that from 2008-2011, we reduced the percentage of African American students scoring FBB and BB on the CST from 67 percent to 38 percent. While this is not good enough, it is a change in the pattern, as a similar proportion of students as a whole scored at those performance levels.

See Appendix A-10 for CST Data by Ethnicity and Language Group Over Time

Our results have not always been uniformly positive. For example, our third grade scores have declined over the last two years, and during the 2009-10 school year, our ELs scores dipped as a group. Rather than make excuses, we engage in deep inquiry around the reasons for negative results. As Richard DuFour writes, taking responsibility for student learning means asking and re-asking the question: *What are other schools doing that are achieving results that we admire?* Especially when we get results we are disappointed by, LWL teachers and staff readily seek out opportunities to visit schools that have been successful in the areas where we have not. In all cases, we do not expect students to adjust to teachers' current methods. Rather, we adjust to students' needs and do what is necessary to ensure that every student learns in our classrooms

LWL educators set goals for children and the intensity of the expectation that students meet those goals communicates what we think students are capable of. Students respond to those expectations. We will be relentless in our pursuit of results and we will communicate with families and students every step of the way. In other parts of this petition, we refer to the goal setting we do with students. We also pay close attention at a macro level to student progress. Every teacher keeps track of student progress toward goals on benchmark assessments and DRA reading levels and the ADEPT assessment and this progress is shared in real time with administration and coaches. After each benchmark, teachers participate in hour-long one-on-one conversations with the principal regarding student progress.

See Appendix A-4 for Deconstructed Standards and Learning Targets
See Appendix A-10 for a sample Data Tracking Sheet
See Appendix A-10 for Data Conference Questions

When teachers engage with each other in collaborative planning teams like those described above, it supports student achievement in the short and long term. Teachers build knowledge over time through this process, and just as importantly, teachers provide each other with emotional support through collaboration. Teachers rejuvenate when they use each other as

sounding boards to bounce ideas off of and hear how other teachers have solved problems similar to theirs. They do not feel alone in the work, because they share the struggle and have support. They benefit from one another's creativity. At LWL, teacher retention has been outstanding relative to other Oakland schools, having lost only 4 teachers in 4 years.

Data Cycles

We embrace data in a variety of forms including teachers' observations, students' daily work, school-wide administrations of writing assessments, and benchmark assessments and state tests. The data we collect to measure progress toward our students' goals leads us to regularly ask ourselves "what would it take for students to meet our highest expectations?" and then implement the answers. Through the data analysis process, we are able to reflect on what has worked in our past practice and what has not. We bring our content knowledge from input PD as we plan out instructional responses to the data. For instance, after an early jump in English Language Arts CST scores and then relatively flat growth, we analyzed both our instruction and our instructional program and realized that our students did not have enough opportunities to practice reading text at their instructional level. As a result, we conducted an inquiry and decided that integrating Guided Reading would be the best approach to addressing this issue.

The chart below presents an example of all the structured collaboration opportunities provided during one year at LWL.

Time	Description
Summer	3 day retreat in June to begin year-long planning and engage in a cycle of inquiry 3 day retreat in August to complete unit planning for first unit, commit to school and team norms
School Year Release Days	Teachers are released in grade level teams to write and refine their unit plans and identify/create common formative assessments based on deconstructed standards.
School Year Tuesdays 3:15 – 4:45	1x/month ELD planning session 1x/month committee meetings 2x/month optional inquiry teams
School Year Wednesdays 2:15 – 3:15	Input PD – Two ELA, 1 ELD and 1 math PD per month
School Year Wednesdays 3:15 – 4:15	Grade Level Planning – development and analysis of common formative assessments

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

EFC-wide Professional Development

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, results for students improves. Education for Change defines professional development in the most global sense. We see professional development as more than workshops, which are one form of professional development. Grade level collaboration, professional learning communities, observing colleagues, 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.

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. Schools have had success in different arenas and can learn from one another. For instance, mathematics is an area where the three current EFC schools' model can inform some of the work that LWL is moving towards. EFC schools have a strong track record in mathematics instruction, with school-wide CST Math proficiency rates ranging from 68.6 percent to 76.8 percent. Education for Change employs a method similar to LWL that moves from concrete to representational to abstract. However, EFC has added the multiple representation approach to this method. Students learn about different ways to represent and solve problems to build their conceptual understanding and then apply them to a variety of problems in both cooperative and independent settings. Students must be able to explain their thinking for each of the side-by-side solutions. LWL plans to engage in an inquiry process to learn about EFC's multiple representation method and determine which strategies could enhance their current mathematics approach.

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 to drive site-based professional development and inquiry. As individuals, teachers, together with their administrators will develop goals and professional learning plans to move their instruction forward. Teachers in the EFC network will be encouraged to observe one another and other excellent teachers in the community as a method of learning from one another. Teachers are expected to exchange best practices with their site colleagues and teachers at other EFC schools. Professional development involves not only structured workshops and planning, 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.

Coaching
Education for Change believes that coaching teachers and administrators is critical to 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. LWL has already identified that strong coaching at the site as one of the contributing factors to their growth.

Data-based Inquiry cycles
All EFC schools participate in data inquiry cycles. Time is allotted for teachers to analyze their data, develop targeted instructional responses, be they whole group or small group, and then

time to reflect on the results of those instructional plans. LWL 's 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, best practices and success at each school site. Leveraging the knowledge base and creativity of motivated and dedicated staff across multiple schools will eventually provide Learning Without Limits and the other EFC schools with a vast repertoire of tools to utilize in their work toward providing an excellent education for all 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 procedures and scaffolds, and disseminate them to all of EFC.

LWL Professional Development

Learning Without Limits is deeply committed to the power of professional development. LWL leverages a variety of powerful professional development models including Professional Learning Communities (PLCs), coaching, cycles of data analysis, and input of new content. The overarching structure of professional development is the establishment of PLCs to develop collaborative learning communities that focus on equitable student outcomes.

Summer Institutes
Professional development begins with the summer institute prior to the opening of the academic school year. The first part of this institute takes place immediately following the conclusion of the previous school year. Teachers begin to create or modify their yearlong, standards-based plans based on experience with the just concluded school year, following the Insight Strategic Design method of backwards planning and defining power standards. These plans are again revised at the end-of-summer institute once we have CST data to help guide our practice. In addition to creating our yearlong plans, teachers receive training in various areas. Topics from previous summer institutes include guided reading, Assessment for Learning, Accelerated Reader, Responsive Classroom, GLAD, and Insight Strategic Design. The summer institute is followed by weekly professional development sessions during the school year that carry the same threads introduced during the summer institute.

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

Learning Without Limits has successfully retained the great majority of its teaching staff since its inception. As a result, LWL teachers have been able to focus annually on specific practices, build mastery of those practices, and then identify and master additional high-leverage strategies to move towards a more complete implementation of its instructional model(see Appendix A-11 for chart of LWL high-leverage practices and implementation calendar). New teachers to LWL are trained and coached in these strategies and expected to implement them as they learn them.

o **Guided Language Acquisition Design (GLAD):** All teachers completed a weeklong institute followed by two years of on-site coaching including teacher observations with feedback from GLAD coaches and reviewing of key strategies. All new teachers are required to receive GLAD training.

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- **Frontloading through Susana Dutro**: Many teachers participated in district in-service training during our first two years as a school and the literacy coach has subsequently and is expected to train the rest of the staff.

- **Responsive Classroom**: The majority of teachers at LWL completed a weeklong training, and all teachers participate in ongoing application of that model to our site.

- **Open Court Reading**: For several years, all teachers attended weeklong, grade level specific trainings in the use of the Open Court program. The Open Court program is focused on direct, explicit phonics and reading comprehension strategies instruction. Our school has focused our follow-up professional development on the "Green Section" of OCR and Frontloading. We continue to teach the OCR comprehension skills and strategies during reading mini-lessons and guided reading instruction. Almost all teachers have at least two years of Open Court training at their grade level.

- **Leading for Equity (LFE)**: Every teacher and many staff have participated in the Leading for Equity institute led by the National Equity Project. In this three-day institute, educators and administrators from across the country dive into issues of equity including race, socio-economic status, and gender that are present in our schools. At LFE, we share our own experiences in order to better understand what it is that our children may go through. Through a deeper understanding of ourselves we have been better able to address the needs of our students and provide an equitable learning environment.

Continued implementation of the PALs program is the focus for the beginning of this year and writing instruction has been identified as a focus for the second half of the school-year. Future professional development plans include deeper implementation of the PALs program, through the implementation of the shared inquiry component.

EFC's Alignment with LWL's Instructional Program

Since its founding in 2005, EFC has accelerated student learning and achievement in the three schools it operates. Notably, the API in its three schools has risen by 226, 214, and 223[1] points in that period, respectively. EFC has learned that a robust curricular model requires thoughtful and systematic implementation, a research basis, targeted professional development, progress monitoring, and motivating accountability. The three schools EFC operates currently have a high level of instructional coherence, with strong instruction across subjects, and especially in English Language Arts and Mathematics.

LWL comes to EFC with its own robust instructional program and a high level of instructional coherence. It includes many similarities to EFC's programs – serving similar student populations, having a laser-like focus on improving and aligning instruction, and using research-based best practices to accelerate student learning and achievement. Similar to EFCPS, many resources are dedicated to providing coaching to teachers, collaborative planning, and intensive professional development. Like EFC, LWL's teachers focus intensely on data inquiry, using student performance data to drive planning and instructional decision-making.

Education for Change Public Schools is about to conclude its strategic planning process where EFC stakeholders are visioning EFCPSv2. When EFC launched in 2005, its students were

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[1] Comparing Achieve Academy to the EOCC (now World Academy) API when it was K-4

predominantly scoring Far Below Basic and Below Basic on the CST in both Math and English Language Arts and the average teacher was a first or second year teacher. Today, the great majority of students are basic, proficient, and advanced in both Math and ELA, and the average EFC teacher has been teaching for 5.4 years. The organization's goal is to build on the foundation and success of EFCPSv1 and take the organization and the teaching to the next level. Stakeholders have been visioning the traits and skills of the graduating EFC child, and a Strategic Planning team has been engaging in a School Program alignment process to identify the current EFC strategies and programs that align with this vision and also identify the gaps in the EFC program with respect to achieving our vision. The final plan will outline a five-year timeline and strategy for moving EFC from "good" to "great".

Instructionally, over time, EFC teachers will be moving gradually and strategically towards standards-based planning that is increasingly interdisciplinary and develop a larger repertoire of instructional strategies that are more student-directed and inquiry-oriented and explicitly build critical thinking skills. This process began last year, with system-wide professional development to support teacher-developed enhancements to the *Saxon Math* program and this fall with enhancements to *Open Court Reading*. An ELA Study Team looking to improve student fluency piloted Readers' Theater last year and now, teachers system-wide can use Readers' Theater to support their instruction. Currently, an ELA Study Team is engaged in inquiry around a number of instructional structures and strategies, including guided reading, literature circles, writer's workshop, and more integration of nonfiction texts. Like with Readers' Theater, the results of this inquiry will support the use of these structures and strategies system-wide in the future. And while a handful of EFC teachers have tried their hands at standards-based lesson design, a day of system-wide professional development on January 27, 2012 will include instruction on task analyzing standards and backwards planning to design standards-based lessons in grammar, usage, mechanics, and spelling. System-wide, teachers will begin replacing *Open Court Reading* lessons in the blue section with their own standards-based lessons this year.

In addition, EFC has partnered with Seneca Center to pilot a Response to Intervention pilot at Cox Academy in alignment with a new Special Education program that will grow to our other campuses as well. An RTI intervention teacher and an RTI behavior specialist work with General Education teachers to expand their toolkit and build their capacity to develop strategic in-class tier 1 interventions for struggling students. This pilot is building teachers' capacity to address the needs of the remaining Far Below Basic and Below Basic students in their classrooms, many of whom have complex needs and challenges. Connected to this, the partnership with Seneca and Cox's RTI program bring a greater focus on the whole child and what EFC's children need beyond quality instruction to reach their potential. All EFC schools are providing mental health support services, extended day programming and enrichment, and family support and education programming through our family resource centers.

Learning From One Another

EFC is poised to support LWL within a portfolio of school programs that align around a set of common themes and values:

- ❖ Research-based standards-aligned instructional programs implemented with a high level of fidelity across all classrooms
- ❖ A comprehensive assessment system that benchmarks students regularly in ELA and mathematics and includes a battery of formative and diagnostic assessments
- ❖ A Response to Intervention approach to supporting struggling students that works in alignment with the Special Education program

- ❖ Formal structures for family and staff leadership and decision-making
- ❖ Explicit identification of and instruction in a set of articulated school values or habits
- ❖ An explicit goal of moving along a continuum of instruction that becomes increasingly student-directed, that focuses increasingly on higher-level Bloom's critical thinking skills
- ❖ The integration of technology into the classroom and into the school's programming to maximize efficiency in instruction and assessment and to explicitly teach students how to use the computer as a tool for learning, research, analysis, and demonstration of learning.

EFC is explicitly building its capacity and aligning its resources to move its schools towards EFCPSv2. LWL has effectively implemented many of the strategies EFC is looking to implement moving forward - interdisciplinary inquiry-oriented teaching, effective RTI, and explicit instruction in values and habits – and can become a demonstration site for many of these practices. EFC is aligning its resources to support its schools in moving in that direction, and LWL will benefit from being part of a network of schools aligning resources towards a common set of practices. In addition, LWL will benefit from EFC's practices in mathematics instruction, which have led to dramatic gains in math outcomes at EFC, and its implementation of ELA interventions, which have catapulted fourth and fifth graders out of Far Below Basic and Below Basic.

EFC is an organization dedicated to bringing its leaders together regularly to share best practice as part of the EFC Instructional Management Team (IMT). This team makes organizational decisions around curricular and instructional direction, professional development structures, and piloting new initiatives. LWL's leadership will benefit tremendously from being part of a dynamic professional learning community focused purely on moving instruction, and the EFC IMT will benefit tremendously from the experience of the LWL instructional leadership. As part of EFCPSv2, EFC is developing a new teacher retention plan that creates many new leadership positions for experienced and effective teachers – IMT teacher leader, teacher professional developer, teacher curriculum developer, demonstration teacher, emerging principal, etc. These positions will be designed to give seasoned teachers more responsibility and authority. LWL's many seasoned teachers will be positioned to benefit from this new plan and it may, in turn, support teacher retention at LWL.

Support for Academically Low Achieving Students

Response to Intervention
LWL has high expectations for all students and is committed to working with students who are not meeting outcomes to help them achieve at expected levels. LWL has a comprehensive assessment system designed to track and monitor student growth. These are both summative and formative assessments that track student growth and monitor their mastery of grade-level standards. Teachers use the assessment system to inform their overall planning, differentiate for specific children, and develop strategic lessons to accelerate growth.

LWL, as part of Education for Change Public Schools, will implement a comprehensive Response to Intervention System. Education for Change Public Schools is currently implementing this system with great success at Cox Academy in partnership with the Seneca Center. This system ensures ALL children receive the targeted support needed to address individual needs as they arise.

RTI is a framework for providing comprehensive support to students and is not an instructional practice. RTI 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 RTI 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.

A 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 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 intervention(s) of increased intensity for students who show minimal response to secondary prevention

At all levels, attention is on fidelity of implementation, with consideration for cultural and linguistic responsiveness and recognition of student strengths.

How RTI Works

Once a student is identified as not making appropriate growth academically or a student is struggling socially or emotionally, the LWL case manager, in partnership with the classroom teacher, immediately develops 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 be changes in seat assignments, strategic grouping, giving fewer more targeted assignments or problems, or providing additional resources or tools to complete an assignment (manipulatives, calculator, computer, etc.). The student will be assigned strategically to different groups to support his or her learning. (S)he may be in a heterogeneous group if there is a cooperative learning assignment where children are expected to work collaboratively to solve a problem. (S)he would be assigned to a homogeneous group for mini-lessons or for guided reading to ensure (s)he is getting instruction in his or her Zone of Proximal Development. In-class supports are explained in greater detail below.

If a student makes inadequate progress in the classroom or across classrooms with Tier 1 interventions, the teacher would then refer the child to the Student Study Team (SST) to access more of the school's resources for addressing the specific child's challenges. At the SST, the SST 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, an SST 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.

If the student makes inadequate progress at Tier 2, the SST reconvenes and the team collects additional data. At this juncture, the SST team may alter the SST plan by adding or subtracting

interventions or recommending Tier 3 interventions, which are generally individualized intensive intervention that may supplant some of the instruction taking place in the regular education class. If the student has demonstrated that he or she may be eligible for Special Education services, the SST may refer the child for assessment by the IEP team to determine eligibility for Special Education services.

LWL is excited to enter into the EFC-Seneca partnership to provide these services to our students (see Appendix A-12 for the Pyramid of Interventions and Program Services).

Support for High Achieving Students

The differentiation and individualization strategies used to support low-achieving students also support high-achieving students to stretch and extend their learning so they do not become bored or complacent, but instead continue to feel challenged and supported. This includes in-class individual and small group work by classroom teachers before-, during-, or after-school; before- or after-school enrichment classes by non-classroom educators, access to learning software and curriculum materials designed for their mastery level, and opportunities to participate in classes or lessons designated for higher grades.

Support for English Learners

Almost 60 percent of the LWL current student body is English language learners. Meeting the needs of this specific subgroup is a top priority. English language learners (ELLs) have full access to LWL's educational program (see Appendix A5 for LWL ELD Curricular Autonomy Application).

Home Language Survey and the CELDT
As required by California law, all parents are asked to complete and sign a Home Language Survey. This form is part of the orientation packet that is filled out once students are enrolled at LWL. If a language other than English is indicated on the Home Language Survey, students are administered the California English Language Development Test (CELDT) within 30 days of enrollment to evaluate their listening, speaking, reading, and writing abilities in English and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient. The official results are mailed to parents and shared with classroom teachers within 30 days of receiving the results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing. Any child in the country less then twelve months will be given the state's Designated Primary Language Test (e.g. the Aprenda and Standards-Based Tests in Spanish) to determine the student's academic proficiency when tested in his/her home language.

Reclassification Procedures
Reclassification procedures utilize multiple criteria in determining whether to classify 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;
- ❖ Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery;
- ❖ Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement. The notice will include a description of the

reclassification process and the parents' or guardians' opportunity to participate, and encourage parents or guardians to participate in the reclassification procedure.

❖ Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

See Appendix A-14 for Reclassification form

High Expectations and Access to Core Curriculum

Like all students at LWL, our ELL students are held to clearly articulated high expectations, provided access to the school's standards-based, rigorous curriculum, and offered differentiated support as needed. English language learners are expected to meet state and school standards in academic and non-academic areas of the instructional program. We believe that holding ELL to high expectations will ensure that every student is intellectually challenged to reach his/her full potential. We expect that all our students will be given the support they need to become self-directed, self-motivated learners.

English Language Development

The LWL English Language Development program has three distinct components that together ensure all EL students have full access to the curriculum; explicit ELD instruction, sheltered instruction, and content frontloading.

Explicit ELD Instruction

All students at LWL receive explicit ELD instruction based on the following principles:

- Regular blocks of dedicated time when ELD is taught explicitly
- Instruction at students' assessed level of English Language Development to ensure smooth development of a solid English language foundation and to challenge students to stretch their ability to use language flexibly

In addition to the CELDT, LWL assesses all students designated ELL using the ADEPT three times per year. The results of the ADEPT assessment are used to homogenously group students and identify priority teaching standards. Cohorts of classrooms organized by grade (K/1, 2/3, 4/5) schedule 50-minute blocks of common ELD time to practice listening and speaking skills, particularly language forms and functions, based on the assessed needs and state ELD standards. The lessons that comprise the daily ELD block are developed by teachers in consultation with the Grammatical Forms Matrix to specifically match the identified oral and written language needs of students (see Appendix A5: Sample ELD Lesson Planner).

At LWL, ELD does not replace English Language Arts instruction or any other content instruction. Rather, it equips our English Learners with the language skills they:

❖ Are not likely to learn outside of school,
❖ Will not be taught in any other content area,

- ❖ Need to express the sophistication of their thinking to succeed in college, and
- ❖ Are expected to use every day for academic and real life purposes.

Sheltered Instruction

The second way that LWL meets the needs of its English language learners is through an inclusive, sheltered English immersion model in which all students are instructed in English by teachers who use Specially Designed Academic Instruction in English (SDAIE) strategies and other methods that promote acquisition of academic English as well as academic knowledge in the core subjects.

Throughout the instructional day, teachers intentionally weave pictorials, poems and chants, cognitive content dictionaries and signal words to teach and reinforce key vocabulary for English Language, as well as to support musical and kinesthetic learners. LWL teachers consistently use realia, picture file cards, maps, timelines, and other visual aids to appeal to ELLs who are primarily visual learners. In order to support ELLs who gravitate towards tactile learning experiences, students are broken into heterogeneous, cooperative "expert groups" who learn and then teach specific content to their peers during science and social studies instruction. This additionally supports the acquisition of reading, note taking, listening and speaking skills, all important for academic success.

Research-based GLAD strategies also figure prominently in LWL content instruction and are key to actively promoting English language acquisition, academic achievement, and cross-cultural skills within all content areas. GLAD units are built from the grade level standards with the goal of providing full access to core curriculum for all students, and particularly ELLs. As a complement to SDAIE strategies, the GLAD model supports positive and effective peer and teacher-student learning relationships, while simultaneously increasing students' metacognitive handle on sophisticated academic language (see Appendix A-5 for GLAD Strategy Documentation).

Content Frontloading

In addition to sheltered instruction and explicit ELD, content frontloading is designed to provide a timely infusion of focused instruction to remove language barriers prior to launching new content instruction. All teachers have been trained in Frontloading through Susana Dutro's E.L. Achieve program. The program includes both language functions and forms. Teachers review key vocabulary and use sentence frames to teach and review specific vocabulary and language structures that will be in use within a particular lesson or unit. New vocabulary is presented in an accessible manner and language structures are taught first with familiar content and then applied to the content areas.

Affirming the Home Language
At LWL, we believe that children who come to school speaking a language other than English come with an asset to be affirmed and maintained. Many of our teachers are bilingual and several hold BCLAD certificates for Spanish. We use our language skills to support students in making connections between their home language and academic English. When applicable, we employ contrastive analysis by using our knowledge of Spanish phonics and language structures to help students see how the languages are both similar and different. It is a priority for us to have as many bilingual staff members as possible, especially in our front office. Our teachers

and staff's language skills help us maintain our partnership with Spanish-dominant family members.

In addition, as part of our after-school program, students have access to home language instruction so they are able to continue to develop in their native languages and ideally become bilingual biliterate citizens.

Additional Support Systems

English language learners also benefit from a six-week after school program taught by student teachers from U.C. Berkeley. The after school program focuses exclusively on English language development skills through engaging, project-based learning. The student teachers work in collaboration with classroom teachers to design and target instruction to students' specific needs.

Support for Students with Disabilities

Philosophy

Our general belief is that whether children are English language learners, Special Education, or academic English learners, our children are all 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 grade-level settings where children have access to grade-level 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

LWL 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 shall be its own local education agency ("LEA") in conformity with Education Code Section 47641(a). The School LEA has applied to become a member of the El Dorado District Office of Education ("EDCOE") Special Education Local Plan Area ("SELPA").

See Appendix A-12 for SELPA intent letter.

The School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. The School shall not discriminate against any pupil with a disability in the admissions process or any other aspect of operation.

The School shall be solely responsible for its compliance with the IDEIA, Section 504 and the ADA. The facilities to be utilized by the School shall be accessible for all children with disabilities.

The facilities to be utilized by the School shall provide children with disabilities equal access to all aspects of the educational program.

Education for Change Public Schools is in the process of piloting a strategic partnership with Seneca Center to develop and implement a Special Education program that is in greater alignment with a larger schoolwide student support system. This program is being piloted at Cox Academy this school year. 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-eight weeks. The Response to Intervention program in alignment with the Coordination of Services and Student Study Team processes 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 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 are referred to the Student Study Team and can receive either a revised tier 1 intervention plan or more intensive supports called tier 2 services. Should the SST 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 Director who will develop an assessment plan if appropriate.

A student with an Individualized Education Plan will have access to ALL of the interventions available schoolwide as part of their individualized education plan. The Coordination of Services team in partnership with the Special Education teacher or lead ensures Special Education plans are developed strategically and implemented with fidelity and utilizes all the resources available at the school to inform the development of the IEP. For example, a Special Education student could have as part of their IEP 45 minutes daily of a tier 2 reading intervention available to all general education students to address his reading goals, receive strategic instruction from the Resource Specialist twice a week specific to organizational and processing 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 EFCPS 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.

Section 504 of the Rehabilitation Act
The School 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 School. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the School.

A 504 team will be assembled by the Executive Director of a school and shall include 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 IDEIA but found ineligible for special education instruction or related services under the IDEIA, 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 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.

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 IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review 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.

Services for Students under the IDEIA
LWL Charter School will be an LEA member of the EDCOE SELPA in accordance with Education Code section 47641(a). LWL Charter School makes the following assurances:

- *Free Appropriate Public Education* – The School will assure 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 School will assure that all students with disabilities are identified in accordance with the policies and procedures of the SELPA.
- *Full Educational Opportunity* – The School will assure that all students with disabilities have access to the full range of programs available to non-disabled students.
- *Least Restrictive Environment* – The School will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be 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 School will assure that an Individualized Education Program ("IEP") is developed, reviewed and revised for each eligible student under the IDEIA.

- *Assessments* – The School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition a reassessment shall be conducted at least once every three years, in accordance with the IDEIA, and more often if conditions warrant or requested by the student's parents or teacher. Parents will receive reports on their individual student's progress toward IEP goals and progress at the IEP meeting and student-led conferences.
- *Confidentiality and Procedural Safeguards* – The School will assure that the confidentiality of identifiable data shall be protected at the collection, storage, disclosure and destruction stages. In addition, students and their parents shall be provided with safeguards through the identification evaluation and placement process and provisions for a free appropriate public education.
- *Personnel Standards* – The School will attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to children with disabilities.
- *State Assessments* – The School will assure that students with disabilities either under the Individuals with Disabilities Improvement Act ("IDEIA") or Section 504 are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate. These assessments include, but are not limited to, the California Standards Test and the CAT 6.

In addition, the school shall comply with the EDCOE Local Master Plan and perform all corrective actions deemed necessary by the EDCOE SELPA. The Director of Special Education at Education for Change will work with the site principal to develop an annual budget, hire necessary staff, contract for appropriate services and take responsibility for meeting the special education compliance and quality requirements.

LWL Charter School supports all special education students in compliance with state and federal laws. No student will be denied admission to the school because he or she is in need of special education services.

The Director of Special Education and other team members will work with the EDCOE leadership to provide regular professional development that builds the capacity of the special education staff in the areas of promising instructional practices, compliance with state and federal statutes, reporting requirements and use of instructional data. LWL will send its Special Education staff to the Education for Change SPED monthly trainings. In addition, all staff members will be provided a personalized professional learning plan that will identify high leverages capacity-building learning activities for the teacher.

The Education for Change Director of Special Education will ensure that the Special Education program at LWL Charter School operates in alignment with the Response to Interventions system. All children eligible for Special Education services will have access to the school-wide interventions as part of their individualized education plans. 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, Wilson Reading, Orton-Gillingham, or Davis Math. This is to ensure that all students receive the targeted academic interventions as well as the interventions specific to supporting their disabilities.

Since LWL Charter School intends to operate as an LEA of the EDCOE SELPA in accordance with Education Code section 47641(a), the District shall have no responsibility to ensure that the students who attend LWL Charter School are provided a free appropriate public education. In accordance with state and federal law, each student eligible under the IDEIA will be provided a

free and appropriate education in the least restrictive environment. The decisions regarding the specific services each student will receive are the responsibility of the Individualized Education Program Team. The team includes the involvement of parents and the decisions are formulated in a written plan (referred to as an IEP).

LWL Charter School supports all special education students in compliance with state and federal laws. No student will be denied admission to the School because he or she is in need of special education services.

Schedule and Academic Calendar

Students will attend school Monday through Friday from 8:00 a.m. to 2:45 p.m. On Wednesdays, in accordance with standard OUSD practice, school will end at 1:35 p.m. (minimum day) for all students in order to provide teachers with dedicated professional development time each week. In addition, school ends at 1:35 on Fridays to allow for a second prep period for teachers. Because it is a common preparation period, this time is widely used for collaborative planning.

Sample Daily Schedule

Kindergarten and 1st Grade

08:00 AM	9:35 AM	Period 1
9:35 AM	9:50 AM	Recess
9:50 AM	11:05 AM	Period 2
11:05 AM	11:45 AM	Lunch
11:45 AM	2:45 PM	Period 3 M,T,Th
11:45 AM	1:35 PM	Period 3 W,F

2nd and 3rd Grade

08:00 AM	9:35 AM	Period 1
9:50 AM	10:05 AM	Recess
10:05 AM	11:35 AM	Period 2
11:35 AM	12:15 PM	Lunch
12:15 PM	2:45 PM	Period 3 M,T,Th
12:15 PM	1:35 PM	Period 3 W,F

4th and 5th Grade

08:00 AM	9:35 AM	Period 1
10:05 AM	10:20 AM	Recess
10:20 AM	12:05 PM	Period 2
12:05 PM	12:45 PM	Lunch
12:45 PM	2:45 PM	Period 3 M,T,Th

| 12:45 PM | 1:35 PM | Period 3 W,F |

Nights and Weekends
As with all student and community service organizations, the school occasionally holds school and/or staff functions in the evenings and on Saturdays. These functions have included parent-teacher conferences, IEP meetings, whole-school performances, school fairs, Data Nights, staff retreats, and other staff professional development sessions. These events/activities mainly are schedule-constrained (parent work schedules, professional development provider availability schedules). They are announced with sufficient advance notice and are kept to a minimum throughout the year.

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

Class Size
Smaller class sizes are one of LWL's most effective structures for enabling personalization and ensuring strong relationships are developed between students and teachers, between families and teacher and between teachers themselves. LWL implements a 24-to-1 class size reduction in grades K–3. LWL's goal will be to implement upper-grade class reduction to have an average fourth and fifth grade class size of 24. These sizes may be changed due to budget considerations.

Annual School Calendar
LWL 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.

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

See Appendix A-13 for EFC draft calendar for 2012-2013

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)*

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)*

PUPIL OUTCOMES

Promotion from LWL

EFC and LWL 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 graduate from LWL will be academically, socially, emotionally, and intellectually prepared for the middle and high school of their choice and well on their way to becoming powerful, contributing citizens of the world. LWL's goal is to have all children graduate with the following core competencies.

"Core" Academic Content and Performance Standards
Aligned with the California State Standards, students will achieve appropriate age or grade level mastery of:

Language Arts Literacy
- Students will be able to read, write, and speak for a variety of purposes to a variety of audiences.
- Students will be able to interpret and analyze a variety of texts for different purposes.

Mathematical Literacy
- Students will be able to solve problems using multiple strategies, communicate an understanding of mathematical logic in the problem solving process, and apply mathematical concepts to real world scenarios.

Historical and Civic Literacy
- 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.

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

Guiding Principles
In order to ensure we are developing students who are not only prepared for college or a career of their choice, but that students are becoming self-motivated, reflective, life-long learners, Learning Without Limits will employ several guiding principles.

Caring
- *We think before we act. We consider how our actions affect the people around us. We choose to act in a way that helps people and never hurts people.*
- *We put ourselves in others' shoes. We try to understand what others are feeling.*
- *We cooperate and work together.*

Leadership
- *We think for ourselves and make good decisions.*
- *We assert our opinions – we speak up for ourselves and others.*
- *We treat people fairly.*

Achievement
- *We always produce our very best work.*
- *We always try to do a little better than the last time.*
- *We are always thinking of questions or ideas or about how to solve a problem.*

Perseverance
- *We know that even when we face challenges we will find ways to achieve.*
- *We learn from mistakes. Mistakes are part of learning, so we are not afraid to make them.*

The above list outlines the LWL's larger goals with respect to pupil outcomes. The tables below illustrate the API targets for EFC goals and the alignment of EFC's overarching goals with LWL's site goals for specific benchmark assessments. This alignment is meant to ensure all children make adequate progress towards mastery in all subject areas.

API Targets

	Current School's Board Approved Big Goals*			Schools Applying to be EFC Schools: **Pending EFC Board Approval	
	Achieve Academy	Cox Academy	World Academy	LWL	Learning Without Limits
2009-2010	789	729	785		
2010-2011	819	759	815	793	758
2011-2012	849	789	845	823	788
2012-	879	819	875	853	808

2013					
2013-2014	909	849	905	883	838
2014-2015	939	879	935	903	868

* Cox Academy and World Academy will need to be adjusted as they exceeded their 2010-2011 goal
** Pending EFC Board Approval

Subject Areas	Assessment Tools	Assessment Types	Frequency	Proficiency Goals	Learning Without Limits API: 758		
					Results 10-11	Expected Growth 11-12	Annual Growth 12-17
Lang-uage Arts	EFC-approved Standards-based ELA Benchmark ~~Standards-based ELA Benchmark Assessment (EFC-wide)~~	Diagnostic and standards-aligned benchmarks	At least 3x/year	TBD	n/a	~~Expect to transition from ALSEFC-approved~~ Standards-based ELA Benchmark ~~(OUSD) to EFC Standards-based Benchmark~~ Expected Baseline: 65% Anticipated elementary target: +5%	Cohort growth target: +5% annually
	ALS Standards-based ELA Benchmark Mid year (OUSD)	Diagnostic and standards-aligned benchmarks	3-4 times/year	Proficient or Advanced	Percent of Students Scoring P/A 2: 39% 3: 36% 4: 34% 5: 42%	May transition to EFC-approved Standards-based ELA Benchmark ~~Expect to replace with EFC Standards-based ELA Benchmark Assessment (see above)~~	
	Reading: DRA2	Diagnostic	3-4 times/year	Proficient at or above grade level	Not Used in 10-11 System for aggregating this data is currently in progress	Baseline data needed before realistic goals can be set.	
	California Standards Test (CST) = grades 2-8	Standards-aligned assessment	1x/year	Proficient or Advanced	Overall: 37% ELs: 25% 2: 39% 3: 15% 4: 48%	Overall: 44% ELs: 32% 2: 46% 3: 41% (=39+2) 4: 22% (=15+7)	Cohort growth target: +5% annually

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					5: 47%	5: 55% (=48+7)	
	Fluency	Running Record/Timed Reading	3 times/year	Low Risk	Midyear Percent of students "Low Risk" Overall: 35% 2: 39% 3: 20% 4: 30% 5: 48%		Cohort growth target: +5% annually
	BPST	Diagnostic			This data is collected and analyzed at the student and classroom level.		
	IWT/LWL 133 (Irregular sight words)	Diagnostic			This data is collected and analyzed at the student and classroom level.		
	Letter naming fluency	Diagnostic			This data is collected and analyzed at the student and classroom level.		
	Initial Sound Fluency	Diagnostic			This data is collected and analyzed at the student and classroom level.		
	Multi-syllabic inventory	Diagnostic			This data is collected and analyzed at the student and classroom level.		
	Report Card	Summary document of all assessments	3x/year	4 out of 5 point rubric	Currently not aggregated at a school-wide level	From RC1 to RC3, increase % of students scoring 4/5 on majority of ELA standards by 5%; decrease % of students scoring 1/2 on majority of ELA standards by 10%	Increase % of students scoring 4/5 on majority of ELA standards by 5%; decrease % of students scoring 1/2 on majority of ELA standards by 7%
Math-ematics	EFC-approved Standards-based Math Benchmark Standards-based Mathematics Benchmark	Diagnostic and standards-aligned benchmarks	At least 3x/year	K-3: Established 4-8: Proficient	2:69% 3:61% 4:63% 5:45%	EFC-approved Standards-based ELA Benchmark Expect to replace with EFC Standards-based Math Benchmark Assessment	Cohort growth target: +5% annually

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Assessment (EFC-wide)					Anticipated elementary target: +5%	
California Standards Test (CST) = grades 2-8	Standards-aligned assessment	1x/year	Proficient or Advanced	2: 52% 3: 41% 4: 72% 5: 59%	2:55% 3:57% (=52+5) 4:48% (=41+7) 5:79% (=72+7)	Cohort growth target: +5% annually
Report Card	Summary document of all assessments	3x/year	4 out of 5 point rubric	Currently not aggregated at a school-wide level	From RC1 to RC3, increase % of students scoring 4/5 on majority of math standards by 5%; decrease % of students scoring 1/2 on majority of math standards by 10%	Increase % of students scoring 4/5 on majority of standards by 5%; decrease % of students scoring 1/2 on majority of standards by 7%

Subject Areas	Assessment Tools	Assessment Types	Frequency	Proficiency Goals	Learning Without Limits API: 758		
					Results 10-11	Expected Growth 11-12	Annual Growth 12-17
Science	California Standards Test (CST)	Standards-aligned assessment	Grades 5 & 8	Proficient or Advanced	Grade 5: 40%	Grade 5: 47%	Target: +5% annually
	Report Card	Summary document of all assessments	3x/year	4 out of 5 point rubric	Currently not aggregated at a school-wide level	From RC1 to RC3, increase % of students scoring 4/5 on majority of science standards by 5%; decrease % of students scoring 1/2 on majority of science standards by 10%	Increase % of students scoring 4/5 on majority of standards by 5%; decrease % of students scoring 1/2 on majority of standards by 7%
History-Social Science	Report Card	Summary document of all assessments	3x/year	4 out of 5 point rubric	Currently not aggregated at a school-wide level	From RC1 to RC3, increase % of students scoring 4/5 on majority of SS standards by 5%; decrease % of students scoring 1/2 on majority of SS standards by 10%	Increase % of students scoring 4/5 on majority of standards by 5%; decrease % of students scoring 1/2 on majority of standards by 7%
ELD (in addition to assessments indicated for general	ADEPT (A Developmental English Proficiency Test)**	Criterion-referenced assessment	1x/year	Early Advanced or Advanced	This data is collected at the teacher level and used by grade level teams to assign students to homogeneous oral language skill development groups, but is not currently collected and aggregated.		

Subject Area	Assessment	Assessment	Frequency	Proficiency	Learning Without Limits API: 758		
education population)	CELDT	Criterion-referenced assessment	1x/year	Early Advanced or Advanced	51% of ELLs gained at least one proficiency level on the CELDT from 2009-2010, with majority of those who did not move a level (75 students) remaining at CELDT 3 for two years (43 students).	Increase number of ELLs gaining one proficiency level on the CELDT year over year to 60% and decrease the number who remain at CELDT 3 for two years.	Increase ELLs gaining one proficiency level on the CELDT year over year by 5% and decrease by 5% number remaining at CELDT 3 for two years.
SPED (in addition to assess-ments for general education)	Tri and Annual Review Assessments	Diagnostic assessments; criterion-referenced benchmark assessments	1x/year	Meeting all IEP goals	100% annually	100% annually	100% annually

	Tools	Types		Goals	Results 10-11	Expected Growth 11-12	Annual Growth 12-17
The Arts	Report card	Summary document of all assessments	3x/year	4 out of 5 point rubric	Currently not aggregated at a school-wide level	From RC1 to RC3, increase % of students scoring 4/5 on majority of art standards by 5%; decrease % of students scoring 1/2 on majority of art standards by 10%	Increase % of students scoring 4/5 on majority of standards by 5%; decrease % of students scoring 1/2 on majority of standards by 7%
	EXPO Project	Performance-based assessments	At least 2x/year	4 out of 5 point rubric	Student performance on EXPO Projects is managed by individual teachers, not aggregated school-wide.		
Physical Education and Health	Report Card	Summary document of all assessments	3x/year	4 out of 5 point rubric	Currently not aggregated at a school-wide level	From RC1 to RC3, increase % of students scoring 4/5 on majority of PE standards by 5%; decrease % of students scoring 1/2 on majority of PE standards by 10%	Increase % of students scoring 4/5 on majority of standards by 5%; decrease % of students scoring 1/2 on majority of standards by 7%
	President's Physical Fitness Test $(5^{th}; 7^{th})$	Performance-based criterion-referenced	1x/year	Percent of students performing in Healthy Fitness Zone	Grade 5 not tested Grade 7 (example) Aerobic capacity: 63% Bocy composition: 65% Abdominal strength: 91% Trunk extensor strength: 96% Upper body strength: 76% Flexibility: 84%	Test Grade 5 Expected Baseline: Aerobic capacity: 75% Bocy composition: 65% Abdominal strength: 91% Trunk extensor strength: 96% Upper body strength: 76% Flexibility: 84%	Cohort growth target +5%

The plan above, which lists measurable pupil outcomes, will drive work at LWL and collaboration between LWL and EFC. Grade level teaching teams will be provided regular dedicated time to review their plans for the achievement of the outcomes below, align those plans with the diagnostic assessment data of their students, and develop plans to differentiate teaching and support for students based on their performance at the time and what they need to learn to meet or exceed outcome expectations. EFC and LWL will collaborate to ensure that measurable pupil outcomes are realized – and that we operate with clarity about what students need to know to be promoted to middle or high school, that we know how they're doing on their way there, and that they're being supported with effective teaching and tiered interventions when adequate progress toward the expected outcomes is not being made.

METHODS TO MEASURE PUPIL OUTCOMES

Theory of Action on Assessments

EFC will support teachers at LWL to provide instruction that develops student mastery of grade level content standards. EFC-wide and site specific professional development will strengthen both organizations. EFC and LWL believe that high quality instruction should yield high levels of learning and performance on multiple forms of assessments. Further, we believe that ongoing monitoring of student performance on assessments tells us about what students are learning and not learning and that the more we understand of this process, the better able we are to adjust instruction to better meet student needs and design instruction for achievement of the measurable pupil outcomes. Taken together, measurable pupil outcomes and student performance on assessments are at the heart of community accountability for student learning.

Multiple Measures/Assessments Selected

The *Measurable Pupil Outcomes and Assessment Matrix* above outlines the measurable pupil outcomes and the multiple forms of assessments to be used at LWL 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 LWL and administrators and staff at EFC can monitor that progress for each student.

LWL's measurable pupil outcomes include absolute measures of achievement, goals relative to external standards, and annual goals for expected growth. Proficiency levels outside the California Standards Test are set at 80 percent (numeric scale) or 3 of 4 (rubric) across subject areas. The targets listed in the matrix below are school-wide averages.

The measurable pupil outcomes draw upon the California Frameworks for their subject areas and the Common Core state standards. They are specific, measureable, attainable, results-based and time-bound to ensure that school improvement efforts are concrete, motivating and realistic. Performances on these measures, taken together, will indicate each child's progress toward "meeting statewide standards," as required by law, though no one measure alone will constitute a sole indicator of satisfactory or unsatisfactory progress.

EFC currently administers "*Standards-Based Math Benchmark Assessments*" for mathematics and "*SCOE Reading Lions Assessments*" for English Language Arts. EFC is currently leading a strategic project to identify a standards-based English Language Arts assessment for use EFC-wide. Effective standards-based English Language Arts assessments being considered by the Assessment Study Team for use next year and include, but are not limited to, the following: Action Learning Systems (ALS), NWEA Common Core Aligned Assessments, Curriculum

Associates, and OARS Standards-Aligned Assessments. Members of the Assessment Study Team will pilot assessments this year. Their experiences will inform selection of the assessment to be used EFC-wide beginning Fall 2012. Other assessments listed on the *Matrix* have been identified because they have been used successfully at LWL in the past and are part of LWL's current practice. LWL with EFC's approval may continue to use the District's assessment as negotiated between EFC, LWL, and the District. All current and future EFC sites, including LWL, will administer the EFC-approved -standards-based benchmarks in math and English Language Arts.

EFC and LWL do not commit to using the specific assessments listed forever; the School commits to using assessments that can be given frequently, allow instant reporting, are diagnostic, provide data on growth, and provide growth towards 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 Assessments

Criterion-referenced/standards-aligned assessments and Diagnostic/formative assessments are key parts of the EFC and LWL-specific assessment plan. Criterion-referenced assessments will be used to monitor whether students are mastering grade level standards, and to identify focus standards for each classroom. These assessments are also disaggregated to identify trends, find specific areas of instructional strength and weakness, and to ensure students are making progress towards grade-level mastery of all state standards.

Formative assessments will be used not just to inform instruction but also to track and monitor student growth and learning. LWL distinguishes between three types of formative assessments as distinct from organization-wide benchmark assessments. Checks for understanding take place continuously and give teachers immediate information about student understanding 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 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. LWL teachers currently use Checks for Understanding and Common Formative Assessments and aspire to regularly use interim assessments. Teachers 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 CST performance bands, should be based on multiple forms of data including student work, formal assessments, quizzes, classwork. Report card scores are not based on cumulative averages, but rather against the criteria of whether the student has demonstrated mastery of the standard.

State Assessments

Pursuant to California Education Code Section 47605(c), LWL with support from EFC, will conduct state pupil assessments, including the STAR (California Standards Test), the California English Language Development Test (CELDT), and any other assessments as mandated by (e.g. SABE or its equivalent, California Fitness Exam). LWL is subject to all state (API) and federal (AYP) assessment and accountability requirements.

The results of these state assessments will be an indicator of 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 achievement.

State Assessment Modifications and Accommodations

Children with disabilities under the Individuals with Disabilities Improvement Act or Section 504 are included in State standardized testing and will be afforded the appropriate accommodations/modifications where necessary and appropriate.

Promotion and Retention Policies

The purpose of this Retention Policy is to have procedures to follow that have been presented and accepted by our parents, teachers and staff. This policy must be board approved. It will be aligned with California's Education Code Section 48070-48070.5.

We must understand that the possibility of retaining any student is a very serious matter and retention should be the last intervention used to improve or enhance student's learning outcomes.

Students are retained for low achievement with parental agreement when all available interventions have not yielded significant student progress, when English Language proficiency has been ruled out as a major contributor to student lack of success, and when no learning disability appears to be the cause of the student's struggles. They are retained when the Student Study Team concludes that retention could be a powerful intervention to support student acceleration. Retention is not an effective tool without parental support, and is an intervention that should be used with great caution.

The multiple measures for K-8 retention are: 1) EFC benchmark assessments in math and language arts subsumed into the standards-based report card grades, along with 2) the results of the California Standards Test (CST) at grades 2-8, and 3) the results of the DIBELS and BPST-III diagnostic and progress monitoring tools.

Students at risk of retention are those performing at the Far Below Basic and Below Basic level on the CST and report card. Retention is explored as a possible intervention when a student is Far Below Basic on all four measures (Math and Language Arts CST and Math and Language Arts report card) or on three out of the four measures.

A series of Student Success Team meetings are called, a variety of interventions are put in place, and the teacher's recommendation shared with the administrator and parent before any final determination of retention occurs (ed code 48070.5). The final decision is made by the entire Student Success Team, including the parent, teacher(s), and administrator.

When the decision is made to retain a student, members of the Student Success Team develop an Individual Learning Plan indicating how that student will be supported the following year to assist in meeting grade level standards.

Use of Assessment Data

Integration of Technology and Assessment Systems

Education for Change currently uses the Online Assessment Reporting System (OARS) as a technology platform for assessments. OARS is a web-based software tool that allows teachers to collect data and create reports for analysis. All EFC standards-based benchmark assessment data, STAR data and CELDT data is housed on OARS. All assessments are scanned into OARS 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. OARS has numerous reporting functions that allow teachers and administrators to analyze growth in specific strands, conduct detailed item analysis, aggregate various sources of data for analysis, create intervention groups to monitor performance of intervention groups. All reports color code the scoring bands (either CST bands or 4 point bands) to facilitate analysis. Reports are also available at the grade level, school and CMO level. If the reporting within the system are not sufficient, one is able to download the data in CSV and Excel format. Typically, we use this option to conduct correlation coefficient analysis. EFC is reviewing various options for its assessment platform. LWL with EFC's approval may continue to use the District's assessment platform if it chooses to use the district's assessments.

EFC is committed to the importance of data inquiry cycles and sharing data with parents and community. The data reports are used during teacher data analysis and instructional response planning. Parents and community members have access to the data through school publications, the school website and during parent meetings.

Cycles of Inquiry

EFC will facilitate professional development about cycles of inquiry to support practice at LWL. Teachers and administrators at LWL will be engaged in on-going cycles of inquiry into their practice and its connection to the measurable pupil outcomes described in the matrix above. A new cycle of inquiry will begin every 6 to 8 weeks and will include review of benchmark data in English Language Arts and Mathematics, and performance in writing, science, history-social studies, ELD, and social emotional learning. Teachers will be guided to examine how students performed on multiple measures during that six to eight week cycle, identify patterns of underperformance or high performance, and identify focus students who are not making adequate progress. Collaborative teams will use these opportunities to form questions that arise from the data, develop hypotheses around the questions, develop an instructional response plan, and pursue different strategies or actions to improve student outcomes. Teachers will be coached in using various inquiry protocols to ensure the LWL is building teacher capacity to facilitate and conduct cycles of inquiry both formally and informally.

Reporting and Accountability to Authorizer

EFC and LWL will promptly meet all reasonable inquiries for data from the Authorizer or other authorized agency and assure timely scheduled data reporting to our Authorizer in compliance with the law; further EFC and LWL hereby grants authority to the State of California to furnish copies of all test results directly to the Authorizer, as well as to the School.

Use and Reporting of Data to School Stewards and Stakeholders

EFC and LWL has a goal of every family having access to student performance data on a regular basis. EFC will support LWL to communicate student progress and attainment of measurable pupil outcomes regularly with students and their families. This will include school-wide meetings for families, and family/teacher conferences.

In addition, EFC and LWL 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, API scores, AYP details, CST 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.

EFC will provide LWL 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 [insert site name] will employ a universal inquiry cycle to review the various types of data generated about the school program.

EFC and LWL will continuously review academic content and instruction in light of the data produced in accordance with this section, and will make improvements in curriculum, instruction and professional development as appropriate. To this end, a school improvement plan will be developed each year with input from the School's community, staff, and board.

Charged with stewardship of public school funds, the EFC Board will systematically review LWL's data in order to monitor trends in student learning outcomes and ensure that there are sufficient and appropriate financial and human resources to properly enact the School's program and remain true to the charter. The Board will work in conjunction with the LWL leadership and community to make necessary changes in response to identified needs as reflected in the School's data streams.

In accordance with Title III, LWL 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, LWL will comply with all state and federal laws regarding reporting requirements for children with IEPs, including, at a minimum, trimester reports to a Special Education student's parents on progress towards goals stated within the IEP.

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.

District Visitation/Inspection

The School will comply with a District requested visitation process to enable the District to gather information needed to validate the School's performance and compliance with the terms of this charter. The 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 47607.

Response to Inquiries

Pursuant to Education Code Section 47604.3 the School shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the District Office of Education, District Board of Education, and the State Superintendent of Public Instruction.

Governing Law: *The Governing Structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. California Education Code Section 47605 (b)(5) (D).*

Non-Profit Public Benefit Corporation

Learning Without Limits School 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.

Learning Without Limits 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 California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, Learning Without Limits, operated by Education for Change, a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

See Appendices B1 and B2 for the Education for Change Articles of Incorporation, Corporate Bylaws

Education for Change, Inc., is a California nonprofit 501(c)(3) corporation incorporated in 2005 which manages three charter schools, each separately chartered by the Oakland Unified School District or Alameda County Office of Education. The charter applicant and holder for all Education for Change 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 Elementary, which is chartered by the Alameda County Office of Education. Each EFC school maintains a separate budget and undergoes its own 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.

As indicated in the Assurances, Education for Change will:

- Collaborate with the Oakland Unified School District (OUSD) and the Alameda County Office of Education.
- 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, 2012. Renewal of the Learning Without Limits 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 Learning Without Limits' charter is scheduled to expire.

Education For Change Governing Board

The mandate of the Governing Board and stakeholders of Education for Change is to promote the guiding mission of Learning Without Limits School 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.

The Board of Directors of EFC is responsible for:

- ❖ Legal and fiscal well-being and compliance of the organization and each EFC school.
- ❖ Hiring and evaluating the EFC Chief Executive Officer.
- ❖ 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.
- ❖ 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.
- ❖ Regularly measuring both student and staff performance.
- ❖ Approving admission requirements
- ❖ 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
- ❖ Encouraging active involvement of students, parents/guardians, grandparents, and the community.

❖ Performing all of the responsibilities provided for in the California Corporations code, the Articles of Incorporation, Bylaws, and this charter as required to ensure the proper operation of the organization and member schools.

The Education For Change Governing Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

The Education For Change Governing Board 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, 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. The EFC Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Delegation of said duties will be in writing delineating the specific tasks to be delegated and the timeframe of these duties.

Composition of the Education For Change Governing Board

The EFC Board shall consist of no fewer than five and no more than 11 members. 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.

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.

Recruitment, Selection, and Development of Board Members

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. The qualifications sought in candidates interested in serving on the Board include but 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; and

❖ Specific knowledge, experience, and/or interest in at least one element of governance for EFC.

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 new Family Leadership Council nomination structure that will allow EFC parents and guardians, through the Family Leadership Council, to nominate two family representatives to serve on the Board of Directors. (see Family Leadership Council section below).

All board members receive an annual training on open meeting laws, conflict of interest policy, ethics, essential policies and procedures, legal and financial responsibilities, and charter school oversight. EFCPS also ensures new board members receive training on basic roles and responsibilities, committees, board recruitment, public relations and marketing, evaluating the board and CEO, running an effective meeting, expulsion policies, human resources policies, and Special Education.

Board Member Terms

Each EFC Board member serves a term of three (3) years, with the opportunity to renew for an unlimited number of terms. There shall be no term limit (number of consecutive times a member may run for election).

Board members' terms will expire in accordance with the Bylaws. Terms for the current Directors shall expire as stated in the chart below. Board members shall have experience in one or more areas critical to charter schools success: education, school administration, school finance, corporate structure, accounting, legal compliance, leadership or fundraising.

See Appendix B3 and B4 for biographies of EFC Board Directors and matrix outlining the skills and competencies of the board and leadership team

Education for Change Board of Directors with Term Expiration Dates

Member	Position	Term Expiration Date
Brian Rogers	Chair, Finance and Exec Committee	July 2013
Mark Patel	Finance Committee Chair, Treasurer	July 2013
Antonio Cediel	Secretary, Executive Committee	July 2014
Jessica Lindl	Vice Chair, Academic Accountability Committee	July 2014
Nick Driver	Academic Accountability Committee, Audit Committee	July 2014
Family Leadership Council Member 1	TBD	July 2012
Family Leadership Council Member 2	TBD	July 2012

Chair of the Governing Board

Each year, the EFC Board will elect a Chair pursuant to the Bylaws. Any voting member of the Board may be eligible for this position. The Chair may choose to resign the Chairmanship with a letter of resignation, in which case the EFC Board will elect a new president for the remainder of that term.

Governing Board Meetings

The Education for Change Governing Board shall meet monthly or more often as needed.

The Education for Change Governing Board solicits the participation of members of the community who do not have a direct stake in or accountability for Learning Without Limits'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.

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. Parents who make their e-mail addresses available to the school receive meeting notices, Board actions, and minutes.

Governance Structure

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 nominated by their 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 agenda is developed at the end of each meeting by the Staff Leadership Council members. The Staff Leadership Council meeting notes are distributed to all staff after the meeting. Any staff member can ask for clarification or comment on items discussed during the meeting. The dates for the meetings are voted on and agreed upon by the current members. 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.
4) To have delegates participate in the selection committee for EFCPS leadership positions – CEO, COO, CAO, principals.

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.

Instructional Leadership Team

In addition to the Staff Leadership Council, Learning Without Limits' successful ILT will continue to meet regularly to advise the Principal on matters pertaining to Learning Without Limits, as per the following purpose statement:

1) To advise the administration on instructional, operations, and budgetary issues, in order to ensure that the faculty has the opportunity to consistently provide input into decision-making and collaboratively craft solutions to problems.
2) To assist the administration in developing proposals to address issues faced by Learning Without Limits.
3) To aid in the implementation of the new initiatives amongst the entire faculty.

LWL Distributive Leadership With Regards to Budgeting

The following describes the steps we take as a community when important decisions about the budget need to be made:

1) Per pupil revenue projections become available
2) Principal prepares a budget summary.
3) Instructional Leadership Team reviews summary and inform teachers regarding the general outlook
4) Teachers complete a survey both quantitative and qualitative
5) The School Site Council (SSC)/Family Leadership Council (FLC) reviews data from teacher surveys
6) Final proposal made by principal reviewed by SSC and ILT.
7) Site Plan Finalized.

Attached to this document is a copy of the survey distributed to teachers and a sample aggregation of the quantitative portion of the data.

See Appendix B6 for a sample survey

Family Leadership Council

Parent involvement is a key success factor at Learning Without Limits, and one of the foundational elements of the school. The same is true for Education for Change, which has established a Family Leadership Council to ensure ongoing, consistent involvement and training for parent leadership development. Each EFCPS school site FLC will elect two representatives to the EFC Family Leadership Council. The Family Leadership Council participates in ongoing evaluation of the organization's programs and operations, schools and community concerns and priorities for improvement.

In 2011, Education For Change instituted a new 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. The election shall proceed as follows:

Beginning in fall 2011, two seats on the governing board shall be reserved for family representatives nominated by the Education for Change Family Leadership Council. These parent EFC 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.

Learning Without Limits and all other Education for Change schools shall have active school site Family Leadership Councils composed of two family members from each classroom. Learning Without Limits' school site Family Leadership Council shall have between 24 and 36 members, or up to two for each classroom. Each year, Learning Without Limits' 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 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.

See Appendix B7 for description of Family Leadership Council

Relationship Between EFC and the Learning Without Limits Principal

EFC, as the nonprofit operating Learning Without Limits, is responsible for overseeing the operations of the school, and the Board delegates management powers to its Chief Executive Officer. Under the policies established by the Board of Directors of EFC, the Principal reports to the Chief Executive Officer for day-to-day management issues. The principal coordinates 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 Principal of Learning Without Limits will be an active member of EFC staff leadership and the Instructional Management Team. Beyond the Chief Executive Officer, the Education for Change Home Office has numerous positions designed to support the Principal in the management and operation of his/her school.

See Appendices B8 and B9 for Current and Future Organization Charts

Chief Executive Officer Duties

As specified above, the Board of Directors delegates day-to-day management responsibilities to the Chief Executive Officer. The position of EFC Chief Executive Officer is designed to lead and

manage the entire non-profit organization and all schools. This person is responsible for administering a school in all of the aspects of its day-to-day operations, working with the Board of Directors, the Authorizer, children, parents, and community members. The CEO is the leader of Education for Change, and reports directly to the Board of Directors, and s/he is responsible for the orderly operation of the Education for Change schools and the supervision of all employees in that school. Duties include:

- ❖ Understand, promote and support the mission, vision and guiding principles of Education For Change
- ❖ Ensure that all school staff understand, promote and support the mission, vision and guiding principles of Education for Change.
- ❖ Develop and monitor the schools' programs.
- ❖ Communicate system-wide instructional practices and pedagogical approach to staff, parents, children and the community.
- ❖ Ensures EFC is effectively and consistently supporting administrators and teachers to maximize the quality of instruction and therefore student academic outcomes
- ❖ Work strategically with the Chief Operating Officer to ensure the ongoing fiscal health of the organization and regular financial reporting to the EFC board
- ❖ Engage all stakeholders in promoting a deeper understanding of and support for EFC's mission
- ❖ Work strategically with the home office staff to ensure service oriented support for school sites
- ❖ Work strategically with the EFC Board to implement policies and regulations to provide support, clarity, and direction for EFC's mission
- ❖ Work strategically to strengthen existing relationships and establish new relationships with the funding community
- ❖ Coordinate the use of standardized tests and other assessments.
- ❖ Contribute to the development of a system-wide "ethic of critical inquiry" through actively participating in school and classroom-based research and evaluation activities focused on improving practice.
- ❖ Lead annual, quarterly and ongoing reviews of student achievement data for continual system improvement
- ❖ Ensure continual curricular review and acquisition of relevant materials, using student achievement data analysis to drive decision-making.
- ❖ Manage and facilitate the implementation of EFC's strategic growth and strategic direction

See Appendix B10 for Chief Executive Officer job description

Chief Operating Officer Duties and Importance

The Chief Operating Officer is the fiscal and operational leader of Education for Change. Under the direction of the Chief Executive Officer, s/he manages the schools' budgets and their operations.

See Appendix B 11 for Chief Operating Officer job description

Principal Duties and Importance

The Learning Without Limits Principal leads and manages Learning Without Limits School, inspiring staff, families and community members to provide the best environment and structure

for student learning. S/he has the freedom and flexibility to make or suggest improvements on existing practices, as well as to request financial, instructional and material supports from the home office.

The Learning Without Limits Principal's primary responsibilities are:

- ❖ Lead LWL in accordance with the EFC vision and mission.
- ❖ Lead and manage the planning and implementation of LWL's strategic 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 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 school
- ❖ Report to the school's stakeholders, especially the CEO but also the EFC Board, on the progress of the 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 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

See Appendix B12 for Principal job description

Grievance Procedure for Parents and Students

Education For Change will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under the Title IX of the Education Amendments of 1972 (Title IX and Section 504 of the Rehabilitation Act of 1973 (Section 504 including any investigation of any complaint filed with EFC alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws.

EFC will adopt and publicize any grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

EFC will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school 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.

Standing Committees

The EFC Board has both standing and temporary (ad hoc) committees to focus on specific tasks and/or policies such as those listed in the initial description of the Board's purview stated previously. All EFC Board committees shall be comprised with board members serving as chairs. Education for Change 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. All non-board member committee members will be selected by the Board of Directors upon recommendation of the CEO.

Standing committees include, but are not limited to, the following:

- ❖ Finance/Fundraising: all finance related matters are handled first on this committee, as well as fundraising;
- ❖ Audit: responsible for reviewing the annual audit and selecting the outside auditor;
- ❖ Academic Accountability: Performance, curriculum, instructional delivery, professional development, and technology;
- ❖ Executive/Board Development: responsible for recruiting and making recommendations for selection of new board members.

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 the charter.

The EFC Board 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 of 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 in accordance with the Brown Act. In fulfilling its defined purpose, each standing committee will seek input from affected stakeholders at Learning Without Limits.

The EFC Board 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 will seek input from standing or Board-established ad hoc committees. The EFC Board will not be required to seek input on any matter that would legally be heard in closed session pursuant to the Brown Act.

Fiscal Management

The Chief Executive Officer is responsible for all budgetary matters. On a day-to-day basis, the Chief Operating Officer (COO) operates and makes recommendations to the CEO for the Learning Without Limits budget, with input from the Principal, Advisory Team and Family Leadership Council. The COO 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 may authorize the Finance Committee to make final financial decisions regarding portions of the schools' budget.

Compensation for Board Members and Committee Leadership

Directors may not receive compensation for their services as directors or officers, only such 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 resolution is adopted.

Revocation

OUSD's right to revoke the Learning Without Limits charter shall be subject to prior appeal rights under California Education Code 47607.In accordance with Education Code Section 47607, the OUSD may revoke the Learning Without Limits charter on any of the following grounds:

- Learning Without Limits, as part of EFC, commits a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Learning Without Limits, 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.
- Learning Without Limits 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 Learning Without Limits School, 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.

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 statues, 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.

See Appendix B13 for EFC Conflicts Code

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

Learning Without Limits 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 the charter school has been given written notice of the policy change.

Learning Without Limits 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.

Learning Without Limits as governed by EFC acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of Learning Without Limits, it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Learning Without Limits by law or charter provisions.

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.

Learning Without Limits and/or its non-profit corporation will be solely responsible for its debts and obligations.

Element 5: Qualifications For School Employees

Governing Law: The qualifications to be met by individuals to be employed by the school.
—California Education Code Section 47605(b)(5)(E)

Beliefs

LWL is driven by its mission statement to provide rigorous, culturally relevant and empowering education grounded in caring, leadership, achievement, and perseverance. The school is founded on the belief that caring relationships allow students to lower their affective filter, facilitating learning. When students feel valued and understood they are able to bring their full selves to the classroom. In this context, students grow into leaders who are problem solvers, who set good examples, and who know how to communicate effectively with different audiences.

LWL students are resilient, persevering through challenges because they are self-directed, self-motivated learners who can drive and advocate for their own learning. LWL was designed through a partnership between families and teachers who shared a dream of what a school should be. This partnership, as well as the new partnership with Education for Change, will drive our school's decisions as we relentlessly focus on the continuous refinement of high quality instruction, strive to close the achievement gap and raise empowered leaders who will exit our doors on the path to college.

Code of Professionalism

All members recognize the magnitude of the responsibility being accepted in the field of education. 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.

Application Process

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.

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All employees must furnish or be able to provide:

1) Proof of negative tuberculosis (TB) testing or negative chest X-ray for TB in accordance with Education Code Section 49406.
2) Fingerprinting for a criminal record check. Education for Change will process all background checks as required by Education Code Section 44237.
3) Documents establishing legal employment status.

Employees' job classification and work basis will be specified in individual employment agreements. 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.

The teaching application procedure will include a written application and review of references and may include teaching observations. Prior to the signing of agreements, when possible, applicants will be encouraged to spend time with the principal and teachers or other staff members to ensure that they share the school's mission and vision.

Chief Executive Officer

The EFC CEO develops and coordinates the hiring and evaluation process for principals. Leaders who both have had success with and are committed to effectively serving traditionally underperforming groups of students are ideal candidates.

The Chief Executive Officer must:
- **Provide** regular ongoing oral and written feedback and coaching to all administrative staff to ensure the Essentials drive all decision making
- **Work strategically** with the Chief Academic Officer to ensure EFC is effectively and consistently supporting administrators and teachers to maximize the quality of instruction and therefore student academic outcomes
- **Work strategically** with the Chief Operating Officer to ensure the ongoing fiscal health of the organization
- **Work strategically** to ensure EFC actively seeks staff input and respond appropriately to maximize work conditions and organizational effectiveness
- **Engage** all stakeholders in promoting a deeper understanding of and support for EFC's mission
- **Work strategically** with the Home Office staff to ensure service oriented support for school sites
- **Work strategically** with the EFC Board to implement policies and regulations to provide support, clarity, and direction for EFC's mission
- **Work strategically** to strengthen existing relationships and establish new relationships with the funding community

Administrative Staff

The Principal is responsible for hiring all other school-site administrative staff according to the budget and with input from appropriate Home Office staff. Selection is based on proven experience in educational leadership, educational vision, demonstrated ability in program design and ability to provide effective instructional leadership, and interest in and commitment to educational reform.

The LWL and any other EFC Principal must:

- **Keep** current with observations and feedback
- **Lead** PD and teacher development at the school site supported by Home Office staff
- **Be** adequately prepared and organized to engage in ongoing progress discussions (with complete and accurate documentation) on where each teacher is in his/her development while making sure that this is consistently and clearly communicated to **each** and **every** teacher
- **Be** clear with classified staff about what the EFC standard is and support them and give them ongoing feedback so they reach and maintain it
- **Set** and reinforce an appropriate high standard of behavior for **all** students: make it clear that, e.g., all rules will be followed; at EFC adults do not make requests multiple times to achieve compliance; adults do not try to talk over children
- **Hold** ongoing planning meetings with appropriate staff members to ensure good communication, smooth operations, and a high degree of efficiency
- **Maintain** the same standard for EFC students that they do for their own children/relatives
- **Come** to the table focused on how EFC can make this happen

Teachers

As with students and parents/guardians, teachers make a specific choice to be part of the LWL 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 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.

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 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 factors unless otherwise exempt under the law:

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 and EFC.

Responsibilities and essential qualities for the teachers include:

- ❖ Preparing and implementing effective lesson plans that lead to student understanding of the pre-established 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 EFC's instructional program with a high level of student engagement and appropriate rigor
- ❖ Consistent cognitive planning with adopted curriculum
- ❖ Engaging in ongoing collaborative work with colleagues to strengthen EFC's ability to deliver high level homogenous outcomes for all students
- ❖ Being self-reflective and always strive to improve at the craft of teaching
- ❖ Using data effectively to improve student, grade level, and school academic outcomes
- ❖ 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 learning environment
- ❖ Developing strong and productive relationships with students and families

See Appendix C1 for the EFC teacher job description

All Staff Requirements

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.

Other Certificated 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.

Classified Personnel

Classified personnel are selected by the principal with the support of EFC's staff on an application and interview basis. Selection is based on the ability to perform the job duties for the positions consistent with the philosophy and mission of the school as set forth in the charter petition, and will include office personnel and custodial personnel. Classified positions at the school site include administrative assistants, office managers, and other clerical positions as needed and allowed in the budget.

At Learning Without Limits, additional staff persons (beyond principal and teacher) include:

- ❖ Language Arts Intervention Specialist
- ❖ Technology Specialist
- ❖ Cafeteria Worker Job Description
- ❖ Custodian Job Description
- ❖ Literary Coach Job Description
- ❖ Office Manager Job Description
- ❖ CEP Sub Job Description
- ❖ Site Services Assistant

See Appendix C2 for a job description for the Language Arts Intervention Specialist
See Appendix C3 Technology Specialist
See Appendix C4 Cafeteria Worker Job Description
See Appendix C5 Custodian Job Description
See Appendix C6 Literary Coach Job Description
See Appendix C7 Office Manager Job Description
See Appendix C8 CEP Sub Job Description
See Appendix C9 Site Services Assistant

Staff Evaluation Plan

The principal is responsible for evaluating all teachers and support staff. School staff evaluation is performed at least annually. The principal may request support from the EFC academic support 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 performance outcomes, measuring students' achievement and the teacher's implementation of the curriculum.

EFC is in the process of refining new evaluation tools aligned to the essentials of each position. For example, teacher evaluation places heavy emphasis on implementing the instructional programs with fidelity and demonstrating a high level of competence in their instructional practice as outlined above as the skills of an effective teacher.

EFC is also changing the expectations of the principals, making each site leader more directly responsible for the success of their schools. Principals are allowed a higher level of autonomy in exchange for strict accountability. To ensure accountability for autonomy, EFCPS has

developed an accountability calendar to ensure EFC schools are implementing best practices with respect to operating their schools.

See Appendix C10 for site accountability calendar.
See Appendix C11 for principal evaluations forms
See Appendix C12 for current teacher evaluation forms
See Appendix C13 for Staff Handbook

Sample Staff Evaluation Plan

Pre-Conference Meeting	• Make sure both principal and teacher understand the purpose of evaluation
Goal Setting Conference	• Teacher develops a performance agreement and sets goals for professional development • Review rationale for each of the teacher's professional goals • Evaluate goals in relation to observations • Require one or more different goals, if necessary • Agree on goals for professional development • For each goal, clearly establish the means of achievement and the criteria for success • Teacher writes up the agreement • Principal reviews, approves, and saves for future evaluation
Performance Progress Conference	• Review professional goals: means of achievement and criteria for success • Describe performance related to criteria • Compare performance to criteria • Discuss observation/evaluation • Discuss goals for next period • Principal summarizes goals, criteria, and findings • If in agreement, teacher and principal sign and file review • (Next period begins process from the beginning with input from recently concluded review period to be incorporated)

Element 6: Health and Safety

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237. —California Education Code Section 47605(b)(5)(F)

Procedures for Background Checks
All EFC schools comply with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contracts contractors and volunteers and work-site participants prior to employment, and/or contract, or for volunteers any one-on-one contact with pupils of the school without the supervision of a credentialed employee. The Human Resources Manager monitors this policy.

Role of Staff as Mandated Child Abuse Reporters
All classified and certificated staff are 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.

TB Testing
All staff at the school will meet the Alameda County Office of Education TB testing requirements in accordance with Education Code Section 49406.

Immunizations
The school adheres to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325–120375 and Title 17, California Code of Regulations Sections 6000–6075.

Medication in School
The school adheres to Education Code Section 49423 regarding administration of medication in school.

Vision/Hearing/Scoliosis
The school adheres to Education Code Section 49450 et seq. as applicable to the grade levels served.

Emergency Preparedness
The school adheres to an Emergency Preparedness Handbook drafted for Education for Change. This handbook includes but is no limited to the following responses: fire, flood, earthquake, terrorist threats, hostage situations, and heart attacks.

Blood-Borne Pathogens
The principal, or designee, meets state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The principal, or designee, has established a written "Exposure Control Plan" designed to protect employees 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.

Drug Free / Smoke Free Environment
The school maintains a drug and alcohol and smoke free environment.

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).

Element 7: Means to Achieve Racial and Ethnic Balance

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. —California Education Code Section 47605(b)(5)(G)

LWL will start with 360 students in August of 2012. The school will maintain a waiting list to ensure the school will meet enrollment goals. It is the absolute goal of LWL to serve the **general** student population of Oakland, and the school will strive to achieve a **racial and ethnic** balance that will reflect the **general population residing in the territorial jurisdiction of the Oakland Unified School District and the** demographics of the local elementary and middle schools, consistent with the admissions preferences as required of conversion schools pursuant to California Education Code section 47605(d)(1).

Each fall, the principal in conjunction with the Board and faculty, 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 racial groups. The objective of that dialogue will be to guide LWL into creating more culturally inclusive and competent marketing strategies, and ultimately, a more culturally inclusive and competent school.

Recruitment Strategies

Earned Media
Earned Media is the cheapest and one of the most effective strategies for garnering widespread attention to a charter school. LWL will utilize the experience and relationships of its' founding team members to strategically get articles placed in local newspapers that focuses on the innovative programs offered at the School.

Collateral Materials/Leave Behinds
Professionally designed brochures, flyers, and posters will be created showcasing the benefits and opportunities that an education from LWL 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 and Spanish and will be designed to demonstrate the diversity and cultural appreciation that occur at LWL. All marketing material samples will be provided to OUSD upon request.

Grassroots Community Outreach
The Principal and other staff will all be tasked with conducting public presentations to the community in an effort to gain awareness. With permission from Oakland Unified, LWL would leave brochures or other collateral materials at any one of the Child Development Centers within the district. EFC will provide presentations or collateral materials to Oakland Head Starts and other pre-schools that allow access or opportunity to inform their parents of LWL. In addition,

EFC will do targeted outreach throughout the Fruitvale community through the Unity Council, the libraries, stores, restaurants, and markets in the area, and community-based organizations like La Clinica de la Raza.

LWL Open Houses

In the spring and fall of every year, LWL will host community informational meetings, so that interested parents or community members can come and learn about the opportunities that will be provided by LWL. 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 and weekly newspapers, on radio where available, and via a concerted online and word of mouth grass roots 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.

LWL also understands that as part of its oversight of the school, OUSD may conduct program review of federal and state compliance issues.

Element 8: Admissions Requirements

Governing Law: Admission Requirements, if applicable. —California Education Code Section 47605(b)(5)(H)

LWL accepts all students who are residents of the State of California and will not discriminate on the basis of race, ethnicity, gender, religion, national origin or disability or any other characteristic described in Education Code Section 220. As LWL will be a conversion charter school, students living in the previous attendance area will have preference for admission. The school is a public elementary and middle school and does not charge tuition. EFC is committed to maintaining a diverse student population, utilizing outreach efforts to recruit students who traditionally have been underserved. No student residing within the boundaries of the Oakland Unified School District shall be required to attend the charter school, and alternative school choices are available at other elementary schools within the Oakland Unified School District.

To ensure families have access to LWL, in addition to the outreach activities outlined above, LWL will participate in the District's enrollment and options processes. All students who are interested in enrolling at the school are required to complete the required District application and enrollment forms an application for admission. Applicants must meet the minimum age for public school admission.

No specialized admission tests are required; however, after admission, tests may be administered to determine the proper placement of students. In alignment with the preferences outlined in the District's enrollment policies, aAll students who wish to enroll in the school are enrolled unless the number of applications exceeds the number of seats available. An open enrollment period is held to determine the amount of applications for enrollment. The School's enrollment policy, priorities, and procedures will be based on both EFC's policies and any agreements made between EFC and the District, and thus may be subject to change.At that point, the District will utilize a public random drawing to assign students to LWL.

By October 1 of each year, LWL will notify the District in writing of the application deadline and proposed lottery date. LWL will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

If the number of admission applications exceeds the enrollment capacity by an enrollment deadline established by the EFC Board, a public random drawing is held. Existing students of LWL have an automatic right to continued enrollment in the school should they wish to do so and shall not need to be included in the public random drawing. If there are additional spaces, EFC through the OUSD enrollment office will hold a weighted lottery to comply with the terms of the Public Charter School Grant Program. If the number of student applicants exceeds the School's capacity, attendance, except for existing pupils shall be determined by a public random drawing.[2] Existing students who are re-enrolling are exempted from the drawing. If there are more applicants than spaces, gAfter all spots have been filled through the drawing, a wait list will be created in the order in which names are drawn. As openings become available, opportunities to enroll will be given to those in order of the wait list.

Greater weight in the public random drawing will be given in alignment with the OUSD policies as follows:

1. Sibling (students who have an older sibling living at the same address who is already attending the applicant's first choice school and will be continuing at the school in the Fall of 2012.)

2. Neighborhood (students who live in the neighborhood boundary of a school; see mapstacker.ousd.k12.ca.us for your neighborhood schools)

3. Elementary students who are re-directed from their neighborhood school to another school within their middle school boundary

4. Program Improvement School neighborhood (students who live in a neighborhood where the local school(s) is (are) Program Improvement school(s)

5. Students residing in Oakland, California
1. Siblings of current students within the school[3].

2. Residents of the Attendance Area
3. Residents of the District
4. Children of employees[4]
5. All other students in the State of California.

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[2] During any period of Public Charter Schools Grant Program funding, the public random drawing will be held as one single weighted lottery in accordance with the terms of the State Board of Education approved Request for Applications ("RFA").
[3] During any period of Public Charter Schools Grant Program funding, this preference will be considered an "exemption" to the public random drawing in accordance with the terms of the State Board of Education approved Request for Applications ("RFA").
[4] During any period of Public Charter Schools Grant Program funding, this preference will be limited to "children of teachers" and will not to exceed 10 percent of total enrollment in accordance with the terms of the State Board of Education approved Request for Applications ("RFA").

Any applications not accepted through this public random drawing due to capacity limitations ~~are used to develop a wait list pool of applicants should space become available, in the order in which they were drawn.~~ will be assigned to another school through the OUSD options process. Appeals of school assignments can be submitted to the OUSD Enrollment Office in alignment with the OUSD. ~~Additional applications are accepted on an ongoing basis and are added to the wait list. The wait list does not carry over from one school year to the next.~~

~~See Appendix D2 for the EFC enrollment application form~~

Element 9: Financial and Programmatic Audit

Governing Law: The petitioner or petitioners shall also 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. —California Education Code Section 47605(g)

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.

Budget Development

Budget development will begin each year immediately following the January announcement of the governor's K-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 the LWL's goals as identified by the EFC Board. A year-end estimate of actuals and interim reports will be submitted as well.

Budgets

See Appendix E1 for Preliminary Estimated Budgets
See Appendix E2 for Budget Narrative
See Appendix E3 for Cash Flow Statement

Financial Reporting

The Chief Operating Officer and Chief Executive Officer in collaboration with the principal of LWL submit an annual budget to the EFC Board of Directors during the spring of each year. The EFC annual fiscal period runs from July 1 through June 30.

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;

- o September 1 – Final Unaudited Financial Report for Prior Year
- o December 1 – Final Audited Financial Report for Prior Year
- o December 1 – First Interim Financial Report for Current Year
- o March 1 – Second Interim Financial Report for Current Year
- o 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 is 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 for every meeting of the EFC Board of Directors.

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. The COO and principal develop the budget proposals and have latitude in determining how funds are best used within budget categories. EFC may delegate authority to the principal to select vendors below a contract amount to be determined, but retains overall responsibility for contract approvals. EFC has created an economy of scale by creating a highly accountable internally staffed back office business service department.

Potential Users of Financial Information

Financial statements such as a Balance Sheet, Income Statement, and Statement of Cash Flow are prepared by the Home Office. Financial statements are used by the independent auditors who the EFC Board hires 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, workers compensation, errors and omissions, and other necessary insurance coverage as required by OUSD. <u>Should EFC and the District agree, EFC shall pay Oakland Unified School District to be included in the District's general liability insurance plan.</u>

Title 1 Funding

For purposes of our budget feasibility report, 85% of our student body is eligible for Title 1 funding (per OUSD data). For the 2010-2011 school year, we have identified 85% of our students eligible for free or reduced meals.

Fiscal Audit

EFC must engage a certified public accountant, certified by the State of California, with education experience to audit the school's annual financial statement in accordance with generally accepted accounting principles and auditing standards and the audit guide issued by the Controller of the State of California. 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. Audit deficiencies are communicated to the Board and to the Authorizer by the Chief Operating Officer, and he or she is responsible for managing the audit process with oversight from the Audit Committee.

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.

LWL 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.

Programmatic Audit

EFC will compile and provide to OUSD an annual performance report on behalf of LWL. This report will include the following data:

❖ Summary data showing pupil progress toward the goals and outcomes specified in Element 2

- ❖ A summary of major decisions and policies established by the EFC Board during the year
- ❖ Data regarding the number of staff working at the school
- ❖ A summary of any major changes to the school's health and safety policies
- ❖ Data regarding the numbers of pupils enrolled, the number on waiting lists, and the number of pupils suspended and/or expelled

Revenue Flow/Depository/Accounting

As a directly funded charter school, most of the school's state and federal revenue flows directly from the state to the school's account in the County Treasury, which is administered through ACOE.

Funds flowing through OUSD (payments in lieu of property taxes, supplemental instructional hours, etc.) will be transferred via cash journal in the most expeditious manner possible.

All such revenue deposits will be recorded in the financial system at ACOE. All expenditures, including payroll, will be drawn on the County Treasury, which enables the ACOE 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 LWL, 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
- ❖ 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 LWL'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 the LWL and should be addressed by OUSD through the State's Mandated Cost Reimbursement Program.

Governing Law: The manner in which administrative services of the School are to be provided. —California Education Code Section 47605(g)

With the exception of services performed by OUSD in providing supervisorial oversight to EFC as defined by Education Code Section 47604.32, all charter-requested services from OUSD are likely to be on a fee-for-service basis. Mutually agreed-upon fees must be in place prior to the charter-requested service. EFC will establish a competitive bid process balancing quality and price to outsource many of the services not retained from OUSD.

EFC ~~may~~ will 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 Ddistrict and ~~the School~~EFC ~~may enter negotiations to~~will negotiate the~~provide~~ District services provided to the School and the fees for these services and document those agreements in a separate Facilities and Operations Agreement. ~~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 School.

In accordance with Education Code 47613, the chartering agency may charge for the actual costs of supervisory oversight of the LWL pursuant to 47604.32 not to exceed 1 percent of the revenue of the School. For purposes of this charter, "revenue of the charter school" means the general purpose entitlement and categorical block grant, as defined in subdivisions (a) and (b) of Section 47632. The services described above are additional services outside the definition of supervisory oversight.

Element 10: Suspension/Expulsion Procedures

<u>Governing Law</u>: The procedures by which pupils can be suspended or expelled. —California Education Code Section 47605(b)(5)(J)

LWL believes that positive behavior leads to success. LWL specifically teaches and monitors growth in the six ways to CLAP. The LWL staff regularly discusses these characteristics with the students and rewards positive behavior that represents:

Caring
- We think before we act.
- We consider how our actions affect others.
- We choose to act in ways that help people and do not hurt them.
- We put ourselves in others' shoes.
- We cooperate and work together.

Leadership
- We think for ourselves and make good decisions.
- We speak up for ourselves and others.
- We treat people fairly.
- We share our opinions even if they are not popular.

Achievement
- We have goals that we are working towards.
- Our actions show that we are trying to do better than last time.
- We look for new ways to solve problems.
- We are curious. We explore and experiment.

Perseverance
- We know that even when we face challenges we will find ways to achieve.
- We learn from mistakes. Mistakes are part of learning, so we are not afraid to make them.

(see Appendix 1 for CLAP rubric)

Code of Conduct

The goal of the LWL Code of Conduct is to create conditions that foster student self-discipline in a warm, supportive school climate that is conducive to maximum learning for all students. The Code of Conduct is a general guide for behavior, not a mechanism for rigid control. The individual personalities of students or extenuating circumstances will be considered before corrective measures are prescribed. (*Reference Ed Code Sections 48900 and 48915 and Health and Safety Code 11007*)

The code of conduct is presented in the student/parent handbook. Every family receives a new copy of the student/parent handbook annually.

Appendix F1: Parent-Student Handbook

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.

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 LWL. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly 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 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 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.

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 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. The School 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 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 students.

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 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.

Suspension Offenses

<u>Discretionary Suspension Offenses</u>. Students may be suspended for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.

2. Willfully used force of violence upon the person of another, except self-defense.

3. 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.

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 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. Committed or attempted to commit robbery or extortion.

6. Caused or attempted to cause damage to school property or private property.

7. Stole or attempted to steal school property or private property.

8. 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.

9. Committed an obscene act or engaged in habitual profanity or vulgarity.

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

12. Knowingly received stolen school property or private property.

13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

14. Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

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.

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

17. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation 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.

18. Made terrorist threats against school officials and/or school property. 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, or the personal property of the person threatened or his or her immediate family.

19. 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.

20. 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.

21. Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

22. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code , directed specifically toward a pupil or school personnel.

23. 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

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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).

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.

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.

Expellable Offenses

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 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.

   g) Stole or attempted to steal school property or private property.

   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 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.

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 preinitiation 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. 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, 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 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 student rights 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, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code , directed specifically toward a pupil or school personnel.

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 subdivision (1).

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 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.

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.

Authority to Expel
A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the EFC's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

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 three (3) days prior to the 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 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.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School, Panel Chair 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. The School 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 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 person 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 person 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 person presiding over the hearing from removing a support person whom the presiding person 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, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person 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 the 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 person 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 alterative educational setting.

3.   PROCEDURAL SAFEGUARDS/MANIFESTATION DETERMINATION

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement
of a child with a disability because of a violation of a code of student conduct, the School, the parent,
and relevant members of the IEP Team shall review all relevant information in the student's file,
including the child's IEP, any teacher observations, and any relevant information provided by the parents
to determine:

   a)   If the conduct in question was caused by, or had a direct and substantial   relationship to,
   the child's disability; or

   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:

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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; and

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.

5.　SPECIAL CIRCUMSTANCES

LWL personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

1.　　Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

2.　　Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

3.　　Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. <u>INTERIM ALTERNATIVE EDUCATIONAL SETTING</u>

The student's interim alternative educational setting shall be determined by the student's IEP team.

7. <u>PROCEDURES FOR STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION SERVICES</u>

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.

The School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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.

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.

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:

1. Notice of the specific offense committed by the student

2. 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.

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.

Disciplinary Records
The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the County upon request.

Expelled Pupils/Alternative Education
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.

Rehabilitation Plans

Students who are expelled from the School 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 the School for readmission.

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 the school 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 the School's capacity at the time the student seeks readmission.

Element 11: Retirement Programs

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or the federal social security. —California Education Code Section 47605(b)(5)(K)

Work Basis

Employee hours per week will be based upon individual employee work agreements. The standard work week for all staff is 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., LWL offers compensation that assures the successful recruitment of employees that enable the school to fulfill its mission and goals. Specific salaries and stipends are identified within the individual work agreements. Currently, teaching salary averages are as follows:

	Salary 2008-09	Salary 2009-10
Low	$43,707	$44,696
Median	$50,357	$51,519
High	$76,890	$79,555

See Appendix J for the EFC Salary Schedule
See Appendix K for the EFC Benefits
See Appendix L for EFC Salary Benefits Description

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 as part of the individual work agreement.

Retirement

Eligible certificated employees participate in State Teachers Retirement System (STRS), in which the employer and the employee each contribute the statutory amount. Eligible classified employees participate in Public Employee 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.

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 Code Section 47605(b)(5)(L)

As a conversion charter school, LWL shall keep its attendance area boundary. However, students of Oakland Unified School District (OUSD) are free to attend other OUSD schools with available spaces rather than LWL under its choice policy. Alternatively, students may wish to seek inter- or intradistrict attendance alternatives in accordance with OUSD policy. Parents/guardians will be informed that no student shall be granted an automatic right to enrollment in any school or program of OUSD on the basis of that student's enrollment or application to LWL.

Element 13: Employee Rights

Governing Law: A description of the rights of any 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 Code Section 47605(b)(5)(M)

Job applicants for positions at EFC schools are considered through an open and fair process, and those persons hired enter into a work agreement with EFC. Any OUSD union employee who is offered employment and chooses to work for EFC is not covered by his or her respective collective bargaining agreement unless a side letter is specifically negotiated, although comparable protections and benefits may be extended in the individual work agreements.

Former District employees must consult with the District to determine their eligibility for leave. All provisions pertaining to leave and return rights for OUSD employees must be negotiated with OUSD. Education for Change and LWL recognize that they may not confer any return rights upon any former employee of the District.

Element 14: Dispute Resolution Procedures

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. —California Education Code Section 47605(b)(5)(N)

Internal Disputes

Education for Change has established complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. LWL and Education for Change will not, at any time, refer complaints to the District. If the District receives any complaints about LWL, the District will refer any complaints or reports to the Board or administrative staff of Education for Change for resolution. OUSD staff will instruct any LWL stakeholder who attempts to lodge a complaint with OUSD to stop their explanation of the situation and inform them that all complaints must be directed directly to EFC or LWL personnel. OUSD agrees not to intervene or become involved in any internal dispute unless the Board of EFC has requested OUSD to intervene in the dispute.

The complaint procedures 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 also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures are clearly articulated in the school's student and family handbook and distributed widely.

Education for Change 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 Education for Change alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. LWL will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Education for Change 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 with the District

The staff and EFC Board members of LWL agree to attempt to resolve all disputes between the District and LWL 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 agreement between the District and LWL, 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 agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. 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, or by certified mail. The Written Notification 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 5:00 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 Charter School:
    LWL, c/o Education for Change
    303 Hegenberger Road Suite 301
    Oakland, CA 94621
    510-904-6300

To Coordinator, Office of Charter Schools:
    Office of Charter Schools
    Oakland Unified School District
    1025 Second Avenue, Room 206
    Oakland, California 94606

(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 that the responding party believes support its position. The Written Response may be tendered by personal delivery, by facsimile, 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 5:00p.m., 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 administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 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

Element 15: Labor Relations and Collective Bargaining

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 [commencing with Section 3540] of division 4 of Title 1 of the Government Code). —California Education Code Section 47605(b)(5)(O)

EFC shall be deemed the exclusive public school employer of LWL for the purposes of the Education Employment Relations Act (EERA) as specified in Chapter 10.7 (commencing with section 3540) of Division 4 of Title 1 of the California State Education Code [47611.5(b)] and shall adhere to EERA and any other applicable laws.

In accordance with this code, EFC employees have the right to join organizations of their choice, to be represented by such organizations in their professional and employment relations with public school employers, to select one employee organization as the exclusive representative of the employees in an appropriate unit, and to afford certificated employees a voice in the formulation of educational policy.

Should EFC employees choose to join an organization of their choice or form an organization of their choice and choose to be represented by such an organization, EFC will negotiate a complete independent agreement with the professional associations representing employees. If at any time union representation for EFC changes, EFC will act accordingly in compliance with EERA.

Current staff members are considered employees of EFC. If certificated staff members organize, their rights shall be enumerated in the appropriate collective bargaining agreement and MOU's with their independent collective bargaining unit. The rights of other employees are addressed in the EFC staff handbook.

Element 16: School Closure Protocol

Governing Law: A description of the procedures to be used if the charter school closes. —*California Education Code Section 47605(b)(5)(p)*

Closure of the School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of LWL, the District, the Alameda County Office of Education, the School's SELPA, the retirement systems in which the School's employees participate (e.g., State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of LWL of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The School will ask the District to store original records of LWL students. All records of the School shall be transferred to the District upon School closure. If the District will not or cannot store the records, LWL shall work with the Alameda County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, LWL will prepare final financial records. LWL will also have an independent audit completed within six months after closure. LWL will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by LWL and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the School.

LWL will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of LWL, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of LWL and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon School closure to the District. The distribution shall include return of any unspent grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, LWL shall remain solely responsible for all liabilities arising from the operation of the School.

As LWL is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

LWL will utilize its reserve fund to undertake any expenses associated with the closure procedures identified above.

Impact on the Charter Authorizer

Governing Law: The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the school and upon the school district. (Education Code Section 47605(g)).

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.

LWL shall be operated by a California nonprofit public benefit corporation, Education for Change. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the School or for claims arising from the performance of acts, errors or omissions by the School if the authority has complied with all oversight responsibilities required by law. The School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the School.

The corporate bylaws of Education for Change shall provide for indemnification of the School's Board, officers, agents, and employees, and EFC has purchased general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks. Insurance amounts are determined by recommendation of EFC's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of LWL. Should the District and EFC agree, EFC shall pay the District at agreed upon rates to be included in their general liability insurance plan.

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.

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)

LWL will occupy the same facility that it occupied prior to charter status at 2035 40th Avenue, Oakland, CA 94601. The specific terms of occupancy will be determined and agreed upon by EFC and the District and dictated in a separate Facilities and Operations Agreement.

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.

Transportation

Except as may be required by an individualized education program (IEP) under the IDEA, EFC will not be responsible for the transportation of pupils to and from school, and it will be responsibility of the parent or guardian of the pupil to provide transportation to the school.

Miscellaneous

In accordance with Education Code Section 47607, the OUSD may revoke the LWL charter on any of the following grounds:

- Education For Change commits a material violation of any of the conditions, standards, or procedures set forth in the charter.
- LWL 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.
- Education For Change violates any provisions of law.

Prior to revocation and in accordance with California Ed Code Section 4767(d), OUSD will notify LWL and EFC in writing of the specific violation. OUSD will give Education For Change a reasonable opportunity to remedy any LWL violation.

In accordance with Education Code Section 47607, OUSD shall retain the right to revoke the charter immediately if the District Board finds in writing that LWL or EFC 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.

Term

The duration of the charter will be five years. In accordance with OUSD policies, the term of the charter shall start July 1, 2012.

Renewal

Renewal of the charter shall be in accordance with the standards set forth in the Education Code Section 47605. LWL must submit a petition for renewal by January 31 of the year the charter is scheduled to expire.

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 statues, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by OUSD and the EFC Board. The District and 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.

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, 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. Education For Change 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 Education For Change 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, Education For Change agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts between Education For Change and its vendors, contractors, partners, or sponsors.

CLAP

Caring **L**eadership **A**chievement **P**erseverance

Caring

Leadership

Achievement

Perseverance

At Learning Without Limits
we CLAP for each other!

	1	2	3	4
Caring • We think before we act. • We consider how our actions affect others. • We choose to act in ways that help people and do not hurt them. • We put ourselves in others' shoes. • We cooperate and work together.	I am learning how to show caring by considering how my actions affect others.	I know how my actions affect others so I change how I act to help people and not hurt them.	I show caring and respect by consistently act in ways that help people and do not hurt them. No one has to remind me to act this way.	**I show caring and respect** by consistently act in ways that help people and do not hurt them. I help my friends show caring too.
Leadership • We think for ourselves and make good decisions. • We speak up for ourselves and others. • We treat people fairly. • We share our opinions even if they are not popular.	I am learning how to make my own choices even when other people I care about make different ones.	I make my own good decisions even when other people I care about make different ones.	I **make my own good decisions** and stand up for what I believe is right even when other people I care about disagree. I stand up for myself.	I consistently **make my own good decisions** and stand up for what I believe is right. I stand up for myself and others. I encourage other people to make their own choices.
Achievement • We have goals that we are working towards. • Our actions show that we are trying to do better than last time. • We look for new ways to solve problems. • We are curious. We explore and experiment.	I am learning how to set goals.	I have goals and I can tell you what they are.	I am taking action towards achieving my goals. I may ask for help if I need it or find extra time to work on my goals.	I notice if my actions are helping and change them if they are not. I find creative ways to reach my goals and am willing to experiment. I may learn from role models who have done what I am trying to do.
Perseverance • We know that even when we face challenges we will find ways to achieve. • We learn from mistakes. Mistakes are part of learning, so we are not afraid to make them.	I am learning how to keep going when something is hard.	I often try again when something is hard.	I usually try again when something is hard and I try to learn from my mistakes.	I know I can do anything I set my mind to and I can tell because there is at least one thing I can do now that I could not do before I practiced it.

CLAP Nominations

I, _____, _____ (grade or position), would like to

nominate _____ (first name, last name)

in _____'s class for a CLAP award.

I think she or he showed
_____(Caring, Leadership, Achievement or Perseverance)
by

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Solve problems

Learning Without Limits
Guide to Responding to Student Behavior

Principles:
If you break it, you fix it. If you mess it up, clean it up. If you wronged, you right it.
Use logical consequences.

Behaviors that call for In –class re-direction or time out by the adult present at time of occurrence

1) General off-task, slightly inappropriate behavior
2) Minor name-calling
3) "Playing" too much or inappropriately
4) Being too loud
5) Minor unsafe behavior in playground

These behaviors need reminders by the teachers. If we "sweat the small stuff," larger problems will not occur. These behaviors are usually the result of lack of judgment and are normal for children. It is 95% of what we deal with. Often, children are just playing or being forgetful. Always investigate – don't jump to conclusions because that is when bias occurs.

Recommended actions:

1) Reminding: Opportunity for student to redirect herself/himself.
2) Redirection by teacher
3) Reparation
4) Loss of Privilege
5) One-on-one conference as necessary (one-on-ones should always be private).
6) Time-out for reflection in class
7) Time-out in another class (see buddy referral procedures)
8) Phone call home.

In one-on-ones, we are careful not to lecture. We ask students to reflect on why the conversation is taking place, and ask the student to create and implement a solution.

Behaviors referred to the office

As a general rule, the primary adult-child relationship in school is between the child and the teacher. For that reason, it is often most effective for the teacher to be the primary person to intervene with the student. Therefore, except in the most extreme cases, it is at the discretion of the teacher to determine whether to manage students' bad choices in the classroom or send them to the office.

1) Continuous minor behavior problems (student does not seem able to redirect himself/herself after various conversations and phone call)
2) Serious verbal abuse – discrimination, offensive personal comments, intimidation, threats, more serious name-calling, constant name-calling, cursing at a person. (If it appears minor, but the receiver of the abuse is upset, this is cause for an office referral)
   - If the teacher feels it is best to deal with this or make this a learning moment: they may choose to not send student to the office, and deal with it in the classroom. The office should still be informed of the situation.

3) Unwanted intentional physical contact – pushing, hitting, kicking, throwing things at, pulling hair.
4) Play fighting – Children should play physically but need to know the limits of this play and need to listen to each other or make sure someone is not getting hurt.
5) If students need conflict resolution that can't wait, and the teacher is not available to mediate, students should go to the office for mediation.
6) Substance use or possession, possession of a weapon, unwanted sexual contact or suggestion are all offenses which must be reported to the office and may require suspension on the first offense.

Office referral actions:
1. Student speaks to administrator who will guide them through Reflection Sheet
2. Administrator goes through Office Referral Checklist
3. Three copies are made 1) office binder 2) teacher record 3) sent home to family

Recommended actions:
1) Opportunity given to student to reflect on behavior and to develop their own solution to the situation
2) Counseling/dialogue about severity of situation – develop consequences together
3) Phone call home
4) Parent conference arranged (after 3rd office referral during that trimester or depending on severity of behavior)
5) In-school suspension
6) Recommendations to SST

Below is a set of suggestions for levels of consequences for responses to students referred to the office. These are meant to be suggestions, not mandates. Always, the discretion of the person interacting with the student in consultation with the teacher and others close to the situation should be more important in assigning rewards and consequences than strict adherence to the suggestions below.

For continuous minor behavior problems and verbal abuse

1st Referral to the office	1) Reflection Sheet – Opportunity given to student to reflect on behavior and to develop their own solution to the situation 2) Counseling/dialogue about severity of situation – develop consequences together 3) Call home 4) Right the wrong
2nd Referral to the office	1) through 4), plus: 5) Consequence that may include loss of recess, loss of privilege, clean-up duty in the cafeteria or on the yard
3rd Referral to the office within a trimester's time	1) through 5), plus: 6) SST set up. Behavior contract signed. Behavior monitoring system such as a chart is implemented.
4th Referral to the office and beyond	1) through 5), plus: Conference with family to re-visit the contract, the chart and the root causes of the behaviors.

Certain behaviors are generally mandated in-school suspension with immediate referral to interventions team with parent conference. These behaviors include physical and verbal violence, illegal activity and actions that threaten the ability of other community members feel safe. This is, to some extent, at the discretion of the administration in conference with the classroom teacher.

Things we as a staff should consistently avoid

1) Jumping to conclusions without respectful investigation
2) Punitive measures that have an academic nature (writing lines)
3) Intimidating students
4) Threatening students
5) Touching students with frustration or anger
6) Not allowing students to speak first
7) Yelling at an individual student
8) Over-reacting
9) Humiliating
10) Assuming negative intent
11) Lecturing or being long-winded
12) Hearing only one-side of a story

Learning Without Limits
Reflection Sheet
Name_____Room_____Date _____

What choices did I make that led me to the office?

_____

_____

_____

_____

How did my actions affect my community, classroom, friends, and teachers?

_____

_____

_____

How do I feel about my choices?

_____

_____

Why did I make those choices?

_____

_____

_____

To fix what I did, I need to ...

_____

_____

I need help from ...

_____

Next time....

_____

_____

_____

My consequence now_____

If I make the poor choice again...

_____

_____

Signature_____

Helped by _____

Guardian signature _____
(1 copy to binder, teacher, and guardian)

THEORETICAL BASIS FOR LEARNING WITHOUT LIMITS EDUCATIONAL PROGRAM

At the heart of our theory of action is the belief that neither the traditional associationist approach to education of the 1920s as espoused by Edward Thorndike nor the progressive ideas of John Dewey are by themselves adequate to the task of educating our children. Neither is either set of ideas dismissible. Rather, both approaches contain elements that are needed to effectively educate our children. Taking from both sets of ideas, a new approach is possible. We are not the only ones who believe this. Lauren Resnick and Megan Hall, E.D. Hirsch, Geneva Gay and Lisa Delpit all share some form of this view. We will describe some of our reasons for believing that 'progressive' and 'traditional' approaches to educating our children must be married for us to make real progress. We will then describe the combination of learning practices that we will use to address our children's needs.

In brief, the traditional view holds that knowledge must be broken down into little pieces and presented to learners in a very specific order of content. It is associated with a view that intelligence is fixed and that what people are born with they are stuck with as far as their intelligence is concerned. Progressives like John Dewy are associated with the view that children can construct the knowledge that they need and that content and skills education get in the way of constructing knowledge. As a result, traditionalists have been seen as concerned with skills and progressives have been seen as concerned with process.

Knowledge-Based Constructivism

Lauren Resnick and Megan Hall call for a new learning theory and a new aptitude theory that incorporates the strength of both the traditional and the progressive approach to schooling. They call the new learning theory '*Knowledge-Based Constructivism*' and the new aptitude theory '*Efforts-Based Learning*.' Knowledge-based constructivism holds that people must construct their understanding and that students get better at constructing understanding the more knowledge they have with which to construct. For example, the balanced literacy approach recommends that students need both to be taught phonics explicitly and to be exposed to literature that gives them the opportunity to intuit phonics rules and puzzle out rules they may not have learned through explicit instruction. The notion of balanced literacy fits seamlessly within knowledge-based constructivist theory. In essence this new theory holds that knowledge and thinking are intertwined.

Because so many of our students are students of color, we are particularly sensitive to the voices of researchers of color who have found that the progressive focus on process alone and the traditional focus on skills alone each by itself are, at best, not useful enough for children of color.

Geneva Gay is one researcher of color who explains the merit of both progressive and traditional approaches to learning, particularly for students of color. She describes how collaborative structures utilize the preferred communication patterns of some students of color because it facilitates a more inductive, collaborative inquiry process, where they start from a general concept, and move towards specific details which support that concept. She adds that collaborative structures give students the opportunity to construct knowledge together and develop personal connections with their peers.

Lisa Delpit is another researcher of color who is explicit about the need for progressive and traditional ideas to work together. As a teacher, Delpit found that when she exclusively used progressive methods such as learning centers and creative writing without any use of a basal reader or explicit skills instruction, her white students excelled and her black students fell behind. When she began to incorporate more seatwork, handwriting practice and grammar drills, her black students performed better but still lagged behind their white counterparts. This led her to a more balanced approach where "skills are a necessary but insufficient aspect of black and minority students' education." She advises that rather than get caught up in attaching ourselves to one philosophy or another we educators need to find a way to "help students establish their own voices, and to coach those voices to produce notes that will be heard by the larger society." We take from Lisa Delpit the idea that it is our responsibility to affirm what students bring with them to school and to teach them the skills they will need to gain access to the codes of power -- the skills that many white, suburban students intuit from their families such as speaking in Standard Academic English and the mannerisms and body language used in the corridors where decisions get made.

Funds of Knowledge and Culturally Relevant Pedagogy
The idea that students bring knowledge with them to school that should be affirmed is also advocated by Luis Moll. Moll observed that students bring with them to school great funds of knowledge that have been passed down from generation to generation and allowed families to survive and thrive. Recognizing this and building on the knowledge students bring with them is one of the key elements of our approach to student learning and also one part of Gloria Ladson-Billings definition of Culturally Relevant Pedagogy. A second part of Ladson-Billings' definition of Culturally Relevant Pedagogy is that through learning, students experience collective as well as individual empowerment. It is our intention that through inquiry and interactive learning students will experience such empowerment. A third part of Ladson-Billings' definition is that students will maintain cultural competence. We expect that as students ask questions related to their cultural experience and pursue answers, inquiry will help them to maintain cultural competence as will other opportunities for cultural sharing that the school will facilitate.

The New Aptitude Theory: Efforts-Based Learning
Efforts-Based Learning is the new aptitude theory described by Resnick and Hall. It is consistent with constructivist Jerome Bruner's claim that even at young ages learners can learn anything when the instruction is well organized. Resnick and Hall support this idea and describe studies that have been conducted that show that when cognitive skills are taught directly, students improve their performance on assessments of intelligence temporarily. When teachers act as if students are intelligent, students rise to meet that expectation. When teachers act as if intelligence can grow, they teach with greater urgency and sense of purpose, and learners absorb and reflect that attitude.

<center>**Learning Without Limits: A Proposal for a New Small School in Oakland**</center>

Learning Without Limits College Preparatory Elementary School will serve grades K-5 in East Oakland's Fruitvale ...t. We will open in September of 2007 on the Jefferson Elementary School Campus at 2035 40th Ave. We will serve the families in the Jefferson attendance area as well as families outside our attendance area who embrace our vision.

Analysis of Present Conditions and the Children We Serve

Our Community

Jefferson is located in the Southeastern quadrant of the Fruitvale district, the most racially, culturally and ethnically diverse area in Oakland. As of the 2000 Census, 49% of Fruitvale residents were from Mexico, Nicaragua, Guatemala, El Salvador and other Latin American countries. 19% were from Vietnam, Laos, the Phillipines and other Asian nations, 20% were African-American and 8% were Caucasian. Walking in the neighborhood, one hears Spanish and occasionally an Asian or Asian Pacific Island language The bungalow homes that line the way north of the school toward the Oakland hills have increasingly become inhabited by owners rather than renters. The population has shifted to include many more Latino families some of whom have combined households, while many black families are moving out for lack of affordability and due to the absence of jobs that once were provided by manufacturers like Granny Goose, Fleischman's, Sunshine Biscuits and Mother's Cookies. African-American families continue to move as far away as Stockton, Tracy, Hercules, San Leandro and San Lorenzo.

The Fruitvale is looked upon as a community with a booming economic future for those who can afford to stay and benefit from the economic growth, but it presents great challenges for those who wish to remain and find it increasingly difficult to afford it. The Fruitvale is already the most densely populated area in Oakland, comprising 4.5% of Oakland's land mass but housing 12% of its population. As rents have risen significantly over the last s... years, many residents – half of whom earned less than $30,000 in 2000 -- have been forced to consolidate their homes so that multiple families share a dwelling. In some instances, two or three families share a single room. Still, as people immigrate to Oakland, they often choose to live in areas where they know people who have come before them, and that often means coming to the Fruitvale.

Walking north along Foothill Boulevard, a couple blocks south of the school one passes a family-owned panaderia, a family owned Mexican restaurant, shops with Spanish signs announcing clothes and accessories, manicures and pedicures and many other services. Walking back toward the school near the time school gets out, one is likely to pass a mother with a child in a stroller, carrying a pot of tamales for sale or a man pushing a cart filled with ice cream or corn on the cob to sell to children after school. The family owned businesses, the woman selling tamales and the man pushing the cart all exemplify the resourceful and enterprising spirit that characterize some Fruitvale residents. Or, as one Jefferson community member put it: these businesses "are about putting food on the table that night."

Just a fifteen minute walk southwest of the school is the Fruitvale BART Transit Village. At the village, a beautiful iron sign announces that this is the Fruitvale and brick paths lead to the shops and restaurants. The village came about when concerned citizens protested the building of a large parking lot in the area. The Fruitvale's Unity council brokered an agreement that led to the current cluster of shops and community organizations. The project transformed what had been a physically deteriorated business sector. It is not the only example of community activism. Fruitvale residents have a history of demonstrating to achieve their political aims. Most recently, in May and September of 2006, thousands of marchers lined the streets to demonstrate for the rights of immigrants. It was this spirit of advocacy among Jefferson parents that put the small schools movement in motion as described below.

Also within walking distance of Jefferson are a number of community organizations that provide support to families living in the Fruitvale. There is a Child Development Center next door. The Urban Services YMCA at East Lake and the new Boys and Girls Club together offer students after school programs including tutoring, arts and crafts, athletics, mentoring, girl scouts, high-tech learning, culinary arts, music, theater, youth government and summer

camps. Most Jefferson students do not make use of these after-school options due to concerns over safety in transit and the need to travel through the neighborhood after dark. In addition, La Clinica de la Raza serves greater East Oakland area families (speaking English, Spanish, Chinese, Hindi, Arabic, and Amharic) offering medical, dental, c. _almologic, podiatric, chiropractic, mental health, health education, and preventive services. There are a numb of community organizations that serve the various Asian communities. The East Bay Asian Youth Center has a membership of over 700 Oakland families and works with a number of schools nearby. Asian Health Services provides language and advocacy as well as health education and health and dental services.

Within the immediate community, there are also various local religious organizations, such as Saint Elizabeth's Catholic Church, a stronghold within the Oakland Community Organization network of congregations, which offers comprehensive extended family support for all in need.   Shiloh Christian Fellowship is a church that has 40 nations represented among its membership that has a history of working together to fight neighborhood crime. The Cornerstone Missionary Baptist Church serves primarily African-American families in the community. The Oakland based non-profit 24 hour family support program FamilyPaths is also available to families for multiple free support and referral services including emergency phone advice, day care/respite, case management/resource services, mental health support, and parenting classes.

While these resources are real and important, the first thing that comes to mind for most Fruitvale residents when asked about the strength of the community is the depth of love and generosity that typifies so many members of this community. As one person put it: "If I have tortillas and you need tortillas you can have it. If I don't have it you cannot." Fruitvale families continue the custom of sharing resources to ensure that everyone in the community thrives. Parents bring their children to their neighbors' homes to borrow a cup of sugar or an egg, and often stay a while to share recipes and stories. This survival strategy worked to sustain many Fruitvale families in their countries of origin (Mexico, Guatemala, Nicaragua, El Salvador and other Latin American nations) and continues to work for them here in their new home in the Fruitvale.

This spirit of resourcefulness and generosity extends to the Jefferson campus community in the form of weekly clothing exchanges where families donate items that their children have outgrown and receive necessary replacement items.   The love for family is evident within Jefferson on a daily basis. Long before the first bell rings, parents and guardians line the hallways of Jefferson often with younger siblings in tow to ensure that their students are in school and safe. Despite numerous familial responsibilities that Jefferson parents undertake, they prioritize their children's regular attendance at school.

Not all ethnic communities feel equally comfortable at Jefferson. In the last few years, parents and staff report, African-American families have felt ignored and underappreciated. Meetings that have been held exclusively in Spanish and the lack of African-American personnel have contributed to this. This year, however, the presence of African-American families has been growing and the office staff believe that this is partly as a result of an increase in the number of African-American staff members. A number of African-American parents have become involved in either the SSC or one of the two design teams. The Filipino, Lao, and Vietnamese families as well as families originating from other Asian countries remain uninvolved and often unseen on campus. The same is true for our families who are from Yemen and other Arab countries.

At the Heart of the History of Oakland's Small School Movement
Jefferson was at the center of the beginning of the small schools movement in Oakland. In 1997, Jefferson parents began meeting at St. Elizabeth's Church organized by Oakland Community Organization (OCO). At that time, Jefferson was a year round school hosting 1,100 students though the school building was designed to hold 700. Neither of the two early attempts at small schools at Jefferson came to full fruition, but their work eventually led to t reation of Dolores Huerta Charter School down the street from Jefferson, ASCEND, Think College Now and nearly 40 additional small schools. The creation of these small schools and charter schools achieved its goal of relieving overcrowding at Jefferson and account for Jefferson's continued decline in enrollment.

There are still a number of teachers and staff members at Jefferson who remember the attempts at small schools in 1997 and 1998. Without initially intending to, each of the two new schools in incubation in the Spring of 2007 have ta' on the character of an earlier attempt and each new school's design team includes members of one of the c efforts. Learning Without Limits carries on the legacy of HOPE's drive to help students gain access through academic achievement and the Global Family School follows in the footsteps of the dual immersion vision. The complementary nature of the current efforts was thought-through and co-constructed by their current leaders.

The Child Walking in Our Doors

The child walking in our doors is not achieving academically at levels with which we are satisfied. Overall in 2006, 14% of students scored at Proficient or Advanced in English/Language Arts and 31% scored at Proficient or Advanced in Mathematics. Despite a school-wide focus on improving reading comprehension through a focus on strategies, we have seen very little improvement in comprehension as measured by Open Court assessments. There is also a huge drop-off in the proportion of students at benchmark on district math assessments. While 80% of kindergarteners score at benchmark, about 35% of first graders score at benchmark and the proportion declines precipitously through fifth grade. Students' engagement and level of question-asking is minimal. Teachers of older grades, in particular, remark how difficult it is to get students to take an active role in their learning and ask questions. One bright spot with regard to the passivity of some students is that teachers notice that when students use computers they take a more active role, that is they begin to ask each other and the teacher questions and show each other things they've learned using the computers. Teachers also observed that when content is relevant to students, they become more engaged. One fourth grade teacher noted that though they had studied the Conquistadors some time ago, a number of Latino students still ask if they can study that subject again.

One reason for student passivity may be related to an improper use of Open Court at Jefferson. In the last few years, some teachers at Jefferson have come to live in fear of "the Open Court police" whom they feel will punish them if the veer in any way from the OCR teacher's manual. This use of Open Court as if teachers had to read directly i he teacher's manual to students (a practice that OUSD's Reading First staff discourages) has led to both a dearth of creativity among teachers and an abdication of responsibility for student learning. Instead of believing that they are responsible for whether students master concepts and skills, some teachers have come to the belief that as long as they are following Open Court's teacher's guide, student learning is the curriculum's responsibility rather than their own. Other teachers have maintained the sense that they must scaffold and support the curriculum so that it supports the students in their classroom and connect the content to students' lives so students engage. It is possible that students who have the former experience a few years in a row become accustomed to asking fewer questions.

Long before Open Court came to Oakland, however, students were achieving at low levels at Jefferson. Teacher turnover has been a major problem at Jefferson for many years according to those who have stayed. One Jefferson veteran described the school as a "drive-through" stop for many teachers who after a year or two went on to become a lawyer or other sort of professional or teach somewhere else. According to the few who have remained at Jefferson, teachers have left because they don't believe they have the necessary structural, emotional and professional support to succeed. This problem was exacerbated by reconstitution which took place a couple of years ago at Jefferson resulting in the re-hiring of only five or six of Jefferson's thirty-seven teachers. The impact of teacher turnover is wide-ranging. Students' sense of stability is challenged when they look forward to having a particular teacher the following year and are disappointed to learn that teacher has left. Teachers who stick around choose not to collaborate because they figure the other teachers will not be around the next year anyway. It also means that professional development must cover many of the same topics year after year.

Our parents, teachers and administrators identified a number of additional reasons that academic performance has i ed low at Jefferson. These include differences in the quality of teacher-student relationships and teacher-parent relationships from one classroom to another that correspond with differences in instructional quality from one classroom to another, an inadequate monitoring system for identifying students who need intervention and providing intervention early, an inadequate structure for managing students emotional needs, and a lack of connection between what is taught from one grade to the next.

Relationships are the central ingredient to success in an academic setting. At Jefferson, quality relationships b˥˥˥een teachers and students can be found in some classrooms but not others. In some classrooms, observers i. ˥diately sense palpable caring and respect between teacher and student. In the classrooms where that caring an respect is combined with learning experiences carefully sequenced for student understanding, students are achieving in high proportions according to District OCR and math benchmark tests. Generally, these teachers are in touch with parents on a regular basis and talk with them about students' progress, letting parents know when their students shine, and notifying them immediately when the student is falling behind in any area.   In other classrooms, students just seem to feel less connected to teachers and this often corresponds with poorly planned instruction. These classrooms generally tend to demonstrate low overall achievement on the District benchmark tests. At Jefferson, this pattern of high achievement correlating with quality relationships runs throughout the grade levels but is most notable among first grade teachers. There are a couple of 1st grade teachers who have very high proportions of students scoring at benchmark while only 35% of first grade students overall scored at benchmark on the most recent district math assessment.

While some structures for monitoring student progress and providing early intervention are being put in place now, many have been lacking for a long time. As Richard DuFour writes, one of the major differences between schools that succeed and those that do not is the ability to quickly identify students who are failing and take action as soon as a stunt in progress is noticed. Jefferson has been a school that does not. The child walking in our doors has been falling through the cracks.

Teachers and staff that have been at Jefferson for a number of years feel that there has never been an adequate consistency of message in providing support for students who have needs that get expressed in ways that are disruptive and unsafe, interfering with their own learning and that of their peers. Each year, they say, students' ways of interacting with each other on the yard starts off very nicely and deteriorates over the course of the year. Students ˥ not internalized the language of conflict resolution and only use "I feel…" statements when prompted. As the year goes on, students – boys especially – feel the need to posture so that others will think they are tough (83% of 5th grade boys reported being hit or pushed some, most or all the time according to the 2006 Use your Voice Survey). One senses a certain anxiety among students – a lack of emotional safety that may be why name-calling and fighting is on the rise at Jefferson. We learned from the principal of one of the middle schools Jefferson students attend after promotion that this trend along with declining achievement continues for Jefferson students in middle school. Between 6th and 8th grades, at least some of the children walking out of our doors in the past have fallen into the trap of trying to act tough and have lost their focus on school work.

On the whole, however, the scene on the yard is not dangerous. Students can be seen playing cooperatively, reaching out to one another, helping one another and talking to each other. Teachers report that students express care for one another and their teachers regularly. They care also about doing the right thing and generally take responsibility quickly when they make mistakes. At the same time, teachers sense that students often do not feel comfortable talking about what really bothers them. This further suggests that the level of emotional safety and security students have at school may not be very high and may negatively impact student learning. The child walking in our doors is social and eager to please, but too often quietly uncomfortable.

Finally, there is an apparent lack of connection between what is taught from grade level to grade level that has contributed to unsatisfactory student achievement. Teachers have said that they are not sure what is taught at other grade levels and how to best support students to prepare for the next grade. One result of this is that there is a huge drop-off in achievement on District Benchmark tests. The drop-off in the percentage of students at benchmark from kindergarten through fifth grade supports the idea that what students accomplish in the lower grades clearly affects t˥ ability to succeed in the upper grades. Furthermore, despite a school-wide focus on increasing reading comprehension by focusing on the use of strategies, we have not seen significant growth in comprehension. This may be a result of a lack of well sequenced content that leaves students without the necessary context to understand the passages they read.

In addition to overall achievement, equity is a major area of concern. Jefferson's growth from 2005 to 2006 did not affect all subgroups equally. While English Learners moved out of the FBB and BB categories in English Language A⁓ large numbers (from 93.2% in 2005 to 72.7% in 2006), African-American students moved out of the ⁓ent and Advanced categories (25% to 15.6%) mostly into the Basic category. In mathematics, however, African-American students made gains with 12.5% scoring at Proficient or Advanced in 2005 and 31.3% achieving those levels in 2006. The reality is that the achievement gap present at Jefferson is part of a national problem few schools have solved. We think there are at least two important issues at play. One is the lack of awareness among staff at Jefferson about the legitimacy of African-American Language and culturally relevant practices for African-American students. Correspondingly, attention to the background content students need to comprehend text may also have been lacking. We also note with respect the increase in math achievement at Jefferson among African-American students.

Language is not only an issue for our African-American students. It is one of the most significant realities at Jefferson. Our parents and teachers identified language issues as both the greatest asset many students have and one of the toughest challenges they face. Approximately 76% of students at Jefferson speak a language other than English at home, with Spanish being the most common home language of our students and families. About 1% of our student population is from Yemen and speak Arabic, though k-1 student enrollment shows a growth in the number of students from Arabic countries. 7.3% of our students represent various Asian communities including Laos, Vietnam and the Phillipines. Less than 1% of students are Pacific Islanders (Tongan). At Jefferson, 56% of families with students in kindergarten through 4th grade enrolled their students in bilingual classes. As it develops, bilingualism will give students great opportunity to explore a larger world in greater depth than speakers of just one language. Home language also gives students a connection to their culture and their heritage that is a source of pride.

At the same time, many students have limited proficiency in any language. Only 19% of students taking the CELDT ⁓ the 2005-2006 school year scored at early advanced or advanced levels. One reason for this is the mobility rate of students. It is hard to become proficient in a language when only at the school for a short time. Last year, 50% of Jefferson 5th graders reported moving at least once during the year and 20% reported moving at least twice. Other reasons for the low levels of language proficiency align with previously mentioned reasons for low achievement overall at Jefferson.

It should not go unnoted that there has been growth in test scores recently. From 2005 to 2006, Jefferson's API rose from 606 to 619. In that time period, Jefferson moved a significant number of students out of the Far Below Basic and Below Basic categories on the CST in English/Language Arts – 60.8% in 2005 and 47.6% in 2006. In addition, more students scored at the Proficient or Advanced levels in 2006 than in 2005 in ELA (20.9% and 18.7% respectively). In mathematics, Jefferson increased its percentage of students scoring at the Proficient and Advanced categories from 31.9% to 37.5% We don't know whether this small growth represents any greater ability to think broadly and creatively nor to communicate well, but it is significant when compared to other flatland schools. It is possible that Jefferson's way of implementing Open Court has been useful for the lowest level students, while the resources available within Open Court for pushing students beyond basic skills have not been fully utilized. It is also possible that something more than Open Court is needed to stimulate the type of growth in student achievement that we know is possible.

As stated above, Jefferson students represent many cultures and nationalities. Right now at Jefferson, Mexican culture is affirmed more often than other cultures. Other Latin American cultures, African-American culture, Vietnamese, Lao and Filipino cultures are at best infrequently acknowledged and at worst invisible. One fifth grade student whose parents emigrated from Nicaragua and El Salvador expressed the pain she feels every time someone ⁓es she is Mexican. The staff and students at Jefferson need to make a commitment to learn more about each other's complex cultural backgrounds so we can deepen relationships and cross-cultural alliances in our school community. Jefferson teachers have noticed tensions among ethnic groups at school. The child walking in our doors is proud of his or her culture, but knows relatively little about the culture of students from other ethnic groups.

The Potential Power of Partnership With Parents

Parents at Jefferson care deeply about their students and education. They line the hallways at the beginning and end of the school day to walk students to and from class. They attend parent meetings in the hundreds. Many of our s.   nts' parents made the incredibly challenging decision to move their families to Oakland from another country and went through more challenging circumstances to get here in order to make a better life for their families.

When events are held on campus, parents come out in huge numbers to support their students. More than 1200 parents showed up for this year's Halloween celebration. When teachers have classroom events, parents are offended if there is not a request that they bring something, and when they are asked, they bring huge amounts of home-cooked food. As one staff member described it, "if you give parents an inch, they will take a mile in the best possible way."

Our parents have a lot to teach our teachers, administrators and staff about who our students are, what motivates and interests them, and about what they already know. Our students and their families have deep funds of knowledge that have allowed them to survive and thrive (Moll). Parents also teach teachers about students' individual learning styles and keep them abreast of relevant information when parents and teachers trust each other. One parent shared that she recently talked with the teacher when the child's father left the home. This parent asked that the teacher let her know immediately if the student displayed any change in behavior or work habits. As a result, the teacher had the opportunity to keep an eye out with greater sensitivity to the recent change.

The potential for a strong partnership with parents is present, but the school has yet to make the most of it. It is hard to know exactly what parents think about the school's performance. The data from the 2006 Use Your Voice Survey is mixed. 77% of parents feel satisfied with their students' progress, 61% would recommend the school to other families, and 45% of parents would give Jefferson an overall grade of A or B. The data does suggest that given that many fewer than 45% of students and certainly fewer than 77% of students have performed well on standardized t   and demonstrated high levels of question asking, thinking and problem-solving according to their teachers, more parents have placed trust in the school than there are students succeeding academically at Jefferson. When parents look at CST data, they complain that in the past they have been told that their students are doing fine and that the school has been improving overall (which it has incrementally).

Vision Statement: *We stand on the shoulders of those who came before us as we grow into leaders who are p‧‧‧nate and care about making our world better. We are equipped with skills and knowledge, filled with c‧‧‧sity, and we know that even when we face challenges we will achieve.*

Explanation of the Vision

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

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

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

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

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

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

Theory of Action

I. ar Analysis of the child walking in our doors, we noted that students are not achieving academically and have become passive learners rather than critical and creative thinkers. We identify inquiry and interactive learning as approaches to instruction that we believe will change this pattern. In addition to these approaches we identify attention to the sequence of content instruction and concern with the teaching of skills to effectively raise student achievement. We also believe that by building an Equity Centered Professional Learning Community, we will lead teachers to claim responsibility for student learning. We propose to build an emotionally intelligent culture so that all students feel safe and feel they have adults they can talk to at school. In order to make sure that skin color does not predict student achievement at our school, we plan to use teaching practices that value our students' cultures and builds on the strengths of all our students. We will also address this issue by implementing a system for monitoring student progress and intervening as soon as students begin to fall behind. We address the language needs of our students by implementing a Sheltered English Instruction model

After first describing the theoretical underpinnings that support our choices of instructional practices, we identify and describe those choices. We then explain our choice for approaching language acquisition and the value of integrating drama and technology. Next, we discuss our theory for cultivating strong relationships between teachers and students, among students, between school staff and students' parents and families, and among staff. In the process, we describe Equity Centered Professional Learning Communities which is part of our theory of action for creating a working environment that will keep good teachers at our school as well as our theory of action for identifying and supporting students who need intervention.

Theoretical Underpinnings

A* *he heart of our theory of action is the belief that neither the traditional associationist approach to education of th
l   s as espoused by Edward Thorndike nor the progressive ideas of John Dewey are by themselves adequate to th
task of educating our children. Neither is either set of ideas dismissible. Rather, both approaches contain elements that are needed to effectively educate our children. Taking from both sets of ideas, a new approach is possible. We are not the only ones who believe this. Lauren Resnick and Megan Hall, E.D. Hirsch, Geneva Gay and Lisa Delpit all share some form of this view. We will describe some of our reasons for believing that 'progressive' and 'traditional' approaches to educating our children must be married for us to make real progress. We will then describe the combination of learning practices that we will use to address our children's needs.

In brief, the traditional view holds that knowledge must be broken down into little pieces and presented to learners in a very specific order of content. It is associated with a view that intelligence is fixed and that what people are born with they are stuck with as far as their intelligence is concerned. Progressives like John Dewy are associated with the view that children can construct the knowledge that they need and that content and skills education get in the way of constructing knowledge. As a result, traditionalists have been seen as concerned with skills and progressives have been seen as concerned with process (Resnick and Hall).

Knowledge-Based Constructivism

Lauren Resnick and Megan Hall call for a new learning theory and a new aptitude theory that incorporates the strength of both the traditional and the progressive approach to schooling. They call the new learning theory 'Knowledge-Based Constructivism' and the new aptitude theory 'Efforts-Based Learning.' Knowledge-based constructivism holds that people must construct their understanding and that students get better at constructing understanding the more knowledge they have with which to construct. For example, the balanced literacy approach recommends that students need both to be taught phonics explicitly and to be exposed to literature that gives them t   pportunity to intuit phonics rules and puzzle out rules they may not have learned through explicit instruction. The notion of balanced literacy fits seamlessly within knowledge-based constructivist theory. In essence this new theory holds that knowledge and thinking are intertwined. (Resnick and Hall).

E.D. Hirsch is another researcher who advocates the notion that knowledge and thinking are intertwined. Like Hirsch, we believe that cultural literacy is not the property of any one group. If our students are only well trained in ph   s, word recognition and encoding skills, and are culturally illiterate, we have not equipped them to understand b   d surface points on textual meaning in reading and writing and to inculcate the associations that they acquire by daily experience of literate culture. Content and skills are both important not just in and of themselves but as a way of building thinking capacity.

Because so many of our students are students of color, we are particularly sensitive to the voices of researchers of color who have found that the progressive focus on process alone and the traditional focus on skills alone each by itself are, at best, not useful enough for children of color.

Geneva Gay is one researcher of color who explains the merit of both progressive and traditional approaches to learning, particularly for students of color. She describes how collaborative structures utilize the preferred communication patterns of some students of color because it facilitates a more inductive, collaborative inquiry process, where they start from a general concept, and move towards specific details which support that concept. She adds that collaborative structures give students the opportunity to construct knowledge together and develop personal connections with their peers.

She also points out that in an effort to change instructional practices to make them more culturally responsive, we cannot neglect the fact that students will be required to perform on assessments in ways that may not be compatible with their preferred discourse style. "Pedagogical reform must be cognizant of these dual needs and attend simultaneously to the content of learning and the process for demonstrating mastery. It also must be bidirectional – that is changing instructional practices to make them more culturally responsive to ethnic and cultural diversity, while teaching students of color how to better negotiate mainstream educational structures(Gay)." Consequently, tea   rs must ensure that students know how to perform well both collaboratively and individually, and that they l   strong foundation in the grade level content standards in which they are expected to demonstrate mastery.

Lisa Delpit is another researcher of color who is explicit about the need for progressive and traditional ideas to work together. She wrote that "neither position- neither skills nor process, liberal nor conservative – is sufficient in and of itself, yet many educators insist on dichotomizing…" She further clarifies her position when she writes about literacy development: "I certainly do not suggest that the writing process approach to literacy development is wrong, or that a completely skills-oriented program is right. I suggest, instead that there is much to be gained from the interaction of the two orientations and that advocates of both approaches have something to say to each other."

Delpit's views stem from her own experience. As a teacher, Delpit found that when she exclusively used progressive methods such as learning centers and creative writing without any use of a basal reader or explicit skills instruction, her white students excelled and her black students fell behind. When she began to incorporate more seat work, handwriting practice and grammar drills, her black students performed better but still lagged behind their white counterparts. This led her to a more balanced approach where "skills are a necessary but insufficient aspect of black and minority students' education." She advises that rather than get caught up in attaching ourselves to one philosophy or another we educators need to find a way to "help students establish their own voices, and to coach those voices to produce notes that will be heard by the larger society." We take from Lisa Delpit the idea that it is our responsibility to affirm what students bring with them to school and to teach them the skills they will need to gain access to the codes of power -- the skills that many white, suburban students intuit from their families such as speaking in Standard Academic English and the mannerisms and body language used in the corridors where decisions get made (Delpit).

F   of Knowledge and Culturally Relevant Pedagogy

The idea that students bring knowledge with them to school that should be affirmed is also advocated by Luis Moll. Moll observed that students bring with them to school great funds of knowledge that have been passed down from generation to generation and allowed families to survive and thrive. Recognizing this and building on the knowledge students bring with them is one of the key elements of our approach to student learning and also one part

of Gloria Ladson-Billings definition of Culturally Relevant Pedagogy. A second part of Ladson-Billings' definition of Culturally Relevant Pedagogy is that through learning, students experience collective as well as individual empowerment. It is our intention that through inquiry and interactive learning students will experience s empowerment. A third part of Ladson-Billings' definition is that students will maintain cultural competence. We expect that as students ask questions related to their cultural experience and pursue answers, inquiry will help them to maintain cultural competence as will other opportunities for cultural sharing that the school will facilitate (Ladson-Billings).

The New Aptitude Theory: Efforts-Based Learning

Efforts-Based Learning is the new aptitude theory described by Resnick and Hall. It is consistent with constructivist Jerome Bruner's claim that even at young ages learners can learn anything when the instruction is well organized. Resnick and Hall support this idea and describe studies that have been conducted that show that when cognitive skills are taught directly, students improve their performance on assessments of intelligence temporarily. As Reuven Feuerstein argues, the mutability of intelligence is not just fact, it is a belief and the presence of that belief affects the way in which instruction is delivered. When teachers act as if students are intelligent, students rise to meet that expectation (Resnick and Hall). When teachers act as if intelligence can grow, they teach with greater urgency and sense of purpose, and learners absorb and reflect that attitude.

Next, we turn our attention to the teaching approaches that we believe will guide the student walking in our doors to become the student we envision walking out of our doors. These include inquiry and interactive learning, and aligned content. Finally, we describe our approach to skills instruction.

Inquiry

In order to address the trend we identified in the analysis of the child walking in the school's doors – that students have become passive learners rather than critical and creative thinkers who are not achieving academically – we pose to create a learning environment where learners build their own understanding of concepts through accessing prior knowledge and interacting with peers and teachers. Inquiry is a model of teaching that will help us do just that. Inquiry naturally begins at birth when we start trying to make sense of the world. Inquiry as an instructional model seeks to maintain the natural curiosity people are born with (Exline, Costa). Inquiry learning gives students the opportunity to learn and experience processes for gathering information about the world, make hypotheses and pose and solve problems. Students generate questions and find answers by interacting with teachers, materials related to the area of study, other learners and the environment. Inquiry develops engaged learning as students act on their curiosity, reflect on what they already know, develop questions, think through controversies and dilemmas, make inferences and work towards solutions to problems they encounter, it develops analytical thinking and leads students to develop, clarify and test hypotheses. Through inquiry, students develop divergent thinking which is the ability to come up with a variety of original, creative and sometimes even off the wall ideas (Baer, Costa).

We recognize that students come to school with tremendous funds of knowledge upon which to build that have been passed down through the generations and have supported their families in surviving and thriving, and we intend to build on these assets in the classroom (Moll). Encouraging students to bring their questions into the classroom and pursue answers is one way that we will affirm the knowledge that students bring with them and guide them to stand on the shoulders of those who came before them.

Developing graduates who ask questions and pursue answers is in-and-of-itself a critical component of academic achievement that is part of our vision for our students. We know from teacher observations that students' curiosity seems to be very high in kindergarten and diminishes gradually over the course of their six years in elementary school. As we teach students to engage in the inquiry process and encourage their curiosity, students will develop into life-long enquirers. As students share what they learn, they will also share who they are and all students will benefit from the resulting cultural exchange. One example of what this may result in is a school-wide exposition of student learning in which students' questions and their answers are displayed publicly. This sort of exposition

brings parents and families to the school and gives them an opportunity to take pride in their students' academic work.

Recent empirical research also supports the idea that using inquiry in the classroom engenders student engagement and develops the habit of asking questions (Short). Once students get started asking questions, they often go beyond what teachers initially expected, and pursue new and more complex questions as they find preliminary answers (Allen). Deci and Ryan have found that when students engage in inquiry projects of their own design it can elicit a type of motivation greater than any other - the desire to learn for learning's sake (as in Marzano).

In addition to formal inquiry, we generally want to encourage students to become question-askers and answer-pursuers. The use of Concept/Question boards as in the Open Court curriculum can potentially serve the purpose of encouraging question-asking. Our goal will be for teachers to connect state-adopted curriculum to students' lives so that students will generate questions that are relevant to them. This is because the process of generating questions arouses curiosity which helps students engage with and ultimately understand content that previously was foreign to them (Covington). As they generate questions, students become emotionally involved in the content and this emotional interaction helps students make meaning (Resnick and Hall). Linda Christensen describes a related experience teaching African-American teenage students in an urban school about 1920s China. They did not engage until she read to them about a Chinese teenager's experience navigating through violent streets and gangs that pressured him to join. This point of entry led students to ask questions about China during that time period and write personal reflections on the connections between the topic of study and their own lives.

Interactive Learning
Just as student understanding is enhanced by interacting with text, it is also enhanced when students interact with each other even at very young ages. We believe that interaction among students through conversation promotes learning. Seaman and Fellenz wrote that through discussion, students gain the opportunity to learn the ideas and ideas of peers and the teacher and generate new ways of thinking and feeling.

There are a variety of teaching strategies that facilitate peer interaction for the purpose of learning. These include Think-Pair-Share, Fishbowls, Role-playing, Jigsaws among many others. All of these have in common that they are structured by the teacher, provide an opportunity for students to develop their thinking through conversation and learn from the ideas of peers. They are also all cooperative. While we will not completely discourage competitive games as an occasional part of the classroom environment, we agree with Robert Slavin that cooperative structures in which students share a common goal that depends on the individual learning of all group members has the potential to dramatically raise student understanding and achievement. Literature Circles are another powerful structure that supports cooperative interaction. Literature Circles present opportunities for authentic conversations in which students can hear how their peers interpret a piece of writing and deepen their own understanding in the process.

We realize that throughout elementary school, developmental stages should inform the format of cooperative learning used. For example, at six years old, students can engage in cooperative games while cooperative learning in seven year olds may focus more on structures that involve pairs. Later on, in children as young as eight, literature circles with larger groups may effectively engage their stage in social development (Wood).

Aligned and Sequenced Content
In our analysis of the child walking in our doors, we identified the lack of alignment of content from one grade level to the next as one reason Jefferson students struggle with reading comprehension despite a school-wide focus on comprehension strategies. E.D. Hirsch makes a compelling argument about why many students in our country struggle with reading comprehension that seems to match our experience at Jefferson. He writes that the focus on comprehension strategies to the exclusion of attention to content has significantly negatively impacted students' ability to comprehend material. This is because students need background knowledge in order to make connections to new material. He writes that as the amount of content students find meaningful expands, they gain broader context with which to understand new material they come across (Hirsch).

We want students to be able to make meaning for themselves. In addition to teaching students to ask questions and utilize comprehension strategies, we will also be intentional about exposing students to content general readers are expected to have because it will improve students' ability to comprehend new material (Hirsch). Teachers will push students to make text to self connections, text to text connections and text to world connections knowing that students can make more connections the more familiar they are with other texts and real-world information. (Resnick and Hall). We believe that students' inquiry questions will become more complex and their discussions more rich the more knowledge they accumulate. Hirsch recommends that 40 – 60% of instructional time be devoted to content carefully sequenced across grade levels to give students sufficient background knowledge to become excellent comprehenders of text. This leaves much room for students' inquiry questions and many supporters of an inquiry approach see sequenced content as compatible with an inquiry approach (Resnick and Hall, Costa). Some of them qualify the importance of content by clarifying that content is important as a means to an end rather than as an end in itself (Exline).

Skills
We agree with Jerome Bruner that students can learn anything when instruction is sequenced carefully. We also believe that there are times when systematic and explicit instruction is the best course.

Bruner describes three stages students pass through to achieve competence in most any skill. Students move from the enactive (or concrete) to the iconic to the symbolic representational stage (Bruner). By way of example, a common lesson used to teach the addition of integers involves students using manipulatives in the shape of plus and minus signs to learn the concept of positives and negatives canceling each other out. Moving these objects around takes place in the enactive stage. In the next stage, (iconic) students transition to drawing the plus and minus signs. Finally, students transition from drawing the plus and minus signs to using numbers (abstract) to represent these symbols and form equations.

We also believe there is a place in the curriculum for memorizing multiplication tables, practicing correct grammar and reading fluently. Skills work is appropriate when automaticity is needed as in the case of reading, writing and arithmetic. Basic math facts are needed to quickly work through algebraic and trigomonetric functions and that automaticity is best gained in the early grades. It is difficult to write creatively when interrupted frequently to review grammatical rules and therefore grammatical rules need to be taught so as not to interfere. In the case of reading, the need for automotacity is most obvious. It is simply impossible to comprehend when the short-term memory is overloaded with trying to sound out words (Lyon).

Sheltered English Instruction
As mentioned in our analysis of the child walking in our doors, one of the great strengths of many of our children is the ability to speak a language other than Academic English. At the same time, the lack of proficiency in either home language or Academic English is a challenge. This duality compels us to select an approach to language acquisition that will help our children develop confidence in their cultural and linguistic backgrounds as well as Academic English literacy.

We acknowledge at the outset of this section that theories about the acquisition of language are varied and there is no one right answer to how to teach language. The approach described below was determined as the best course for our school in the context of the development of two new schools on the same campus where parents have traditionally had the choice between two approaches to language instruction. One school is pursuing language acquisition through a Dual-Immersion method. This school will pursue a Sheltered English Instruction model.

The Sheltered English Instruction classroom is designed to meet the needs of English language learners. In these classrooms, teachers use physical activities, visual aids, and the environment to teach new words and develop concepts in math, science, history and other subjects (National Clearinghouse on Bilingual Education). Generally speaking, teachers in SEI classrooms make use of cooperative learning strategies (Kagan), reading strategies such as

mapping and writing for the sake of developing thinking (Langer and Appleby) and the use of repetition and pauses during speech (Parker) in order to assist students in understanding content (NCBE).

Research supports the use of Sheltered English Instruction. Echeverria, Vogt and Short found that English Language Learners in classrooms with teachers trained to use Sheltered English Instruction strategies outperformed students in classrooms with teachers who had not been trained to use these strategies when two conditions are present. These conditions are that the teacher modifies instruction in English without oversimplifying the content and that the teacher promotes interaction with students that promotes development of academic language (Echeverria, Vogt and Short).

There is wide variety of ways Sheltered English Instruction classrooms operate, and we will identify two elements that will distinguish our program from others. One distinction will be the use of Contrastive Teaching techniques. Another is the use of home language to support understanding. As a school, we also intend to provide home language instruction either as part of the regular school day or as part of a mandatory extended school day.

We agree with Noma LeMoine's argument that when students' home language is affirmed and strategically compared with the target language, students are able to make connections and identify patterns that give them a better grasp of both languages. While Noma LeMoine's area of expertise is African-American Language, this supposition is also applicable to other home language-target language learning environments. Contrastive language charts are one way this idea might manifest itself in the classroom. Within every classroom students identify words and phrases either in their home language or in Academic English. The words and phrases in the particular home language go in one column of the chart. Another column states the phrase in Academic English. Additional columns translate the phrase into other home languages spoken by students in the classroom. These charts accomplish the three-fold purpose of validating the home languages of students, bridging the cultural divide between students, and giving them access to the dominant language of instruction. This access to the language of instruction will allow students to increase the amount of content knowledge that they find meaningful.

Another element of our approach to supporting English Language Learners is to accommodate students as needed, including the use of students' home language when appropriate to support students in understanding text and spoken instruction. This is what Moll and others describe as the school adults modifying their behaviors to achieve 'academic success with cultural integrity.' To support this approach, we will, when possible, hire excellent bilingual teachers to teach in Sheltered English classrooms. We recognize, however, that we will not be able to have teachers who speak all the languages of our students. We will address students' language needs on a case by case basis, problem-solving to find appropriate interventions.

We also are committed to providing home language instruction to our students either during the school day or during a mandatory extended day program. We believe that continued exposure to the home language will help students maintain a connection to their home language and enhance their ability to make connections between their home language and Academic English.

Drama and Technology
The use of drama in classrooms fits hand-in-glove with our interactive learning approach. Through role-plays in particular, students gain understanding of events in history and characters and plot in reading fiction. In the younger grades, even before school-age, students benefit from role-playing new social behavior modeled by adults. By age five, drama can be used to help students develop language. By the time students are eight, they are interested in learning about different cultures and teachers can begin fostering opportunities for students to teach teachers and peers the meanings of movements important in their cultures (Wood). As students get older, we will explicitly talk about different ways of speaking and acting in different environments. Because we identified the problem that our students struggle with social situations in middle school that distract them from school work, we will in 4th and 5th grades use drama to help students role play challenging situations they may encounter in middle school and help them strategize ways of managing these situations. We hope that through drama, we can help students understand and access the 'codes of power.,' and practice code-switching between mannerisms, rhythms of speech, etc. that are

useful in different contexts. Drama allows students to try on new body movements and patterns of speech without giving up cultural identity. We also believe the use of drama will be an effective outlet for students to express er·~tion, contributing to the development of an emotionally intelligent school culture.

We believe technology is an important component of the curriculum for two reasons. First, teachers notice that students are more engaged, ask more questions of one another and interact more around academic content when using the computer. Second, as we move deeper into the 21st century, technology will increasingly become a barrier for students if they don't know how to use it. The better they know how to use computers to write, to make presentations and build web pages, the more likely students will be to access the increasing number of opportunities that require these skills. As students get older, we expect to increase their facility with computers so that by the time they graduate, they will make power point presentations and build their own web pages.

Relationships
We believe that the relationship between the student and the teacher and the ability of the teacher to foster a caring community within the classroom are among the most important ingredients in high quality teaching. To borrow from a familiar maxim, students care what teachers know only after they know that teachers care. At our school, students will know not only that their individual teacher cares, but that they are each surrounded by a community of caring adults. Students will feel safe in the classroom and in the hallways, not just physically but emotionally because they are listened to by adults and peers, and because the adults around them understand who they are and seek to understand them even better. We will put structures in place to gain the greatest benefit from strong relationships that take time to build. One such structure is "looping," which allows students to have the same teacher for more than one year. We will use a formal program designed to build classroom communities. We will train teachers to hold space for students to share their emotions using protocols that are age appropriate. Students will learn the language of conflict resolution and have opportunities at strategic times such as after lunch recess to resolve conflicts. Broadly speaking, it is our goal to create what Daniel Goleman calls emotional intelligence among (ːachers, so that we may create a caring community.

An Equity Centered Professional Learning Community
Relationships are not only important between teacher and student and among students, but also among faculty and staff. Students see the way adults treat each other and absorb our examples. That is one reason we will work to build an Equity Centered Professional Learning Community. ECPLCs are characterized by collaboration, responsibility for learning rather than teaching, a focus on results, and a commitment to equitable patterns of achievement (DuFour, BayCES).

In our community analysis we noted that Jefferson has seen frequent turnover of teachers leading to diminished quality of professional development and lack of stability for students. One way we will improve student achievement and provide teachers with emotional and professional support is by fostering collaborative teams of critical friends groups that work together to solve the instructional challenges teachers face in the classroom. These collaborative groups will support each other and push one another to reflect on their practice beyond what they would address on their own. Teachers rejuvenate when they use each other as sounding boards to bounce ideas off of and hear how other teachers have solved problems similar to theirs. They do not feel alone in the work, because they share the struggle and have support. They benefit from one another's creativity.

Collaborative work will produce agreed upon outcomes for student achievement and common formative assessments which teachers will use to measure progress and compare ways of identifying students' strengths and addressing weaknesses. We will also use protocols to create safe space for teachers to discuss things that have traditionally been private – goals, strategies, materials, questions and problems (DuFour).

Becoming an Equity Centered Professional Learning Community means taking literally the commitment to educate all students. In order to do this, teachers will continually refine and alter teaching strategies as they get to know their students' learning styles and individual needs. Rather than expecting students to adjust to teachers, we will adjust to the students and do what is necessary to insure that every student learns in our classrooms. This is a shift from the

paradigm present in some current Jefferson classrooms where teachers have abdicated responsibility for student learning in the name of teaching Open Court as if it were a scripted curriculum. As Richard DuFour writes, taking responsibility for student learning means asking and re-asking the questions: What are other schools doing that are achieving results that we admire? What exactly do we want students to learn? How will we know they have learned it? And how will we respond when students have difficulty in learning (DuFour)? When students fall behind, we intend to discover it and respond quickly and assertively to raise students' achievement to the expected standards.

The third characteristic of an ECPLC is a focus on results. The goals educators set for children and the intensity of the expectation that students meet those goals communicate what we think students are capable of and students respond to those expectations (Resnick and Hall). We will be relentless in our pursuit of results and we will communicate with families every step of the way. We will embrace data in a variety of forms including teachers' observations, student's daily work, school-wide administrations of writing assessments, district assessments and state tests.

We noted earlier that Richard DuFour distinguishes successful schools as those that have ways of identifying students as soon as they begin to fall behind and have interventions ready when that happens. We will be one of those schools. The data we collect to measure progress toward our students' goals will lead us to regularly ask ourselves "what would it take for students to meet our highest expectations?" and then implement the answers.

Finally, ECPLCs have an equity focus. It is not enough simply to raise student achievement for the school overall. Analysis of the performance of subgroups at Jefferson reveals that some students continually outperform others. We are committed to the success of our students who have traditionally been ignored at Jefferson. In particular, African American boys will be successful scholars in the classroom rather than discipline problems in the office. We will differentiate instruction, provide extra academic and emotional support and work with students beyond the regular school day and week if necessary. Rather than expecting unsuccessful students to adapt to teachers, we will adapt to students based on the information we gather from them and their families.

Parent Partnership

We have described our belief in the power of relationships between student and teacher, among students and among faculty and staff. We also feel strongly that the relationships between school staff and children's guardians are central to student success. We are committed to reaching out to parents to learn from them about their children and to bring them into school to help make decisions critical to their children's success.

We recognize that we as educators have a tremendous amount to learn from the funds of knowledge our families have accumulated over generations. When we reach out to parents through home visits to learn about these assets, we will be able to build on them in the classroom. As we reach out to parents, we will deepen our understanding of the socio-political context in which our students live and that will also benefit classroom instruction (Moll).

As we learn from parents, we will increase our success at bringing them into school and include them in making key decisions that affect their children. Including parents in decision-making has worked particularly well at the more than 300 schools developed using the theories of child psychologist James Comer. The three critical tenets of Comer's model are a focus on 1) child development, 2) parent involvement, and 3) a collaborative team approach. Comer describes this method as a "conspiracy of the entire community" working together to ensure the success of children. In this model, parents are involved in school governance committees where they identify areas of need for the school and strategize solutions that will improve the education of their children. Comer's model acknowledges the role of the parent as the expert in what is best for the child.

In addition to taking an active role in the decision-making processes of the school, parents would also have an opportunity to participate in what one Comer school calls the Student Staff Services Teams (SSST), which would be composed of counselors, school psychologists, special education teachers, classroom teachers, social workers and parents. This group is designed to address the mental health of students and identify appropriate intervention steps for struggling students.

In addition to parents, Comer notes that schools should involve every significant person in a child's life in the ir*··vention process. If a child has a particular connection with the custodian or librarian, they should be consulted r̄ ding the most effective ways to reach the child. One positive outcome of this model is that students get the necessary attention from adults at their campus. The quality relationships it fosters will impact students' social, emotional and academic health. In this way, we address the needs of the whole child.

One thing that is clear is that better communication about goals for their children and frequent updates regarding student progress with parents is likely to improve parent understanding about their own students' areas of strength and weakness in their school work. It is also likely that the more the school informs parents of upcoming student work, the more parents will feel invited to be involved. Further, students will benefit significantly as the school involves parents as the foremost experts in solving the problems students face.

Another benefit of engaging parents in the life of the school is that they are positioned to help students take advantage of the great opportunity for deeper levels of understanding and sharing of culture on our campus. The acknowledgement and celebration of Latino culture must not stop at celebrations of Dia de los Muertos or Cinco de Mayo. Affirmation of African-American culture must not stop at the celebration of Martin Luther King Jr.'s birthday. Acknowledgement and affirmation of Filipino, Lao, Vietnames and Yemeni cultures must begin. Students must be provided opportunities to affirm their cultural identities and share those identities with their peers. We need to expose students to many positive role models who represent their cultural backgrounds so they can envision the widest range of possibilities for themselves and their peers. Parents can be instrumental in planning events, serving as role models and modeling interest in learning about culture.

Challenges

ɹ mation of Multiple Cultures
Students at Jefferson represent many cultural backgrounds which must be affirmed so they will feel comfortable with their cultural selves and learning about peers' cultures. Our commitment to make curriculum relevant for all cultures requires us to ever learn more about our students of every background. Only through an ongoing process of learning will we successfully honor each child's heritage.

High Quality Teachers Who are Bilingual
We know that quality teaching makes a big difference. We will seek out the very best teachers we can find. As much as possible, we will hire teachers who speak one of the home languages represented among our students. When that is not possible, we will seek out parents and community members to assist in making connections between students' home language and Academic English.

Time
We recognize that our goals are ambitious. In order for students to learn all that we hope they will learn, we will need to organize the school day so as to maximize time used for instruction. In addition to making sure that time available for instruction is used effectively, we may need to extend the school day and school year.

Connecting to Community Resources
By building on the partnership we have established with OCO and a group of parents, we plan to reach out to other community organizations in order to provide wrap-around services to our families in a coordinated fashion.

Learning Without Limits:
Instructional Guidelines

Learning Without Limits' balanced literacy model is designed to address students' targeted needs through small group guided reading using instructional level text, continually building their skills to reach grade level standards. LWL's balanced literacy program ensures those who are not at grade level have access to grade level text through the use of the anthology, read aloud, and anchor texts. The instructional structures come from LWL's partnership in the PALS program.

The Instructional Guidelines for ELA include Aspire's Guidelines for PALS as indicated. LWL's current balanced literacy approach marries previous work with the Aspire Guidelines.

Our Standards Work

Primary to our work at LWL is having a clear understanding of what students need to know to meet grade level standards, deconstructing those to develop learning targets and from there, developing goal setting sheets or "tick sheets" used for progress monitoring and for students to reflect on their growth.

We began backward design work in 2007, with standards mapping, but now have taken it to a deeper level deconstructing standards and creating learning targets that form the building blocks of grade level achievement.

Why and to Where

2007-	2010-11	2010-11	2011-12		
Standards Mapping ⇨	Deconstructing Standards ⇨	Common Formative Assessments tied to ⇨ learning targets/objectives	Routines refined to lead students to mastery of learning targets/ ⇨ objectives	A n a l y z e and refine	Thematic instruction that integrates routines tied to learning targets
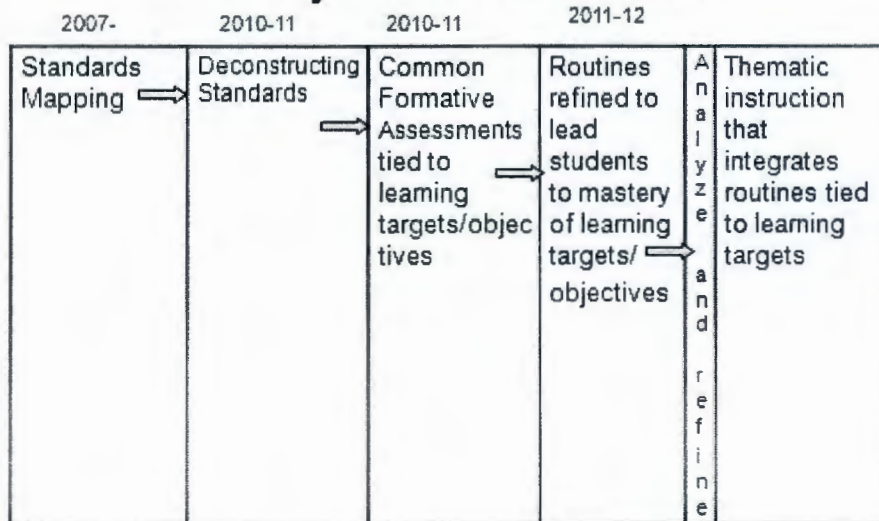
Standards-Mapping

Each grade level team analyzes the standards, including coming to a conclusion regarding which should be most heavily weighted, and then determines the timeline in which each standard should be mastered.

CALIFORNIA CONTENT STANDARDS: READING	# of Items	%	Mastery by First Assessment	Mastery by Midyear	Mastery by Spring	Mastery by CST
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.	14	19%				
1.1 Word Recognition: read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression	NA*				x	
1.2 Vocabulary and Concept Development: use word origins to determine the meaning of unknown words	2			x		
1.3 Vocabulary and Concept Development: understand and explain frequently used synonyms, antonyms and homographs	5				x	
1.4 Vocabulary and Concept Development: know abstract, derived roots and affixes from Greek and Latin, and use this knowledge to analyze the meaning of complex words (e.g., controversial)	3			x		
1.5 Vocabulary and Concept Development: understand and explain the figurative and metaphorical use of words in context	4		x			

Grade levels then take the standards identified for each term and prioritize them as priority level 1, 2 or 3.
Example:

STANDARD	When tested	P1	P2	Mastery	NOTES / EXAMPLES
Fall Writing as an Author					
WA 2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature		P1		September	Weekend News, Morning Message
WA 2.1 Write brief narratives based on their experiences: a. Move through a logical sequence of events. b. Describe the setting, characters, objects, and events in detail.		P1		October (Fictional) December (Personal Narrative)	Personal narrative: 1) Fictional Narrative 2) Personal Narrative (publishing party in December i.e. Family Fridays)
S 2.1 Recount experiences or present stories: a. Move through a logical sequence of events. b. Describe story elements (e.g., characters, plot, setting).		P1		December (Personal Narrative)	Sharing stories-oral story telling: 1) Bring in storytellers!!!!!!!
C 1.5 Use quotation marks correctly	CST: 2			CST (4/1)	We have a good GLAD lesson that goes with one of the OCR Stories (Hungry Little Hare)
C 1.7 Spell frequently used, irregular words correctly (e.g., *was, were, says, said, who, what, why*).	Fall: 3 MOY: 4 CST: 2		P2	TBD	Spelling lists, word wall?, workstation
C 1.8 Spell basic short vowel, long vowel, r-controlled, and consonant blend patterns correctly	Fall: 4 CST: 2		P2	TBD	Spelling lists, dictation, phonics (30 min), (linked to phonics and word knowledge)
C 1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and	MOY: 3 CST: 2		P2	Mid-October	1) Working on the beginning of sentences, greetings, days of the

days of the week, and titles and initials of people.				(10/18)	week and months first...
C 1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.	Fall: 3 MOY: 3 CST: 2		P2	Mid-October (10/18)	1) Morning Message 2) Sharing Stories
WS 1.2 Penmanship: Create readable documents with legible handwriting.					1) Using ELMO-explicit instruction 2) Writing without Tears

Deconstructing Standards, Creating Learning Targets, and Goal Setting

LWL uses the following process to deconstruct the prioritized standards:

Step 1: Deconstruct standards
- Example: 4th grade Standard: Reading 3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.

Step 1a: Create Learning Targets
- Example Learning Targets:
  - Students will be able to describe the who, what, where, when and why/how in a story when prompted for those components
  - Students will be able to say what a story is about when hearing the story
  - Students will be able to retell events of the story in order
  - Students will be able to read a story and write what the main idea is
  - Students will be able to explain cause and effect in activities in their daily life
  - Students will be able to explain how one event in the story caused another
  - Students will be able to predict what will happen after the end of the story
  - Students will be able to write about the main events in the story and describe the influence of events on future events

Step 2: Share Learning Targets with students in the form of goals or "tick sheets."
Example:

Learning Targets:	Quiz	Re-test	Re-Test
I can describe the who, what, where, when and why/how in a story when prompted for those components			
I can say what a story is about when hearing the story			
I can retell events of the story in order			
I can read a story and write what the main idea is			
I can explain cause and effect in activities in their daily life			
I can explain how one event in the story caused another			
I can predict what will happen after the end of the story			

I can write about the main events in the story and describe the influence of events on future events			

Step 3: Match Learning Targets to types of targets
Example:

Step 1) Deconstruct Standards Step 2) Share Learning targets with students in the form of goals or 'tick sheets.'	Step 3) Matching Learning Targets to Types of Target
Learning Targets:	Type of Learning Target
Students will be able to describe the who, what, where, when and why/how in a story when prompted for those components	Reasoning - Deductive inference
Students will be able to say what a story is about when hearing the story	Knowledge Reasoning – inductive inference
Students will be able to retell events of the story in order	Reasoning - Deductive inference
Students will be able to read a story and write what the main idea is	Knowledge Reasoning – inductive inference
Students will be able to explain cause and effect in activities in their daily life	Reasoning – Analysis
Students will be able to explain how one event in the story caused another	Reasoning – Analysis
Students will be able to predict what will happen after the end of the story	Synthesis
Students will be able to write about the main events in the story and describe the influence of events on future events	Synthesis Analysis Knowledge

Step 4: Identify and describe assessments

Step 1) Deconstruct Standards Step 2) Share Learning targets with students in the form of goals or 'tick sheets.'	Step 3) Matching Learning Targets to Types of Target	Step 4) Identify/ Describe assessments
Learning Targets:	Type of Learning Target	Assessment
Students will be able to describe the who, what, where, when and why/how in a story when prompted for those components	Reasoning - Deductive inference	⇒ Personal Communication – students can say to the teacher the who, what, where, when and why/how ⇒ Written Response - Students can write one or two sentences with the who what where when how why using a sentence strip
Students will be able to say what a story is about when hearing the story	Knowledge Reasoning – inductive inference	⇒ Personal Communication –say aloud to teacher what the main event is ⇒ Selected Response – students write one

LWL's Instructional Guidelines:
ELA Guidelines from Aspire's PALS program

		sentence about what the story is about
Students will be able to retell events of the story in order	Reasoning - Deductive inference	⇒ <u>Personal Communication</u> – say events in order ⇒ <u>Written Response</u> –write events in order ⇒ <u>Performance assessment</u> – use teacher-provided pictures of parts of the story that are cut out and put them in the right order ⇒ <u>Performance assessment</u> – sketch a story block of the story
Students will be able to read a story and write what the main idea is	Knowledge Reasoning – inductive inference	⇒ <u>Extended written response</u> – write what the main event is ⇒ <u>Selected response</u> – students respond to multiple choice options about what the main idea of a passage is that the class read together. Do this for 3 short passages and 2 longer passages.
Students will be able to explain cause and effect in activities in their daily life	Reasoning – Analysis	⇒ <u>Personal communication</u> – students describe out loud to the teacher (or to a partner while the teacher listens) some events in their lives and some causes and effects ⇒ <u>Performance Assessment</u> – students complete a graphic organizer using events in their lives to correctly diagram causes and effects ⇒ <u>Performance Assessment</u> – students draw events in their lives and draw arrows to show what caused what ⇒ <u>Extended written response</u> – students write about events in their lives and clearly identify which events caused other events

Step 5) Choose which assessments will be CFAs (1-3 learning targets only). Make the assessments and the rubrics or other scoring/communication tools.

Example:

Step 1) Deconstruct Standards Step 2) Share Learning targets with students in the form of goals or 'tick sheets.'	Step 3) Matching Learning Targets to Types of Target	Step 4) Identify/ Describe assessments		Step 5) Choose which assessments will be CFAs (1-3 learning targets only). Make the assessments and the rubrics or other scoring/communication tools.
Learning Targets:	Type of Learning Target	Assessment		
Students will be able to read a story and write what the main idea is	Knowledge Reasoning – inductive inference	⇒ Extended written response – write what the main event is ⇒ Selected response – students respond to multiple choice options about what the main idea of a passage is that the class read together. Do this for 3 short passages and 2 longer passages.		I would choose this learning target for one of three to do a CFA with because it is a lynchpin.
Students will be able to explain cause and effect in activities in their daily life	Reasoning – Analysis	⇒ Personal communication – students describe out loud to the teacher (or to a partner while the teacher listens) some events in their lives and some causes and effects ⇒ Performance Assessment – students complete a graphic organizer using events in their lives to correctly diagram causes and effects ⇒ Performance Assessment – students draw events in their lives and draw arrows to show what caused what ⇒ Extended written response – students write about events in their lives and clearly identify which events caused other events		I would choose this learning target for one of three to do a CFA with because it is a lynchpin.
Students will be able to explain cause and effect in activities in their daily life	Reasoning – Analysis	⇒ Personal communication – students describe out loud to the teacher (or to a partner while the teacher listens) some events in their lives and some causes and effects ⇒ Performance Assessment – students complete a graphic organizer using events in their lives to correctly diagram causes and effects ⇒ Performance Assessment – students draw events in their lives and draw arrows to show what caused what ⇒ Extended written response – students write about events in their lives and clearly identify which events caused other events		I would choose this learning target for one of three to do a CFA with because it is a lynchpin.

Step 6) Lesson plan
Step 7) Teach
Step 8) Administer the assessment

Step 9) Analyze the results as a grade level team
Step 10) Share progress with students (for example on their "tick sheets")
Step 11) Adjust instruction – make space for practice
Step 12) Analyze assessment to determine quality for next time

Equity Centered Professional Learning Communities: Cycles of Inquiry

One of the foundational structures at Learning Without Limits are our Equity Centered Professional Learning Communities. We strive to continually grow in our practice in order to increase student achievement and to prepare our students for college.

The Development of our Professional Learning Community Collaboration

In the 2007-08 school year, PLC collaboration time was used for behavior consultancies, planning school policies and some grade level planning. In the 2008-09 school year, PLC collaboration time focused heavily on data review and Grade Level Achievement Conferences (GLACs) and grade level planning, giving teachers the opportunity to further telescope in from their year-long plan and six-week plans to the day to day instruction tied to standards of focus. Starting in the 2009-10 school year, PLCs benefited from a revised and more thoughtful cycle of inquiry constructed as follows:

Step 1: Assessment of Students
Step 2: Data Analysis
Step 3: Grade Level Achievement Conference (GLAC) with principal
Step 4: Reflect on previous six-week plan
Step 5: Release time to create a six-week plan
Step 6: Instruction and ongoing adjustment focused on power standards. Weekly PLCs include reflection on what we taught the week before and planning for how we will modify our teaching of that standard based on reflection.
Step 7: Repeat

Collaboration Time

Time	Description
Summer	3 day retreat in June to begin year-long planning and engage in a cycle of inquiry 3 day retreat in August to complete unit planning for first unit, commit to school and team norms
School Year Tuesdays 3:15 – 4:45	1x/month ELD planning session 1x/month Social Curriculum and Family Engagement Committees 2x/month Optional Inquiry Teams
School Year Wednesdays 2:15 – 3:15	Input PD – Two ELA PDs per month (1 ELD and 1 Math)
School Year Wednesdays 3:15 – 4:15	Grade Level Planning – Development and Analysis of Common Formative Assessments

LWL's Instructional Program Overview

As seen in the chart below, LWL has a robust instructional program. The Guidelines go into greater detail about the balanced literacy program as that is the most intricate component of our program.

Instructional Segment	Formats	Strategies	Key Curricular Resources
Fluency Practice	• Student practice reading with a targeted fluency focus	• Repeated reading of controlled text	• Fluency passages
Reading Workshop	• Read Aloud for comprehension • Mini-Lesson • Guided Reading • Literacy Centers • Independent Reading • Response to Text	• Teacher modeling of comprehension strategies • Guided release of responsibility • Small group direct instruction • Reciprocal teaching • Interactive writing responses	• Leveled library • Anchor texts (OCR and grade level read alouds) • Accelerated Reader
Writing Workshop	• Mini-Lesson • Guided writing • Independent writing • Grammar • Daily Oral Language	• Teacher modeling of application of the writing process • Guided release of responsibility • Interactive writing • Writing process • Teacher modeling, guiding and student practicing of revision and editing skills	• Six Traits • Write Traits boxes
Word Study	• Vocabulary development • Phonics • Spelling • Making Words • Words in Context	• Teacher modeling of word attack strategies • Hands on manipulation of word features • Sorting and discovering patterns • Teacher modeling and then student work with syllables, affixes and bases	• OCR • Words Their Way • Making Words • Words, Words, Words
Mathematics	• Explicit Direct Instruction • Small group	• Moving from the concrete to representational to abstract	• Pearson's Envision • Si Swun

LWL's Instructional Guidelines:
ELA Guidelines from Aspire's PALS program

	• instruction • Teaching for mastery	• Student articulation of mathematical thinking • Building automaticity in math facts	
Science	• Hands-on experiments • Reading of grade level expository text • Inquiry	• Scientific discovery • Applying comprehension strategies to expository text • GLAD strategies	• FOSS •
Social Studies	• Thematic Units (tied to ELA) • Read alouds	• Lessons focusing on geography, history, and government • Interactive discussions • Focus on contributions of ancestors and cultures	• Harcourt-Reflections • Social studies read alouds
ELD	• Content frontloading • Explicit instruction	• Instruction and practice of forms and functions • Explicit vocabulary instruction • Use of sentence frames • GLAD strategies	• ADEPT • Dutro's Frontloading
The Arts	• Reader's Theater • Drama • Visual Art • Drum team	• GLAD pictorials • Use of songs and chants • Role plays • Modeling of dramatic, fluent reading and acting • Instruction in watercolor, ceramics, collage, and digital media • Application of art skills to ELA/ Social Studies theme instruction	• Reader's Theater texts • Plays
Social- Emotional Development	• Morning Meeting • Explicit instruction	• Energizers • Take a break activities • Interactive modeling • Explicit instruction in how to evaluate a situation, problem-solve and resolve	• Responsive Classroom

		conflicts, and take responsibility for their	
PE	• Direct standards-based instruction • Structured practice	• Building of aerobic capacity, muscular strength, muscular endurance, flexibility, and body composition • Explicit teaching of skills	• Playworks
Technology	• Demonstration and then practice • Application to research projects	• Keyboarding and word processing lessons • Lessons and practice on web research • Using programs to	• Photobooth • Comiclife • Word

English Language Arts:

We are proud of our progress and know that we still have tremendous work to do to realize our vision for our students. In 2009-10, we successfully implemented a Guided Reading program, dramatically increasing the amount of time students spend reading at their independent and instructional reading levels. We implemented with much greater consistency new assessments to measure phonics skills in grades K-1. In 2010-2011, we embarked on an exciting new program that built on our knowledge of guided reading, but allowed us to refine our balanced literacy practices, a partnership with Aspire schools called the PALS program.

As you can see in the chart below, we have had different areas of focus in English Language Arts. As we have built our program and our students have moved from struggling to decode to becoming more fluent readers, we have integrated the best practices to ensure our students continue to build automaticity in decoding skills and move beyond to higher order thinking skills. In our English Language Arts program, we ensure that students both read at their instructional level and have exposure to grade level text. Students also have opportunities to practice reading at their independent level.

	2007-08	2008-09	2009-10	2010-11	2011-12
ELA	Fluency	Fluency to increase time reading at Independent Reading Level	Increasing time reading at independent reading level and using leveled texts to teach comprehension skills Adding accuracy to our fluency scores Being strategic (according to research) about what is appropriate fluency practice for each student	Continue implementation of Guided Reading Re-integrate repeated readings practice Applied and accepted to PALs partnership.	Differentiated fluency instruction Continued use of leveled repeated reading Implementation of PALS (Instructional Guidelines)

Backwards Mapping and Unit Planning Using Core Knowledge	Unit Planning using GLAD model	Backwards planning and standards mapping using Insight Education method.	Continued use of year-long and unit plans. Focus on deconstructing standards into learning targets and tying common formative assessments to those learning targets	Continued use of year-long and unit plans Continued work on deconstructing standards with increased focus on communicating learning targets and progress toward mastery to students.
Workshop	Workshop	Workshop – use of BPST to task analyze skills students need support with; use of leveled reading groups Use of Guided Reading to teach comprehension and increase use of texts at students instructional reading levels	Re-integration of data-driven skills-based workshops daily for at least 15 – 20 minutes at all grade levels or 90 minutes per week Continue Guided Reading Groups	Continued use of data based skills workshop Fuller implementation of Guided Reading based on learnings from PALs partnerships.
Front-loading	GLAD Strategies	More consistent implementation of GLAD strategies	Continue GLAD implementation with a focus on integrating strategies into Guided Reading	GLAD strategies continue to be used in whole group and small group instruction.
Writing				Intention to begin to professional development toward implementation of a coherent writing program in Spring 2012

Aspire's PHILOSOPHY (from the PALS project)

Background

At our school, every student becomes an independent, driven reader and writer who is engaged in reading and writing activities for communication as well as artistry. Good communication – reading, writing, listening and speaking are essential tools for life. Language skills not only serve as a basis for learning throughout school and career, but also serve to enrich our lives, as well as foster independent, self- directed learners and concerned citizens. Learners who read well learn a structure and rhythm integral to life long learning.

Our literacy model assures that each learner will become a fluent reader, skilled writer, confident speaker and thoughtful listener. Reading, writing, speaking and listening skills are personalized. In order to achieve our goals, we draw from a number of pedagogies such as Guided Reading, Literature Circles, and Open Court Phonics all within the "workshop" format. Each pedagogy provides a different piece of scaffolding to personalize literacy instruction for each learner. Within this model learners are provided rich literature, both literary and informational for required and choice reading to create links across content areas (i.e., social studies, math, science, visual and performing arts).

We address writing within the same "workshop" format. Process writing is taught with the thread of the Six Traits running through required writing genres as well as choice

writing assignments. This allows the teacher to use conferences; peer edits and direct instruction to customize the learning as needed for each student.

Within both the Reading and Writing Workshop, ongoing assessment drives the instruction; running records, alternate rankings, DRA's, anecdotal records and student samples are tools that provide necessary information. Teachers analyze this information independently and in grade level collaboration meetings to address the learners' needs.

The comprehensive synergy of reading, writing, listening and speaking skills provides context and relation to one another. These skills must not be taught in isolation, but rather as a cohesive unit. They are the keys to success in all other subject areas. As with any skill, mastery is achieved with consistency, study and practice. Consistency in implementation is critical to the success of our program and therefore the success of our learners.

INSTRUCTIONAL EXPECTATIONS (from PALS)

Reading Workshop

Read Aloud *w/comprehension strategies*	Daily
Reading Minilesson	4 times a week
Literacy Centers (K-5)	4 times a week
Guided Reading	4 times a week
Response to Text	4 times a week
Independent Reading	4 times a week
Shared Reading (K-2)	4 times a week

Writing Workshop

Independent Writing	4 times a week
Writing Minilessons	4 times a week
Guided Writing	3 times a week
Interactive Writing	2 times a week
Grammar/DOL	Daily

Word Work

OCR Phonics (K-3)	Daily
"Making Words"	I lesson a week
Words in Context	I lesson a week
Vocabulary	4 times w/Guided Reading

Interdisciplinary Projects
1 per unit

Research Investigations	2 times a week

All of these practices are explained fully in the following pages. First we present a rationale for the practice, second is a set of procedures, third a list of resources and lastly a list of expected or possible artifacts. The step-by-step procedures are included as an explanation, not as a recipe.

PALS School-wide Implementation Schedule

2011-12	2012-13	2013-14
Read Aloud w/comprehension strategies	Words In Context	Independent Writing
Literacy Centers (K-5)	Making Words	Writing Mini-lessons
Guided Reading	Grammar/DOL	Guided Writing
Independent Reading		Interactive Writing
Reading Mini- lessons		Interdisciplinary Projects
Shared Reading (K-2)		
OCR Phonics (K-3)		
Vocabulary		

LWL's Balanced Literacy Lesson Plan

Teachers at LWL use the following Lesson Plan template to plan balanced literacy lessons.

Scholastic C ● DRA 3 (Early First Grade Level)											
Phonemic Awareness Phoneme Segmentation/Blending						**Comprehension** Makes relevant *connections* →Text to self →Text to text					
Phonics Sounds out CVC words as needed, correctly using short vowels Uses consonant blends correctly to sound out words						Reflection: Can complete the frames below with relevant details and justification. "My favorite part was____" "I liked it because ____"					
Fluency Monitors using one-to-one correspondence with finger pointing to self-correct						Retells: Can retell all main events of the story with some reference to pictures when stuck.					
						Sequences: Puts main events in order					
Uses beginning sounds to predict words						Re-reads to confirm or problem solve					
Uses language pattern/structures to predict words						**Vocabulary** Reads sight words in context(LWL 150)					
Uses picture clues/context to predict words						Uses vocabulary from book to retell					

Date & Book Title:				
Running Record: (Text, Name, % correct, WPM)				
Before Reading: Genre, Prior Knowledge, Book Walk, Vocab. *Set Purpose for Reading				
Word Work				
Focus Comp Strategy/Skill: Making Connections Reflection Retelling Sequencing				
Comp. Independent Discussion Work Extension				

READING WORKSHOP(from PALS)

Rationale
The Reading Workshop is defined as a group of purposeful literacy experiences such as Guided Reading, Independent Reading, Literature Circles, Reciprocal Teaching, and Response to Text with the final goal of enhancing each learner's effectiveness as a reader. Using a variety of experiences within the laboratory setting ensures all learning styles are met.

The workshop approach implies learners are busily engaged in literacy experiences that reflect real life meaning; learners will read in ways that can be applied throughout their lives. Learners learn by participating in the act of reading, not just hearing about it. The goals of the Reading Workshop are that:

- Learners work together
- Learners will be exposed to different genres
- Learners establish goals and evaluate them
- Learners engage in meaningful discussion about their reading
- Learners take responsibility for their own learning
- Learners actively read for meaning
- Learners develop a deeper understanding of the pieces they read

Procedure
Most reading workshops are done in 90-110 minute blocks. Within the block, educators have a menu of practices from which to choose. The overarching goals of the workshop are to address the needs and strengths of the learners the educator chooses from the menu accordingly. For example, the diagram, which follows, address whole group minilesson, independent practice, small group direct instruction as well as Literature Circle discussions, all happening simultaneously.

Example One

Minilessons
This is whole group instruction based on a specific objective. Objectives are often based on California State content standards. The lesson should be the piece, which hooks the learners and forecasts individual or small group practice.

Educator	Learners
•Status of the class •Guided Reading 　　Group 1 　　Group 2 　　Group 3 　　Or more. •Reading conferences •Facilitate sharing • Status of the class or Closure	•Independent Reading w/ Reading Response Logs
	•Literature Circles preparation or discussion
	•Vocabulary or Word Work
	•Reciprocal Teaching group

Sharing or closure

Example Two

Minilessons
Learning objectives are based on California State content standards. The lesson should be the piece, which hooks the learners and **forecasts individual or small group practice.**

Educator and Learners discussion •Status of the Class •Reading of the text •Written analysis of a portion or entire text •Discussion based on an interpretive question •Student reflection

Sharing or Closure

Resources
✓　*Strategies that Work*, Harvey & Goudvis

✓ *Reading with Meaning*, Miller
✓ *The Art of Teaching Reading*, Calkins
✓ *Guiding Readers and Writers grades 3-6*, Pinnell & Fountas

Artifacts

✓ A classroom library
✓ Class discussion
✓ Explicit written purpose
✓ A well organized library with a large selection of books
✓ DRTA - Chart or write up
✓ A specific area to meet and discuss texts
✓ Role sheets for Literature Circles
✓ Discussion logs/reading log
✓ Sets of books
✓ Small groupings of learners engaged in discussion
✓ Organizational chart (book title, pages, dates, task
✓ "How To" process chart for reciprocal teaching

READ ALOUD (from PALS)

Rationale

Reading aloud provides learners the opportunity to experience a variety of different genres, no matter their reading level. Learners are exposed to examples of fluency, voice and academic language. This practice allows the educator to model the reading process through an array of different texts and teaching points. While Read Aloud offers the skills mentioned above, it is also the time within the school day where "thinking – aloud" is used for teaching reading comprehension strategies.
The strategies taught are:

Prediction/adjustment - to guess what will happen within a text and to return to one's prediction confirming or changing one's thinking

Connections - to connect to the text to personal prior experiences either text-to-self, text-to-text or text-to-world

Visualization - to make a picture or movie in your mind

Self-Questioning- to pause reflect and question

Inferring - to read between the lines and make judgments

Summarize – to retell events as they happen

Paraphrase – to verbalize your understanding

Procedure

Steps:

1.) The educator chooses a book, poem, article or text that addresses a specific teaching point.

2.) The educator pauses at significant points, asking for learner questions and comments. The educator shares his/her thinking aloud to demonstrate how experienced readers engage text using one of the previously mentioned strategies. Educators are careful not to stop for too long a period as the delay may disrupt the flow of the story.

Resources

- ✓ Using Think Aloud for Reading Instruction, *Oster, The Reading Teacher vol. 55, No.1*
- ✓ *Guiding Readers and Writers, grades 3-6*, Pinnell & Fountas
- ✓ *Yellow Brick Roads, Shared and Guided Paths to Independent Reading 4-12*, Allen
- ✓ *The Art of Teaching Reading*, Calkins
- ✓ *The Read Aloud Handbook*, Trelease
- ✓ *Strategies That Work,* Harvey and Goudvis
- ✓ *Reading for Meaning,* Miller

Artifacts
- ✓ A specific area to meet and discuss texts
- ✓ Comprehension Strategies Posted
- ✓ Class discussion
- ✓ Explicit written purpose
- ✓ List of discussion questions
- ✓ A well organized library with a large selection of books

K-5 LITERACY CENTERS (from PALS)

Rationale
When beginning Guided Reading, the first challenge for the teacher is to manage the classroom to be able to work in a focused, uninterrupted way with small groups of students. Literacy Centers are a means to engage all students in independent, meaningful literacy activities that are individualized to the learner's needs. While the students are engaged in Literacy Centers, the teacher is able to teach Guided Reading groups.

Procedure
Use the minilessons concept when introducing a Literacy Center. Literacy Centers must be meaningful, productive and usually related to literacy or the interdisciplinary units. It takes several weeks to establish classroom literacy routines that the children understand how to follow. Once the majority of students can work independently during Literacy Centers Guided Reading activities can be instituted. This technique establishes:

- Engagement in meaningful literacy routines
- Management for Guided Reading lessons
- Guided practice for a standard taught previously
- Extended learning experiences away from the teacher

Literacy Center criterion:
- Standards-based
- Student centered
- Differentiated
- Authentic learning experiences (hands-on)
- Contain a writing component

Resources
- ✓ Using centers to engage children during guided reading time: intensifying learning experiences away from the teacher, *Ford & Optiz, The Reading Teacher, vol.*
- ✓ *Guided Reading, Good First Teaching for all Children*, Pinnell & Fountas
- ✓ *Snapshots Literacy Minilessons Up Close*, Hoyt
- ✓ *Literacy Work Stations, Making Literacy Centers Work, Diller*
- ✓ *Practice With Purpose, Literacy Work Station Grades 3-6, Diller*
- ✓ *Take- It- to Your Seat Centers, grades K-5*, Evan-Moore

Artifacts
- ✓ Authentic learning experiences
- ✓ Independent or small group literacy projects
- ✓ System of organization and management
- ✓ Interactive writing samples
- ✓ Learner self evaluation tool
- ✓ Science experiments with reading and writing tasks

GUIDED READING (from PALS)

Rationale
Guided Reading is a small group, educator driven practice that allows reading instruction to be personalized. Learners have the opportunity to develop skills and strategies at their appropriate reading level. Learners are engaged in discussion about skills and strategies, comprehension and the enjoyment of reading.

Procedure
Steps:
1.) Small groups of 3-6 learners demonstrating similar reading behaviors and instructional needs from DRA, Running Records or COI data are formed.
2.) The educator determines teaching points based on the readers' needs.
3.) The educator plans a Guided Reading lesson to explicitly teach strategies.

4.) Learners are introduced to a text, accessing prior knowledge, introducing needed vocabulary.

5.) Decoding and comprehension strategies are reviewed.

6.) All learners are given a "guiding question" to focus their reading of the text.

7.) Learners read it independently, silently or in a low voice, the educator may have learners read orally and talk with them individually about the book.

8.) You might also engage learners in spelling or word work.

9.) Simultaneous to this small group educator driven instruction, the remainder of the class is independently involved in Independent Reading and response, Literature Circles prep or discussion, word work or project work. Time permitting and needs based, the educator is required to meet with most Guided Reading groups during the 90 minute block.

Resources
✓ Leveled Books
✓ *Guided Reading, Good First Teaching*, Pinnell & Fountas
✓ *Guiding Readers and Writers, grades 3-6*, Pinnell & Fountas
✓ *Classrooms that Work They Can all Read and Write*, Cunningham and Allington
✓ Scholastic Guided Reading Practice Packs
✓ www.reading a-z.com

Artifacts
✓ Book of Guided Reading Lesson plans
✓ Organized Guided Reading Table with Word Work supplies
✓ Assessment Book with Running Records,
✓ DRA's, Conversion Chart
✓ Strategies of a Good Reader chart or resource
✓ Expository and Fictional Text

RESPONSE TO TEXT (from PALS)

Rationale
Responding to text is a vastly important skill that is called on frequently throughout a learner's school career and beyond. Stephanie Harvey, *Nonfiction Matters* states, "A learner needs to uncover and identify information and then sort, sift, organize, and/or synthesize such information as valuable in organizing ones thinking." The activities/artifacts listed below are tools to develop such skills. The practice of responding to text is embedded within many instructional guidelines. It is specifically tied to **Read Aloud, Guided Reading, Literature Circles, and Independent Reading.** While it is often embedded within a particular guideline, it is also taught explicitly through the use of a graphic organizer.

Procedure
Response to text is a small group or a whole group practice.
1.) The group reads the text selection.

2.) Through educator-guided analysis, the learner writes deeply into a text seeking a deeper understanding and organized thinking. The artifacts listed below are various tools and practices that can provide structure to the text analysis.

Resources
- ✓ *Nonfiction Matters*, Harvey
- ✓ *Guiding Readers and Writer's*, Fountas and Pinnell
- ✓ *Snapshots*, Hoyt
- ✓ *Revisit, Reflect and Retell: Strategies for improving Reading Comprehension*, Hoyt
- ✓ *Make It Real*, Hoyt
- ✓ *Spotlight on Comprehension: Building a Literacy of Thoughtfulness*, Hoyt

Artifacts
- ✓ T chart is two-column note (double entry) with two headings. The topics or headings are limited only by the learners or educators imagination. T-charts may take different forms for example: Proof/Opinion, Facts/Questions, Familiar concept/New concept, Direct quote/Personal response, Big questions/Small questions

- ✓ Reading Response logs. Reading logs can be formal or informal. Within the Aspire Language Arts program Reading Response Logs are the individualized tool for comprehension. The response is recorded in a friendly letter format. The educator responds to each learner at least twice a month. Through this response to text format the comprehension strategy focus for the month can be assessed and instruction with said strategy can be personalized.

- ✓ Predictions/adjustments in thought are two comprehension strategies taught through the Think Aloud process. Learners are asked to write down a prediction in response to a reading. After having read further, the learner stops and looks back to verify or change their thinking in light of having read more.

- ✓ Concept Mapping is a way to graphically link related ideas. Concept mapping allows learners to integrate prior knowledge with new knowledge to form a richer understanding of a topic.

- ✓ Personal response is a means to synthesize one's own thoughts. It often begins in a formal process which is educator directed and then becomes more of a personal reflection.

✓ Character analysis is the use of writing to delve deeply into an understanding of a character and can be done with a number of foci.

✓ Summary is a way to synthesize. Summary is the act of briefly identifying and recording the main points.

✓ Determining the Gist. Deciphering the gist of a text is very difficult for many learners. A summary of the text is the first step and developing the gist takes it one step further. Getting to the gist of a text, movie or play means briefly recounting important events and the reader's personal experiences, such as a movie review.

✓ We have listed and described a number of ways to respond to text and recognize there are many additional alternatives to deepen and extend a learners thinking and understanding of text for example, webbing, story boards and timelines. Teachers are encouraged to use their own knowledge and creativity to expand on the provided list.

INDEPENDENT READING (from PALS)

Rationale
Independent Reading allows educators the opportunity to help individuals become readers who enjoy reading, develop their own likes and interests and consistently learn through their own practice. Learners read individually and quietly. Usually titles are selected independently, but occasionally with educator guidance.

Procedure
Steps:

1.) Learners are introduced to Independent Reading through several minilessons on how to select books, abandon and evaluate books.

2.) An organized library assists learners to select appropriate books, which tickle their interest in other genres.

3.) While the learners are reading independently, the educator is able to have one-on-one conversations with her/his learners about their reading response journals.

Reading Response Logs
Within the Aspire Language Arts program Reading Response Letters are the individualized tools for a student's comprehension. The response is recorded in a friendly letter format. The educator responds to each learner and scores his or her work at least two times a month. Through this response to text format the

comprehension strategy focus for the month (predictions, connections, inferring, summarizing, paraphrasing and self-questioning) can be assessed and instruction with such strategy can be personalized, as well as other specific teaching points the educators deem necessary. Each reading response letter is self-scored by the student as well as educator scored using a rubric.

Teacher Response Criterion

As time has passed this guideline has developed to include a teacher response criterion that clarifies the expectation of the teacher reply within this on going dialogue between educator and student.

4	- Addresses a CA standard - Asks "quality" questions (higher level of Bloom's) - Models thinking and within the reply - Models a comprehension strategy
3	Uses three of the criteria above
2	Uses two of the criteria above
1	Reply is congenial but uses one or none of the criteria above

Student _____ Date _____

16 points are possible. Score for today's response is __ /16.

Resources
  ✓ A well organized library with a wide selection of books
  ✓ *Guiding Readers and Writers grades 3-6,* Pinnell & Fountas
  ✓ *The Art of Teaching Reading,* Calkins
  ✓ *Yellow Brick Roads,* Allen

Artifacts
  ✓ Reading Response letters
  ✓ Book Boxes
  ✓ Extension activities

READING MINILESSONS (from PALS)

Rationale
Minilessons provide intense direct instruction in a skill or understanding that will be used immediately following of instruction. In a small, focused and strategic lesson, learners are able to practice in real contexts and narrow the point of learning.

Procedure
Steps:

1.) Identify a teaching need or goal from observations, anecdotal notes or data analysis. Any needs you detect in the development of reading strategies and skills, understanding of the author's craft or ability to manage can become a minilesson.

2.) Minilessons are 10 to 15 minutes presented in small or whole groups.

3.) Allow time for questions and answers.

Resources
- ✓ *Craft Lessons, Teaching Writing K-8*, Fletcher
- ✓ *Aspire lesson plan template*
- ✓ *The Art of Teaching Reading*, Calkins
- ✓ *The Art of Teaching Writing*, Calkins
- ✓ *In The Middle*, Atwell
- ✓ *Guiding Readers and Writers, gr. 3-6* Pinnell and Fountas

Artifacts
- ✓ Charts, posters, overheads
- ✓ Lesson plans
- ✓ Lesson objective written on white board

SHARED READING K-2 (from PALS)

Rationale
Shared Reading allows learners the opportunity to join the educator in reading aloud. This whole group activity provides a supportive and risk-free environment for readers to attend to text while developing fluency skills. This activity provides many opportunities for incidental learning about the way language works. Shared Reading is highly complimentary to the instructional goals of Guided Reading. The technique is used to provide:

- Opportunities for learners to safely practice reading behaviors
- A body of known words that learners will use later in independent reading and vocabulary development
- Access to a variety of text levels

Procedure
Steps:
1.) The educator reads the story through the first time.

2.) Enlarged print or overheads of text enables the learners to engage in the group reading process.

3.) The educator or another learner points to the print, guiding others in the process involving the learners intensively in the story while having them attend to print

Resources
✓ Yellow Brick Roads, Shared and Guided Paths to Independent Reading grades 4-12
✓ *Guided Reading, Good First Teaching for All*, Pinnell & Fountas
✓ *Guiding Readers and Writer, grades 3-6*, Pinnell & Fountas
✓ *Classrooms that Work, They can all Read and Write*, Cunningham and Allington

Artifacts
✓ Class discussion
✓ Explicit written purpose
✓ List of discussion questions

WRITING WORKSHOP (from PALS)

Rationale
Writing Workshop is an effective structure for supporting developing writers. It is a time of day when learners write independently on topics. Writing Workshop can have many definitions; for APS it is defined as a combination of writing experiences that address the learners' individual needs such as Interactive Writing, Guided Writing, Independent Writing and Investigations. This includes assigned and choice writing in a variety of genres and content areas. At APS we expect the Six Traits of Writing to be woven into and through Writing Workshop, demonstrated through both minilessons and completed works.

Procedure
Writing Workshop needs an hour daily to allow learners ample time for activity and interaction in the writing process. While Writing Workshop in its purest form is driven by choice, the Aspire model is a mixture of "have-to" writing and choice writing. "Have-to" writing is teaching specific grade level writing standards. Steps:

1.) The block of time begins with a whole group-writing minilesson based on the needs of your learners.

2.) The learners are sent to participate in either one of the following: independent writing, interactive writing, guided writing or investigations.

3.) The key to Writing Workshop is conferencing and revision using **Six Traits rubrics as tools to guide the process**. As the learners begin their independent work, the educator moves through the learners involved in conferences. When the learners are capable they should also use peer-conferencing as a revision process. While the tools for Writing Workshop are the Six Traits rubrics and conferencing (peer or educator), the goal in Writing Workshop is to help them understand that they can intentionally improve their writing by incorporating literary elements.

4.) The workshop closes with a learner or educator sharing.

5.) The cycle continues during in the next session with a minilesson, independent or small group work, conferencing and so forth.

Cooperative learning is an integral piece of the writing workshop. In order to achieve success with peer-edit, educator edit and author's chair cooperative learning skills must be explicitly taught.

Resources
- ✓ *MyAspire pacing guides*
- ✓ *Http://annenbergmedia.org*
- ✓ *Lessons That Change Writers*, Atwell
- ✓ *The Art of Teaching Writing*, Calkins
- ✓ *Units of Primary Study, Guide to the Writing Workshop, Gr K-2*, L.Calkins
- ✓ *Unit of Study for Teaching Writing, Grades 3-5*, L. Calkins
- ✓ *Write Source Materials: Write One, Write Away, Writer's Express*
- ✓ *Write Traits Boxes K-5*
- ✓ *Interactive Writing*, McCarrier & Pinnell

Notes
The workshop is an ongoing process. The management pieces that assist the educators are the process chart and the status of the class. The diagrams below provide a visual for the simultaneous activities occurring within the Writing Workshop.

Mini-lessons
This is whole group instruction based on a specific objective. Objectives are often based on California State content standards. The lesson should be the piece, which hooks the learners and forecasts individual or small group practice.

Educator	Learners
•Status of the class •Guided writing 　　　Group 1 　　　Group 2 • Writing conferences • Facilitate sharing	The learners may engage in any combination of the following, either determined by their independent practice or the educator. • Independent writing • Educator/learner conference • Peer conferencing • Projects

Sharing or closure

Status of the class sample

Learner's name	Date	Activity or Notes

GUIDED WRITING (from PALS)

Rationale

Guided Writing allows for individualized instruction in writing. Like Guided Reading, Guided Writing is an opportunity to address specific needs and concerns surrounding writing. Groups are formed by observation of the guided practice portion of a minilesson or writing data. Each Guided Writing group is also considered a group conference.

Procedure

Steps:

1.) The educator determines teaching points based on the writers' needs.

2.) Small groups of 3-6 learners demonstrating similar writing skills and instructional needs based on observations and learner work are formed.

3.) At this point the educator is able to explicitly teach strategies.

4.) Each learner may develop a written piece or the group develops a piece collectively.

Resources

✓ *Scaffolding Young Writers: A Writer's Workshop Approach,* Dorn & Soffos
✓ *Guiding Readers and Writer grades 3-6,* Pinnell & Fountas
✓ *Yellow Brick Roads,* Allen
✓ *The Art of Teaching Writing*, Calkins

Artifacts

✓ Writing samples
✓ Guided writing teaching point and lessons
✓ Conferring notes

INDEPENDENT WRITING (from PALS)

Rationale
Independent Writing allows learners the opportunity to explore the Writing process. Learners engage in all aspects of the Writing process:

- Pre-writing
- Discovery draft
- Revision
- Editing (peer and educator edit)
- Final draft
- Publication

Learners are expected to understand the stages of the writing process and to actively use such vocabulary when discussing writing. Often this is a choice writing time but other "Have to" projects are assigned. Independent Writing is an effective activity for individualizing writing instruction.

Procedure
Steps:
1.) Each writing workshop session begins with a minilesson based on the needs of the learners or project.
2.) After the minilesson, each learner works silently and independently. Often learners select their own writing topics; occasionally they are assigned.
3.) While learners are working independently the educator circulates through learners engaged in conferences for either editing or revision.
4.) Some learners will require guided writing lessons.
5.) Independent writing ends with Author's chair, learner sharing or evaluation.

In order to make this process as successful as possible, the educator must provide the necessary structure to the Writing Workshop in which independent writing is just a piece. In the beginning, the educator must provide direct instruction through minilessons on the steps of the process (pre-write, discovery draft, revise, peer edit, educator edit and final draft). As the process becomes an embedded practice the learners may follow the process of a real writer, which may be recursive.

Process Writing Chart					
Prewriting Seed ideas, brainstorm list, quick writes	**Discovery** draft: first draft from a prewriting activity	**Revision:** 6 traits rubric scoring, reflection and content rewrite.	**Editing:** correction of grammar, punctuation, and capitalization	**Final draft:** A learner's best writing.	**Publish:** a visually pleasing final draft with all writing conventions

Resources
- ✓ *Creating Writers Through 6 Trait Writing Assessment and Instruction*, Spandel
- ✓ *In the Middle*, Atwell
- ✓ *Yellow Brick Roads*, Allen

Artifacts
- ✓ Writing Notebooks or journals
- ✓ Editing or Revision-checklists (-Self, peer and educator)
- ✓ Published pieces
- ✓ Six Traits rubrics (educator and learner)
- ✓ Status of the class grid & anecdotal
- ✓ Writing space with resources (labeled materials, dictionaries, idea jar, etc.)
- ✓ Displayed learner samples scored on a traits rubric
- ✓ Shared or Guided Writing samples

What You Should Expect

Grade level	Number and Types of Essays	Timed Writings	Other Expectations	# of Days of Writing per week	Amount of Writing per week
Kinder	4 published pieces including: 2 narrative 1Interdisciplinary unit piece 1 expository description	2 1 narrative 1 expository description	- Increase the practice of conferring to increase revision skills - Increase use of rubrics	4	1 page
1rst	4 published pieces including: 2 narrative 1Interdisciplinary unit piece 1 expository description	2 1 narrative 1 expository description	- Increase the practice of conferring to increase revision skills - Increase use of rubrics	4	1 page
2nd	6 published pieces including: 4 writing pieces (one per Interdisciplinary unit) 2 Narratives	3 Summary, Narratives (personal and imaginative)	- Increase the practice of conferring to increase revision skills - Increase	4	2 pages

			use of rubrics -Increase use of graphic organizers and planning tools		
3rd	7 published pieces including: 4 writing pieces(one per Interdisciplinary unit) 1 Narrative 1 Description w/sensory details 1 Formal letter - Numerous friendly Letters, summaries & (reading response letters)	3 Summary, Narratives (personal and imaginative)	Increase the practice of conferring to increase revision skills - Increase use of rubrics -Increase use of graphic organizers and planning tools	4	3 pages
4th	8 published pieces including: 4 writing pieces (one per Interdisciplinary unit) 1 Narrative 1 Response to Literature 1 Informational Report	4 Summary, Narrative (personal & imaginative), Response to Literature	Increase the practice of conferring to increase revision skills - Increase use of rubrics -Increase use of graphic organizers and planning tools	4	4 pages
5th	8 published pieces including: 4 writing pieces(one per Interdisciplinary unit) 1 Narrative 1 Response to Literature 1 Research Report 1 Persuasive Letter	5 Summary, Narrative (personal & imaginative), Response to Literature & persuasive	Increase the practice of conferring to increase revision skills - Increase use of rubrics -Increase use of graphic organizers and planning tools	4	4 pages

WRITING MINILESSONS (from PALS)

Rationale

Minilessons provide intense direct instruction in a skill or understanding that will be used immediately after the moment of instruction. In presenting a small, focused and strategic lesson, the learners are able to practice in real contexts and narrow the point of learning.

Procedure

Minilessons are presented in small or whole groups. The goal of the minilessons is to teach the craft of writing in small portions, to practice a skill, to discuss what was learned and to understand it in a meaningful way.

Steps:

    1.) Identify a teaching need or goal from observations, anecdotal notes or data analysis.

    2.) Minilessons are 10 to 15 minutes presented in small or whole groups.

    3.) Allow time for questions and answers.

Resources

- ✓ Six Traits Rubrics
- ✓ Aspire lesson plan template
- ✓ *Creating Writers*, Spandel
- ✓ *Craft Lessons, Teaching Writing K-8*, Fletcher
- ✓ *The Art of Teaching Writing*, Calkins
- ✓ *In The Middle*, Atwell
- ✓ *Write Traits Materials* (specific to grade level)
- ✓ *Write Traits Boxes* (specific to grade level)

Artifacts

- ✓ Six Trait examples (learner or other)
- ✓ Written objectives on board
- ✓ Lesson plans
- ✓ Six Traits objectives
- ✓ Posted charts, graphics organizers, etc.

INTERACTIVE WRITING (from PALS)

Rationale
Interactive Writing allows the educator an opportunity to provide writing instruction while sharing the pen with the learners, literally and figuratively. The educator and learners collaboratively compose a piece of writing. This instructional context allows the educator many opportunities to model "how" language works. Learners work as apprentices to the expert writer, their educator. This provides a safe environment for those learners to participate in modeled practice. As the year progresses the written piece evolves in length, skill and interest leading the learners to independence.

Procedure
Interactive writing is used any time the educator feels the group will benefit from a shared writing experience.

Steps:
1.) Interactive Writing can be a whole group or a small group activity depending on the needs of the children.

2.) The composing of the message is accomplished through an ongoing dialogue between the learners and the educator about the words to use to convey their message. Collectively the group determines the most articulate way to convey the thoughts. Decisions inviting learners "to share the pen" or to have the educator do the writing is based on the needs of the learners.

3.) This can be done on the overhead, with chart paper or on the white board. Use interactive writing to teach or re-teach:

   • Minilessons
   • Craft lessons
   • Writing process.
   • Genre elements

Resources
   ✓ *Interactive Writing*, McCarrier & Pinnell
   ✓ *Getting the Most Out of Morning Message and other Shared Writing Lessons*-Carleen Dacruz Payne & Mary Browning Schulman

Artifacts
   ✓ Partner or small group samples

WHY THE SIX TRAITS? (from PALS)

"What you can assess you can revise"

- Vicky Spandel

Rationale

The Six-Trait approach to writing puts all of the power and responsibility in the learner's hands. Instead of thinking of assessment at the end of a writing project the Six-Trait format requires that assessment be used throughout the project. This makes the learners the primary assessor of their own work.

This assessment is embedded within the process so that there is time for change and improvement long before the project is completed. It is critical that learners assess their work with a trait rubric to focus the revision process, laying the foundation for a cycle of reflection and continual improvement.

Process writing alone isn't enough. We must model the writing and revision process. Process writing is not a lock step situation where learners pre-write on Monday and have a final draft on Friday. The steps of process writing are self-paced, interdependent and overlap. In laying the foundation for traits think...

1. PROCESS	2. TRAITS	3. MODES
The Foundation	Writer's Language	Forms of Writing:
•Gathering •Focusing •Prewriting •Drafting •Revising •Editing/Publishing	•Ideas •Organization •Voice •Word Choice • Fluency • Conventions	What is my purpose? Who is my audience? Note how traits shift in---- •Descriptive writing •Narrative writing •Informational writing •Persuasive Writing •Technical/Business writing

Ideas to Remember:
   ✓   Provide a range of prewriting strategies (research, idea maps, lists, notes, quick writes, etc...)
   ✓   Make the drafting process less rigid, meaning writing is generative. So keep writing!

✓ Use sharing to give learners the role of peer coaches, essentially peer-revising. Writing for an audience enables students to become comfortable with sharing writing with peers.
✓ Teach the distinction between editing and revision. Editing is capitalization, punctuation and grammar but revision addresses content. Revising is to see your writing in a different light.
✓ Make self-reflection a priority. Read your work aloud to yourself, use rubrics to score your own work before peer or educator edit.

Six Keys to The Six Traits

1. Take time to introduce the concept of traits.
2. Surround learners with rich language.
3. Teach learners to be assessors of their own work. Use their own and the work of others in self-revision and goal setting.
4. Use written works to illustrate strengths and weaknesses within writing.
5. Use focused lessons –including practiced revision—to help learners develop skills in each trait.
6. Teach learners to do focused revision.

Sample Six Traits lesson plan:

Six Traits Minilesson:
What is **voice** in writing? Students will identify voice within a text by scoring each sample on a rubric by the end of the lesson. The students will then score their own writing for voice by the end of the week.

Educator	**Learners**
• He or she circulates through the learners conferring with partner pairings to improve the learners understanding of voice. • He or she leads the brief discussion. • He or she circulates and conferences with individual learners about voice within their piece.	• The learner's score/reflect a second sample in partners. (10 minutes) • A brief whole group discussion follows. (5 minutes) • For the remaining 30 minutes, learners work to improve voice within their own writing projects.

Learner Sharing

Notes taken from Vicky Spandel's, Creating Writer's, through Six Traits Writing Assessment and Instruction.

WORD STUDY/ WORD WORK (from PALS)

Rationale

Word Work allows the learner to develop the skills necessary to learn how written language is organized (how it works). The key to the word solving process in reading and writing is that the learner benefits by doing. This processing system allows them to decode and interpret the meaning of words, while developing strategies for remembering, understanding and learning how words work and increasing vocabulary.

Procedure

Learners acquire word knowledge through explicit instruction.

Steps:

1. Word solving skills and strategies should be presented in the form of a minilesson outlined within the Open Court Phonics Kits.
2. The time allotted to Open Court Phonics Instruction is thirty minutes to an hour depending on the grade level.
3. Word Study will also occur throughout the instructional day. Below you'll find a diagram displaying all of the activities that together form this portion of our program.

Phonics K- 3	Word Work K- 5	Spelling Sentences/Paragraphs K- 5	Words in Context 4 - 5
Open Court Reading: -Phonological and Phonemic Awareness/Warm Ups - Alphabetic knowledge/blending - Dictation - Decodables -Word Building	*Words Their Way*, Baer, Invernezzi, Johnston & Templeton • word sorts *Making Words,* Pat Cunningham Word Wall Work • high frequency words	*Classroom Connections; Confronting the Spelling Frontier*, Vicki Fairchild Crain	*Words, Words, Words,* Janet Allen Vocabulary related to the interdisciplinary units

--*Words Their Way*, Baer, Invernezzi, Johnston & Templeton. This resource provides a "hands-on" way to manipulate word features in a way that allows the student to generalize beyond the isolated, individual examples to entire groups of words that work in the same way. *Words Their Way* provides active exploration that examines words to discover patterns, regularities, and the rules of English needed to read and write. Secondly, *Words Their Way* increases the knowledge of words – the spelling and meaning of individual words.

--*Classroom Connections, Conquering the Spelling Frontier*, Vicki Fairchild Crain This brief article serves as a means to teach spelling related goals:
  a) Students need to look closely at print.
  b) Students need to look at words in the context of their own writing.
  c) Purposeful opportunities for spelling.
  d) Students need to have ownership of their learning.

--*Making Words: Enhancing the Invented Spelling and Decoding Connection*, by Patricia Cunningham. This multi-level, hands-on spelling resource and practice allows the students additional growth in manipulating words by sorting and building while discovering patterns and practicing spelling rules. Students are given individual letters to use to make words, much like Scrabble. All of the letters ultimately build one specific large word, but the process of inquiry leading up to the large word allows for a great deal of practice with easy, medium and difficult words.

"Words in Context" from *Words, Words, Words*, by Janet Allen is a spelling and vocabulary activity that examines syllables, affixes and bases and how they determining the meaning of words.

Resources
  ✓ *Word Matters*, Pinnell & Fountas
  ✓ *Open Court Phonics Kits*
  ✓ *Words Their Way*, Bear, Invernizzi, Templeton & Johnson
  ✓ *Guiding Readers and Writers*, Pinnell & Fountas
  ✓ *Spelling Through Phonics*, McCracken & McCracken
  ✓ *Words, Words, Words*, Allen

Artifacts
  ✓ Guided Reading lesson
  ✓ Open Court Phonics Kits activities
  ✓ "*Making Words*"
  ✓ "*Word Their Way*" activities
  ✓ Word Wall work

DAILY ORAL LANGUAGE (from PALS)

Rationale
Daily Oral Language provides lessons that introduce and review punctuation, capitalization and language usage skills. Learners have the opportunity to practice proofreading skills with educator guidance.

Procedure
Steps:
1.) Collect a piece of learner work or sample from the STAR, CAHSEE, PSAT, SAT as authentic samples to teach editing and revision skills.
2.) During a group discussion, errors are identified and corrections are made through the use of the six traits rubrics.
3.) Learners explain the reasons for each correction. Any corrections missed by the learners are identified and explained by the educator.

Stage 1	Stage 2	Stage 3 "Best Practice"
•Canned program •Boring, isolated and not much transfer to learner's individual writing •Whole class 10 minutes	•Text examples are taken from the learner's work. •Learners begin using the conventions rubric during the self-editing, peer editing and educator editing processes. •Less boring, less of an isolated task and more transferability to the learners writing •Whole class, 10 minute	•D.O.L. is no longer an isolated activity. Learners routinely practice editing skills through the use of the conventions rubric. • This practice has become personalized, completed through the self-editing, peer editing and educator-learner writing conferences and embedded within the Writing Workshop • This practice is no longer a whole class activity and has become deeply embedded within the daily class work.

Resources
✓ *Daily Oral Language,* Instructional Fair, Inc.
✓ Anecdotal notes
✓ Conventions rubric

Artifacts
✓ Minilesson notes from the Writer's Notebook
✓ Learner's revised and edited text on overheads or paper

INTERDISCIPLINARY PROJECTS (from PALS)

Rationale

Subject integration is vital to making learning relevant and more reflective of the real world to learners. Each project allows the learners to see the interconnection of all subjects and to build other interdisciplinary understanding. Each unit should conclude with a presentation of knowledge (final authentic project) that is rigorous according to the Newmann assessment scale. Final projects may be completed independently or in a formal cooperative learning group.

The Following Are Different Projects Exhibiting a Learner's Knowledge:

1. Oral presentations: The learners can present informally to the class or formally to an outside audience. Visual aides such as Power Point slides, handouts or other audio-visuals are required.

2. Video presentations: The final project may involve a video or film.

3. Art presentations: Learners can demonstrate their learning through photography, drawing, painting, music, poetry and dance.

4. Written presentation: The final project may be a written piece.

Resources

✓ *A Guide to Authentic Instruction and Assessment: Vision, Standards and Scoring*, Newmann, Secada and Wehlege
✓ Social responsibility rubric (habits)

K-5 Language Arts Instructional Guidelines and Resources for PALS

Guideline	Resources
Read Aloud (comprehension strategies)	Reading for Meaning Miller (K-3) Strategies that Work Harvey & Goudvis (3-6) The Art of Teaching Reading Calkins The Read Aloud Handbook Trelease Snapshots Hoyt Revisit Review, Retell Hoyt Nonfiction Matters Harvey & Goudvis
Literacy Centers	Guided Reading, Good First Teaching for All Fountas and Pinnell (K-2) Guiding Readers and Writers Grades 3-6 Fountas and Pinnell What Are the Other Kids Doing? –Marriott Literacy Work Stations- Diller (K-2) Practice with Purpose- Diller (3-6) Take To Your Seat Centers- Evan-Moor (K-5) Multiple copies of books with tapes Listening Centers
Shared Reading	Reading A-Z Big Books-Scholastic/Wright Group (K-3) Yellow Brick Roads Allen (4-5) Guided Reading, Good First Teaching for All Fountas and Pinnell (K-2) Guiding Readers and Writers Grades 3-6 Fountas and Pinnell
Guided Reading	Guided Reading, Good First Teaching for All-Fountas and Pinnell (K-2) Guiding Readers and Writers Grade 3-6-Fountas and Pinnell Scholastic Guided Reading Books Time For Kids Ranger Rick Rigby P.M. Starters- leveled text Sundance Leveled Books www.readinga-z.com Scholastic Guided Reading Practice Packs
Literature Circles	Literature Circles-Harvey Daniels (2-5) Begin with 1st grade in Feb. Mini-Lessons for Literature Circles Daniels
Independent Reading	Guided Reading, Good First Teaching for All Fountas and Pinnell (K-2) Guiding Readers and Writers Grades 3-6 Fountas and Pinnell Leveled classroom library * Scholastic High Frequency Readers (K-2)
Mini-Lessons	CA standards

Reading/Writing Workshop	The Art of Teaching Reading Calkins The Art of Teaching Writing Calkins Craft Lessons, Teaching Writing K-8 Fletcher Guiding Readers and Writers Grades 3-6 Fountas and Pinnell Great Source Write Spot (K) Write One (1) Write Away (2-3) Writer's Express (4-5) Write Traits Box * (K-5) Units of Study- Calkins (K-2 & 3-6) Lessons That Change Writers Atwell (4-5) Let's Write- Areglado & Dill (K-2) Total Qualities of Writing Fletcher (3-6)
Independent Writing	Great Source-Write Spot (K) Write One (1) Write Away (2) Write Away (3) Writer's Express (4-5) Write Traits Box * (K-5) Units of Study-Lucy Calkins (K-5) Lessons That Change Writers Atwell (4-5) Let's Write (K-2) Total Qualities of Writing Fletcher (3-6)
Guided Writing	Scaffolding Young Writers: A Writer's Workshop Approach, Dorn & Soffos The Art of Teaching Writing Calkins Guiding Readers and WritersFountas and Pinnell (3-6)
Interactive Writing	Interactive Writing McCarrier & Pinnell Getting the Most Out of Morning Message and other Shared Writing Lessons- Dacruz Payne & Browning Schulman
Grammar/DOL	Daily Oral Language Instructional Fair (1-5) Great Source-Write One (K-1) Write Away (2-3) Writer's Express (4-5)

Word Work
 o Spelling
   Paragraph
 o Open
   Court
   Phonics
 o Words
   Their Way
 o High
   Frequency
	Words, Words, Words Allen (4-12)
	First 1000 Word list * (K-8)
	Word Families- Lynch (K-2)
	Making Words Cunningham (2-5)
	Making Big Words Cunningham (2-5)
	www.readinga-z.com (K-5)
	Open Court Phonics Kits K-3
	Words Their Way Baer, Invernizzi, Johnston, & Templeton (K-6)

	Words-Word Wall o Words in Context (4-5) o Making Words	

GLAD Strategies and Frontloading

At Learning Without Limits, all of our teachers infuse frontloading lessons and GLAD strategies into their instruction. In the 2007-08 school year, all teachers were trained in Susanna Dutro's frontloading strategies and all teachers used these strategies in the classroom. For the 2008-09 school year, we deepened our approach to frontloading by learning and implementing many GLAD strategies. The use of GLAD strategies has gone beyond improving frontloading, strengthening our instruction throughout the school day for all students and especially English learners. All teachers at LWL were trained to use a number of GLAD strategies and received a significant amount of follow-up coaching. As a result, a number of GLAD strategies are being used school-wide on a regular basis, others are used school-wide occasionally.

In the 2009-10 school year, we went to go deeper with GLAD, fortifying our use of the strategies we have learned and extending them. Teachers will learn to use GLAD strategies for small group work and differentiation and increase the frequency that the following strategies are used: Cognitive Content Dictionaries, Observation Charts, Picture File Cards, Narrative Input Charts, Process Grids, Cooperative Strip paragraphs, Team Tasks and Expert Groups, and Writer's Workshop/Author's Choice. The chart below identifies these strategies and the level of implementation during the 2008-09 school year, the 2009-2010 and current school year. Now that our staff has been trained in these strategies, you will see them used frequently in our classrooms.

GLAD Strategy	2008-09 Level of Implementation	2009-10 Level of Implementation	2010-now
Focus/Motivation Strategies			
Big Books	Occasionally used in most classrooms	Occasionally used in most classrooms	**Frequently** used in some classrooms
Cognitive Content Dictionary	Occasionally used in most classrooms	**Often** used in most classrooms	**Frequently** used in all classrooms
Inquiry Chart	Regularly used in most classrooms, (alternately identified as Concept/Question board)	Regularly used in most classrooms, (alternately identified as Concept/Question board)	**Frequently** used in all classrooms
Observation Charts	Rarely used in some classrooms	**Frequently** used in all classrooms	**Frequently** used in all classrooms
T-Graphs with	Regularly used in most	Regularly used in most	**Frequently** used in most

Team Points	Classrooms	classrooms	classrooms
Picture File Cards	Rarely used in any classrooms	**Frequently** used in most classrooms	**Frequently** used in all classrooms
Awards and scouts	Often used in many classrooms	Often used in many classrooms	**Frequently** used in all classrooms
Input Strategies			
Pictorial Input Charts	Frequently used in nearly all classrooms	Frequently used in nearly all classrooms	**Frequently** used in all classrooms
Graphic Organizer	Regularly used in nearly all classrooms	Frequently used in nearly all classrooms	**Frequently** used in all classrooms
Narrative Input Chart	Rarely used in some classrooms	**Regularly** used in all classrooms	**Frequently** used in all classrooms
Guided Oral Practice Strategies			
Chants	Regularly used in many classrooms	**Frequently** used in all classrooms	**Frequently** used in all classrooms
Sentence Patterning Chart	Occasionally used in many classrooms	**Frequently** used in all classrooms	**Frequently** used in all classrooms
Process Grid	Occasionally used in some classrooms	**Frequently** used in all classrooms	**Frequently** used in all classrooms
Reading/Writing Strategies			
Interactive Journals	Regularly used in some classrooms	Regularly used in almost all classrooms	**Frequently** used in all classrooms
Cooperative Strip Paragraph	Rarely used in some classrooms	**Regularly** used in almost all classrooms	**Frequently** used in all classrooms
Team Tasks	Rarely used in some classrooms	**Occasionally** used in most classrooms	**Frequently** used in some classrooms
Writer's Workshop/ Author's Choice	Rarely used in some classrooms	**Regularly** used in most classrooms	**Frequently** used in some classrooms

Math

As an OUSD school, LWL has used the new OUSD adopted math curriculum, EnVision from Scott Foresman/Pearson publishers. In addition, we began to implement the Si Swun model. As we have implemented the Si Swun system, it will remained important to us to continue to teach lessons that progress students through the concrete, representative and abstract phases of learning. We will continue to use engagement strategies to keep students attention, and we will continue to use a workshop set up when appropriate to support student understanding through small group instruction. Below is a summary of the Si Swun approach shared with LWL by Heidi Boley:

SWUN MATH – A BRIEF OVERVIEW

Swun Math is a comprehensive program that provides standards-based mathematics instruction through a lesson design structure that can be adapted to any State-adopted mathematics textbook. Statistically, Swun Math has led

to increased student performance in districts across the state. Each of the elements of Swun Math is related to best practice in mathematics, as referenced in the latest and most respected research and policy papers. What are these elements?

Pacing – Swun Math pacing guides allow more time for teachers to teach and for students to master grade-level standards. Lessons from the text that are not standards-based are not included in the pacing guides. This allows multiple days for students to spend on lessons that may prove to require more time for mastery. Pacing guides identify key standards and provide guidance related to the instructional strategies that may be most effective. Pacing is organized so that the 2-3 weeks before end-of-the-year high-stakes testing are available to revisit those standards-based math problems with which students have experienced difficulty, as indicated by a review of data. The pacing also identifies those standards and lessons that should be introduced to students after these high-stakes tests before the end of the school year. Surveys of teachers and analyses of early-in-school-year assessments have revealed standards that need to be revisited and focused upon after high-stakes testing, but prior to students progressing to the next grade level.

Beyond the Basic Facts – Mastery of basic facts in addition, subtraction, multiplication, and division are as important to success in mathematics as phonemic awareness and phonics are to success in reading. Using *Beyond the Basic Facts* provides confidence that all students will master facts in all four operations by the end of third grade. By introducing the basics of algebraic thinking, students use critical thinking skills to see connections within and between the four operations while developing number sense. *Beyond the Basic Facts* lessons are already planned and written to help teachers in this important endeavor.

Lesson Design – The Swun Math lesson design is organized, structured, and predictable. Teachers and students react favorably to the design, which is based on the same direct, explicit instruction format with which many teachers are familiar. Students are first oriented to the standards and objectives of the lesson and their background knowledge is tapped. Modeling is recognized as essential and the responsibility of solving problems is gradually released to students based on frequent checks for understanding. Students have opportunities to meaningfully collaborate with peers, build consensus and present and explain their results. Teachers have the opportunity to meet with small groups of students who may require more attention.

Instructional Strategies – Swun Math recommends and provides strategies for solving types of math problems so that students receive a consistent message from grade level to grade level. Teachers are provided with a proven method of teaching mathematical concepts and student learning, so in subsequent grade levels, learning is accelerated because they are familiar with

the strategies previously introduced for solving fundamental math problems.

Problems of the Day (PODs) – PODs during the first trimester are based on solving word problems. Based on content mastered in previous grade levels, teachers help students interpret key mathematics vocabulary embedded within word problems and students learn to translate word sentences into mathematics expressions and equations. In the second and third trimesters, teachers analyze data from earlier trimesters and use PODs to review types of problems with which students may have had difficulty. This spiral review ensures students maintain proficiency and bolster their mastery of difficult concepts.

Backwards Planning – Teachers are provided with practice and final trimester tests as well as typically two to three formative unit assessments per trimester. The Trimester 2 and 3 tests are cumulative. The last trimester test is given two to three weeks before the end-of-the-year high-stakes testing, as all key grade-level standards will have been taught by this time. All test questions are written to match the format and rigor of the state tests and teachers receive copies of the practice and unit tests in advance. Teachers are highly encouraged to preview these tests to ensure that the problems they select from the text and their instruction matches the rigor and format of the tests.

Coaching – Finally and most importantly, Swun Math recognizes that transformation requires an implementation plan that includes follow-up and coaching. Thus, districts and schools partnering with Swun Math engage in small group teacher meetings, principal coaching sessions, data review sessions, and of course, co-plan/co-teach lesson studies. During these lesson studies, Swun Math coaches demonstrate lessons for district teachers, observe teachers in action, and reflect upon lessons so that continuous progress is made toward ensuring all students master grade level standards.

Swun Math combines the best of planning, instructional delivery, data-based teaching and learning, and professional development to ensure student learning is maximized. Through collaborative relationships with school systems, the capacity to best serve students is built.

Sample Assessment Schedule

Past Assessment Schedule

	ELA Assessment	Math Assessment	ADEPT Assessment	Summative Assessment Administered By	Unit Summative Assessment Sharing	k/1 PLC Data Reflection Date	Math One on one data conferences	ELA one on one data conferences	Release Day
	Aug -31 – Sept. 11	Nov. 16 – Dec. 2	August 31 – Sept. 11	November 4	November 11	September 15 December 2	December 3		10/1
	Jan 11 – Jan 22	March 1 – March 11	February 3 - 12	February 24	March 10	January 26 March 23	March 17	January 27	11/5
	May 24 – June 17	June 7 - 17					June 9		1/14
Kinder									2/25
									4/22
	ELA Assessment	**Math Assessment**	**ADEPT Assessment**	**Summative Assessment Administered By**	**Unit Summative Assessment Sharing**	**k/1 PLC Data Reflection Date**	**Math One on one data conferences Math**	**ELA one on one data conferences**	**Release Day**
	Aug -31 – Sept. 11	Nov. 16 – Dec. 2	August 31 – Sept. 11	November 4	November 11	September 15 December 2	December 3		10/2
1st grade	Jan 11 – Jan 22	March 1 – March 11	February 3 - 12	February 24	March 10	January 26 March 23	March 17	January 27	11/6
	May 24 – June 17	June 7 - 17					June 9		1/15

Unit Plans are about 6 weeks long, but not necessarily 6 weeks long.

It was a priority to have the release day take place after you had the chance to review data. For that reason, the length of units are determined by when the assessments take place.

	ELA Assessment	Math Assessment	ADEPT Assessment	Teacher designed Unit Summative Assessment Administered By	School-wide Summative Assessment GLAC	Math One on one data conferences or GLAC	ELA one on one data conferences or GLAC	Release Day
2nd grade	Oct 19 - 30	Nov 16 – Dec 2	August 31 – Sept. 11	November 2	Nov 11	September 15		September 25
	Dec 7 – 18	Feb 10 - 24	Jan 19 – Feb 2	December 7		December 8	November 3	November 5

Grade	ELA Assessment	Math Assessment	Adept Assessment	Unit Summative Assessment Administered By	School-wide Summative Assessment GLAC	Math One on one data conferences	ELA one on one data conferences	Release Day
	Feb 16 – 26	April 14 - 23		February 23	March 10	February 24	January 13	December 8
	March 30 – June 17	June 7 - 17		April 25		April 27	March 2	February 24
						June 8	June 8	April 26

Grade	ELA Assessment	Math Assessment	Adept Assessment	Unit Summative Assessment Administered By	School-wide Summative Assessment GLAC	Math One on one data conferences	ELA one on one data conferences	Release Day
3rd Grade	Oct 19 - 30	Nov 16 – Dec 2	August 31 – Sept. 11	November 3	Nov 11	September 15		September 28
	Dec 7 – 18	Feb 10 - 24	Jan 19 – Feb 2	December 9		December 8	November 3	November 4
	Feb 16 – 26	April 14 - 23		February 25	March 10	February 24	January 13	December 9
	March 30 – June 17	June 7 - 17		April 27		April 27	March 2	February 25
						June 8	June 8	April 27

Grade	ELA Assessment	Math Assessment	Adept Assessment	Unit Summative Assessment Administered By	School-wide Summative Assessment GLAC	Math One on one data conferences and/or GLACs	ELA one on one data conferences	Release Day
4th grade	Oct 19 - 30	Nov 16 – Dec 2	August 31 – Sept. 11	November 3	Nov 11	September 15		September 24
	Dec 7 – 18	Feb 10 - 24	Jan 19 – Feb 2	December 9		December 9	November 4	November 12
	Feb 16 – 26	April 14 - 23		February 25	March 10	February 23	January 12	December 10
	March 30 – June 17	June 7 - 17		April 27		April 28	March 3	February 26
						June 15	June 15	April 28

Grade	ELA Assessment	Math Assessment	Adept Assessment	Unit Summative Assessment Administered By	School-wide Summative Assessment GLAC	Math One on one data conferences	ELA one on one data conferences	Release Day
5th grade	Oct 19 - 30	Nov 16 – Dec 2	August 31 – Sept. 11	November 3	November 11	September 15		September 30
	Dec 7 – 18	Feb 10 - 24	Jan 19 – Feb 2	December 9		December 9	November 4	November 13
	Feb 16 – 26	April 14 - 23		February 25	March 10	February 23	January 12	December 11
	March 30 – June 17	June 7 - 17		April 27		April 28	March 3	March 1

LWL's Instructional Guidelines:
ELA Guidelines from Aspire's PALS program

Sample Professional Development Calendar

Learning Without Limits PD Schedule 2009-10

			Tuesday 3:00 - 4:30	Wednesday 2:00 - 3:00	Wednesday 3:00 - 4:30
1-Sep		2-Sep			
8-Sep	to	9-Sep			
15-Sep	to	16-Sep	Definition of Team Triangle Activity Re-visit team norms	ELA	Analyze pre-assessment data
22-Sep	to	23-Sep	Continue using pre-assessment data to make ELD groups and workshop groups Homework and Grading policies	Math	Common Formative Assessments and goal setting with students
29-Sep	to	30-Sep	North East South West Equity Traps	GLAD	Review Monthly PLC Sequence PLC's Four key questions PLC Binders PLC Agendas
6-Oct	to	7-Oct	Grade Level Planning Lesson Design Study (LDS) Step 1 Start sequence (Also it's Family Reading Night)	ELA	ELD Vertical Planning Group
13-Oct	to	14-Oct	Vertical Integration -- Focus on Compare/ Contrast	Math	Grade Level Planning (Lesson Design Step 2 happens this week)
-Oct	to	21-Oct	Grade Level Planning Lesson Design Step 3	GLAD	Grade Level Planning
27-Oct	to	28-Oct	Grade Level Planning	ELA	Committees -- Social Curriculum and Family Engagement
3-Nov	to	4-Nov	Grade Level Planning Lesson Design Study (LDS) Step 1	Math	ELD Vertical Planning Group
10-Nov	to	11-Nov	Vertical Integration -- Focus on Compare/ Contrast	ELA	Summative Assessment Sharing
17-Nov	to	18-Nov	Grade Level Planning Lesson Design Step 3	ELA	Grade Level Planning
1-Dec	to	2-Dec	Grade Level Planning	GLAD	Committees -- Social Curriculum and Family Engagement
8-Dec	to	9-Dec	Grade Level Planning	Math	Review Goal Setting Worksheets Prepare for Report Card Conferences
15-Dec	to	16-Dec	Report Card Conferences	ELA	FOSS
5-Jan		6-Jan	Grade Level PlanningLesson Design Study (LDS) Step 1	ELA	ELD Vertical Planning Group
12-Jan	to	13-Jan	Vertical Integration -- Focus on Compare/ Contrast	GLAD	Grade Level Planning (Lesson Design Step 2 happens this week)
-	to	20-Jan	Grade Level Planning Lesson Design Step 3	ELA	Grade Level Planning

LWL's Instructional Guidelines:
ELA Guidelines from Aspire's PALS program

ˀ6-ˌan	to	27-Jan	Grade Level Planning	Math	Committees -- Social Curriculum and Family Engagement
2-Feb	to	3-Feb	Grade Level Planning Lesson Design Study (LDS) Step 1	ELA	ELD Vertical Planning Group
9-Feb	to	10-Feb	Vertical Integration -- Focus on Compare/ Contrast	GLAD	Grade Level Planning (Lesson Design Step 2 happens this week)
16-Feb	to	17-Feb	Grade Level Planning Lesson Design Step 3	ELA	Grade Level Planning
23-Feb	to	24-Feb	Grade Level Planning	Math	Committees -- Social Curriculum and Family Engagement
2-Mar	to	3-Mar	Grade Level Planning Lesson Design Study (LDS) Step 1	ELA	ELD Vertical Planning Group
9-Mar	to	10-Mar	Vertical Integration -- Focus on Compare/ Contrast	GLAD	Grade Level Planning (Lesson Design Step 2 happens this week)
16-Mar	to	17-Mar	Grade Level Planning Lesson Design Step 3	ELA	FOSS
23-Mar	to	24-Mar	Review Goal Setting with students Grade Level Planning and/or prep for Report Card Conferences	Math	Committees -- Social Curriculum and Family Engagement
30-Mar	to	31-Mar	Report Card Conferences	ELD	Report Card Conferences
13-pr	to	14-Apr	Grade Level Planning Lesson Design Study (LDS) Step 1	ELA	ELD Vertical Planning Group
20-Apr	to	21-Apr	Vertical Integration -- Focus on Compare/ Contrast	GLAD	Grade Level Planning (Lesson Design Step 2 happens this week)
27-Apr	to	28-Apr	Grade Level Planning Lesson Design Step 3	Math	Grade Level Planning
4-May	to	5-May	Grade Level Planning	ELA	Committees -- Social Curriculum and Family Engagement
11-May	to	12-May	Grade Level Planning Lesson Design Study (LDS) Step 1	Math	ELD Vertical Planning Group
18-May	to	19-May	Vertical Integration -- Focus on Compare/ Contrast	ELA	Grade Level Planning (Lesson Design Step 2 happens this week)
25-May	to	26-May	Grade Level Planning Lesson Design Step 3	GLAD	Grade Level Planning
1-Jun	to	2-Jun	Grade Level Planning	ELA	Committees -- Social Curriculum and Family Engagement
8-Jun	to	9-Jun	Vision Reflection -- Prepare for 2010-11 and beyond	Math	Vision Reflection -- Prepare for 2010-11 and beyond
15-Jun	to	16-Jun	Vision Reflection -- Prepare for 2010-11 and beyond	ELA	Vision Reflection -- Prepare for 2010-11 and beyond

Sample Balanced Literacy Schedule

Differentiated Guided Reading Groups 8:50 to 9:50	Teachers meet with at least two groups each day to practice second grade ELA standards (reading comprehension skills and strategies) with students at their instructional reading levels. Students who are not meeting with the teacher are doing follow-up reading and writing activities using their guided reading group instructional text. When finished, students engage in workstations with their reading partners practicing grade level reading and writing standards.
Silent Reading and Fluency 12:15 – 12:45	Students read silently at their independent reading level. This builds their fluency. Students demonstrate comprehension of their independent texts by taking AR quizzes of the books they have read. Students also have the opportunity to build fluency by doing repeated readings of leveled texts. (*Read Naturally* passages)
Using Grade Level Shared Texts for Reading and Writing 12:45 – 1:30	**Phase 1** The teacher reads grade level texts aloud modeling comprehension skills and strategies and explicitly teaching grade level ELA standards. The texts are related to a thematic unit based on the OCR units and/or culturally relevant teacher selected texts. This phase allows all students exposure to a variety of grade level texts pertaining to a given genre. Genres include: friendly letters, fictional narrative, personal narrative, instructional text, expository text. **Phase 2** Using a variety of graphic organizers and/or GLAD strategies the class deconstructs the shared texts to explore the features of the genre. At the outset of this Phase, students are presented with a rubric of features of the genre. This exploration of the choices that authors make in a given genre leads students into Phase 3 where they write their own text. **Phase 3** Students create a piece of writing modeled after the shared texts within each unit. They use the rubric presented in Phase 2 to support editing and revising independently, with peers, and in writing conferences with their teachers. Students share their published work with the class. During Phase 3 students are explicitly taught the grade level writing convention and application standards. Student writing is monitored by benchmark exams given each trimester, teacher evaluations of published student work following each genre unit, and the multiple choice ALS district benchmarks.

1) Instructional Leadership
As a principal, what strategies do you use to serve as an instructional leader? Please describe your approach to engaging teachers with issues related to literacy instruction.

As an instructional leader, I communicate high standards for student learning, facilitate teacher learning about effective teaching practice, use data to make decisions, clearly communicate a vision for the child who leaves our doors at the end of 5th grade, regularly observe in classrooms to provide teachers with feedback, and facilitate collaborative decision-making using leadership structures.

Communicate high standards –At LWL, we expect that all students will leave our doors at the end of 5th grade on track to go to college. This means they must master grade level standards in ways that both allow them to show proficiency on high-stakes tests and in ways that go beyond that. Our staff views itself as jointly responsible for helping all students achieve these successes. While we recognize that there are forces outside our control that affect students' academic performance, we maintain that we have the ability to dramatically raise student achievement and develop our students into leaders who are passionate and care about making the world better.

Facilitate teacher learning –One of the most important things we have done to facilitate teacher learning is to create dedicated time and structures for professional development. In addition to weekly input professional development provided by our literacy coach, teachers, or myself, teachers participate in paid extended time to collaborate with grade level colleagues, collaborate across grade level to support students' oral language development, and work on committees focused, for example, on family engagement or the school's social curriculum. Please see the chart provided in answer to question 4 about teacher collaboration and the attached professional development schedule for a clearer picture of our professional development schedule.

It is important to note that at LWL, our Literacy Coach plays a pivotal role in our ELA program. She provides training connected to our school-wide literacy objectives and coaches teachers on implementation through regular classroom observations and feedback. She also coordinates our ELA intervention program.

Please see the attached sheets that provide an overview of our professional development trajectory since our school started, our current big implementation goals for ELA, ELA syllabus and teacher deliverables for the Fall of 2010.

Data-driven decision-making – After district benchmark assessments, I hold individual and grade level data conferences with teachers to develop shared understandings of what worked well. We discuss which students grew and why, and which students need support. Teachers share and support each other in improving practice. In addition to these data conferences, members of our school community regularly consult data to make decisions. In Instructional Leadership Team (ILT), faculty, Coordination of Services Team (COST) and Student Study Team (SST) meetings, we use data to make decisions about intervention for individual children, how to spend available funds, and how to direct our professional development. Attached, please find the questions used for the Fall 2010 ELA data conferences.

Clear Vision – Every morning our school gathers in our courtyard to recite our vision for our students together:

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

These values are regularly reinforced through classroom learning and school-wide behavioral expectations.

<u>Regular Observation in Classrooms</u> - I conduct walkthrough observations and formal observations on a regular basis and use those observations as the basis for conversations about teaching practice.

<u>Leadership Structures</u> - At LWL, we have an ILT, a School Site Council (SSC), an English Learners Advisory Committee (ELAC), a Family Teacher Organization, a COST that each meet regularly to make decisions about how to support our students' academic achievement.

2) How does the school maintain a safe and productive learning environment for all students? Please list current systems, plans, or trainings related to school-wide discipline.

At LWL, we are proud of our progress toward creating a school where all students feel loved and cared about, and where students see themselves as college-bound. The following are some of the systems, plans and trainings that we have put in place that have supported our progress. Please also see the attached document "LWL Guide to Responding to Student Behavior".

Trainings

⇒ In-house training on engagement strategies that support instruction- a school, we recognize that engaging instruction is the most important element in creating a positive classroom climate.

⇒ Responsive Classroom – This is a system designed to support classroom and school-wide community. All teachers at LWL attend a one week training in Responsive Classroom methods, including how to:
- run a morning meeting
- interactively model all the behaviors and procedures that are desired
- use teacher language that supports desired student behaviors

⇒ GLAD Training- This training provides engaging instructional strategies as well as ideas for classroom management such as the use of positive behavior scouts.

⇒ Love and Logic – Love and Logic is a program that emphasizes using repercussions that seek to fix what gets broken. It also encourages using delayed and logical consequences. We intentionally avoid having a code that spells out the result of every infraction in order to maximize the appropriateness of our response to undesirable behaviors.

Systems

⇒ Referral system – office referral conversations start with students writing a reflection. Then they focus on healing relationships by making a plan for alternate choices in the future.

⇒ Buddy referral system – teachers send students to a buddy class when taking a break in class was not successful

⇒ Teacher buddies – students needing extra emotional support are assigned teacher buddies who check in with students. Teachers do not take on more than 2 buddies.

⇒ Regular COST meetings – teachers submit referrals to the Coordination of Services Team which determines whether students will be prioritized for a SST or counseling, etc.

⇒ Weekly yard supervision meetings – yard supervision team meets weekly with the principal to identify areas of concern and make adjustments. Love and Logic training also takes place during these meetings.

Socio-Emotional Support and Other Positive Climate Supports

⇒ Two counseling interns carry a joint caseload of 16 students who they meet with regularly. They also arrange outside services for students with ongoing needs and meet with a wide range of students for one-time crisis counseling.

⇒ School-wide morning meetings – every morning our school meets as a whole to say our vision statement and sing. We make sure to start the day in a positive, connected way.

⇒ Drum troupe – a group of student volunteers practice drumming each morning before school. On Fridays, they play at the school-wide morning meeting.

⇒ Positive climate coaching – Baba Wain meets with many of the students who are sent to the office. He helps them reflect and decides on consequences. He also runs the drum troupe.

⇒ Physical beautification – we take advantage of volunteer opportunities to beautify our space with the belief that, as Tram Ngyuen puts it, students come to believe that they deserve to be surrounded by beauty when we make the effort to beautify their space

3) What is the school's approach to literacy instruction? Please list the school's current reading programs and initiatives for boosting students' reading/ELA achievement.

We address this question by breaking down ELA instruction into Phonemic Awareness, Phonics, and Fluency instruction, Reading Comprehension, Writing, and Language Conventions. A few general notes at the outset:

⇒ Our ELA program focuses on standards-based instruction
⇒ Teachers collaborate in grade level teams to create year-long standards maps, unit plans, and develop and analyze common formative assessments, and adjust instruction based on the results of assessments.
⇒ Phonics, Fluency, Reading Comprehension, Writing and Language Conventions are taught in large group and small group settings at LWL.
⇒ I-do, We-do, You-do is common practice at our school.

Phonemic Awareness, Phonics and Fluency Instruction:
Our K-2 teachers primarily use the Open Court program as the foundation for their phonemic awareness and phonics instruction. However, our 1st and 2nd grade teachers have made some modifications to the sequence of the OCR instruction to better meet the needs of our students. These modifications have allowed teachers to target and focus more in depth the content of the "Green Section" in Open Court. For example, our students came into first grade able to blend CVC words. Therefore, instead of waiting 2 weeks before they started blending CVC words, as Open Court suggests, our first graders began blending day 1 of first grade. Beginning blending earlier allowed the first grade teachers to then slow down when it was time to teach the v_e sounds, which are typically very difficult for students to grasp right away.

Our 3-5th grade teachers use Open Court's "Green Section" as a resource to teach the word analysis standards.

All grade levels do some type of fluency or automaticity practice daily. Whether it is Kindergarten working on reading letter names or site words fluently, or the other grades reading text with prosody, all students at Learning Without Limits are taught the importance of reading fluently

Reading Comprehension
Since our school started in the Fall of 2007, we have moved from a strict adherence to Open Court for the teaching of reading comprehension, to a more differentiated reading approach that uses leveled readers to support students' reading comprehension.

For reading comprehension in 2nd-5th grade, students are exposed to a new OCR story every two weeks. The OCR story is used as a listening comprehension piece, taught over two weeks of mini lessons that focus primarily on Reading Standards 2.0 and 3.0. In addition to the whole group mini-lessons around Reading Standards 2.0 and 3.0, students practice these standards in small groups with books at their instructional reading level. Every classroom has a guided reading library for this purpose. Teachers use Frontloading, as well as GLAD strategies in whole group and small group lessons.

In K/1 students spend 1 week on an OCR story also using Frontloading and GLAD strategies to help provide access to grade level text.

Writing
At this time, there is not a specific curriculum that our teachers use to teach writing. However, teachers follow the Writer's Workshop model incorporating the steps of pre-write, draft, revise, edit, and publish. Teachers also use GLAD strategies throughout the writing block.

Language Conventions

Teachers use many resources to teach language conventions. Open Court, Language for Writing, Standards Plus as well as other resources, are used to teach the Language Convention standards.

We use the following assessments for ELA in order to monitor student progress and intervene as appropriate:

Grade	Assessments to be given
K	- Dibbles Initial Sound Fluency - Dibbles Letter Naming Fluency - M-Class TRC - BPST letter names and sounds - BPST CVC reading
1	- Dibbles Letter Naming - Dibbles Phoneme Segmentation - Dibbles Nonsense Word Fluency - M-Class TRC - BPST until student tests out. - Irregular Word Test
2nd-5th	- Running Record using the M-Class benchmark books to level P. After Level P using guided reading books. - Retelling of Guided Reading benchmark. - For students **below 95% accuracy on grade level text**, you will administer the BPST as well as Irregular Word Test.

We have a data wall in the principal's office which we use to monitor student progress on ELA district assessments. Teachers in 2nd-5th grade meet with the principal in one on one data conferences following each district ALS benchmark assessment to celebrate progress, analyze areas of challenge, identify students for intervention and review goals for each student. Teachers in k/1 meet with the principal and/or literacy coach monthly to review progress monitoring data on intensive students and consult regarding next steps.

ELA Intervention

In alignment with the RTI model, we see engaging instruction within students' respective zpds as the first layer in our instruction and intervention system. Students receive small group and individual support in class, through two pull out intervention programs and in before-school and after-school intervention provided by teachers. In addition to leveled reading groups, students are grouped for a data-based skills workshop for at least 90 minutes per week. During this workshop, teachers work with students in small groups to support them in areas recent assessments – district ALS assessments and/or grade-level wide common formative assessments – show that they need additional support.

Students who need more intensive support are referred to one of two outside-of-class reading intervention programs. Reading Tutor is a program coordinated by our Literacy Coach that uses a curriculum of the same name published by SRA. In Reading Tutor, students receive one on one support for 15-20 minutes 3-5 days per week. We enroll students in the Reading Tutor program who need support reaching an end of 2nd grade reading level.

Students who are far behind grade level but above a 2nd grade level receive support through Reading Partners. Reading Partners is an outside agency that recruits volunteers to provide one on one support to students at least twice week for 45 minutes using a curriculum they have designed that engages students at reading at their reading level. This program is also in use at Berkeley Maynard Academy.

4) What are this school's systems and structures for teacher collaboration? Please describe how/when teachers meet as well as the content of teachers' collaboration.

During the summer, teachers work in grade level teams as part of our staff retreats (one in June and one in August), to write/review and finalize their year-long plans. The year-long planning process begins with laying out standards according to the times of year they will be taught and seeking to maximize opportunities for cross-curricular connections. Within ELA, standards are grouped according to time of year and their level on Bloom's Taxonomy is identified. Units are sketched out with some notion of what the summative and common formative assessments will look like. During the course of the school year, teachers have release days every six weeks to focus in on the upcoming unit from their year-long plan, deconstruct or task-analyze the standards they will be teaching and create/find formative assessments connected to those learning targets and standards. This is in addition to the collaboration time provided in the course of a normal week/month at LWL.

Teachers have grade level meetings weekly for an hour on Wednesdays. This is in addition to one hour of "input" PD each week on Wednesdays. On Tuesdays, teachers meet once a month in groups supporting students across grade levels at similar levels of oral language development during the ELD block. Once a month on Tuesdays, teachers meet in committees to make progress on areas identified in June as areas in which our school needs to work to reach closer to our vision. The other two Tuesdays a month are made available for teachers to form optional groups who may work together on a shared inquiry question or use the time to work together to design lessons and make materials for those lessons.

The content of our collaboration time has evolved over time. In 2010-11, grade level meetings are expected to produce common formative assessments and/or analysis of results of common formative assessments.

We have also arranged teachers' non-staffed prep to occur simultaneously so that teachers can choose to work together during that time to plan upcoming lessons.

Please see the attached LWL PD Calendar which includes collaboration time. The following chart will help you make sense of our PD Calendar:

Time	Description
Summer	3 day retreat in June to begin year-long planning and engage in a cycle of inquiry 3 day retreat in August to complete unit planning for first unit, commit to school and team norms
School Year Tuesdays 3:15 – 4:45	1x/month ELD planning session 1x/month Social Curriculum and Family Engagement Committees 2x/month Optional Inquiry Teams
School Year Wednesdays 2:15 – 3:15	Input PD – Two ELA PDs per month (1 ELD and 1 Math)
School Year Wednesdays 3:15 – 4:15	Grade Level Planning – Development and Analysis of Common Formative Assessments

5) Why is this school interested in reforming literacy instruction with PALS? How has engagement with Aspire/BMA during the study period impacted the school's principles and/or practices of literacy instruction?

At LWL, we believe that a balanced approach to literacy just makes sense. We embarked on a path toward balanced literacy when we noticed in 2008-09 that the only time of the school day when students were guaranteed to engage in reading material at their level was during the 10 minutes of fluency/repeated reading practice. We have been working hard to implement a quality system of balanced literacy instruction ever since, and we have made good progress. We consult research and take advantage of opportunities to visit successful programs. We are proud of what we have accomplished so far, and we recognize that what we have put together on our own has gaps. It makes perfect sense for us to stop trying to "reinvent the wheel" and to learn directly from a school that has successfully done what we are trying to do. Being a part of PALS will give us the opportunity to critically analyze what we have in place and help us make our program whole.

We are also eager to be a part of a collaborative team. We are eager to partner with other OUSD schools engaged in similar work and to expand our professional teams at the teacher and leadership levels.

Participation with Aspire/BMA during the study period has already had a significant impact on LWL's literacy instruction. As a result of our engagement with PALs, we transitioned from our 2009-10 model of teaching OCR's red section the first two days of the week and Guided Reading the succeeding three days of the week, to our current model (OCR's red section to model for 20 minutes a day, Guided Reading for the rest of the time). In addition, and as a direct result of the training offered this summer, we have enriched the independent work that students engage in during guided reading time. There are a number of additional elements that we would like our whole staff exposed to in order to deepen our instruction.

Attachments:

ELA Big Ideas
ELA Prioritization of Deliverables
ELA Syllabus
PD History at LWL
LWL PD Plan
LWL Guide to Responding to Student Behavior
Individual Data Conference Questions Fall 2010

Big Implementation Goals for ELA for 2010-11

1. Teachers use collaboration time to:
    - Task Analyze what students need to know and be able to do in order to demonstrate mastery on each standard.
    - Develop/Find common formative assessments that measure the prerequisite skills that students need to master in order to demonstrate mastery on the standard.
    - Analyze the results of CFA and determine next steps for instruction.
    - (Recomendation is that each grade level administer a CFA and collaboratively score CFA every 2 weeks. The deliverable for every PLC is an agenda, and a CFA or an agenda and a brief description of the analysis of the results of the CFA.)
2. Teachers incorporate at least 90 minutes a week of data abased skills workshop in ELA (recommended 150-200 minutes).
3. Teachers will have a written plan that states when 70% of student will master which standards. Teachers will graphically display when students master which standards.
4. Strong Instruction in Reading Standards 1.0, 2.0, 3.0 during teacher led leveled reading groups, and high quality work that students do independently or collaboratively that helps them to independently practice ELA skills and standards 1.0-3.0.

ELA Deliverables
Fall 2010-11

1 = very high priority, 2 = high priority

Item	Priority	Date	Deliverable	Relates to Big Goal:
Guided Reading – new structure for OCR minilessons modeling of strategies and skills	2	November 1	20 min. of OCR to model each day then Guided Reading	4
Guided Reading – Team Tasks	2	November 1	At least 1 team task every two weeks	4
Guided Reading – use of frontloading strategies with small group pulled	2	November 15	Using some sort of quick PIC or picture walk, etc, to frontload characters, setting, key vocab with small group	4
Guided Reading – use of engagement strategies for small groups	2	November 15	Use of strategies for whole group in small groups, e.g. turn and talk, numbered heads/ equity sticks	4
Guided Reading – Individual Work time	2	Ongoing – more PD focus second semester	Teachers monitor rigor of small group and independent work time and give feedback	4
Skills-based workshop	1	November 1	Skills based groups based on data 90 minutes per week	2
Differentiated Fluency/ Automaticity Block	2	Let Julie and Leo know your start date – take your time. Hopefully, before Winter Break.	Time in schedule (you decide) for differentiated support for students who need different supports, including repeated reading practice, phonics support for students for whom it is important, reading practice for students who read fluently at their grade level, etc.	(4)
Deconstructing Standards	1	December 7	At least 1 standard should be deconstructed into learning targets	1, 3
Communicating Goals	1	December 7	Some method in place for systematically communicating student progress toward learning targets in the form of charts/ graphs, tic tac toe boards, etc.	1, 3
Different types of assessments for CFAs	2	February/March	Matching assessments to learning targets by type of learning target	1
ELD	1	Should already be happening	Students change classes for ELD block to support oral language development at level indicated on Adept	

Big Implementation Goals for ELA for 2010-11

2. Teachers use collaboration time to:
   - Task Analyze what students need to know and be able to do in order to demonstrate mastery on each standard.
   - Develop/Find common formative assessments that measure the prerequisite skills that students need to master in order to demonstrate mastery on the standard.
   - Analyze the results of CFA and determine next steps for instruction.
   - (Recomendation is that each grade level administer a CFA and collaboratively score CFA every 2 weeks. The deliverable for every PLC is an agenda, and a CFA or an   agenda and a brief description of the analysis of the results of the CFA.)
3. Teachers incorporate at least 90 minutes a week of data abased skills workshop in ELA (recommended 150-200 minutes).
4. Teachers will have a written plan that states when 70% of student will master which standards. Teachers will graphically display when students master which standards.
5. Strong Instruction in Reading Standards 1.0, 2.0, 3.0 during teacher led leveled reading groups, and high quality work that students do independently or collaboratively that helps them to independently practice ELA skills and standards 1.0-3.0.

ELA Syllabus
Fall 2010-11

Date	Topic
September 29	Hand out syllabus 30 min on communicating goals to students (Leo leads)Share what folks have come up with for Big Idea 3 (communicating with students about their standards sub-goals and task analyzing the standards) 30 min sharing re-visiting the GLAD mini-lesson to team task
October 6	30 min on Celdt prep 30 min on reviewing chapters 1 and 2 and beginning to look at Chapter 3 in Classroom Assessment for Student Learning
October 13	Chapter 3 on Setting Clear Learning Targets Spend time on practicing task analyzing standards– PLCs going forward should be about task analyzing Work time to task analyze current standards and creating documents for communicating to students Share out task analysis done since September 29
October 27	Share out task analysis progress Review ALS data – task analysis and workshop groups and look across classes at what worked well in one class vs. another
November 10	Review task analysis work. 20 minutes on fluency minilessons and remainder of the time to prepare new fluency packets based on district fluency assessment for kids for whom it is appropriate
December 1	Report Card Prep and GLACs
December 7	Each grade level shares out task analysis of one ELA standard and the corresponding assessments used to measure progress on sub-components for that standard

Summary of History of Professional Development at LWL
2010-11

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

Going into our fourth year as a school, we are proud of our progress and know that we still have tremendous work to do to realize our vision for our students. In 2009-10, we successfully implemented a Guided Reading program, dramatically increasing the amount of time students spend reading at their independent and instructional reading levels. We implemented with much greater consistency new assessments to measure phonics skills in grades k-1. We also implemented the Si Swun math structure in grades 2-5 and the Envision math curriculum which was a major step in achieving balance between mastery of facts and algorithms and deep conceptual understanding.

	2007-08	2008-09	2009-10	2010-11
ELA	Fluency	Fluency to Increasing time reading at Independent Reading Level	Increasing time reading at independent reading level and using leveled texts to teach comprehension skills Adding Accuracy to our fluency scores Being strategic (according to research) about what is appropriate fluency practice for each student	Continue implementation of Guided Reading Tying instruction to standards more explicitly. Make sure students know what they are learning and why they are learning it, and understand their progress toward goals. Continued Fluency Implementation
	Workshop	Workshop	Workshop – use of BPST to task analyze skills students need support with; use of leveled reading groups Expert Groups in Science and Social Studies Use of Guided Reading to teach comprehension and increase use of texts at students instructional reading levels	Holding data-driven skills-based workshops daily for at least 15 – 20 minutes at all grade levels or 90 minutes per week. Focus on rigrorous independent work Continue Guided Reading Groups
	Frontloading	GLAD Strategies	More consistent implementation of GLAD strategies	Continue GLAD implementation with a focus on integrating strategies into Guided Reading
PLC	Core Knowledge Behavior Consultancies and Schoolwide Policies	Grade Level Collaboration – Standards Focus	PLC four questions Vertical Integration ELD PLCs Committees	Refined Structure – 4 Grade Level Meetings, 1 committee meeting, 1 ELD vertical planning meeting, 2 optional meetings.
Math	1) Concrete, Representative, Abstract 2) Math workshop	Math Workshop Modules (SDUSD)	Si Swun (Maintaining use of Concrete, Representative, Abstract and math workshop)	Continue to balance algorithmic and conceptual instruction. Continue to get better at both.
Culture	Equity Traps Love and Logic Wong's FDS	Responsive Classroom Development of LWL Handbook	Review of Equity Traps, Love and Logic Responsive Classroom, LWL Handbook	Review of Equity Traps, Love and Logic Responsive Classroom, LWL Handbook, Implement some or all Social Curriculum Committee initiatives
Equity	Equity Traps 5 sent to LFE	4 Sent to LFE Beginning of serious reflection on our needs in terms of cultural competence.	3 to LFE	3-5 to LFE Impact 2012
Committees	Office Referral System Buddy Referral System Family and Staff Handbooks		Social Curriculum Family Engagement to support Academic Achievement	Social Curriculum Family Engagement Academic Enrichment Closing the Achievement Gap

Learning Without Limits PD Schedule 2010-11

			Tuesday 3:15 - 4:45	Wednesday 2:15 - 3:15	Wednesday 3:15 - 4:15
31-Aug		1-Sep			
7-Sep	to	8-Sep			
14-Sep	to	15-Sep	ELD Vertical Planning Group	GLAD	Grade Level Planning
21-Sep	to	22-Sep	1st half hour - all asked to attend to define the options remainder optional	Math	Grade Level Planning
28-Sep	to	29-Sep	Committees	ELA	Faculty Meeting (3-4:30) Grade Level Planning afterwards optional
5-Oct	to	6-Oct	ELD Vertical Planning Group	ELD	Grade Level Planning
12-Oct	to	13-Oct	Optional	ELA	Grade Level Planning (Lesson Design Step 2 happens this week)
19-Oct	to	20-Oct	Optional	Math	Faculty Meeting (3-4:30) Grade Level Planning afterwards optional
-Oct	to	27-Oct	Committees	ELA - review ALS data	Grade Level Planning
2-Nov	to	3-Nov	ELD Vertical Planning Group	GLAD	Grade Level Planning
9-Nov	to	10-Nov	Optional	ELA	Faculty Meeting (3-4:30) Grade Level Planning afterwards optional
16-Nov	to	17-Nov	Optional	Math	Grade Level Planning
30-Nov	to	1-Dec	Committees	ELA	Grade Level Planning
7-Dec	to	8-Dec	ELD Vertical Planning Group	ELD	Faculty Meeting (3-4:30) Grade Level Planning afterwards optional First half of report cards due December 10
14-Dec		15-Dec	Report Card Conferences	Report Card Conferences	Report Card Conferences
4-Jan	to	5-Jan	Optional	ELA	ELD Vertical Planning Group
11-Jan	to	12-Jan	Optonal	Math	Grade Level Planning Data Analysis
18-Jan	to	19-Jan	Committees	ELA	Faculty Meeting (3-4:30) Grade Level Planning afterwards optional
25-Jan	to	26-Jan	ELD Vertical Planning Group	ELD	Grade Level Planning k/1 data analysis
1-Feb	to	2-Feb	Optional	ELA	Faculty Meeting
8-Feb	to	9-Feb	Optional	ELA data analysis	Grade Level Planning
15-Feb	to	16-Feb	Committees	GLAD	Faculty Meeting (3-4:30) Grade Level Planning afterwards optional

22-Feb	to	23-Feb	ELD Vertical Planning Group	Math data analysis	Grade Level Planning – Data Analysis
1-Mar	to	2-Mar	Optional	GLAD	Grade Level Planning
8-Mar	to	9-Mar	Optional	ELA	Grade Level Planning
15-Mar	to	16-Mar	Committtees	ELA	~~Grade Level Planning~~ FOSS
22-Mar	to	23-Mar	ELD Vertical Planning Group	Review Goal Setting with students Grade Level Planning and/or prep for Report Card Conferences	Faculty Meeting (3-4:30) Grade Level Planning afterwards optional First half of report cards due March 25
29-Mar	to	30-Mar	Optional	ELD	Report Card Conferences
5-Apr	to	6-Apr	Optional	ELA	Grade Level Planning
12-Apr	to	13-Apr	Committees	ELD	Faculty Meeting (3-4:30) Grade Level Planning afterwards optional
26-Apr	to	27-Apr	ELD Vertical Planning Group	Math	Faculty Meeting
3-May	to	4-May	Optional	ELA	Grade Level Planning
1-May	to	11-May	Optional	Math / Williams	Grade Level Planning
17-May	to	18-May	Committtees	ELA - vertical grade level meetings	Faculty Meeting (3-4:30) Grade Level Planning afterwards optional
24-May		25-May	ELD Vertical Planning Group	ELD - reflection on the year	Grade Level Planning
31-May		1-Jun	Optional	ELA -- continue with reflection and planning for the next year	Faculty Meeting (3-4:30) Grade Level Planning afterwards optional First half of report cards due June 3
7-Jun		8-Jun	Report Card Conferences	Report Card Conferences	Report Card Conferences
14-Jun		15-Jun	Report Card Conferences	Report Card Conferences	Report Card Conferences

Learning Without Limits
Guide to Responding to Student Behavior

Principles:
If you break it, you fix it. If you mess it up, clean it up. If you wronged, you right it.
Use logical consequences.

Behaviors that call for In –class re-direction or time out by the adult present at time of occurrence

1) General off-task, slightly inappropriate behavior
2) Minor name-calling
3) "Playing" too much or inappropriately
4) Being too loud
5) Minor unsafe behavior in playground

These behaviors need reminders by the teachers. If we "sweat the small stuff," larger problems will not occur. These behaviors are usually the result of lack of judgment and are normal for children. It is 95% of what we deal with. Often, children are just playing or being forgetful. Always investigate – don't jump to conclusions because that is when bias occurs.

Recommended actions:

1) Reminding: Opportunity for student to redirect herself/himself.
2) Redirection by teacher
3) Reparation
4) Loss of Privilege
5) One-on-one conference as necessary (one-on-ones should always be private).
6) Time-out for reflection in class
7) Time-out in another class (see buddy referral procedures)
8) Phone call home.

In one-on-ones, we are careful not to lecture. We ask students to reflect on why the conversation is taking place, and ask the student to create and implement a solution.

Behaviors referred to the office

As a general rule, the primary adult-child relationship in school is between the child and the teacher. For that reason, it is often most effective for the teacher to be the primary person to intervene with the student. Therefore, except in the most extreme cases, it is at the discretion of the teacher to determine whether to manage students' bad choices in the classroom or send them to the office.

1) Continuous minor behavior problems (student does not seem able to redirect himself/herself after various conversations and phone call)
2) Serious verbal abuse – discrimination, offensive personal comments, intimidation, threats, more serious name-calling, constant name-calling, cursing at a person. (If it appears minor, but the receiver of the abuse is upset, this is cause for an office referral)
   • If the teacher feels it is best to deal with this or make this a learning moment: they may choose to not send student to the office, and deal with it in the classroom. The office should still be informed of the situation.
3) Unwanted intentional physical contact – pushing, hitting, kicking, throwing things at, pulling hair.
4) Play fighting – Children should play physically but need to know the limits of this play and need to listen to each other or make sure someone is not getting hurt.

5) If students need conflict resolution that can't wait, and the teacher is not available to mediate, students should go to the office for mediation.
6) Substance use or possession, possession of a weapon, unwanted sexual contact or suggestion are all offenses which must be reported to the office and may require suspension on the first offense.

Office referral actions:
1. Student speaks to administrator who will guide them through Reflection Sheet
2. Administrator goes through Office Referral Checklist
3. Three copies are made 1) office binder 2) teacher record 3) sent home to family

Recommended actions:
1) Opportunity given to student to reflect on behavior and to develop their own solution to the situation
2) Counseling/dialogue about severity of situation – develop consequences together
3) Phone call home
4) Parent conference arranged (after 3rd office referral during that trimester or depending on severity of behavior)
5) In-school suspension
6) Recommendations to SST

Below is a set of suggestions for levels of consequences for responses to students referred to the office. These are meant to be suggestions, not mandates. Always, the discretion of the person interacting with the student in consultation with the teacher and others close to the situation should be more important in assigning rewards and consequences than strict adherence to the suggestions below.

For continuous minor behavior problems and verbal abuse

1st Referral to the office	1) Reflection Sheet — Opportunity given to student to reflect on behavior and to develop their own solution to the situation 2) Counseling/dialogue about severity of situation – develop consequences together 3) Call home 4) Right the wrong
2nd Referral to the office	1) through 4), plus: 5) Consequence that may include loss of recess, loss of privilege, clean-up duty in the cafeteria or on the yard
3rd Referral to the office within a trimester's time	1) through 5), plus: 6) SST set up. Behavior contract signed. Behavior monitoring system such as a chart is implemented.
4th Referral to the office and beyond	1) through 5), plus: Conference with family to re-visit the contract, the chart and the root causes of the behaviors.

Certain behaviors are generally mandated in-school suspension with immediate referral to interventions team with parent conference. These behaviors include physical and verbal violence, illegal activity and actions that threaten the ability of other community members feel safe. This is, to some extent, at the discretion of the administration in conference with the classroom teacher.
Things we as a staff should consistently avoid

1) Jumping to conclusions without respectful investigation
2) Punitive measures that have an academic nature (writing lines)
3) Intimidating students
4) Threatening students
5) Touching students with frustration or anger
6) Not allowing students to speak first
7) Yelling at an individual student
8) Over-reacting
9) Humiliating
10) Assuming negative intent
11) Lecturing or being long-winded
12) Hearing only one-side of a story

Individual Data Conferences Questions
November 2010-11

Celebrations - What are you proud of? What worked for the students who went up?

Standard of Focus:
What standards did you target?

What standards did more than 70% of students master?

What standards, if any, did you target for which you did not get results you are satisfied with?
How can I help?

Individual students in your classroom:
Which students went up a performance level since eoy 09-10 (I will have this data)? What
worked?

Which students went down a performance level since eoy 09-10? What areas did they not master?
How did this compare to the rest of the class?

Which students are on target for the goals you set? Why? Why not? What are your new goals --
who will move up next time? Who will maintain? What is the plan?

Intervention:
How are you grouping students for support?
Together complete chart with maintain/move for students currently scoring at each performance
level.

Target standards for the next assessment:
What standards are you targeting for the next assessment to have 70% or more of your class
proficient at?

Grade Level Data:

Let's look at the data together on what is happening across the grade level?
e.g.

Teacher a	Teacher b	Teacher c
Standards that more than 70% of the class is proficient at:	Standards that more than 70% of the class is proficient at:	Standards that more than 70% of the class is proficient at:
R1.1	R1.3	R1.2
W2.3	W2.3	W2.3
	LC1.4	LC1.1

How is collaboration supporting you? Please plan to take some time to discuss this with your
team. Let me know if you'd like me to be there for that conversation. We will have a twenty
minute GLAC so you can share your thoughts as a grade level in response to the following
questions: What role did practice play in the success of your students? What practice
opportunities existed for the standards that were mastered by 70% of your class? What practice
opportunities existed for the standards that were not mastered by a large group of students in your
class? What routines are shared across your grade level? What routines could be shared across
your grade level? What else did you learn from looking at this data?

Learning Without Limits:
ELA History: A Shift to PALS

Beginning during the 2010-11 school year, Learning Without Limits has participated in the Partnership Around Literacy (PALs) with Allendale Elementary (OUSD), Greenleaf Elementary (OUSD) and Berkley Maynard Academy (Aspire). Through this partnership, Learning Without Limits has had the chance to enhance our Balanced Literacy Approach in partnership with the two other OUSD schools and due largely to the expertise of Berkley Maynard Academy which has been using this approach for many years and led students to significant achievement results as a result. Pending the agreement of all parties, we hope to continue the partnership with all schools involved through the 2012-13 school year and possibly beyond.

LWL's move toward balanced literacy began in 2008-09 when in the course of analyzing data demonstrating insufficient progress in reading proficiency, LWL's Instructional Leadership Team noticed that there were only 10 minutes of the day when students were guaranteed to be reading at their respective independent and instructional reading levels – during repeated reading practice to build fluency. This motivated the LWL team to consider other approaches that could work for all students, even if those approaches were radically divergent from a familiar model of literacy instruction. At the beginning of the 2009-10 school year, LWL implemented an approach that relied more heavily on leveled texts and a reading workshop model. In the course of doing so, some successful elements of the program in 2008-09 faded away, including a skills-based workshop and repeated reading practice. In the 2010-11 school year, skills-based workshop and repeated reading were re-integrated into literacy instruction. Beginning in the Spring of 2011, LWL has been actively partnered with Aspire Public Schools and a consortium of fellow District schools through the Partnership in Active Literacy (PALS) program.

Ultimately, LWL was invited and chose to join PALS for the promise of reaching all students with powerful balanced literacy instruction. The Aspire model places a premium on differentiation through a "workshop" model that provides student's with regular and structured opportunities to receive targeted instruction and support towards reaching learning goals that are both standards-based and tailored to each student's instructional edge. Applied to the classroom setting, this means that different students are working in different ways to reach the same high standards and that for both the student who fluently reads every book in sight to the student struggling to catch-up to grade-level, there are viable pathways for developing strong literacy.

Deconstruct Standards and Make CFAs and Tick Sheets
Steps and Sample

Grade __K__

Standard: Writing Strategies 1.0 Students can write brief sentences that are legible.

Step 1) Deconstruct Standards Step 2) Share Learning targets with students in the form of goals or 'tick sheets.'	Step 3) Matching Learning Targets to Types of Target	Step 4) Identify/ Describe assessments (use page 100 of Stiggins to match assessment to type of target and page 70 for what type of reasoning for reasoning targets)	Step 5) Step 5) Choose which assessments will be CFAs (1-3 learning targets only). Make the assessments and the rubrics or other scoring/communication tools.	Step 6) Discuss h we are going to teach to this assessment Step 7) Teach Step 8) Administ the Assessment Step 9) Analyze t Results Step 10) Share progress with students on their 'tick sheets'. Step 11) Adjust instruction – mak space for practice Step 12) Analyze assessment to determine quality for next time
Learning Targets	Type of Learning Target	Assessment	Identify which assessments will be co-constructed and co-analyzed	
Students know that writing moves left to right and top to bottom.	Knowledge	Students are given a pre-written sentences that do not fit on a given line and must decide how and where to place the extra portion. (Cut and paste, Cooperative strip paragraph style)		
Students can write moving from left to right and top to bottom.	Knowledge Reasoning-Analysis	Written Response- Students will re-write a pre-written sentence correctly from left to right, moving downward on the lines.		
Students understand the importance of spaces between words.	Knowledge	Students will be given a sentence of familiar words without spaces. Students will cut words and re-paste with spaces between.		
Students can write sentences with spaces between words.	Knowledge	Written Response- Students will write a simple sentence with spaces between words.		
Students know that sentences must begin with a capital letter and end with a . ? or !	Reasoning-Analysis	Performance Assessment- Students will be given a list of sentences, some will be correct and some will be missing a capital letter and/or punctuation. Students will identify incorrect sentences and re-write them correctly.		
Students can segment words into their component sounds				
Students can phonetically spell new words.				
Students will be able to write brief, legible sentences using phonetically spelled words.		Performance Assessment-		
Students can use a revision checklist to review their work.		Students will use revision checklists to check for capitals, spaces and punctuation.		

Deconstruct Standards and Make CFAs and Tick Sheets

Grade: 2
Standard: *Reading 2.5:* Restate facts and details in the text to clarify and organize ideas.

Step 1) Deconstruct Standards Step 2) Share Learning targets with students in the form of goals or 'tick sheets.'	Step 3) Matching Learning Targets to Types of Target	Step 4) Identify/ Describe assessments (use page 100 of Stiggins to match assessment to type of target and page 70 for what type of reasoning for reasoning targets)	Step 5) Step 5) Choose which assessments will be CFAs (1-3 learning targets only). Make the assessments and the rubrics or other scoring/communication tools.	Step 6) Discuss how we are going to teach to this assessment Step 7) Teach Step 8) Administer the Assessment Step 9) Analyze the Results Step 10) Share progress with students on their 'tick sheets'. Step 11) Adjust instruction – make space for practice Step 12) Analyze assessment to determine quality for next time
Learning Targets	**Type of Learning Target**	**Assessment**	**Identify which assessments will be co-constructed and co-analyzed**	
I know what genre means.	Knowledge	- Students state that "Genre" means "Types of writing". - When asked what genre is a text, children respond appropriately. *Signal word?	*Genre Board with examples of different genres on display	
I know what (*poetry, friendly letters, personal narratives, narratives, instructions/functional, expository*) means.	Knowledge	- 4 Corners - Children verbally state the features of the genre - Teacher makes a statement orally and children use true/false or thumbs up thumbs down		
I can identify different genres *(e.g. poetry, friendly letters, personal narratives, narratives, instructions/functional, expository)* by its features.	Inductive Reasoning	- 4 Corners - Children answer questions correctly verbally in whole class or 1-on-1 discussions - Children match the name of the genre with a sample text - Teacher makes a statement orally and children use true/false or thumbs up thumbs down	**Displays around the room with features identified**	
ın match words in a ,uestion to words in the text.	Skills	Matching games: 1) children match 2 cards, one with question, one with question word, 2) children draw a line to match answers, 3) children select response from multiple choice - Underline/highlight the matching word	Matching Games	
I can match a synonym in the question to a word in the text.	Deductive Reasoning	Matching games Underline/highlight the matching word - Teacher shows a question and children identify synonym from a list of 4 choices.	Matching Games	
I can understand what the question is asking so I can find the answer even if the words don't match.	Deductive Reasoning	- Children answer these types of questions correctly verbally & in selected response questions - Matching games: 1) children match 2 cards, one with question, one with question word, 2) children draw a line to match answers, 3) children select response from multiple choice	Matching Games	
I can restate what a question is asking.	Synthesis	- Match 2 similar questions - Restate verbally in whole-group reading - When one child asks a question, child 2 restates question in their own words.		
Specific to Instructional: I can identify the features of Instructional Text (see below)	Knowledge			
I can infer why someone wrote these instructions.	Evaluate			
ın interpret information ırom a diagram. (I can use the diagram to help me understand the instructions).	Deductive Reasoning			
I can follow two-step written instructions.	Skill			

CALIFORNIA STANDARDS TESTS
GRADE 5 ENGLISH-LANGUAGE ARTS
(Blueprints adopted by the State Board of Education 10/02)

CALIFORNIA CONTENT STANDARDS: READING	# of Items	%	Mastery by First Assessment	Mastery by Midyear	Mastery by Spring	Mastery by CST
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.	14	19%				
1.1 **Word Recognition:** read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression	NA*				x	
1.2 **Vocabulary and Concept Development:** use word origins to determine the meaning of unknown words	2			x		
1.3 **Vocabulary and Concept Development:** understand and explain frequently used synonyms, antonyms and homographs	5				x	
1.4 **Vocabulary and Concept Development:** know abstract, derived roots and affixes from Greek and Latin, and use this knowledge to analyze the meaning of complex words (e.g., controversial)	3			x		
1.5 **Vocabulary and Concept Development:** understand and explain the figurative and metaphorical use of words in context	4		x			
2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good	16	21%				

CALIFORNIA STANDARDS TESTS
GRADE 5 ENGLISH-LANGUAGE ARTS
(Blueprints adopted by the State Board of Education 10/02)

		# of Items	%	Mastery by First	Mastery by Midyear	Mastery by Spring	Mastery by CST
	representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.						
2.1	**Structural Features of Informational Materials:** understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable	2				X	
2.2	**Structural Features of Informational Materials:** analyze text that is organized in sequential or chronological order	4			X		
CALIFORNIA CONTENT STANDARDS: READING		**# of Items**	**%**	Mastery by First	Mastery by Midyear	Mastery by Spring	Mastery by CST
2.3	**Comprehension and Analysis of Grade-Level-Appropriate Text:** discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas	3			X		
2.4	**Comprehension and Analysis of Grade-Level-Appropriate Text:** draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge	5				X	
2.5	**Expository Critique:** distinguish facts, supported inferences, and opinions in text	2				X	
3.0	**LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.**	12	16%				
3.1	**Structural Features of Literature:** identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose	1				X	

3.2 **Narrative Analysis of Grade-Level-Appropriate Text:** identify the main problem or conflict of the plot and how it is resolved	**2**		x				
3.3 **Narrative Analysis of Grade-Level-Appropriate Text:** contrast the actions, motives (loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme	**2**		x				
3.4 **Narrative Analysis of Grade-Level-Appropriate Text:** understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works	**2**				x		
3.5 **Narrative Analysis of Grade-Level-Appropriate Text:** describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism)	**2**			x			
3.6 **Literary Criticism:** evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures	**1**					x	
3.7 **Literary Criticism:** evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives	**2**					x	

CALIFORNIA STANDARDS TESTS
GRADE 11 ENGLISH-LANGUAGE ARTS
(Blueprints adopted by the State Board of Education 10/02)

CALIFORNIA CONTENT STANDARDS: WRITING	# of Items	%	Mastery by First	Mastery by Midyear	Mastery by Spring	Mastery by CST
1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.	**17**	**23%**				
1.1 Sentence Structure: identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas	**4**		x			
1.2 Grammar: identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise), modifiers, and pronouns	**3**			x		
1.3 Punctuation: use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of speaker and titles of poems, songs, short stories, and so forth	**3**		x			
1.4 Capitalization: use correct capitalization	**3**		x			
1.5 Spelling: spell roots, suffixes, prefixes, contractions, and syllable constructions correctly	**4**			x		
1.0 WRITING STRATEGIES: Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	**16**	**21%**				
1.1 Organization and Focus: create multiple-paragraph narrative compositions			x			
1) establish and develop a situation or plot	**1**		x			
2) describe the setting	**1**		x			
3) present an ending	**1**		x			
1.2 Organization and Focus: create multiple-paragraph expository compositions				x		

	# of Items	%	Mastery by First	Mastery by Midyear	Mastery by Spring	Mastery by CST
1) establish a topic, important ideas, or events in sequence or chronological order	2			X		
2) provide details and transitional expressions that link one paragraph to another in a clear line of thought	2			X		
3) offer a concluding paragraph that summarizes important ideas and details	2				X	
1.3 **Research and Technology:** use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information	1				X	
CALIFORNIA CONTENT STANDARDS: WRITING	**# of Items**	**%**	Mastery by First	Mastery by Midyear	Mastery by Spring	Mastery by CST
1.4 **Research and Technology:** create simple documents by using electronic media and employing organization features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks)	NA*				X	
1.5 **Research and Technology:** use a thesaurus to identify alternative word choices and meanings	1				X	
1.6 **Evaluation and Revision:** edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences	5			X		
TOTALS	**75**	**100%**				

* Not assessable in multiple-choice format

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CALIFORNIA STANDARDS TESTS
GRADE 11 ENGLISH-LANGUAGE ARTS
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Expose vs. Expect Mastery (thinking of going up in grade level material)
Interim vs. common formative assessments

Start with having them do the standards map exercise
Have them read the passage on rigor
Then passage on checking alignment
Concept of interim vs. common formative assessments and emphasize making sure our cfas are interim assessments
Then passage on need to teach more earlier

Learning Without Limits

Goal Sharing Sheet

Learning Targets	My Opinion	Teacher's Opinion	Date Checked
Students will be able to say what a story is about when hearing the story			
Students will be able to retell events of the story in order			
Students will be able to read a story and write what the main idea is			
Students will be able to explain cause and effect in activities in their daily life			
Students will be able to explain how one event in the story caused another			
Students will be able to predict what will happen after the end of the story			
Students will be able to write about the main events in the story and describe the influence of events on future events			

4-5 Correct=Green   2-3 Correct=Yellow   1-2 Correct=Red

Fall - Aligning Standards to Assessment Grid – English Grade Two

Key
WA = Writing Applications
S = Speaking
WS = Writing Strategies
C = Writing Conventions
LS = Listening
LR = Literary Response and Analysis

Reading & Writing Units: Getting Started (Friendly Letters), Fairy Tales (Fictional Narrative), Our Country and Its People (Personal Narrative)
Social Studies: Community Building, Geography (World Maps), Timeline, Immigration and Ancestors
FOSS: Balance & Motion
Social Curriculum: Connecting Lit to CLAP, Second Step

STANDARD	When tested	P1	P2	Mastery	NOTES / EXAMPLES
Fall Writing as an Author					
WA 2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature		P1		September	Weekend News, Morning Message
WA 2.1 Write brief narratives based on their experiences: a. Move through a logical sequence of events. b. Describe the setting, characters, objects, and events in detail.		P1		October (Fictional) December (Personal Narrative)	Personal narrative: 1) Fictional Narrative 2) Personal Narrative (publishing party in December i.e. Family Fridays)
S 2.1 Recount experiences or present stories: a. Move through a logical sequence of events. b. Describe story elements (e.g., characters, plot, setting).		P1		December (Personal Narrative)	Sharing stories-oral story telling: 1) Bring in storytellers!!!!!! (Nicole, Joe's, Megan's)
C 1.5 Use quotation marks correctly	CST: 2			CST (4/1)	We have a good GLAD lesson that goes with one of the OCR Stories (Hungry Little Hare)

Standard	Assessment data	Priority	Timing	Instruction
C 1.7 Spell frequently used, irregular words correctly (e.g., *was, were, says, said, who, what, why*).	Fall: 3 MOY: 4 CST: 2		P2	TBD	Spelling lists, word wall?, workstation
C 1.8 Spell basic short vowel, long vowel, r-controlled, and consonant blend patterns correctly	Fall: 4 CST: 2		P2	TBD	Spelling lists, dictation, phonics (30 min), (linked to phonics and word knowledge)
C 1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.	MOY: 3 CST: 2		P2	Mid-October (10/18)	1) Working on the beginning of sentences, greetings, days of the week and months first…
C 1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.	Fall: 3 MOY: 3 CST: 2		P2	Mid-October (10/18)	1) Morning Message 2) Sharing Stories
WS 1.2 Penmanship: Create readable documents with legible handwriting.					1) Using ELMO-explicit instruction 2) Writing without Tears

Fall – Talking about and Reading Stories
"We know why we listen to stories and talk about them." (Red Section)

Standard	Assessment data	Priority	Timing	Instruction
LS 1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).		P1			Ongoing, "Reading as a Reader"
LS 1.2 Ask for clarification and explanation of stories and ideas.			P2		Ongoing, "Reading as a Reader"
LS 1.7 Recount experiences in a logical sequence.			P2		Sharing stories
LS 1.8 Retell stories, including characters, setting, and plot.			P2		Sharing stories
LR 3.1 Compare and contrast plots, settings, and characters presented by different authors.	Fall: 3 CST: 2		P2	CST (4/1)	Fairytales
LR 3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact	CST: 1				Fairytales

Aligning Standards to Assessment Grid – English Grade Two

of, the alternatives					
LR 3.3 Compare and contrast different versions of the same stories that reflect different cultures.					Fairytales
RC 2.2 State the purpose in reading (i.e. tell what information is sought)					Ongoing, "Reading as a Reader"
RC 2.5 Restate facts and details in the text to clarify and organize ideas	MOY: 4 CST: 3	P1		December	Who, what, etc mini lessons
RC 2.6 Recognize cause-and-effect relationships in a text.					GLAD Pictorials
Fall – Fluency, Phonics, Word Study **"We read fluently because we understand what we are reading." (Green Section)**					
F 1.6 Read aloud fluently and accurately and with appropriate intonation and expression.		P1		Meet District Benchmarks	Ongoing Silent Reading, Fluency, Guided Reading
F 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.	Fall: 4 MOY: 4 CST: 3		P2	Format: MOY (2/7) All sounds: CST (4/1)	Morning message, phonics, dictation, workstations
F 1.7 Understand and explain common antonyms and synonyms.	Fall: 3 CST: 3		P2	Fall: concept CST (4/1)	Fall: What are synonyms and antonyms, and examples of each CST: Show knowledge on tests
LR 3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.	Fall: 3 CST 2:		P2	Fall	Poem of the week w/ fluency After Morning Message

Key
WA = Writing Applications
S = Speaking
WS = Writing Strategies
C = Writing Conventions
LS = Listening
LR = Literary Response and Analysis

Reading & Writing Units: Camouflage (Look Again) and Fossils
Social Studies: Distant Pass (Timelines), Continents
FOSS: Life Cycles (insects and plants)
Social Curriculum: Connecting Lit to CLAP, Second Step

STANDARD	When tested	P1	P2	Mastery	NOTES / EXAMPLES
Midyear Writing					
Instructional Text					
WS 1.3 Understand the purposes of various reference materials (e.g. dictionary, thesaurus, atlas, newspaper and encyclopedia)	MOY: 3 CST: 2		P2	MOY content and tested format	Use dictionary and thesaurus for writing
Expository Paragraphs: A topic sentences, three supporting details, and a closing sentence		P1		LWL: mid April	Using the process grid created during the camouflage unit (to be written during Fossils unit
WS 1.1 Group related ideas and maintain a consistent focus.	Fall: 4 CST: 3		P2	CST (4/1)	Revising writing and test prep
WS 1.4 Revise original drafts to improve sequence and provide more descriptive detail.	Fall: 3 MOY: 4		P2	MOY	Revising writing and test prep

Midyear-Aligning Standards to Assessment Grid – English Grade Two

	CST: 3				
C 1.1 Distinguish between complete and incomplete sentences.					
C 1.7 Spell frequently used, irregular words correctly (e.g., *was, were, says, said, who, what, why).*	Fall: 3 MOY: 4 CST: 2		P2	TBD	Ongoing structure started in the fall
C 1.8 Spell basic short vowel, long vowel, r-controlled, and consonant blend patterns correctly	Fall: 4 CST: 2		P2	TBD	Spelling lists, dictation, phonics (30 min), (linked to phonics and word knowledge)
C 1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.	MOY: 3 CST: 2		P2	MOY	Capitalization of proper nouns (all names)
Midyear – Talking about and Reading Stories					
LS 1.4 Give and follow 3 or 4 step oral directions					
RC 2.1 Use titles, table of content and chapter headings to locate information in expository text.	Fall: 3 MOY: 3 CST: 1			MOY	
RC 2.3 Use knowledge of the author's purpose to comprehend informational text.		P1		MOY	
RC 2.4 Ask clarifying questions about essential textual elements of exposition *(e.g. what if, why, how)*					
RC 2.7 Interpret information from diagrams, charts, and graphs					
RC 2.8 Follow two step written instructions		P1			
RC 2.2 State the purpose in reading *(i.e. tell what information is sought)*					

RC 2.5 Restate facts and details in the text to clarify and organize ideas	MOY: 4 CST: 3	P1		MOY	Guided reading (right there questions), homework, test prep
RC 2.6 Recognize cause-and-effect relationships in text	MOY: 3 CST: 3		P2	MOY	Should this be more of a 3rd grade focus even though it is heavily tested in 2nd too?
Midyear – Fluency, Phonics, Word Study "We read fluently because we understand what we are reading." (Green Section)					
F 1.6 Read aloud fluently and accurately and with appropriate intonation and expression.		P1		Meet district bench-marks	Ongoing practice begun in fall
F 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/ per; vowel-consonant/consonant-vowel = sup/ per).	Fall: 4 CST: 3		P2	Fall	SIPPS!
F 1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives)	MOY: 3 CST: 2		P2	MOY	Word knowledge, spelling homework/tests, and test prep
F 1.8 Use knowledge of individual words in unknown compound words to predict their meaning.	Fall: 3 CST: 2		P2	CST (4/1)	Word knowledge, test prep, Academic English
F 1.9 Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly)	MOY: 3 CST: 2		P2	CST (4/1)	Word knowledge, root/affix personal dictionaries, flashcards

3

Spring - Aligning Standards to Assessment Grid – English Grade Two

Key
WA = Writing Applications
S = Speaking
WS = Writing Strategies
C = Writing Conventions
LS = Listening
LR = Literary Response and Analysis

New instruction of ELA standards to end by April 1st so that we can use April and the beginning of May for review
Reading & Writing Units: CST Prep!!!!!, Kindness
Social Studies: Government, People & Heros, Junior Achievement (economics)
FOSS: Pebbles, Sand & Silt (Science Fair: Erosion?)
Social Curriculum: Connecting Lit to CLAP, Second Step

STANDARD	When tested	P1	P2	Mastery	NOTES / EXAMPLES
Spring Writing					
Test Prep	CST			CST	Language conventions and writing strategies
WA 2.1 Write brief narratives based on their experiences: a. Move through a logical sequence of events. b. Describe the setting, characters, objects, and events in detail.		P1			Fictional narratives
S 2.1 Recount experiences or present stories: a. Move through a logical sequence of events. b. Describe story elements (e.g., characters, plot, setting).			P2		

C 1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.			P2	CST (4/1)	
LS 1.8 Retell stories, including characters, setting, and plot.			P2		
C 1.7 Spell frequently used, irregular words correctly (e.g., *was, were, says, said, who, what, why*).	Fall: 3 MOY: 4 CST: 2		P2	CST (4/1)	
C 1.8 Spell basic short vowel, long vowel, r-controlled, and consonant blend patterns correctly	Fall: 4 CST: 2		P2	CST (4/1)	Spelling lists, dictation, phonics (30 min), (linked to phonics and word knowledge)
Spring – Reading Comprehension					
F 1.10 Identify simple multiple-meaning words	MOY: 3 CST: 3	PI		CST (4/1)	parts of speech and vocabulary, tested in the context of sentences, requires comprehension at sentence.
Spring – Fluency, Phonics, Word Study "We read fluently because we understand what we are reading." (Green Section)					
F 1.6 Read aloud fluently and accurately and with appropriate intonation and expression.		P1		Meet district bench-marks	
F 1.3 Decode two-syllable nonsense words and regular multi-syllable words	CST: 3			CST (4/1)	

Theme: Fossils and Dinosaurs
Genre: Functional Text-Instructions

February 14 – March 25, 2011
CST: Monday, May 2

STANDARD	Tested	P1	P2		NOTES / EXAMPLES
Functional Text: Instructions					
Write instructions- RC 2.8 Follow two-step written instructions.	CST: 2	P1		CST	1. Read and identify features of instructions. 2. Read and follow instructions. 3. Write and follow simple instructions. 4. Write instructions for how to make a fake fossil. → science fair
RC 2.7 Interpret information from diagrams, charts, and graphs.	CST: 2		P2	CST	Guided reading, part of read aloud, part of writing instructions
WS 1.1 Group related ideas and maintain a consistent focus.	CST: 3		P2	CST	Edit written instructions and expository paragraphs from last unit.
WS 1.2 Create readable documents with legible handwriting.				EOY	Part of all writing rubrics
WS 1.4 Revise original drafts to improve sequence and provide more descriptive detail.	CST: 3		P2	CST	Edit written instructions and expository paragraphs from last unit.
LC 1.1 Distinguish between complete and incomplete sentences.	CST: 2			CST	Edit written instructions and expository paragraphs from last unit.
LC 1.2 Recognize and use the correct word order in written sentences.				CST	Edit written instructions and expository paragraphs from last unit.
LC 1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.	CST: 2			CST	Noun Town, Verbs on the Go, Adjective Adventure
LC 1.4 Use commas in the greeting and	CST: 2			CST	Focus on items in a series.

closure of a letter and with dates and for items in a series.					
LC 1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.	CST: 2		P2	CST	Edit written instructions and expository paragraphs from last unit.
LC 1.7 Spell frequently used, irregular words correctly (e.g., *was, were, says, said, who, what, why*).	CST: 2		P2	CST	Spelling lists and tests (linked to phonics and word knowledge), intervention as needed
LC 1.8 Spell basic short vowel, long vowel, r-controlled, and consonant blend patterns correctly	CST: 2		P2	CST	Spelling lists and tests (linked to phonics and word knowledge)
Expository Reading Comprehension					
RC 2.1 Use titles, table of content and chapter headings to locate information in expository text.	CST: 1		P2	CST	Practice while doing and looking things up in books. Genre wall?
RC 2.2 State the purpose in reading (i.e. tell what information is sought)			P2	CST	Routine for book intro: "I think the purpose of this text is ___ because ___." "I would read this book to find out about ___."
RC 2.3 Use knowledge of the author's purpose(s) to comprehend informational text.	CST: 2		P2	CST	Routine for book intro: "I think the author wrote this text because ___." "I would write this book because ___."
RC 2.4 Ask clarifying questions about essential textual elements of exposition (e.g. why, what if, how)	CST: 2		P2	CST	Guided reading- have kids ask each other comprehension questions, part of read aloud routines
RC 2.5 Restate facts and details in the text to clarify and organize ideas	CST: 3	P1		CST	Guided reading, part of read aloud routines
RC 2.6 Recognize cause-and-effect relationships in text	CST: 3		P2	EOY	Guided reading, part of read aloud routines, consider why the dinosaurs became extinct

WS 1.3 Understand the purposes of various reference materials.	CST: 2		P2	CST	Four corners, using them as needed
Literary Response and Analysis					
LR 3.1 Compare and contrast plots, settings, and characters presented by different authors.	CST: 2	P1		CST	Guided reading, part of read aloud routines, compare dinosaurs
LR 3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.	CST: 2		P2	CST	Weekly poems including dinosaur poems and parts of speech poems
Fluency, Phonics, Word Study					
F 1.1 Recognize and use knowledge of spelling patterns when reading.	CST: 3		P2	CST	Phonics
F 1.2 Apply knowledge of basic syllabication rules when reading.	CST: 3		P2	CST	Word knowledge- weekly
F 1.3 Decode two-syllable nonsense words and regular multisyllable words.	CST: 3		P2	CST	Word knowledge- weekly
F 1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives)	CST: 2		P2	CST	Word knowledge- monthly
F 1.6 Read aloud fluently and accurately and with appropriate intonation and expression.		P1		Bench marks	Daily practice
F 1.7 Understand and explain common antonyms and synonyms.	CST: 3		P2	CST	Word knowledge- monthly
F 1.8 Use knowledge of individual words in unknown compound words to predict their meaning.	CST: 2		P2	CST	Word knowledge- monthly
F 1.9 Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).	CST: 2		P2	CST	Word knowledge- monthly
F 1.10 Identify simple multiple-meaning words.	CST: 3		P2	CST	Word knowledge- monthly

Guided Reading Books:
Dinosaurs – G
Make a leaf rubbing – G (Julie's room)
Dinosaur Time – H
If the Dinosaurs Came Back – H
We need directions – J (Julie's room)
The Day of the Dinosaur – K
How Big Were the Dinosaurs – K
Dinosaur Babies – L
Apatosaurus – L
Tyrannosaurus Rex – L (Julie's room)
A Dinosaur Named Sue – N
Archaeologists Dig for Clues – P

Week One: February 14-18
Signal Words-
- Fossil- a plant, animal, or imprint turned to stone
- Paleontologist- a scientist who studies fossils

Phonics-
- Open syllable words

Word Knowledge-
- Prefixes and suffixes

Shared Text-
- Paleontologist pictorial
- Fossil pictorial
- "Fossils Tell of Long Ago" week 1

- Cause and effect

Guided Reading (cause and effect)
- If the Dinosaurs Came Back – H
- The Day of the Dinosaur – K

Poem-
- "I'm a Paleontologist"

Writing- (What do you notice that's the same? What should we call that? What was helpful?)
- Nova- milk shake, Sam- checkers, Malana- rockets
- Nova's bus activity
- Reading and following directions in centers format for…
  o How to make a paper plane
  o How to make a pop-up card

Math-
- Review
- Test

Week Two: February 22-25 (no school Monday)

Phonics-
- Closed syllable words with double consonant

Word Knowledge-
- Review plurals

Shared Text-
- "Fossils Tell of Long Ago" week 2

- Cause and effect

Guided Reading (cause and effect)
- If the Dinosaurs Came Back – H
- The Day of the Dinosaur – K

Poem-
- "Iguanodon" by Jack Prelutsky (in OCR)

Writing- (What do you notice that's the same? What should we call that? What was helpful?)
- Follow treasure hunt directions
- Write new treasure hunt directions

Math-
- Multiplication

Week Three: February 28-March 4

Phonics-
- Closed syllable words

Word Knowledge-
- Introduce multiple meaning words

Shared Text-
- World map pictorial with dinosaurs
- "Dinosaur Fossils" week 1
- Right there questions
- Cause and effect

Guided Reading- (right there questions)
- Dinosaurs – G
- How Big Were the Dinosaurs – K

Poem-
- Seismosaurus" by Jack Prelutsky

Writing-
- Deconstruct instructions (i.e. teach features)
- Mixed up instructions- give them scrambled instructions and they have to fix them (use sequencing words like before, after) –how to make tea
- Write instructions for how to pour a glass of juice

Math-
- Multiplication

Week Four: March 7-March 11

Phonics-
- Vowel-team syllable words
  - R-controlled

Word Knowledge-
- Review synonyms and antonyms

Shared Text-
- "Dinosaur Fossils" week 2
- Right there questions
- Cause and effect

Guided Reading
- Dinosaur Time – H
- How Big Were the Dinosaurs – K

Poem-
- "I'll never see a dinosaur"

Writing-
- Write instructions for how to grow a bean plant

Math-
- Division

Week Five: March 14-18

Phonics-
- Vowel-team syllable words
  - Other vowel teams (aw, oi)

Word Knowledge-
- Introduce compound words

Shared Text-
- "Monster Tracks" week 1
- Sequence

Guided Reading- (sequence)
- Dinosaur Babies – low L (looks more like a J)
- Apatosaurus – L

Poem
- "Noun Town"

Writing-
- Write "fake fossil" instructions –wk 1

Math-
- Division

Week Six: March 21-25

Phonics-
- Common syllables from back of SIPPS (i.e. -ing, -tion, -ed)

Word Knowledge
- Review multiple meaning words

Shared Text-
- "Monster Tracks" week 2
- Sequence

Guided Reading- (sequence)
- Dinosaur Babies – low L (looks more like a J)
- Apatosaurus – L

Poem
- "Verbs on the Go"

Writing-
- Write "fake fossil" instructions –wk 2

Math-
- Measuring length

Guided Reading Lesson Plan

Scholastic B ● DRA 2 (End of Year K/Early First Grade Level)										
Concepts About Print					**Comprehension**					
▢ Directionality					▢ Makes relevant connections					
▢ Concept of the terms letter/sound					Reflection: Can complete the frames below with relevant details and justification.					
▢ One-to-one correspondence					"My favorite part was____"					
▢ Concept of the terms begins and ends					▢ "I liked it because _____"					
▢ Concept of a letter and word										
					Retells main events of story using sequencing words, with pictures as reference					
Phonics										
▢ Problem-solve unknown words using beginning letter/sounds					Sequences: Puts main events in order					
Fluency					▢ Re-reads to confirm or problem solve					
Self-correct miscues using first letter										
▢ Uses language pattern/structures to predict words					**Vocabulary**					
					▢ Reads Sight Words in Context (LWL 150)					
Uses pic. clues/context to predict words					▢ Uses vocabulary from book to retell					

	Date & Book Title:			
Running Record: (Text, Name, % correct, WPM)				
Before Reading: Genre, Prior Knowledge, Book Walk, Vocab. *Set Purpose for Reading				
Word Work				
Focus Comp Strategy/Skill: Making Connections Reflection Retelling Sequencing				
Comp. Independent Discussion Work Extension				

Scholastic C ● DRA 3 (Early First Grade Level)												
Phonemic Awareness Phoneme Segmentation/Blending						**Comprehension** Makes relevant *connections* →Text to self →Text to text						
Phonics Sounds out CVC words as needed, correctly using short vowels						Reflection: Can complete the frames below with relevant details and justification. "My favorite part was____" "I liked it because ____"						
Uses consonant blends correctly to sound out words						Retells: Can retell all main events of the story with some reference to pictures when stuck.						
Fluency Monitors using one-to-one correspondence with finger pointing to self-correct						Sequences: Puts main events in order						
Uses beginning sounds to predict words						Re-reads to confirm or problem solve						
Uses language pattern/structures to predict words						**Vocabulary** Reads sight words in context(LWL 150)						
Uses picture clues/context to predict words						Uses vocabulary from book to retell						

Date & Book Title:			
Running Record: (Text, Name, % correct, WPM)			
Before Reading: Genre, Prior Knowledge, Book Walk, Vocab. *Set Purpose for Reading			
Word Work			
Focus Comp Strategy/Skill: Making Connections Reflection Retelling Sequencing			
Comp. Independent Discussion Work Extension			

Guided Reading Lesson Plan

Scholastic D ● DRA 4 (Early First Grade Level)													
Phonemic Awareness						**Comprehension**							
☐ Phoneme Segmentation/Blending						☐ Makes/Checks predictions							
☐ Phoneme Substitution/Manipulation						☐ Uses pictures/words to predict & check meaning							
Phonics													
☐ Uses Consonants/Blends to decode						☐ Retells							
☐ Uses word parts to predict meaning													
☐ Knows and uses most short vowels						☐ Re-reads to confirm or problem solve							
Fluency						**Vocabulary**							
☐ Moves away from finger pointing						☐ Acquiring sight words (LWL 150)							
☐ Reads in phrases for re-reading						☐ Uses vocabulary from book to retell							

<u>Date & Book Title:</u>				
<u>Running Record</u>: (Text, Name, % correct, WPM)				
<u>Before Reading</u>: Genre, Prior Knowledge, Vocab, Predictions *Set Purpose for Reading				
<u>Focus Comp Strategy/Skill</u>: Previewing Retelling Reflection Making Connections				
Word Work Comp. Discussion Extension				
<u>Independent Work</u>:				

Small Group Phonics/Phonemic Awareness Lesson Plan
1st grade
Week of October 17, 2011

Students:

SWBT: Connect sound to letter symbol (especially short vowels), orally segment CVC words, blend CVC words

Procedure:
1. T will deal small OCR sound cards to students, illustration side up. Each student will have 30 seconds to look at cards and remember the sound connected with the card.
S will take turns going around the table, will touch each card and say the corresponding sounds
T will collect cards, shuffle and redistribute, this time letter side up. S will go around the table and say name of letter and the sound it makes (they may flip cards over to look at picture if they need support)

2. T will write several recently learned sounds on white board. When T touches the letter S say the sound. T goes through this process a few times, each time pointing faster, to build S automaticity.

3. T will give each student 3 counters to place in front of S and inform students that we are working on hearing and saying all the parts of the word. T will tell S a CVC word. S will repeat the word T and S will segment the word, using the counters to represent each sound.
Monday Words: cat hat mat bat
Tuesday: (1st grade planning day)
Wednesday Words: hot pot dot lot
Thursday Words: pen hen men den
Friday: hit pit fit bit

4. After segmenting orally, T will do sound by sound blending of these words with S on whiteboard.

5. Closure: T will remind students that every letter makes a sound, and when we put sounds together they make words! Words are how we communicate with people.

First Grade
Reading Workshop: Mini-Lesson Roll Out

Week	Workstation	Activity	Focus	Standards
1	n/a	Handwriting/Alpha Books	-Review Alphabet -Handwriting -Sound letter correspondence	Kinder Review
2	Library	Word Hunt	-Concepts about Print	1.2 & 1.3
	Read the Room	Beginning Sounds Pages w/ space for pictures (could be words or objects)	-Phonemic Awareness -Sound-letter correspondence	1.4
3	Writing	Picture Prompt	-Selecting a focus -Developing ideas -Pulling out Sounds	1.1, 1.2, & 1.3
	Word Sort	*Words Their Way* Sorts + recording sheet	-Identifying initial sounds	1.4
4	W.O.W. Words	Matching words and sentence strips→ handwriting	- sight identification of these words	1.11
	Making Words	Magnetic Words, build as many as you can	- integration of S/S reviewed thus far	1.10
5	Phonics Games	Rhyming words	- phonemic awareness/integration of S/S	1.6
	Listening Station	OCR Tapes or Kiki's Collection Combined with a reading comp.	-concepts about print -reading comprehension	1.1 2.0

		worksheet		
6	Pocket Chart Vocabulary			
7	Drama			

Workstations and What You Can Do at Them

1. Library Workstation
a. Word Hunt (can do later with Decodables too)
b. Reading is Thinking
c. Making Connections
d. Book Report
e. Buddy Reading with cube and list of questions

2. Read the Room Workstation
a. Look for beginning sounds, ending sounds, short vowel sounds,
b. Big Books
c. Shared Reading

3. Writing Workstation
a. Sticker Story
b. Squiggly Line Stories
c. Beg. Mid. End Story
d. Letter Writing
e. Story Prompts/Picture Prompts
f. Picture/word books
g. Include other writing utensils
h. See p.55 in Debbie Diller for examples

4. Word Sort Station
a. Sort by sounds as they are introduced-word sort recording pages

5. W.O.W. Station
a. Handwriting
b. Rainbow Words
c. High Frequency Word Readers
d. Ghost Writer

e. Big Books
f. Poetry

6. Making Words
a. Magnetic Letters
b. Cookie sheets
c. How many words can you make from one word? (Give all the letters for a
bigger word.)
d. You can use your OCR letter cards.

7. Phonics Games Workstation
a. Vowel Puzzles (Lakeshore)
b. Long Vowel Bingo
c. Cookie Monster
d. Real vs. Nonsense words activities

8. Listening Station

9. Pocket Chart Station
a. Making Sentences/Unscramble Sentences
b. Compound Words
c. Sequencing

10. Vocabulary Station or Handwriting Station
a. Vocabulary work with jigsaw clues from EL training

11. Drama/Reader's Theatre Workstation
a. Debbie Diller video idea
b. Adapt a story into a script or have students write their own.

White boards can be used to promote engagement at many workstations.
Cookie Monster involves timer, color tiles, segmenting, pictures

4th grade Literacy Block: Theme and Comprehension Focus

Unit 1	We are Readers!
Format:	Reading Workshop
Rationale:	This is the first unit of the year and there are a lot of routines to establish. Most importantly, we want our students to become independent readers. We start the workshop with a mini-lesson on a specific comprehension skill or strategy. The teacher uses a picture book or OCR text at grade level to model the strategy (see specific strategies in focus area). Students then read independently for 15-20 minutes doing the same skill or strategy with sticky notes and their Reading Workshop Notebooks with a book at their level. The teacher circulates the room listening to students reading and applying the strategy. After silent reading, we do a 5-10 minute debrief where students share how they used the reading skill or strategy.
Focus	• what independent reading looks and feels like • choosing just right books • figuring out unknown words • making predictions • main idea and details • summarizing
Schedule:	9:00 –9:25 Teacher mini lesson with read aloud 9:25 – 9:45 Silent Reading (teacher circulates) 9:45 – 9:50 finish up reading workshop notebooks or sticky notes 9:50- 10:00 Debrief * Work Stations are done later in the day for around 30 minutes

Unit 2	Reading Fiction
Format:	Guided Reading
Rationale:	Students will have access to small group instruction at their level and read books at their level with help from the teacher. We will do various mini-lessons within the guided reading group, and groups will have access to specific skills and strategies that they specifically need. The higher groups will be more independent and guided reading will look more a guided literature group to discuss themes and comprehension of books. The lower groups will have a more traditional guided reading group with focus on word work, fluency, and comprehension. They will read a book at their level for the week to practice fluency. The teacher will also do a mini-lesson with the lowest group with a book

	at grade level so students have access to text at grade level. They will practice reading the book with the teacher and use this book to do some extension work related to comprehension at a higher level text. Guided Reading happens 4 days a week. On the fifth day, we will do a whole group reading with a book at grade level. The reading block on this day will also include things that need to be re-enforced. All three teachers also do a whole class chapter book read aloud which usually takes place outside the reading block. While the focus is mainly on enjoyment, the teacher always models use of reading and comprehension skills and strategies.
Focus:	• story elements • character traits • character development • cause and effect • plot development • making inferences
Schedule:	9:00 – 10:00 Guided Reading in three 20 minute rotations. Students are doing one of the following: Meet with teacher, silent reading, extension work based on their book, or work stations.

Unit 3	Reading Non-Fiction
Format:	Reading Workshop
Rationale:	We do a reading workshop format to introduce the importance of reading to learn in 4th grade. Teacher use social studies textbook and other non-fiction texts at grade level to model skills and strategies for how to read non-fiction text. Students will read independently non-fiction books at their level and use the skill or strategy that was taught during the mini-lesson. Again, teacher circulates to read with individual students during silent reading.
Focus:	• text features • making realistic predictions • unknown words

Reading & Writing Unit: **Our Country and Its People**
Nov 7 – Dec 16, 2011 (5 weeks + Thanksgiving)

Genre: Personal Narrative
Social Studies: Long Ago vs Yesterday
FOSS: Balance & Motion

STANDARD	When tested	P1	P2	Mastery	NOTES / EXAMPLES
Our Country and Its People **Writing and telling our own stories through personal narrative** **"We can tell and write a story about our lives."**					
WA 2.1 Write brief narratives based on their experiences: a. Move through a logical sequence of events. b. Describe the setting, characters, objects, and events in detail.		P1		December (Personal Narrative)	Personal narrative (publishing party in December)
S 2.1 Recount experiences or present stories: a. Move through a logical sequence of events. b. Describe story elements (e.g., characters, plot, setting).		P1			Sharing stories-oral story telling: 1) Thanksgiving celebration 2) Bring in storytellers!!!!!!! (Nicole, Joe's, Megan's)
LS 1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).			P2		
LS 1.2 Ask for clarification and explanation of stories and ideas.			P2		
LS 1.7 Recount experiences in a logical sequence.			P2		
LS 1.8 Retell stories, including characters, setting, and plot.			P2		(throughout)
LR 3.1 Compare and contrast plots, settings, and characters ~~presented by different authors~~.	Fall: 3? CST: 2	P1		CST (4/1)	
C 1.7 S~~pell~~ frequently used, irregular words	MOY: 4		P2	TBD	Spelling lists and tests (lin~~k~~ed to

correctly (*was, were, says, said, who, what, why*).	CST: 2				phonics and word knowledge)
C 1.8 Spell basic short vowel, long vowel, r-controlled, and consonant blend patterns correctly	CST: 2		P2	TBD	Spelling lists and tests (linked to phonics and word knowledge)
C 1.4 Use commas in… items in a series.	MOY: 3 CST: 2		P2		1) Morning Message 2) Interactive journals
WS 1.4 Revise original drafts to improve sequence and provide more descriptive detail.	MOY: 4 CST: 3		P2	MOY	Revising writing and test prep
C 1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.	MOY: 3 CST: 2		P2	MOY	Capitalization of proper nouns (all names)
WS 1.2 Penmanship: Create readable documents with legible handwriting.				MOY	
Our Country and Its People **Talking About and Reading Personal Narratives, Memoirs, and Realistic Fiction** **"We listen to stories and share personal stories to learn about our families and other people's families."**					
RC 2.2 State the purpose in reading (i.e. tell what information is sought).			P2		
RC 2.5 Restate facts and details in the text to clarify and organize ideas.	MOY: 4 CST: 3	P1		MOY	
RC 2.6 Recognize cause-and-effect relationships in text.	MOY: 3 CST: 3	P1		MOY	
2.1 Students differentiate between things that happened long ago and things that happened yesterday. 1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents. 2. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians. 3. Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).					
Fall – Fluency, Phonics, Word Study **"We read fluently because we understand what we are reading."**					
F 1.6 Read aloud fluently and accurately and with		P1		Meet	Daily fluency/poetry/narrative

2

Aligning Standards to Assessment Grid – English Grade Two

appropriate intonation and expression.				District Benchmarks	reading block
F 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.	MOY: 4 CST: 3		P2	All sounds: CST (4/1)	Morning message, during green section, explicit test prep instruction
F 1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives)	MOY: 3 CST: 2		P2	MOY	Word knowledge, spelling homework/tests, and test prep
F 1.7 Understand and explain common antonyms and synonyms.	CST: 3		P2	Fall: concept CST (4/1)	Fall: What are synonyms and antonyms, and examples of each CST: Show knowledge on tests

Camouflage:

WS 1.3 Understand the purposes of various reference materials (e.g. dictionary, thesaurus, atlas, newspaper and encyclopedia)	MOY: 3 CST: 2		P2	MOY	Use dictionary and thesaurus for writing
RC 2.1 Use titles, table of content and chapter headings to locate information in expository text.	MOY: 3 CST: 1		P2	MOY	

November 1-5

Morning Meeting-
- Practice commas, capitals and periods
- Signal words:

Skills Workshop-
- Commas in a series

Phonics – /oi/ spelled oi and oy
- Blending: toy, boy, joyful, annoyed, voyage, coin, boing, oink, choice, rejoice
      oil, spoil, boil, coin, avoid, royal, loyal, enjoy, overjoyed, paperboy
      tie, toy, boat, boil, spoke, spoil, spied
- Spelling: toy, boy, joyful, annoyed, voyage, coin, boing, oink, choice, rejoice
- Dictation: oil, toil, coil, coin, toy, boy, destroy
- Sight Words: who, people, only

OCR Block-
- "A Piece of Home" (wk 1)

Guided Reading-
- Start pulling groups

Writing-
- begin narrative writing- topic sentence, sequence, transition words, concluding sentence (later add detail and voice/flexibility)

> When I went to _____ I had a _____ tirne! _____ came with me. First, we _____. Then, _____. Next, _____. Finally, _____. That's why I had a _____ .time in/at _____.

- When I went to the zoo I had a great time. (My mom, my aunty Rose, and my brother came with me.) First, we visited the African Animals. (I saw zebra, antelopes, and even a tiger.) Then, we went to the insect display. (It smelled kind of gross like mold.) Next, we ate lunch in a grassy field. (I ate a turkey sandwich, juice, and chips.) Finally, we went on the rides. (I rode the merry-go-round four times.) That's why I had a great time at the zoo.
-

Aligning Standards to Assessment Grid – English Grade Two

Math-
- three-digit addition with regrouping

November 8-12

Morning Meeting-
- commas in a series, addition with regrouping
- Signal words:

Skills Workshop-
- Capitalize names of people, titles and initials

Phonics – cow card spelled ow and ou
- Blending: find in OCR
- Spelling: cow, vowel, brown, flower, shower, out, flour, cloud, around, ground
- Dictation: OCR
- Sight words: find, water, very

Word Knowledge –
- Open syllables- baby, even, paper, able
- Closed syllables- rabbit, sudden, pencil, dentist
- Both- basic, began, music, open

OCR Block-
- "A Piece of Home" (wk 2)

Guided Reading-
- Blue Mitten, My Father, When I First Came to This Land, My Life, How I've Grown

Writing-
- Writing narratives

Math-
- Subtraction concept (taking away, finding the difference, etc.) –mind map
- Relationship btw addition and subtraction (3-2, 3-3, 3-4)
- Subtraction: find missing part (3-5)

Poetry-
- Immigration Bugaloo

Social Studies-
- Personal Timeline

November 15-19

Morning Meeting-
- Capitals and commas
- Signal words: ancestor, immigrant

Skills Workshop-
- Capitalize names of people, titles and initials

Phonics – /aw/ spelled aw and au
- Blending: raw, draw, saw, dawn, awful, haunt, author, August, pause, because; Fry's diphthong list
- Spelling:
- Dictation: raw, draw, dawn, haunt, pause, because

Word Knowledge –

Aligning Standards to Assessment Grid – English Grade Two

- Closed syllables- comet, contact, happen, insect
- Both- began, beyond, depend, even

OCR Block-
- "A Place Called Freedom" (wk1); Thanksgiving story

Guided Reading-
- Little Bill, My Father, When I First Came to This Land, My Life, How I've Grown

Writing-
- Thank you letters to family

Math-
- Subtraction without regrouping

Poetry-
- Immigration Bugaloo

Social Studies-
- Personal Timeline (Historical Timeline)

THANKSGIVING BREAK (November 22-26)

November 29-December 3

Morning Meeting-
- Capitals and commas
- Signal words: continent

Skills Workshop-
- Capitalize names of holidays & places

Phonics – foot card
- Blending:
- Spelling:
- Dictation:

Word Knowledge –

OCR Block-
- "A Place Called Freedom" (wk2)

Guided Reading-

Writing-
- Writing narratives

Math-
- Review
- Fall Final Exam

Poetry-
- Yankee Doodle Continents Song

Social Studies-
- Maps (Continents & Oceans)

- Colors: N. America (Brown), S. America (Purple), Antarctica (Blue), Australia (Orange), Asia (Red), Africa (Yellow), Europe (Green)

December 6-10

Morning Meeting-
-
- Signal words:

Skills Workshop-
- Reference materials (atlas, encyclopedia, dictionary and thesaurus)

Phonics – goo card
- Blending:
- Spelling:
- Dictation:

Word Knowledge –
-

Fluency- (decodable, fluency practice, sight words)
-

OCR Block-
- "Jalapeño Bagels" (wk1)

Guided Reading-
-

Writing-
- Writing narratives

Math-
- Subtraction with regrouping

Poetry-
- Immigrants Here, Immigrants There…

Social Studies-
- Maps of N. America (Continent → Country → State → County? → City → Street?)

December 13-17

Morning Meeting-
-
- Signal words:

Skills Workshop-
- Revise drafts to improve sequence (teach test format too)

Phonics – review
- Blending:
- Spelling:
- Dictation:

Word Knowledge –
-

Aligning Standards to Assessment Grid – English Grade Two

Fluency- (decodable, fluency practice, sight words)
-

OCR Block-
- "Jalapeño Bagels" (wk2)

Guided Reading-
-

Writing-
- Writing narratives

Math-
- Subtraction with regrouping

Poetry-
-

Social Studies-
- Where our ancestors come from
- Then vs. Now

The ELD Proposal Group was formed in response to a call by a number of teachers who identified the ELD block of instruction as inefficient. Each LWL students spends approximately 5400 minutes a year in ELD class. Many teachers at LWL believe that this block of time can be used more effectively to move students to higher levels of proficiency on the CELDT assessment. The over-arching goal that frames our work is the obligation we all feel to ensure that all students leave our school with access to honors level classes in middle school, which for English Language Learners often means they must have been re-designated as Fluent-English-Proficient before middle school.

Current Reality
In a meeting late in the Spring of 2009, LWL teachers identified the following positives and gaps in the ELD program:

Positives	Gaps
30 minute class - L4L/ L4W for students in levels 1 and 2 - Leveling students to address ELD Standards - Minimal prep time needed for L4L/L4W classes - Oral practice with language structures is a focus - Repetition emphasized - Systematic instruction of forms and functions - L4L and L4W comprehensively address ELD standards for CELDT levels 1 and 2	- Equity, especially for speakers of African-American Language – need for AED development, grouping multiple levels together - Lack of grammar instruction - Lack of authentic oral practice - Low motivating nature of the programs - Lacking in academic language (e.g. "questions sentence" vs. "interrogative sentence") - Not sufficient for teaching parts of speech - All students need to develop Academic English skills - Racial strain caused by "Black class/Mexican class." - Lack of content instruction during ELD

LWL teachers appreciate the fact that OUSD has set aside 30 instructional minutes daily within which students are expected to develop their Academic English skills and apply them using the Language for Learning (LFL) and Language for Writing (LFW) programs. Teachers feel that being able to level students according to their CELDT abilities gives teachers and students opportunities to build relationships with people other than their homeroom classes, in addition to giving the students opportunities to gain understandings of the language through homogenous groups. It is also helpful that the programs are scripted and do not call for very much planning or prep time outside of the class. The emphasis on choral practice lowers students' affective filters, and the repetitive practice of language structures after hearing it modeled helps a number of students. Both Language for Learning and Language for Writing are comprehensive programs, spanning all of California's ELD standards for students.

Teachers are concerned with the lack of grammar instruction, authentic oral practice, low motivating nature of the programs, and are deeply concerned about equity issues for our entire student body.

LFL and LFW do not provide a space for students to authentically practice the skills they are acquiring. We feel that our students need many opportunities not only during the 30 minute ELD block, but also throughout the day to authentically and consciously practice Academic English.

We have observed, in most of our students, that they are not aware of the parts of speech, even after a year of LFW instruction. Another issue that has come up with LFW is that it does not explicitly teach students the differences between declarative, interrogative, exclamatory, and imperative sentences, nor does it ever use the academic language appropriate to each. Instead of asking students to write an interrogative sentence, it asks them to write a 'questions' sentence.

While both LFL and LFW address the needs of students classified as English Language Learners, it does not address the Academic English needs of our students designated as English Only. The ELD block requires EO students to take a class designed by the instructor. There are no guidelines provided for the District in how to instruct our EOs and teachers are left with the challenge of designing curriculum that meets the student's needs. This is very time consuming for teachers, and the consistency of content across the grade levels is difficult to maintain.

Another equity concern for our students is that our older children are noticing the differences in between the classes. They have been heard referring to the classes as the "Black class/Mexican class". While we expect and teach our students to notice our differences and celebrate them, the current structure does not help students recognize shared challenges across racial lines and contributes to having students see differences as negative

Finally, with all that teachers hope students will learn by the end of the school year, there is frustration at how disconnected the content of the ELD block is from the rest of the school day.

Analysis

The LWL ELD group began by working together to gain a deeper understanding of what students need in order to reach a level 4 or 5 on the CELDT (required for redesignation). We identified the Listening and Speaking domains as areas of focus since the standards within these domains are addressed with less systematic focus than the domains of Reading and Writing during sections of the school day other than the ELD block. We recognize that while the primary focus of our work is to improve the ELD block, we expect that the work we do to support teachers in addressing the Listening and Speaking domains during the ELD block will impact teaching during the rest of the school day increasing teacher attention to these domains throughout the day.

We organized the Listening and Speaking ELD standards into seven threads of standards on which students must show increasing levels of proficiency to advance levels on the CELDT. These threads are 1) Asking and Answering Questions, 2) Retelling and Paraphrasing, 3) Social Conventions, 4) Identifying and Describing Conversations, 5) Voice Modulation and Academic English Grammatical Forms, 6) Audience Awareness, 7) Idioms. For each of these threads, we created a chart that shows what the standard says students must be able to do at each level of proficiency. This chart is in the pages that follow and is titled Threads of ELD Standards.

Next, for each thread at each level of proficiency, we looked at how it appears on the CELDT, how it appears on the Adept test, what corresponding instruction looks like in Language for Learning and Language for Writing where applicable, what instruction we currently engage in during ELA to address the standard at that level and what is missing in order to get students to the next level on the CELDT. We created seven charts - one for each thread - that show a summary of this information.

In the course of this analysis, we determined that by and large, and with some teacher modifications, *Language for Learning and Language for Writing (L4L/L4W) is adequate for moving students from CELDT levels 1 and 2 to CELDT level 3. The L4L/L4W curricula do not move students beyond a level 3 on the CELDT. If our goal is to have students re-designated which requires scores of 4s and 5s on the CELDT, we need to address the needs of students scoring at level 3 on the CELDT.*

Plan

We believe that the Adept test has the potential to serve as a backbone in our efforts to move students beyond CELDT level 3. We propose to assess all students using the Adept test 2 times per year – once at the beginning of the year to identify a baseline and once at mid-year to determine progress and re-group students homogeneously for the ELD block of instruction. The Adept will also identify specific goals we will work toward student by student, that will advance their listening and speaking skills to higher levels. In addition, we will use the thread analysis of the ELD standards that we produced in order to address areas of Listening and Speaking not directly addressed by the Adept assessment. We will also heavily consult the thread analysis to guide us in pushing our students who already score at a 4 or 5 on the Celdt to higher levels of mastery with regard to 1) Asking and Answering Questions, 2) Retelling and Paraphrasing, 3) Social Conventions, 4) Identifying and Describing Conversations, 5) Voice Modulation and Academic English Grammatical Forms, 6) Audience Awareness, 7) Idioms. After all, none of us is ever done gaining higher levels of proficiency in these areas.

In order to address the language needs of English Only students whose Speaking and Listening skills are insufficient to reach proficiency in English Language Arts, we will test English Only students using the Adept assessment and assign them to homogeneous skill level groups according to their language needs. We are also considering purchasing additional sets of L4L/L4W with funds other than LEP funds, so these students can be integrated into ELD block groups according to their needs.

We recognize that the teacher who teaches students at level 3 and teachers who teach students at levels 4 and 5 will have to do more preparation for the ELD block than teachers who teach students at levels 1 and 2. To support teachers in this work, we propose to provide PLC time for teachers to work together in 6 groups: A1) k-1 teachers serving levels 1-2, A2) k-1 teachers serving level 3, A3) k-1 teachers serving levels 4-5, B1) 2-5 teachers serving levels 1-2, B2) 2-5 teachers serving level 3, B3) 2-5 teachers serving levels 4-5.

Group A1	Group A2	Group A3
Teachers teaching grades k-1	Teachers teaching grades k-1	Teachers teaching grades k-1
Students scoring at Celdt levels 1 and 2.	Students scoring at Celdt level 3	students scoring at Celdt levels 4 and 5.S
Group B1	Group B2	Group B3
Teachers teaching grades 2-5	Teachers teaching grades 2-5	Teachers teaching grades 2-5
Students scoring at Celdt levels 1 and 2.	Students scoring at Celdt level 3.	Students scoring at Celdt levels 4 and 5.

We expect that as teachers target their ELD block of instruction to meet the goals that come out of results on the Adept test, they will find ways to integrate content instruction as appropriate.

In addition to training teachers to use the Adept assessment and use results from Adept to plan the ELD block for its use during the course of next school year, we have set the dates the assessment will be administered, PLC time allocated for re-grouping ELD groups, use of PLC time to support planning ELD instruction, created some lesson design support to make it easier for teachers teaching students at level 3 and students at levels 4-5 to take on this work. The following pages contain our thread analysis and descriptions of the lesson design support we will provide teachers.

Pedagogy
The pedagogical ideas that guide us in our instruction throughout the school day will also guide our ELD instruction (for a fuller description of these theories and practices, please see the Learning Without Limits Proposal). Namely:

Knowledge-based constructivism—Knowledge-based constructivism holds that people must construct their understanding and that students get better at constructing understanding the more knowledge they have with which to construct. In ELD instruction, we will directly teach forms and functions, provide scaffolded practice, and create authentic opportunities for students to practice using forms and functions through role plays and other opportunities for student interaction.

Funds of Knowledge and Culturally Relevant Pedagogy – We will affirm and build on the knowledge students bring with them to school, and invite them to bring their whole selves into the classroom. For example will use tools such as Contrastive Analysis charts to validate students' home languages, bridge the cultural divide between students, and give them access to the dominant language of instruction.

Efforts-based learning –We will constantly reinforce the idea that the more we try and the more we practice, the more intelligent we become.

GLAD Strategies – In concert with our approach to Sheltered English Instruction, we will use GLAD strategies that engage students visually and kinesthetically to develop students' vocabulary, content knowledge, understanding of parts of speech and to help students organize ideas.

Student Interaction and Drama – We will maximize opportunities for students to interact using forms and functions taught during direct instruction. Protocols such as think-pair-share and numbered-heads-together will be used as well as opportunities for dramatic role playing.

Relationships – We believe that the relationship between the student and the teacher and the ability of the teacher to foster a caring community within the classroom are among the most important ingredients in high quality teaching. To borrow from a familiar maxim, students care what teachers know only after they know that teachers care. At our school, we try to make sure that students know not only that their individual teacher cares, but that they are each surrounded by a community of caring adults. Students who have teachers other than their own will feel a connection to their ELD teacher, because the teacher will work to make a connection with them.

Threads of ELD Standards

Thread	Level 1 Beginning	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Early Advanced	Level 5
Asking and Answering Questions ○	Answer simple questions with one- to two-word responses	Ask and answer questions by using phrases or simple sentences	k-2: Ask and answer instructional questions by using simple sentences 3-5: Ask and answer instructional questions with some supporting elements (e.g., "Is it your turn to go to the computer lab?")	Ask and answer instructional questions with more extensive supporting elements (e.g., "Which part of the story was the most important?")	
Retelling, paraphrasing △	Retell familiar stories and participate in short conversations by using appropriate gestures, expressions and illustrative objects (3-5).	Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects. (k-2)	Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.	k-2: Retell stories in greater detail y including the characters, setting, and plot. 3-5: Summarize major ideas and retell stories in greater detail by including the characters, setting, and plot.	k-2: Narrate and paraphrase events in greater detail by using more extended vocabulary. 3-5: Identify the main ideas and points of view and distinguish fact from fiction in broadcast and print media.
Social conventions	Independently use common social greetings and simple repetitive phrases (k-2 examples: "Thank you" and "Your welcome." 3-5 example: "May I go and play?")	Orally communicate basic needs (e.g. "May I get a drink of water?")	Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	Participate in and intitiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.	Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.
Identifying and describing conversations ◇		Orally identify the main points of simple conversations and stories that are read aloud by using phrases or simple sentences. (3-5)	Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.	k-2: Listen attentively to stories and information and orally identify key details and concepts. 3-5: Listen attentively to more complex stories and information on new topics aross content areas and identify the main points and supporting details.	k-2: Listen attentively to stories and information on new topics and identify bot orally and in writing key details and concepts. 3-5: Listen attentively to stories and information on topics; identify the main points and supporting details.
Voice modulation and Standard English grammatical forms ⬡			Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns).	Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.	Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.
Audience awareness ☺				Recognize appropriate ways of speaking that vary according to the purpose, audience and subject matter.	Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter.
Idioms				3-5: Use simple figurative language and idiomatic expressions (e.g., "It's	Demonstrate an understanding of idiomatic expressions (k-2 example: Give me a hand.

				raining cats and dogs" to communicate ideas to a variety of audiences.	K-3 example: It's pouring outside") by responding to such expressions and using them appropriately.

Thread by Thread Analysis

Sub Strand: Asking and Answering Questions	What the standard says	What it looks like on the CELDT	What it looks like on the ADEPT test	What it looks like in L4L/L4W and what level does L4L/L4W get kids to on its own	What it looks like in ELA	What is missing to get kids to the next level
Level 1	Answer simple questions with one- to two-word responses. Respond to simple directions and questions by using physical actions and other means of nonverbal communication (matching objects, pointing, drawing).	Ask and Answer simple questions with one to 2 word responses	Receptive Where is the couch? – points Where is the bird? Points Expressive What is your first name, what is your last name? How Old are you, What do we do with this? - All one word answers.		Having kids answer direct instructional questions	
Level 2		Ask and answer questions using smple Phrases and Sentences	Level Two Receptive Point to the girl who is asking May I have a pencil? Is the boy skating or riding a bike? Level 2 Expressive I am in the _ grade. l have _ Brothers and sisters. My shirt is ___. **Present progressive**	**Identifying** which sentence tells vs whish asks a questions. **Identify** who is being asked to do something **Making up** a sentence that asks a question about a subject The sky is blue to Is the sky blue?	Having kids ask and answer questions using a full sentence.	Asking students to use full sentences. And asking students to support their answers.
Level 3	Ask and answer questions by using phrases or simple sentences.	Ask and answer instructional questions with more extensive supporting elements. 0- no response or gives an answer with no support. 1- Give One reasons, speech not necessarily accurate. 2-Speech is accurate, answer the question and give two reasons.	Level Three Receptive Past tense Question Questions with would Answers in Past tense Negative EX: Point to the boy who is asking did you get a new wagon? Point to the child who is asking would you like a balloon? Level Three –Expressive Why is he sad? Answer: **He didn't catch any fish.** Why is the ball on the ground? Answer: **He still hasn't kicked it.** Also, **Irregular past tense.**	Language For Learning, Language for Writing Lessons 10-20 Sentence vs. Non-Sentence 10-25 Making up sentences 60-70 Making up sentences with a verb given 15-30 identifying a statement vs. question vs. Command 40 - Changing statements into a questions 100-110 – Statement to a questions transformation.	Having students ask and answer questions using sentence frames.	Developing sentence frames that students will use to ask and answer questions. And asking students to support their answers.
Level 4		0- no response or gives an answer with no support. 1- Give One reasons, speech not necessarily accurate. 2-Speech is accurate, answer the question and give two reasons.	Level Four Receptive **Present Perfect Question** Need to form: Have you ever gone to the circus before? **Past Progressive negative question** Why weren't you watching the baby?	(Knowing a statement is subject, verb, verb versus, Verb, subject, verb) It was raining. To Was it raining?	Students asking and answering questions in negative and conditional or irregular forms.	Teaching students grammatical forms and structures and how to ask and answer questions using those structures.

					(Past progressive negative.)
Level 5		0- no response or gives an answer with no support. 1- Give One reasons, speech not necessarily accurate. 2-Speech is accurate, answer the question and give two reasons.			

Thread: **Social Functions**	What the standard says	What it looks like on the CELDT	What it looks like on the ADEPT test	What it looks like in L4L/L4W and what level does L4L/L4W get kids to on its own	What it looks like in ELA	What is missing to get kids to the next level
Level 1	Independently use common social greetings	N/A	N/A	N/A	Morning meeting	Everyone use morning meeting
Level 2	Orally Communicate basic needs	**Speech functions p28** **0-not able** **1-grammar interferes** **2-grammar errors do not interfere.**	Level 1 receptive Level 1 Asnwer Questions:Expressive **Level 2 Expressive2.4-2.8 (most like CELDT)**	N/A	Modeling when setting up routines. Maybe using only silent signs for asking is not a good idea.	More modeling when setting up routines.
Level 3	Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	Not specifically tested- but at level 3 they will be more likely to get a 3 in speech functions.	NA	N/A	Morning Meeting/sharing time?	Sharing time: One student shares and then the others ask questions
Level 4	Same as 3 but more extended conversations on unfamiliar topics	N/A	NA	N/A	Recess/Lunch Numbered heads together	Discussions during class time.
Level 5	Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.	N/A	NA	N/A	Not taught	Class discussions, maybe second step?

Speech Functions examples (from my memory of the training):

You want your friend to read with you. What do you say to your friend?

You need a box of markers to color a picture. What do you say to your teacher?

Your friend is in a soccer game, and you want to watch but you don't know what time it starts. What do you say to your friend?

Sub Strand: Identifying and Describing Conversations	What the standard says	What it looks like on the CELDT	What it looks like on the ADEPT test	What it looks like in L4L/L4W and what level does L4L/L4W get kids to on its own	What it looks like in ELA	What is missing to get kids to the next level
Level 1	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	Orally identify the main points of simple conversations and stories that are read aloud by using phrases or simple sentences. (3-5)	k-2 admin tells story and asks student to identify pictures that show the story-scored as correct, incorrect, no response		N/A	Reading Comprehension lessons using sentence frames.	Consistently using practice and integrating guided oral practice

Integrating problem of the day |
| Level 3 | Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses. | k-2 admin tells story and asks student to identify pictures that show the story-scored as correct, incorrect, no response
3-5
admin tells to identify the picture that shows the direction the admin states-scored as correct incorrect or no response | | N/A | Reading Comprehension lessons using sentence frames, Guided Reading GLAD Narrative story retell, Smart Cards on pictorial input charts, expert groups | Using these methods on a consistent basis, and integrating oral practice within each lesson |
| Level 4 | k-2: Listen attentively to stories and information and orally identify key details and concepts.

3-5: Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details. | k-2 admin tells story and asks student to identify pictures that show the story-scored as correct, incorrect, no response
3-5
admin tells Students a story and gives students 3 answer choices | | N/A | Reading Comprehension lessons using sentence frames, GLAD Narrative story retell, Smart Cards on pictorial input charts, expert groups Writing lessons and assignments around Main Idea and Detail | Consistently using these practices daily in addition to using graphic organizers for main idea and details

Literature circles, book discussions |
| Level 5 | -2: Listen attentively to stories and information on new topics and identify bot orally and in writing key details and concepts.

3-5: Listen attentively to stories and | k-2 admin tells story and asks student to identify pictures that show the story-scored as correct, incorrect, no repsonse3-5 admin tells Students a story and gives students 3 answer | | N/A | Reading Comprehension lessons using sentence frames, GLAD Narrative story retell, Smart Cards on pictorial input charts, expert groups | Consistently using these practices daily in addition to using graphic organizers for main idea and details

Literature circles, book discussions |

	information on topics; identify the main points and supporting details.	choices				

Thread: Voice Modulation	What the Standard Says	What it looks like on the CELDT	What it looks like on ADEPT	What it looks like in L4L and L4W and what level does it go to?	What it looks like in ELA	What is missing to get kids to the next level
Level 1						
Level 2						
Level 3			Tone is not measure on the ADEPT		Readers theatre and reading with Expression.	Students need to be doing more acting or dramatic exercises to show the importance of tone and voice modulation when telling a story.
Level 4	Make oneself under- stood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.	Students are asked to Retell a story. They are given a higher score if their intonation is appropriate to go with various events in the story.			Readers theatre and reading with Expression.	
Level 5	Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	Students are asked to Retell a story. They are given a higher score if their intonation is appropriate to go with various events in the story.			Readers theatre and reading with Expression.	

Sub Strand: **Audience Awareness**	What the standard says	What it looks like on the Celdt	What it looks like on the Adept test	What it looks like in L4L/L4W and what level does L4L/L4W get kids to on its own	What it looks like in ELA	What is missing to get kids to the next level
Level 1						
Level 2						
Level 3						
Level 4	Recognize appropriate ways of speaking that vary according to the purpose, audience and subject matter.	NA	NA	NA	Home language/ Academic English More taught in upper grades	Instruction on audience
Level 5	Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter.	NA	NA	NA	Home language/ Academic English More taught in upper grades	Instruction on purpose and audience

Thread: **Idioms**	What the standard says	What it looks like on the Celdt	What it looks like on the Adept test	What it looks like in L4L/L4W and what level does L4L/L4W get kids to on its own	What it looks like in ELA	What is missing to get kids to the next level
Level 1						
Level 2						
Level 3						
Level 4	Use simple figurative language and idiomatic expressions (e.g., "It's raining cats and dogs" to communicate ideas to a variety of audiences	Use to get a 4 on written compositions. Not assessed in speaking/listening	NA	Not there	Core knowledge	Idiom of the week? Points for kids who use it?
Level 5	Demonstrate an understanding of idiomatic expressions (k-2 example: Give me a hand. K-3 example: It's pouring outside") by responding to such expressions and using them appropriately.	Use to get a 4 on written compositions. Not assessed in speaking/listening	NA	Not there	Core knowledge	Idiom of the week? Points for kids who use it?

Teaching Ideas by Thread

A̶ ̶ng and Answering Questions
- Sharing time/questions
    o Framed around a specific tense (what will you do this weekend vs. What did you do last weekend)
- Sentence frames
- Comparative language chart
- Literature circles:
    o Students ask questions to each other about what they have read (tense is framed by the tense in the story)
    o Could also be done after a read aloud w/sentence frame

Retelling Stories: (grammatical structure present in the story being read)
- Narrative input chart
- Read aloud with retell
    o One person retells the story
    o The other retells with greater detail
- Process grid with Characters/plot/setting

Social Conventions:
- Drama, acting out social situations (focus the situation on the tense)
- Comparative language chart

Identifying and describing conversations
- Extension from drama: students practice retelling the key details in the conversation (could use sentence frames)
- Identify key details in Narrative input chart
- Marking key points from a read aloud with a limited number of sticky notes

Voice Modulation and Standard grammatical forms:
- Share a story, or a sentence in a particular grammatical form.
    o This is an opportunity to give feedback on the structure

Audience Awareness:
- Comparative language chart
    o Home language vs. Academic English

Idioms:
- Grade level wide idiom of the week
- Consistent use in teacher talk.

Language Concept Plan for ELD

Language Concept (Part of Speech)	**ELA Standard**
ELD Standard	**EL Level** (I, II, III, IV, or V)

Using the ELD Matrix, fill out the section below.

Into What Students need to know before	**Through** The concept you will teach	**Beyond** What is the next Concept

Teacher Support and Planning
What **YOU** the teacher, needs to know in order to teach the concept.
Sites to do research: Grammar.com , esl-grammar.com , webgrammar.com

Application –	
What is the part of speech?	
When do we use it?	

Functions of Speech – Use Forms and Functions chart	
Oral Response	
Retelling/ paraphrasing	
Social Conventions	
Identifying and Describing Conversations	
Voice Modulation Audience	

Idioms	

To keep in mind: **question, command, description, explain, narrate, retell, sequence**
Classroom Activities and Practice

How will you introduce the concept?

Prompts and Practice frames to Be used **Resources – ELD guide, OCR – Blue section, Etc.**

What Activities will you do? **Structured Oral Practice – (Activities for student speaking and practice of concept)**

How will you use this in other content areas?

Content Area	Activities, sentence frames, prompts

Language Concept Plan for ELD

Language Concept (Part of Speech)	ELA Standard
ELD Standard	**EL Level** (I, II, III, IV, or V)

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What is the part of speech?	
When do we use it?	
Functions of Speech – Use Forms and Functions chart	
Oral Response	
Retelling/ paraphrasing	
Social Conventions	
Identifying and Describing Conversations	
Voice Modlation	

Audience	
Idioms	

To keep in mind: **question, command, description, explain, narrate, retell, sequence**

Classroom Activities and Practice

How will you introduce the concept?

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How will you use this in other content areas?

Content Area	Activities, sentence frames, prompts

GLAD

In the 2007-08 school year, all teachers were trained in Susanna Dutro's frontloading strategies and all teachers used these strategies in the classroom. For the 2008-09 school year, we deepened our approach to frontloading by learning and implementing many GLAD strategies. The use of GLAD strategies has gone beyond improving frontloading, strengthening our instruction throughout the school day for all students and especially English learners. All teachers at LWL were trained to use a number of GLAD strategies and received a significant amount of follow-up coaching. As a result, a number of GLAD strategies are being used school-wide on a regular basis, others are used school-wide occasionally.

In the 2009-10 school year, we went deeper with GLAD, fortifying our use of the strategies we have learned and extending them. Teachers will learn to use GLAD strategies for small group work and differentiation and increase the frequency that the following strategies are used: Cognitive Content Dictionaries, Observation Charts, Picture File Cards, Narrative Input Charts, Process Grids, Cooperative Strip paragraphs, Team Tasks and Expert Groups, and Writer's Workshop/Author's Choice. The chart below identifies these strategies and the level of implementation during the 2008-09 school year and our anticipated level of implementation in the 2009-10 school year:

GLAD Strategy	2008-09 Level of Implementation	2009-10 Level of Implementation
Focus/Motivation Strategies		
Big Books	Occasionally used in most classrooms	Occasionally used in most classrooms
C⸛ ve Content Dictionary	Occasionally used in most classrooms	**Often** used in most classrooms
Inq ⸛ry Chart	Regularly used in most classrooms, (alternately identified as Concept/Question board)	Regularly used in most classrooms, (alternately identified as Concept/Question board)
Observation Charts	Rarely used in some classrooms	**Frequently** used in all classrooms
T-Graphs with Team Points	Regularly used in most Classrooms	Regularly used in most classrooms
Picture File Cards	Rarely used in any classrooms	**Frequently** used in most classrooms
Awards and scouts	Often used in many classrooms	Often used in many classrooms
Input Strategies		
Pictorial Input Charts	Frequently used in nearly all classrooms	Frequently used in nearly all classrooms
Graphic Organizer	Regularly used in nearly all classrooms	Frequently used in nearly all classrooms
Narrative Input Chart	Rarely used in some classrooms	**Regularly** used in all classrooms
Guided Oral Practice Strategies		
Chants	Regularly used in many classrooms	**Frequently** used in all classrooms
Sentence Patterning Chart	Occasionally used in many classrooms	**Frequently** used in all classrooms
Process Grid	Occasionally used in some classrooms	**Frequently** used in all classrooms
Rea⸛g/Writing Strategies		
Ir ⸛ive Journals	Regularly used in some classrooms	Regularly used in almost all classrooms

Cooperative Strip Paragraph	Rarely used in some classrooms	**Regularly** used in almost all classrooms
T Tasks	Rarely used in some classrooms	**Occasionally** used in most classrooms
Writer's Workshop/ Author's Choice	Rarely used in some classrooms	**Regularly** used in most classroms

1st grade Math Lesson Plan
Envision Math Lesson 5.1 Recognizing numbers on a 10 frame.

SWBT recognize spatial patterns on a 10 frame and make a numeric symbol connection.

Procedure:
1. T will reintroduce the 10 frame to students and ask what students remember about it.
2. T will distribute 10 frames and 10 counters to each pair of students and allow them to explore placing the counters on the 10 frame in different patterns.
3. S will come back together as a class and share out any discoveries they had around recognizing the number patterns.
4. T will construct a color coded GLAD style poster with the class so that each spatial pattern on the 10 frames is illustrated with the corresponding numeric symbol below it (this will end up on the wall as a learning tool for students who need to reference it throughout the rest of the unit).
5. T will guide the S through the 1st half of the Envision worksheet, S will complete the 2nd side independently.
6. T will circulate room and will pull struggling students to rug for support.
7. S who have mastered the Envision worksheet will be asked to play "Shake and Spill" independently.

Shake and Spill
10 frame
10 counters
1 cup
whiteboard marker

S place and number of counters into the cup and "shake, then spill" the counters. S then Sorts the counters by how many red and how many yellow. S then orally makes an equation (3 red counters plus 4 yellow counters equals 7). S then uses the whiteboard marker to indicate the sum on the 10 frame.

Small group intervention:
SWBAT work on 1-1 correspondence and number conservation with Teacher.
T will show S 5 counters and have each student count the counters by toughing as they count.
After all S's have counted T will draw the number on a 10 frame and have he S count the represented counters on the 10 frame, practicing 1-1 correspondence.
T will guide S through thinking about the differences and similarities between the 5 with the counters and 5 on the 10 frame.
T will repeat this exercise with students for numbers 5-10
S will then be partnered up and asked to take turns in repeating this exercise with each other's support.

Date	Centers	Introducing Concept	Guided/Independent Practice (Envision Lesson)

First Grade Math
Yearlong Plan

Date	Centers	Introducing Concept	Guided/Independent Practice (Envision Lesson)
Basic Number Concept to 12			
8.29	Guided exploration with counters	Ten Black Dots	Create images tracing dots Practice counting to 30
8.30		Big Book with post-its/ or on computer	Practice counting to 30
8.31			1-1 Numbers 0 to 5
9.1			1-2 Numbers 6 to 10
9.2			1-3 Numbers 10 – 12
9.6	Introduce Math WorkStation 1 • Red dots game (Using Katia's ame board and counters for practice writing numbers) • Reading Counting books (including 10 black dots and Envision big book copies)		1-4 Spatial patterns to 9
9.7	Introduce Math Workstation 2 (This will eventually be pocket chart station) • Matching dominos (spatial patterns) to numeral cards with a partner and saying which is more and which is less		1-5 Spatial patterns to 10
9.8	Introduce Math Workstation 3: • Play Shake		1-6 Problem Solving Use Objects

Date	Centers	Introducing Concept	Guided/Independent Practice (Envision Lesson)
	and Spill		
9.9	Introduce Math Workstation 4: • One hundred chart station (building numbers up to 30 with objects, writing numbers), Playing a 30 chart game	Big Book with post-its/ or on computer Greater than/Less than signs (shifted down)	
9.12	• Introduce Math Workstation 5: Calendar Workstation- Filling out a calendar, worksheet or manipulatives similar to calendar	Big Book with post-its/ or on computer Greater than/Less than signs	2-1 Comparing two numbers
9.13	• Introduce Math Workstation 5: Comparing numbers game (Rolling dice or choosing dominoes or domino cards, or regular playing cards, seeing who has more or less) (Maybe play this game like "War"— whoever has more keeps the cards)	Introduce: least, between, greatest	2-2 Ordering three numbers
9.14	Introduce Math Workstation 6: • Play Race to 20 with clothespins and		2-3 Ordering numbers to 12 with a number line

Date	Centers	Introducing Concept	Guided/Independent Practice (Envision Lesson)
	dots or with cubes, forming ten trains		
9.15	Introduce Math Workstation 7: Ordering characters from a counting book		2-4 Problem Solving: Act it Out
9.16	Formative Assessment in Small Groups on spacial patterns, comparing, and ordering numbers	In Small Groups	
Composing and Decomposing numbers to 10/ What are addition and subtraction?			
9.19	Shake and Spill—write number sentence	Big Book with post-its/ or on computer	
9.20			3-1 Making 6 *Afterschool—PLC (Grade CFA's and plan for Grade Level Switch)*
9.21			3-1 Making 7
9.22			3-2 Making 8
9.23	Grade Level Switch	Based on Last Friday's CFA	
9.26			3-3 Making 9
9.27			3-4 Introducing Addition Number Sentences
9.28			3- 5 Stories about Joining
9.29			3-6 Adding in any order
9.30			3-7 Problem Solving: Using Objects (counters/drawing circles)
10.3	Snap It or playing card addition or written numbers + dice to encourage counting on	Big Book with post-its/ or on computer	
10.4			4-1 Finding Missing Parts of 6
10.5			4-1 Finding Missing Parts of 7
10.6			4-2 Finding Missing Parts of 8
10/10			4-3 Finding Missing Parts of 9
10/11			4-4 Introducing Subtraction Number Sentences
10/12			4-5 Stories about Separating
10.13			4-6 Stories about Comparing

Date	Centers	Introducing Concept	Guided/Independent Practice (Envision Lesson)
10.14			4-6 Stories about Comparing continued
10.17			4-7 Connecting Addition and Subtraction
10.18	Formative Assessment in Small Groups on addition and subtraction (making numbers and finding missing parts)	*Afterschool— Optional PLC (Grade and plan for switch)*	
10.19			4-8 Problem Solving: Use Objects
10.20	Ten-frame game	Big Book with post-its/ or on computer	
10.21	Grade Level Switch		
Tools and Strategies for Addition and Subtraction Basic Facts			
10.24			5-1 Representing Numbers on a Ten-Frame
10.25			5-2 Recognizing Numbers on a Ten-Frame
10.26			5-3 Parts of 10
10.27	Snap-It with 10		5-4 Finding Missing Parts of 10
10.28			5-5 Problem Solving: Make a Table
10.31		Big Book with post-its/ or on computer	
11.1	Begin Fact Practice +0		6-1 Adding with 0, 1, 2
11.2	Fact Practice +1		6-2 Doubles
11.3	Workshop		6-3 Near Doubles
11.4	Fact Practice + 2		6-4 Facts with 5 on a Ten-Frame
11.7	Workshop		6-5 Making 10 on a Ten-Frame
11.8	Fact Practice + 2		6-6 Problem Solving: Draw a Picture and Write a Number Sentence
11.9		Big Book with post-its/ or on computer	Topic 7 Intro.
11.10	Fact Practice + 2		7-1 Subtracting with 0, 1, 2
11.14	Formative Assessment in Small Groups on ten-frames and initial math facts (*or task-force generated*		

Date	Centers	Introducing Concept	Guided/Independent Practice (Envision Lesson)
	Practice Test? It's good!)		
11.15	Fact Practice Doubles		7-2 Subtraction: Thinking Addition with Doubles
11.16	Grade-level switch/ Benchmark Review		
11.17	Administer District Benchmark (It matches what we taught!! Covers Topics 1-6)		
11.18	Administer District Benchmark		
11.28	Fact Practice Doubles		7-3 Subtraction: Thinking Addition to 8
11.29	Fact Practice Doubles		7-4 Subtraction: Thinking Addition to 12
11.30	Fact Practice Near Doubles		7-5 Problem Solving: Draw a Picture and Write a Number Sentence
Patterns→ Applied to numbers and time			
12.1	Workshop		9-1 Describing Patterns
12.2	Fact Practice Near Doubles		9-2 Using Patterns to Predict
12.5	Fact Practice Near Doubles		
12.6	Fact Practice + 3		9-3 Extending Shape Patterns
12.7		Big Book	9-4 Problem Solving: Look for a Pattern or SVMI math problem like http://www.svmimac.org/images/POM-GrowingStaircases.pdf
12.8	*formative assessment*		11-2 Using Numbers 11 to 20
12.9			11-3 Counting by 10s to 100
12.12			11-4 Counting Forward on a Hundred Chart
12.13			11-5 Counting Back on a Hundred Chart
12.14			11-6 Counting Patterns on a Hundred Chart
12.15		Pictures of shoes	11-7 Using Skip Counting
12.16	Review		
1.2	Workshop	Trace hands	11-7 Using Skip Counting continued
1.3	Fact Practice – 2		11-8 Odd and Even Numbers

Date	Centers	Introducing Concept	Guided/Independent Practice (Envision Lesson)
1.4	Workshop		11-8 Odd and Even Numbers cont.
1.5	Fact Practice -2		11-9 Problem Solving: Look for a Pattern
1.6	Formative Assessment In Small Groups on subtraction to 12, patterns, numbers to 100, skip counting, and odd/even yikes!		
1.9		Big Book & K/W/L	Topic 10 Intro.: Time
1.10		Afterschool—Optional PLC (Grade tests and plan lessons)	10-1 Understanding the Hour and Minute Hand
1.11			10-2 Telling and Writing Time to the Hour
1.12			10-3 Telling and Writing Time to the Half Hour
1.13	Grade Level Switch		
1.17			10-4 Estimating and Ordering Lengths of Time
1.18			10-5 Problem Solving: Use Data from a Table
Place Value and Number Concept to 100			
1.19		Big Book	12-1: Counting with Groups of 10s and Leftovers
1.20			12-2 Numbers Made with Tens
1.23			12-3 Tens and Ones
1.24			12-4 Ways to Make Numbers
1.25			12-5 Tens and Ones on a Hundred Chart
1.26			12-6 Problem Solving: Make an Organized List
1.30			13-1 1 more, 1 Less; 10 more, 10 less
1.31			13-1 1 more, 1 Less; 10 more, 10 less
2.1			13-2 Comparing Numbers with >,<,=
2.2			13-2 Comparing Numbers with >,<,=
2.3			13-3 Ordering Numbers with a Hundred Chart
2.6			13-4 Number Line Estimation
2.7			13-4 Number Line Estimation

Date	Centers	Introducing Concept	Guided/Independent Practice (Envision Lesson)
2.8			13-5 Before, After, and Between
2.9			13-6 Ordering Three Numbers
2.10	Formative Assessment in Small Groups on Patterns, tens and ones, and comparing numbers		
2.13	100th Day of School!		
2.14	Afterschool—Optional PLC (Grade tests and plan lessons)	Seven Blind Mice Lesson?	13-7 Ordinal Numbers Through Tenth
2.15			13-8 Making Reasonable Estimates
2.16			13-9 Problem Solving: Make an Organized List
2.17	Grade Level Switch		
Strategies for Addition and Subtraction to 20 & FACT FAMILIES			
2.21		Big Book Addition Facts to 20	14-1 Doubles to 20
2.22			14-2 Doubles plus 1
2.23			14-3 Doubles plus 2
2.24			14-4 Making 10 to Add
2.27			14-5 Making 10 to Add 9
2.28			14-6 Making 10 to Add 8
2.29			14-6 Making 10 to Add 8
3.1			14-7 Adding Three Numbers
3.2			14-8 Problem Solving: Two Question Problems
3.5		Big Book: Subtraction Facts to 20	15-1 Subtraction: Using Related Facts
3.6			15-2 Subtraction: Fact Families
3.7			15-3 Subtraction: Using Addition to Subtract
3.8			15-4 Subtraction: Subtraction Facts
3.9			15-5 Problem Solving: Draw a Picture and Write a Number Sentence
3.12		Big Book: Practicing Addition and Subtraction Facts	16-1 Practicing Addition Facts

Date	Centers	Introducing Concept	Guided/Independent Practice (Envision Lesson)
3.13	Review/Administer District Benchmark (Benchmark covers topics 7, and 11 -16, you just started topic 16)		
3.14	Review/Administer District Benchmark		
3.15			16-2 Fact Families
3.16			16-3 Using Addition Facts to Subtract
3.19	Fomative Assessment in Small Groups on Making 10 to add and Fact Families		
3.20	*Afterschool—PLC (Grade tests and plan lessons)*		16-4 Problem Solving: Using Objects
3.21	Grade Level Switch		
Representing numbers with Graphs and Coins			
3.22		Big Book: Data and Graphs	17-1 Using Data from Real Graphs
3.23			17-2 Using Data from Picture Graphs
3.26			17-3 Using Data from Bar Graphs
3.27			17-4 Sorting
3.28			17-5 Collecting Data Using Tally Marks
3.29			17-6 Making Real Graphs
4.2			17-7 Making Picture Graphs
4.3			17-8 Problem Solving: Make a Graph Or http://www.svmimac.org/images/POM-ThroughTheGrapevine.pdf (need boxes of raisins!)
4.4	*** We are not using Envision for this unit!!	Teacher Made Big Book	K/W/L and Intro. Penny and count in a Row
4.6	Coin Sort	Value and cent symbol	Introduce Dimes then Nickels, practice counting rows of dimes, then rows of nickels
4.16	Coin Sort with Dimes and Pennies		Adding Dimes and Pennies
4.17	Coin Sort with Nickels and Pennies		Adding Nickels and Pennies □ equivalency 5 pennies= 1 nickel
4.18			Adding Dimes and Nickels

Date	Centers	Introducing Concept	Guided/Independent Practice (Envision Lesson)
			☐ equivalency 2 nickels = 1 dime
4.19			Adding Dimes, Nickels and Pennies
4.20			Introduce Quarters, begin adding other coins to quarters (use WS for 18-4)
4.23	Formative Assessment in Small Groups on Graphs? and Coins		
4.24	*Afterschool—Optional PLC (Grade tests and plan lessons)*		Continue Quarters (use WS for 18-6)
4.25			Value of a Half Dollar/Dollar Coin—exposure only
4.26			Mixed Review of Money
4.27	Grade Level Switch		
4.30			Mixed Review of Money
5.1			Shopping at a store
Geometry and Measurement			
5.2			8-1 Identifying Plane Shapes/8-2 Properties of Plane Shapes
5.3			8-3/8-7
5.4			8-4/8-5
5.7	Formative Assessment in Small Groups *could maybe move to a week from now, the calendar didn't list an Optional PD then though—it listed nothing*		
5.8	*Afterschool—Optional PLC (Grade tests and plan lessons)*		8-6
5.9	Grade Level Switch		
5.10			8-8
5.11			8-9 Could throw in http://www.svmimac.org/images/POM-CuttingaCube.pdf
5.14	Big Book	Measurement	19-1 Comparing and Ordering by

Date	Centers	Introducing Concept	Guided/Independent Practice (Envision Lesson)
			Length/ 19-4 Comparing and Ordering by Volume
5.15			19-2 Using Units to Estimate and Measure Length
5.16			19-3 Unit Size and Measuring
5.17			19-5 Comparing and Ordering by Weight
5.18			19-6 Problem Solving: Use Reasoning Or could do http://www.svmimac.org/images/POM-FairGamesColor.pdf
Second Grade Math!! Two-digit Addition and Subtraction			
5.21			20-1
5.22			20-2
5.23			20-3
5.24			20-4
5.29			20-5
5.30			20-6
5.31			20-7
6.1			20-8
6.4			20-9
6.5			Benchmark Review
6.6			Benchmark Review
6.7	**District Benchmark Assessment (Covers Topics 8-10 and 17-20—you taught time mid-year, but hopefully spiraled)**		
6.8	**District Benchmark Assessment**		

1st grade Science Lesson Plan

Purpose:
S will explore different types of solid materials and be able to identify their different properties.

Standard:
Physical Science 1.A Students know solids, liquids and gasses have different properties

Materials:
FOSS kit provides class with different solid materials for students to explore (wood cylinder, blue fabric, red plastic triangle, flexible tubing, screw, popsicle stick, flexible wire)

Solids and Liquids song (to the tune of If you're Happy and You Know It)

Chart paper and markers

Procedure:
- T and S revisit previous lesson and review vocabulary word *matter*.
- T and S sing the Solids and Liquids song (GLAD strategy)
- T introduces new vocabulary word Properties-Things we know about an object by looking at or feeling it. (This definition will become the Signal word for transitions *GLAD strategy*)
- T tells students that they will be making observations today with different kinds of solids, and that they should be thinking about what the different properties of each object are.
- After exploration, S will return to the rug with T to debrief
- T, with S assistance will fill in GLAD style pictorial chart listing the properties the S observed from each object.
- T will guide students to use the following vocabulary words for the object properties:
flexible rigid smooth rough transparent opaque
- Closure: T will prompt students to describe each object with the proper vocabulary word for each object

QuickTime™ and a
decompressor
are needed to see this picture.

QuickTime™ and a
decompressor
are needed to see this picture.

1st grade Social Studies
Unit Plan Lesson 1: The Past, compared with the Present.

Standards: *History 1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places and things change over time while others stay the same.*

Vocabulary:
Past- the time before now
Present- the time now
Change- to become different
Materials:
Teacher photos from 1st grade and from the present
Chart paper
Harcourt Reflections Big Book 4

Introduction:
T will ask students to remember things they did yesterday, in Kindergarten, and before they came to school. T will chart responses on chart paper. T will inform students that they are going to begin a learning journey in which they will discover how children from long ago had similarities and differences with children today,

Procedure:
- T will read the poem Children of Long Ago by Lessie Jones Little from the Harcourt Reflections Big Book 4
- T will bring students back to the rug and introduce the new vocabulary word "past" using the GLAD model cognitive content dictionary. Past will then become the signal word for all transitions for that day.
- Students will share out what they know about the concept of the past
- T will have students at desk and will use the elmo to display two photographs. One photograph is of the T in 1st grade, the other is the T's most recent school picture. T will explain who the child is in the picture and ask the children to notice what the similarities and the differences are.
- S will engage in small group discussions to decide what it is that they are noticing about the T.
- T will bring each group a practice page divided into two columns. Each side will have a copy of the photos the T displayed to students. As a team task (GLAD model) S will write down their observations about the T from the past and present.
- Students will return to the rug and share out what they discovered. T will lead class in creating a venn diagram with their observations.

Closure and connection:
T will explain to students that when we say every morning, "We stand on the shoulders of those that come before us..." we are actually talking about

remembering the people who have helped make the world what it is today. We are going to continue studying about the past, to learn about how children from long ago used to learn and play, what children today do that is the same and what do we do that is now different.

Homework:
T will invite all students to go home and ask if they can look at and bring to school family photos from the past.

Ms. Amsterdam in the present

Ms. Amsterdam in the past

Learning Without Limits
Arts Scope and Sequence

<u>Kindergarten</u>
- Introduction to line: collage, paint, play dough,
  o line puzzles (from Mocha)
  o paint lines on giant butcher paper (intro. to paint and painting rules)
  o create letters using play dough
- October pumpkin patches
  Tracing; cutting; gluing; creation of texture with scraper; use of new art tools
- Cutting and tracing: Day of the Dead Calaveras
- Class mural: communities
  Color mixing; brush use; set up and clean up of art materials; cutting; gluing
- December Holidays of Light (3 weeks)
  Gingerbread Men, Henna Hands, Kwanzaa necklaces
- Introduction to painting: primary and secondary colors
- Introduction to shape: shadow puppets
- Introduction to texture: texture rubbings
- Introduction to pattern: Kente cloth designs
- Introduction to printmaking: stamping and rubbings
- Paper bag puppets (Lunar New Year)
- Dramatization: students act our their perceptions of color and movement in visual works of art

1st

- Texture with play dough and tools; rubbing collages; and stamping
- October pumpkin patches
  Tracing; cutting; gluing; creation of texture with scraper; use of new art tools
- Day of the Dead Calaveras
- December Holidays of Light (3 weeks)
- Painting: brush use; primary and secondary colors; creating texture with paint
- Self-portrait mixed-media collage (focus on analyzing shapes)
- Drawing with pattern; introduction of horizon line
- Collage
- Dramatization: students act our their perceptions of color and movement in visual works of art

2nd

- Paper bag puppets
- Paper plate masks
- Crayon texture rubbing collages
- Drawing with overlapping shapes and horizon line; background/foreground

- Painting: brush use; primary and secondary colors; creating texture with paint
- Printing with scratch foam; stamping
- Playdough animals with texture and pattern
- Students increase vocabulary in describing their own and other works of art
- Dramatization: students act our their perceptions of color and movement in visual works of art

3rd

- Drawing; observational; imaginary; geometric and organic shapes; horizon line; overlapping shapes; foreground and background
- Painting: primary, secondary, warm and cool colors; continued use of texture and supplemental painting tools
- Texture with two and three dimensional materials
- Found-object collage and sculptures
- Analytical development: assess use of color and content in works of art; identify various forms of art; view art from multiple cultures
- Introduction to working with 3 dimensions and building a simple armature

4th

- coil pots (clay)
- yarn/fabric dying and weaving
- Paper mache masks with armature
- Painting: color mixing-- primary, secondary, tertiary, complementary pairs, brush use, creation of texture
- Observational and imaginary drawing; foreground, middleground, background; overlapping shapes, horizon line, emphasis, rhythm, balance, positive and negative space
- Analysis of formal art elements in multicultural works of art

5th

- 2 point perspective drawings
- Painting: color wheel; primary, secondary, tertiary, complementary pairs, brush use, creation of texture
- Digital imagery using photoshop elements
- Paper mache masks with armature
- Observational and imaginary drawing; foreground, middleground, background; overlapping shapes, horizon line, emphasis, rhythm, balance, positive and negative space
- Development of content choices in their own work and analysis of multicultural works of art
- Introduction to career choices in the arts

Art Lesson
Project: Paper Mache Puppets and Masks
Grades: 2nd, 3rd, 4th

Objectives:
- Students will gain experience in making a 3-dimensional art project
- Students will develop problem solving skills in designing a puppet or mask and constructing an armature
- Students will develop skills in paper-mache and painting
- 4th grade students will gain appreciation for Native American wisdom, culture and art
- All students will create art that can be a functional part of their lives (as compared to art forms that are viewed in museums, but not used by the general populace)

Standards:
Grade 2:
Standard 2.1 Skills, Processes, Materials and Tools
Demonstrate beginning skill in the use of basic tools and art-making processes
Standard 2.2 Skills, Processes, Materials and Tools
Demonstrate beginning skill in the use of art media
Standard 3.3 Diversity of the Visual Arts
Identify and discuss how art is used in events and celebrations in various cultures, past and present, including for use in their own lives
Standard 4.3 Make Informed Judgments
Use appropriate vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded.

Grade 3:
Standard 2.2 Skills, Processes, Materials and Tools
Mix and apply tempra paints to create tints, shades and neutral colors
Standard 2.5 Communication and Expression Through Original Works of Art
Create an imaginative clay sculpture based on an organic form
Standard 3.4 Diversity of the Visual Arts
Identify and describe objects of art from different parts of the world observed in visits to a museum or gallery (i.e. puppets, masks, containers)
Standard 4.2 Make Informed Judgments
Identify successful and less successful compositional and expressive qualities of their own works of art and describe what might be done to improve them

Grade 4:
Standard 2.2 Process, Materials and Tools
Use the conventions of facial and figure proportions in a figure study
Standard 2.3 Process, Materials and Tools
Use additive and subtractive processes in making simple sculptural forms
Standard 3.2 Diversity of the Visual Arts
Identify and discuss the content of works of art in the past and present, focusing on the different cultures that have contributed to California's history and art heritage.
Standard 4.4 Make Informed Judgments
Identify and describe how various cultures define and value art differently

Materials:
Paper Mache: Balloons, paper-mache mix, masking tape, newsprint strips, toilet paper tubes, assorted pails and buckets, table liner
Armature: recycled materials, wooden pieces, paper pulp
Decoration: tempera paint, brushes, felt, fabric scraps, fabric glue, glass eyes, Native American stamps, brayers, trays and printing ink

Instruction/Motivation:

1. Introduce Unit: 4th grade: Baba Wain played the drum while I read a folk tale. He taught a song and I lead a discussion of "power animals." Each student chose an animal they identify with and filled out an index card. Pictures of Native American masks were shown.

   2nd and 3rd Grades: Teachers worked with students in advance to choose the subject matter for the project. I came in the day before the first paper-mache session to discuss puppetry and have students blow up balloons and make their paper-mache stands.

2. Demonstrate paper-mache technique. Students apply two layers the first session; the second session, two more layers are added to make the puppets/masks durable (necks are added to puppets during this time).

3. For puppets, a demonstration is given on how to trace the costume onto felt and glue the two halves together (to create a front and back). There is also a demonstration on how to create features using paper pulp. Students are given a "must do/can do" list for the day's session.

   For masks, a demonstration is given (along with a question and answer session) on how to add features by constructing an armature. Students are introduced to the idea of exaggeration of a key feature of the mask (art elements). Students are given a "must do/can do" list for the day's session.

4. Masks and puppets are painted. Color-mixing is demonstrated and discussed. (objectives will vary according to the grade level and mask-puppet theme). Costumes are attached to the neck.

5. Students will be using the masks/puppets in projects with their classroom teachers.

Learning Without Limits:

Art Projects
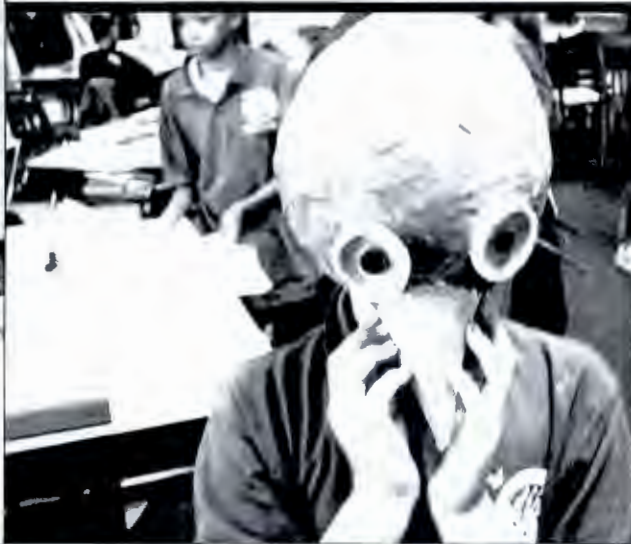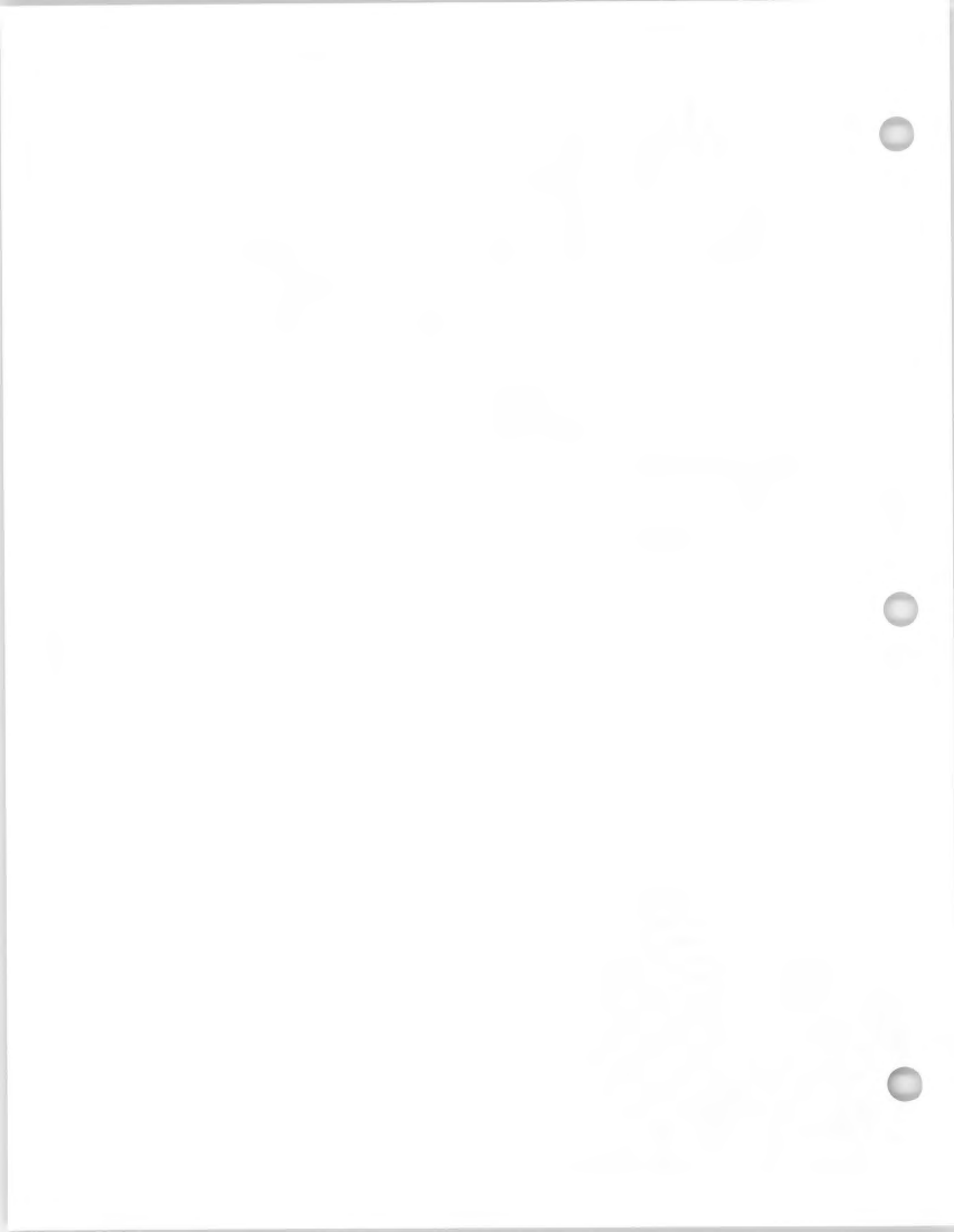
Learning Without Limits Goals-Draft
2011-2012

Goal 1:
Increase the percentage of 1st-5th grade students that score as "low risk" in reading fluency as measured on the ALS/Dibels Fluency measure.
Goal 2: Increase the percentage of 1st-5th graders that move from "At risk" to "Some risk" during the 2011-2012 school year. **The data that I have attached only addresses the first goal. I will work on the 2nd goal's data later.**

	Baseline End of Year Data for 2011	2012 Goal
Grade Level	% of students that scored "low risk" on the EOY 2011 Fluency Exam *(For Kindergarten I am using the Dibbles NWF scores to set first grade goal)*	% of students that will score "low risk" on the EOY 2012 Fluency Exam
1st Grade	51%	66% of 2012's 2nd graders
2nd Grade	34%	49% Of 2012's 3rd graders
3rd Grade	24%	39% Of 2012's 4th graders
4th Grade	33%	48% Of 2012's 5th graders
Kindergarten	68%	70% Of 2012's 1st graders

End of the Year Data for 2010

I am including this data because it is interesting. This table may not be appropriate here.

Grade Level	% of students that scored "low risk" on the EOY 2010 Fluency Exam (For Kindergarten I am using the Dibbles NWF scores to set first grade goal)	% of students that scored "low risk on the 2011 Fluency Exam
Kindergarten	76%	51% Of 2011 First Graders
First Grade	43%	34% Of 2011 2nd Graders
Second Grade	25%	24%

		Of 2011 3rd Graders
Third Grade	39%	33% Of 2011 4th Graders
Fourth Grade	38%	50 %-of 2011 5th graders

Action Plan

- Have our first grade teachers share the work that they did regarding high frequency words last year.
- Give K-5 teachers time to develop high frequency word routines at their grade levels. These routines will be used whole class K-3, and used in intervention for 4th and 5th graders.
- Progress monitor student's growth in the memorization of high frequency words.
- Continue and expand on our strong "first teaching" using OCR phonics routines.
- Progress monitor 2nd and 3rd grade "At and Some risk" students using the DRA Word Analysis Tasks and our 4th and 5th grade students with either the DRA Word Analysis tasks or the Multisyllabic word list by Sheffelbine.
- 2nd-4th grade teachers will use the SIPPS multi-syllabic routines to teach and practice multi-syllabic words.
- Reading Fluency is practiced and explicitly taught daily in whole group settings, in small guided reading groups, and as part of the Independent work completed during Reading Workshop.
- Reading Naturally passages are used with the tapes as a part of our before and after school intervention time.
- "At risk" First grade students as measured by First Grade EOY ORF exam will begin Reading Tutor by September 15, 2011.
- "At risk" 2nd-5th graders as measured by the 1st-4th EOY ORF exam will be referred to Reading Partners by September 15, 2011. .
- Reading Coach will organize incentives for students to read at home as well as in the class.
- Reading Coach will focus in September and October on phonics and fluency instruction, routines, and practice within the classroom.
- Reading Coach will assist teachers in setting up phonics and fluency routines for before and after school intervention.
- Reading Coach and Administrator will monitor progress monitoring data.

Goal 3:
80% of our K-5students scoring benchmark on the BOY DRA exam will make a year's worth of progress (see chart) in reading fluency and comprehension, as measured by their BOY and EOY DRA reading levels.
80% of our below grade level students will make a year and a half worth of progress (see chart) in reading fluency and comprehension, as measured by their BOY and EOY DRA reading levels.

Action Plan

- Teachers will administer the DRA assessment 2 times during the school year: BOY and EOY.
- Teachers will administer the MOY DRA assessment to students who were below benchmark on the BOY.
- Teachers will use information gained from the DRA assessment to level students into instructional leveled reading groups.
- Teachers will meet with each leveled reading group to work on reading fluency, vocabulary development, comprehension strategies and skills at least 2 times a week.
- Teachers will begin leveled reading workshop by October 5, 2011.
- Teachers will use the Reading workshop structure that includes using a grade level text as a daily read aloud whole group in order to model strategies for students, and have students interacting with, comprehending, and discussing ideas in a grade level text.
- Teachers will use Frontloading/GLAD strategies in whole and small groups in order to make texts comprehensible.
- Teachers will use a multitude of CFA's to check weekly for comprehension of grade level texts as well as leveled reading texts, and to provide timely corrective feedback to students.
- Teachers will refine two of the deconstructed ELA standards completed in 2010-11 to incorporate expectations embedded in the Common Core Standards for similar student objectives.

- Teachers will use collaboration time during the 2011-12 school year, to deconstruct at least 2 additional California ELA standards, develop Common Formative Assessments for corresponding learning targets, analyze the results of those assessments and evolve their teaching strategies to support student understanding of those strategies.
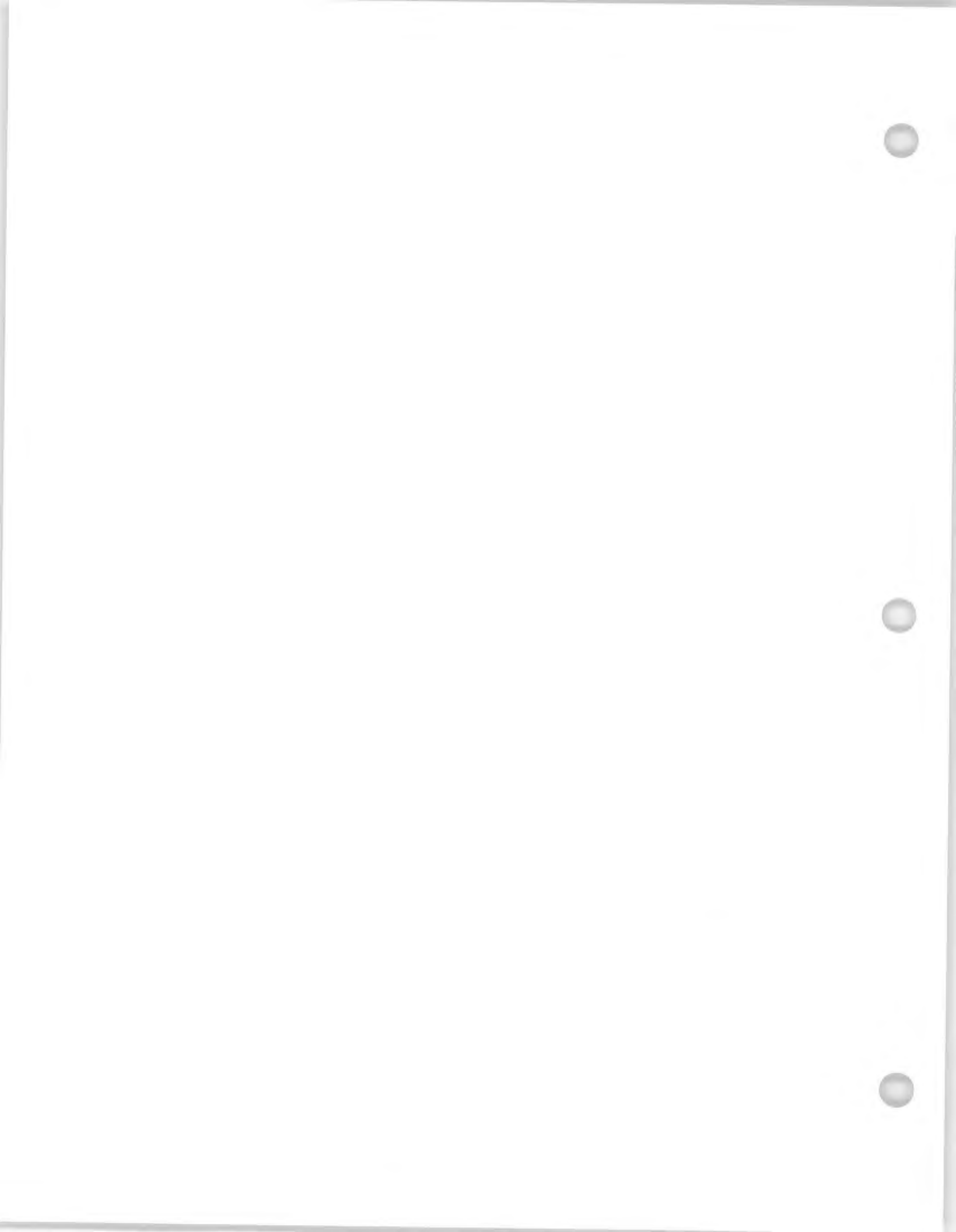
- Teacher's collaboration time will also be guided by the Dufour questions:
  What knowledge and skills should every student acquire as a result of this unit of instruction?
  How will we know when each student has acquired the essential knowledge and skills?
  How will we respond when some students do not learn?
  How will we respond when some students have clearly achieved the intended outcomes?
- Teachers will use collaboration time to observe themselves and their teammates on video teaching learning targets derived from the deconstructing work done and provide one another with positive and constructively critical feedback.
- Teachers will organize student independent work time during workshop in such a way that students receive corrective feedback on the work they do during that time and in a way that ensures that students practice skills correctly.
- Teachers will use Accelerated Reader in their classrooms to support student comprehension skills.
- 1st-5th grade students that are below grade level on the BOY DRA will be given the DRA word analysis assessment. Teachers will use the information gained from this assessment to work with students during before and after school intervention as well as part of leveled reading groups, and data based workshop. This information will also be used to create literacy centers for those students to practice independently during reading workshop.
- Accelerated Reader will be up in running in all classrooms by November 1, 2012.
- All 2nd-5th grade students who are below grade level will be referred to reading partners.
- All first graders who are below grade level will be referred to reading tutor.
- Reading tutor will begin to support Kindergarten after the MOY exam.

Goal 4:

80% of our students in any given level (FBB,BB,B,P) for 2nd-5th Grade and ("At Risk" "Some Risk") for k/1 will move one level on their overall reading score as measured by the ALS /Dibbles exams. This will be measured from EOY to EOY.

Action Plan

- Teachers will use collaboration and professional development time to answer the questions:
  What knowledge and skills should every student acquire as a result of this unit of instruction?
  How will we know when each student has acquired the essential knowledge and skills?
  How will we respond when some students do not learn
  How will we respond when some students have clearly achieved the intended outcomes?

- Teachers will implement 90 minutes a week of data based workshop using the results of ALS and common formative assessments to pull students for support.

- Teachers will use collaboration time to observe themselves and their teammates on video teaching learning targets derived from the deconstructing work done and provide one another with positive and constructively critical feedback.

- Teachers will organize student independent work time during workshop in such a way that students receive corrective feedback on the work they do during that time and in a way that ensures that students practice skills correctly.

- Students will be able to articulate what their learning goals are and their progress toward their goals, referring to some visual representation of their goals and their progress that is either on the wall or in their desks/otherwise easily accessible to them.

Goal # 5

In every class, 98% of students will attend school 98% of the time or more.

To achieve this, we will:

- Continue current attendance incentives including pizza parties for classes that have four weeks of perfect attendance, post perfect attendance lists monthly, and announce attendance awards at morning meeting.
- Share data with teachers regarding chronic absence so teachers can help communicate with families.
- Communicate same-day with families whose students are absent.
- Use the accompanying chart to guide communication with famililes from school staff (Includes SARTs, SARB referrals and direct communication with the principal when students are in danger of being chronically absent)
- Introduce a new big incentive – tickets to a bicycle lottery for students who have perfect attendance
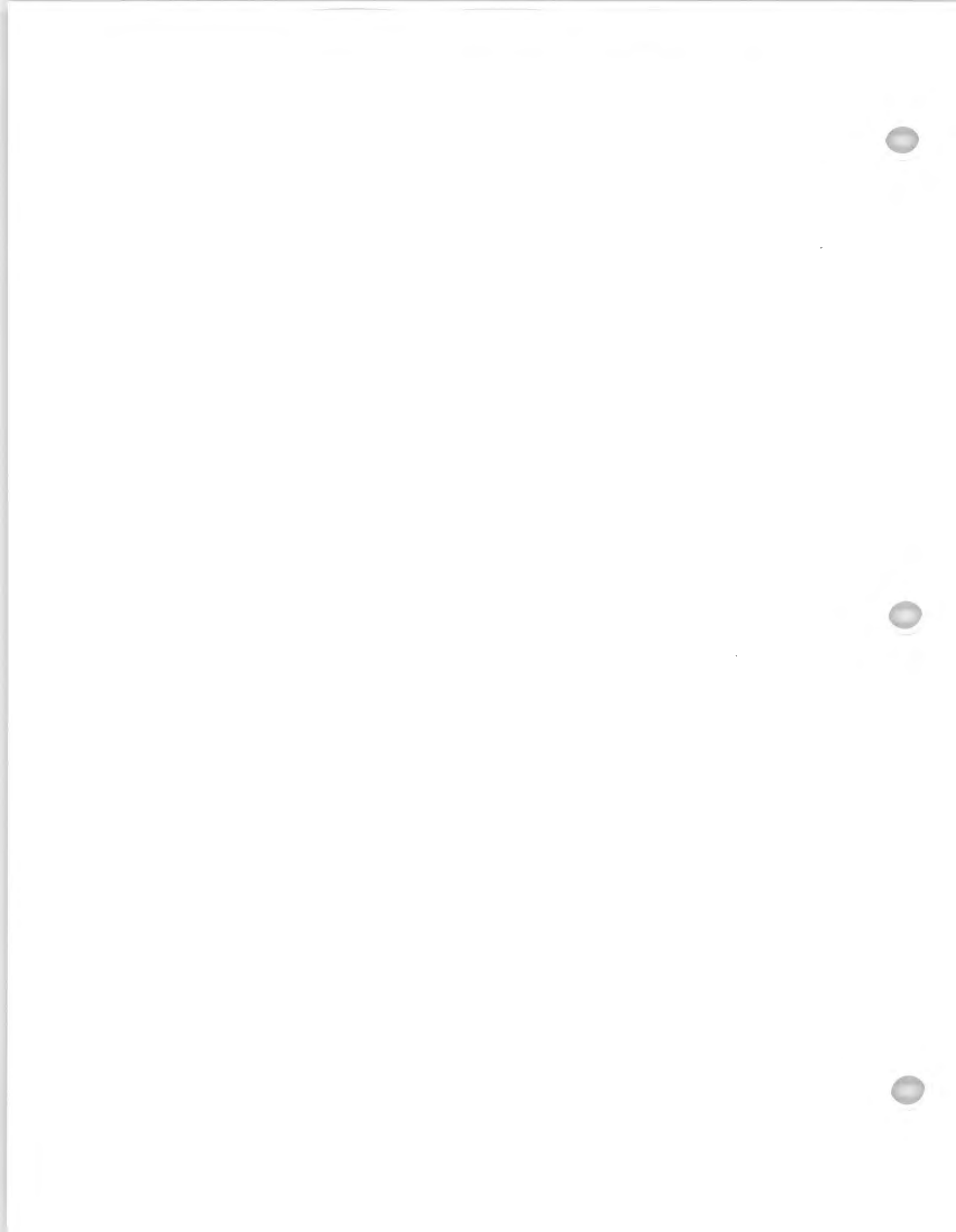
Learning Without Limits College Preparatory Elementary School CST Data Over Time by Ethnicity and Language Proficiency

LWL ELA Far Below and Below				
	2007-08	2008-09	2009-10	2010-11
Overall	56%	34%	32%	33%
African-American	67%	48%	34%	38%
Asian	18%	18%	5%	16.0%
Latino	56%	31%	33%	35.0%
EL	58%	34%	37%	38.0%
EO	59%	38%	34%	38.0%

LWL ELA Proficient and Advanced				
	2007-08	2008-09	2009-10	2010-11
Overall	20%	32%	35%	38.7%
African-American	11%	18%	34%	35.3%
Asian	36%	53%	67%	71.4%
Latino	24%	35%	31%	30.6%
EL	22%	35%	19%	38.2%
EO	20%	23%	39%	

*2010-11 Proficiency Figures from CDE website

LWL Math Far Below and Below				
	2007-08	2008-09	2009-10	2010-11
Overall	38%	24%	22%	26.0%
African-American	67%	44%	28%	38%
Asian	0%	0%	0%	3%
Latino	33%	23%	24%	28.0%
EL	35%	21%	26%	28%
EO	48%	31%	24%	35%

LWL Math Proficient and Advanced				
	2007-08	2008-09	2009-10	2010-11
Overall	43%	49%	58%	59.9%
African-American	15%	33%	47%	58.8%
Asian	73%	94%	86%	82.1%
Latino	50%	48%	58%	51.6%
EL	51%	51%	52%	58.6%
EO	27%	41%	53%	

*2010-11 Proficiency Figures from CDE website
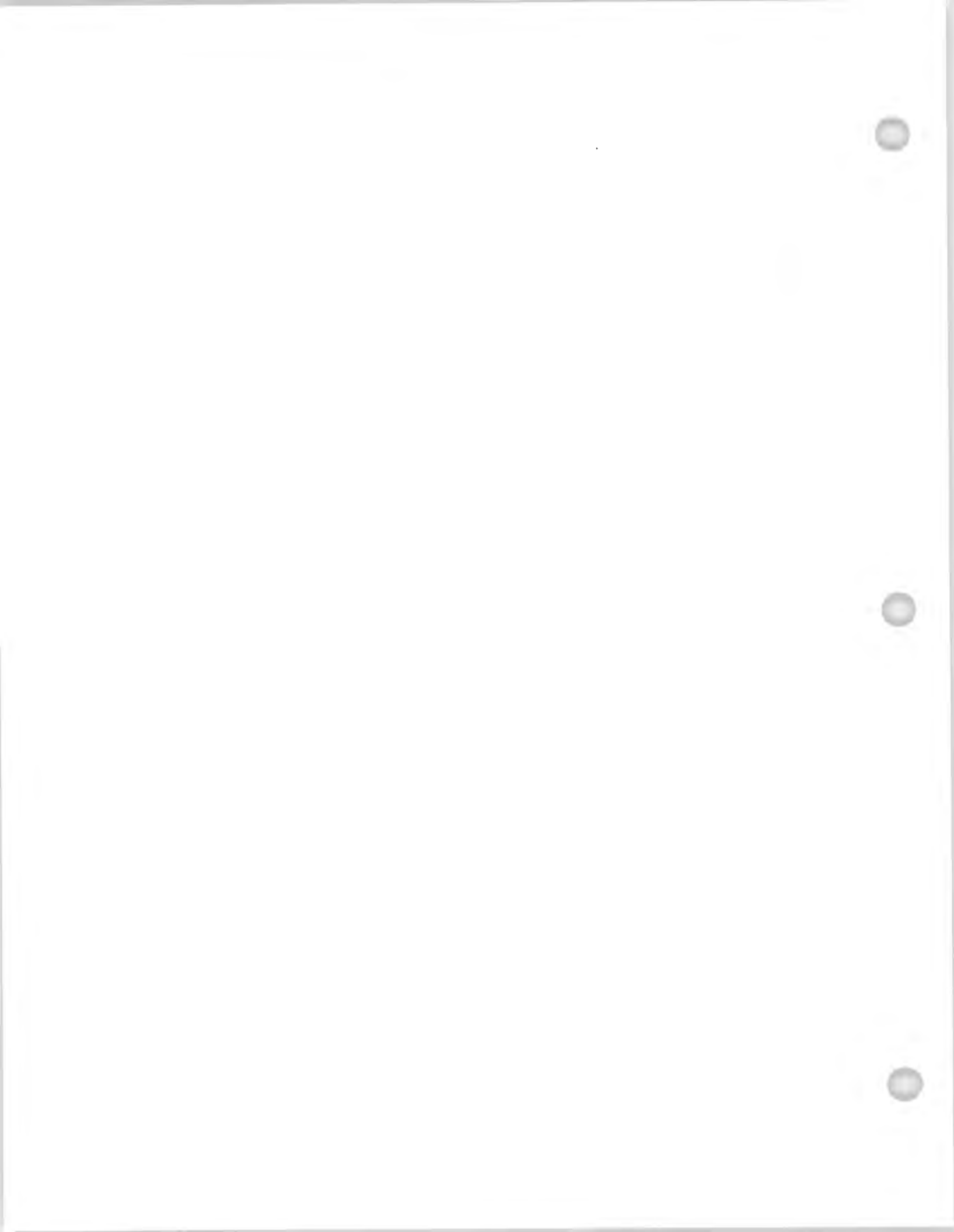
Learning Without Limits College Preparatory Elementary School:

Implementation of High Leverage Practices
Focus Areas

	2007-08	2008-09	2009-10	2010-11
ELA	Fluency	Fluency to Increasing time reading at Independent Reading Level	Increasing time reading at independent reading level and using leveled texts to teach comprehension skills Adding Accuracy to our fluency scores Being strategic (according to research) about what is appropriate fluency practice for each student	Continue implementation of Guided Reading Tying instruction to standards more explicitly. Make sure students know what they are learning and why they are learning it. Continued Fluency Implementation
	Workshop	Workshop	Workshop – use of BPST to task analyze skills students need support with; use of leveled reading groups Expert Groups in Science and Social Studies Use of Guided Reading to teach comprehension and increase use of texts at students instructional reading levels	Holding data-driven skills-based workshops daily for at least 15 – 20 minutes at all grade levels or 90 minutes per week Continue Guided Reading Groups
	Frontloading	GLAD Strategies	More consistent implementation of GLAD strategies	Continue GLAD implementation with a focus on integrating strategies into Guided Reading
PLC	Core Knowledge Behavior Consultancies and Schoolwide Policies	Grade Level Collaboration – Standards Focus	PLC four questions Vertical Integration ELD PLCs Committees	Refined Structure – 4 Grade Level Meetings, 1 committee meeting, 1 ELD vertical planning meeting, 2 optional meetings.
Math	1) Concrete, Representative, Abstract 2) Math workshop	Math Workshop Modules (SDUSD)	Si Swun (Maintaining use of Concrete, Representative, Abstract and math workshop)	Continue to balance algorithmic and conceptual instruction. Continue to get better at both.
Culture	Equity Traps Love and Logic Wong's FDS	Responsive Classroom Development of LWL Handbook	Review of Equity Traps, Love and Logic Responsive Classroom, LWL Handbook	Review of Equity Traps, Love and Logic Responsive Classroom, LWL Handbook, Implement some or all Social Curriculum Committee initiatives
Equity	Equity Traps 5 sent to LFE	4 Sent to LFE Beginning of serious reflection on our needs in terms of cultural competence.	3 to LFE	3-5 to LFE Impact 2012
Commit	Office Referral System Buddy Referral System Family and Staff Handbooks		Social Curriculum Family Engagement to support Academic Achievement	Social Curriculum Family Engagement Academic Enrichment Closing the Achievement Gap

All-In! • Allied Interventions Partnership Project

Seneca Center: For more than 25 years, Seneca has partnered with families, communities, schools, and districts to provide innovative care at the most critical point of need. Serving more than 1000 children in public and non-public settings daily Seneca understands the power and considerable impact of providing a continuum of care ranging from early interventions to Special Education services. The All-In Partnership Project exists to support schools in meeting this need, for *all* of their students.

Allied Interventions: To effectively serve the diverse population of students in our schools requires an approach that considers their equally diverse needs. *Allied Interventions* is a unique model that provides aligned (or allied) behavioral with critical academic interventions. Utilizing the Response to Intervention (RtI) tiered framework outlined below, our team takes a collaborative approach to working with school leaders and staff to help to design, implement, and track a wide array of targeted interventions and key services to meet the assessed needs of special and general education students.

Tier 3 • INTENSIVE: The most intensive of the three tiers, tier 3 often requires one-to-one support or addresses a considerable skill gap for students at the lowest levels of academic and social emotional achievement. These students may also have IEP's for specific learning or behavioral challenges.

Tier 2 • TARGETED: Students receiving tier 2 interventions have demonstrated the need for support to supplement what is offered in the class-room. These are most often small group interventions delivered to Special or general education students within the classroom or as a pull-out.

Tier 1 • CORE: 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.

RTI
Response to Intervention Framework

3 — 5%
Tutoring   Therapy

2 — 15%
Extended Learning   Group Therapy
Peer Tutoring   Mentoring
Skill-Based Small Groups   Behavior Contracts
Skill-Centered Groups

1 — 80%
Clear Learning Targets   Conflict Resolution
Formative Assessment   Clear Expectations
Differentiation   Restorative Justice Circles
Collaborative Staff Culture   Positive Behavioral Interventions

ACADEMIC   **BEHAVIORAL**

All-in! • **ALLIED INTERVENTIONS PARTNERSHIP PROJECT**

For more than 25 years, Seneca has partnered with families, communities, schools, and districts to provide innovative care at the most critical point of need. Serving more than 1000 children in public and non-public settings daily Seneca understands the power and considerable impact of providing a continuum of care ranging from early interventions to Special Education services. The All-In Partnership Project exists to support schools in meeting this need, for *all* of their students.

PROGRAM SERVICES

Staffing: Program Director, Interventions Specialist, Interventions Therapist

School Culture & Climate Assessment: In collaboration with school leadership the program director will help to plan for and administer the ASSC School Climate Quality Analytic Survey – a comprehensive inventory of a school's Physical Appearance, Staff Relations, Student Interactions, Leadership/Decisions, Discipline Environment, Learning/Assessment, Attitude and Culture, and Community Relations. We will scaffold and facilitate the school's interaction with the data.

Academic/Behavioral Tiered Intervention Master Planning: The program director will work with the school's leader and leadership team to engage in strategic planning to create, schedule, deliver, and monitor interventions at each of the three tiers.

Leadership Support: In addition to collaboration in the area of school culture and climate and tiered intervention planning, the program director will provide regular support for school leaders to engage their communities in the effective delivery and monitoring of high quality academic and behavior interventions within the context of a positive and supportive school climate.

Teacher Support: Our staff will provide both academic and behavioral collaborative planning and conferencing with teachers to differentiate and intervene for students needing the most support.

Academic Tiered Interventions: A credentialed Special Education teacher will oversee and/or provide key interventions at each of the three tiers and guide and facilitate the collection and analysis of progress monitoring data.

Behavioral Tiered Interventions: A licensed therapist will oversee and/or provide key interventions at each of the three tiers and produce all necessary documentation associated with the services provided.

Responsive Professional Development: In collaboration with the school leadership, we will select, design, and present professional development on topics that support the effective implementation of tiered interventions.

Coordination of Services Facilitation: We will help to structure and facilitate a high functioning Coordination of Services Team process utilizing a targeted protocol.

Assessment & Reporting: Part of responsive student intervention is skill ability assessment. After reviewing the school's universal student data, we will administer specific skill based assessments to students at greatest risk of failure.
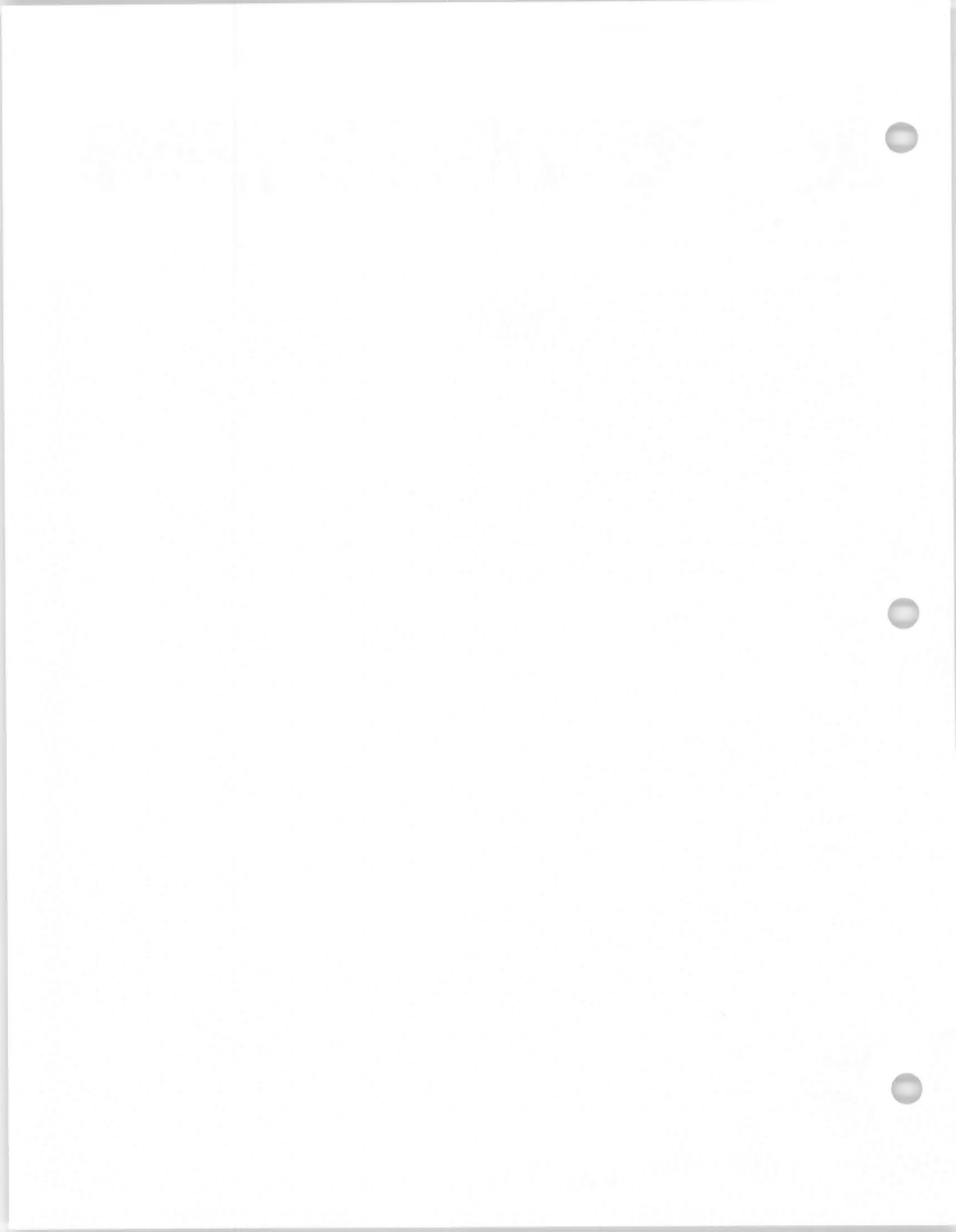
Education *for* Change

Board Resolution No. 101511-01

In the matter of authorizing Education for Change to submit letters of intent to apply for El Dorado County SELPA enrollment for new schools joining our organization.

Whereas, Education for Change desires to submit letters of intent to join El Dorado County Special Education Local Plan Area (SELPA) for the purposes of providing Special Education Services to new schools joining Education for Change as part of their conversion process.

Whereas, El Dorado County Office of Education Charter SELPA is the current provider for Special Education Services for Cox Academy.

NOW THEREFORE, BE IT RESOLVED, that Education for Change will submit letters of intent to apply for El Dorado County SELPA for new schools joining our organization.

PASSED AND ADOPTED this 15 day of October, 2011 by the Governing Board of EDUCATION FOR CHANGE of Alameda County, California, by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

Signed _____

Brian Rogers, President

Education for Change - School Calendar 2012-2013 (Tentative)

This is a general template calendar. Individual EFCPs schools may require additional PD days for teachers pending funding; parent conference dates will be set by individual schools; and schools may opt to add additional minimum days for PD in compliance with instructional minutes required and EFCPS workyear/days

JULY 2012

S	M	T	W	TH	F	S	
1	2	3	4	5	6	7	July 4th Holiday
8	9	10	11	12	13	14	Kindergarten Registration
15	16	17	18	19	20	21	Kindergarten Orientation
22	23	24	25	26	27	28	Kindergarten CELDT Testing
29	30	31					Kindergarten CELDT Testing

AUGUST 2012

S	M	T	W	TH	F	S	
			1	2	3	4	All Wednesdays minimum days
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	New teacher training
19	20	21	22	23	24	25	Aug. 22nd Teachers return
26	27	28	29	30	31		Aug. 27th First Day of School

SEPTEMBER 2012

S	M	T	W	TH	F	S	
						1	All Wednesdays minimum days
2	3	4	5	6	7	8	Sept. 3rd Labor Day Holiday
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30							

OCTOBER 2012

S	M	T	W	TH	F	S	
	1	2	3	4	5	6	All Wednesdays minimum days
7	8	9	10	11	12	13	Oct 5 Professional Development/No School
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				

NOVEMBER 2012

S	M	T	W	TH	F	S	
				1	2	3	All Wednesdays minimum days
4	5	6	7	8	9	10	Nov. 12th Veteran's Day Holiday
11	12	13	14	15	16	17	Nov 9th Professional Devleopment/No School
18	19	20	21	22	23	24	Nov. 19th - 23rd Thanksgiving Recess
25	26	27	28	29	30		

DECEMBER 2012

S	M	T	W	TH	F	S	
						1	All Wednesdays minimum days
2	3	4	5	6	7	8	Dec. 24th - 31st Winter Recess/No School
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						

JANUARY 2013

S	M	T	W	TH	F	S	
		1	2	3	4	5	All Wednesdays minimum days
6	7	8	9	10	11	12	Jan 1st-Jan 4th Winter Recess/No School
13	14	15	16	17	18	19	Jan 7 Students back to School
20	21	22	23	24	25	26	Jan. 21st Martin L. King Jr. Day Holiday
27	28	29	30	31			Jan 25th Professional Development/No School

FEBRUARY 2013

S	M	T	W	TH	F	S	
					1	2	All Wednesdays minimum days
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	Feb. 18th Presidents' Day Holiday
17	18	19	20	21	22	23	
24	25	26	27	28			

MARCH 2013

S	M	T	W	TH	F	S	
					1	2	All Wednesdays minimum days
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	March 29th Cesar Chavez Day Holiday
31							

**Easter is March 31

APRIL 2013

S	M	T	W	TH	F	S	
	1	2	3	4	5	6	All Wednesdays minimum days
7	8	9	10	11	12	13	April 1st - 5th Spring Recess/No School
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30					

MAY 2013

S	M	T	W	TH	F	S	
			1	2	3	4	All Wednesdays minimum days
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	May 25th & 28th Memorial Day Holiday
19	20	21	22	23	24	25	
26	27	28	29	30	31		

JUNE 2013

S	M	T	W	TH	F	S	
						1	All Wednesdays minimum days
2	3	4	5	6	7	8	June 14th Last Day of School
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30							

CODES:

First and Last Days of School

Minimum Days

Holiday/Vacation/No School
Professional Development/No School
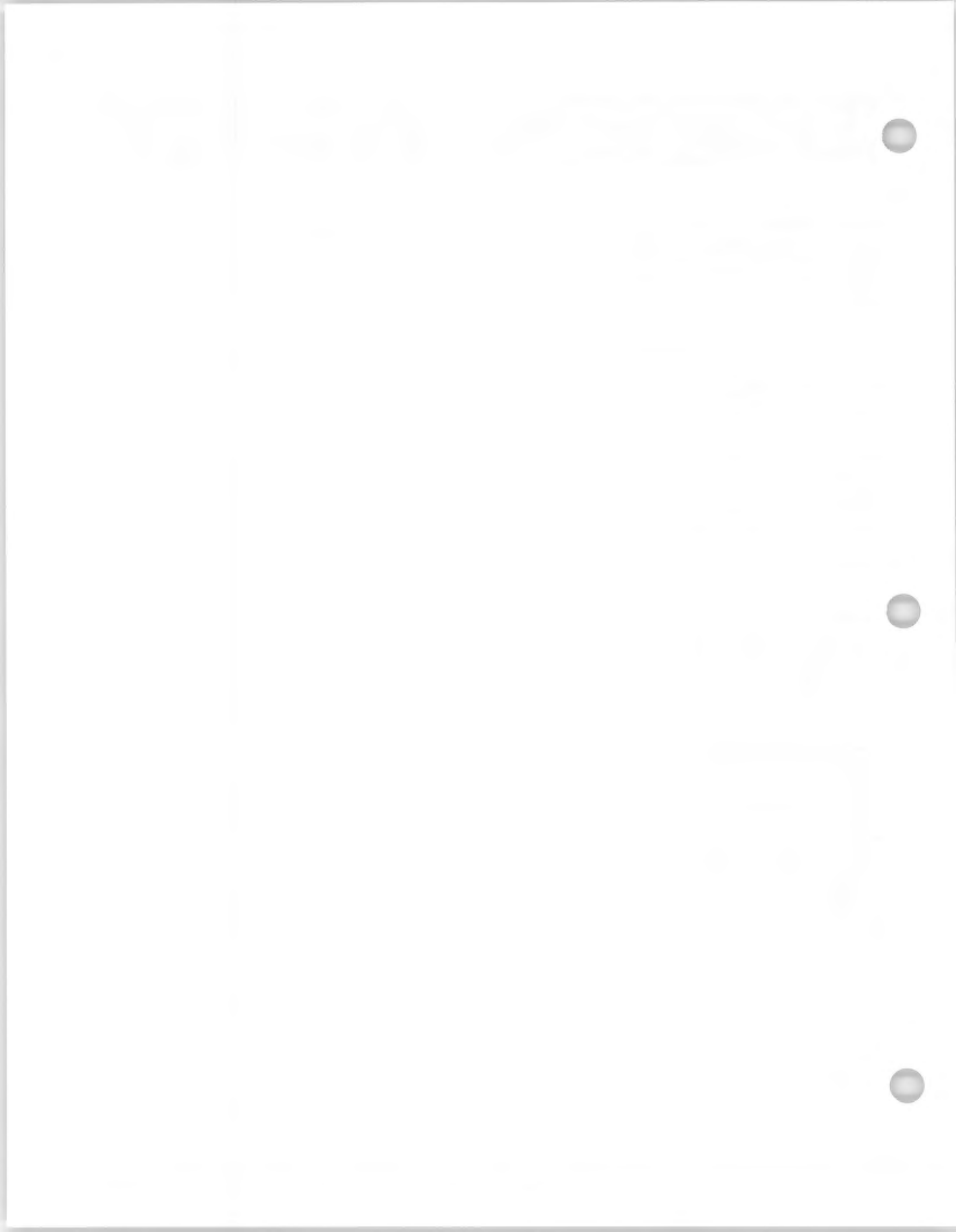
Education for Change

Reclassification: Criteria for Determining English Proficiency

Student Name: _____ Permanent ID Number: _____ Grade: _____

	Criteria	Signature and Date
California English Language Development Test (CELDT) Scores	1) Overall score of: □ Early Advanced □Advanced AND 2) Intermediate or higher scores in: Listening □Intermediate □ Early Advanced □ Advanced Speaking □Intermediate □ Early Advanced □ Advanced Reading □Intermediate □ Early Advanced □ Advanced Writing □Intermediate □ Early Advanced □ Advanced	
If the student has an overall score of Early Advanced or Advanced AND Intermediate or above in all three assessment areas: Listening/Speaking, Reading and Writing, then continue with the reclassification process.		
California Standards Test (CST) for English Language Arts	Student score on the English Language Arts California Standards Test: _____ Is this above the basic cut point of 325? □ yes □ no	
If the student's verified CST English Language Arts score is above the cut point, continue with the reclassification process.		
Teacher Evaluation	Does this student receive grades of 3 and above in English Language Arts on the report card? □ yes □ no Is the student at benchmark in fluency and comprehension on the assessments? □ yes □ no	
If the student meets the teacher evaluation criteria, continue with the reclassification process.		
Parent Consultation	Date notice has been sent to parents to notify them of their right to participate in the reclassification process: _____ Date met with parent :_____ Parent comment:	Parent Signature:
The student has met all the criteria for reclassification		
Parent Notification of reclassification	Date notification sent to parent: _____	
Monitoring	Year 1: _____ Grades in ELA are 3and above? Trimester 1 □ yes □ no Trimester 2 □ yes □ no Trimester 3 □ yes □ no Year 2 Grades in ELA are 3and above? □ yes □ no Trimester 1 □ yes □ no Trimester 2 □ yes □ no Trimester 3 □ yes □ no	

Updating files: _____ Cum file Updated _____ Powerschool Updated
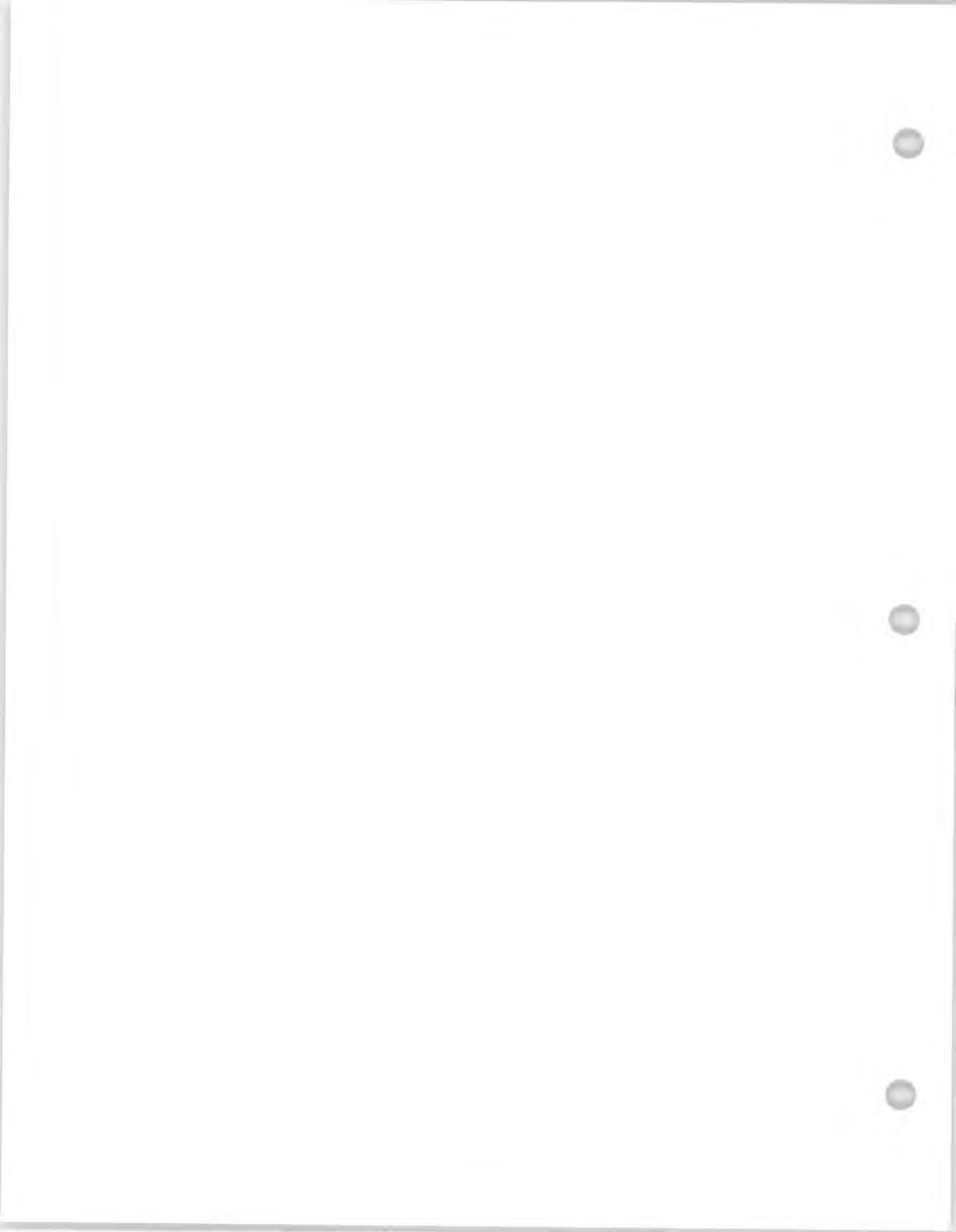
SECRETARY OF STATE

I, *Kevin Shelley*, Secretary of State of the State of California, hereby certify:

That the attached transcript of _1_ 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

OSP 03 80510

27 8971

ARTICLES OF INCORPORATION
OF
EDUCATION FOR CHANGE

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

-1-

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

-2-
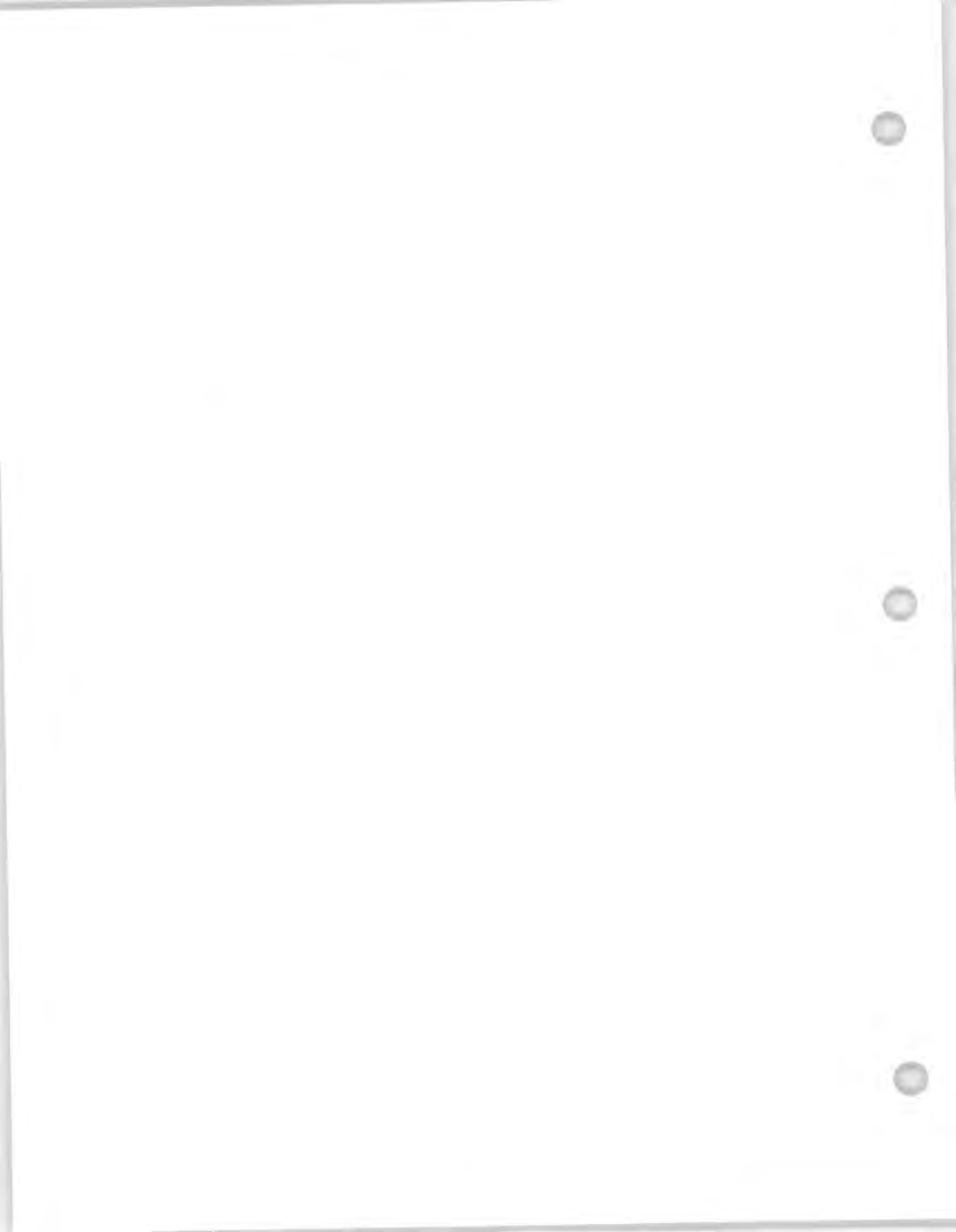
BYLAWS
OF
EDUCATION FOR CHANGE
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1.   NAME. The name of this corporation is Education for Change.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1.   PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is Alameda County, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2.   OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1.   GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1.   CONSTRUCTION AND DEFINITIONS.   Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1.   DEDICATION OF ASSETS.   This corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School's Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

Section 1.   CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII
BOARD OF DIRECTORS

Section 1.   GENERAL POWERS.   Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2.   SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

a.   Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

b.   Change the principal office or the principal business office in California from one

location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.

c.   Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

d.   Adopt and use a corporate seal.

Section 3.   DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than eleven (11), unless changed by amendments to these bylaws. Two seats on the Board of Directors shall be reserved, at all times, for two family representatives nominated by the Education for Change Family Leadership Council ("EFCFLC"). Beginning in the fall 2011, the EFCFLC will nominate two family representatives for designation to the Board of Director. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). All directors shall be designated by the existing Board of Directors. The Board of Directors shall consist of at least five (5) directors unless changed by amendment to these bylaws. No more than 49 percent of the directors of this Corporation may be family member of an EFC student.

Each director, except for family 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. Family 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. If the total number of authorized directors is increased, the Board may elect the initial director(s) filling the newly created Board seat(s) to a one (1), two (2) or three (3) year term so that approximately one-third of all directors' terms shall expire each year.

Section 4.   RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (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 such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5.   DIRECTORS' TERM. Each director shall hold office for three (3) years, or one (1) year for family representatives, and until a successor director has been designated and qualified.

Section 6.   NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward

to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7.   USE OF CORPORATE FUNDS TO SUPPORT NOMINEE.   If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8.   EVENTS CAUSING VACANCIES ON BOARD.   A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors..

Section 9.   RESIGNATION OF DIRECTORS.   Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board.   The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective.   If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10.   DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS.   Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11.   REMOVAL OF DIRECTORS.   Any director 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 of the removal questions 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).   Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12.   VACANCIES FILLED BY BOARD.   Vacancies on the Board of Directors 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.

Section 13.   NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS.   Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14.   PLACE OF BOARD OF DIRECTORS MEETINGS.   Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). 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.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held 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.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. 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. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the 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.

c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, 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 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by

proxy.

Section 20.   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 boundaries of the school district in which the Charter School operates;

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;[1]

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.   The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.[2]

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22.   COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such 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 resolution is adopted.

Section 23.   CREATION AND POWERS OF COMMITTEES.   The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or

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[1] This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

[2] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;

b. Fill vacancies on the Board of Directors or any committee of the Board;

c. Fix compensation of the directors for serving on the Board of Directors or on any committee;

d. Amend or repeal bylaws or adopt new bylaws;

e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;

g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

h. 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 24. ADVISORY COMMITTEES. The Board may establish, by resolution adopted by a majority of the directors then in office, Advisory Committees to serve at the pleasure of 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.

Section 25. AUDIT COMMITTEE. For any tax year in which this corporation has gross revenues of $2 million or more, this corporation shall have an Audit Committee whose members shall be appointed by the Board of Directors, and who may include both directors and non-directors, subject to the following limitations: (a) a majority of the members of the Audit Committee may not consist of members of the Finance Committee, if any; (b) the chair of the Audit Committee may not be a member of the Finance Committee, if any; (c) the Audit Committee may not include any member of the staff or the President or Treasurer; (d) the Audit Committee may not include any person who has a material financial interest in any entity doing business with this corporation; and (e) Audit Committee members who are not directors may not receive compensation greater than the compensation paid to directors for their Board service.

If the Audit Committee is composed and appointed as required by Section 1

above (concerning Board Committees), it shall be deemed a Board Committee on which the other directors are entitled to rely as provided in Article III, Section 14 of these Bylaws; otherwise, the Board of Directors shall remain responsible for oversight and supervision of the Audit Committee as an Advisory Committee.

The Audit Committee shall: (1) recommend to the Board of Directors the retention and, when appropriate, the termination of an independent certified public accountant to serve as auditor, (2) negotiate the compensation of the auditor on behalf of the Board, (3) confer with the auditor to satisfy the Audit Committee members that the financial affairs of this corporation are in order, (4) review and determine whether to accept the audit, and (5) approve performance of any non-audit services provided to this corporation by the auditor's firm.

Section 26.   MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 27.   NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 26.   COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1.   OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification. Officers shall not also be directors (Board members).

Section 2.   DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3.   ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4.   REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5.   RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 6.   VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7.   CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors 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 Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the 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 8.   PRESIDENT. The President 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 9.   SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10.   CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX
CONTRACTS WITH DIRECTORS

Section 1.   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 any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest).

ARTICLE X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1.   CONTRACTS WITH NON-DIRECTOR DESIGNATED 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.

ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS

Section 1.   LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII
INDEMNIFICATION

Section 1.   INDEMNIFICATION.   To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII
INSURANCE

Section 1.   INSURANCE.   This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS

Section 1.   MAINTENANCE OF CORPORATE RECORDS.   This corporation shall keep:

a.   Adequate and correct books and records of account;
b.   Written minutes of the proceedings of the Board and committees of the Board; and
c.   Such reports and records as required by law.

ARTICLE XV
INSPECTION RIGHTS

Section 1.   DIRECTORS' RIGHT TO INSPECT.   Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. 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.

Section 2.   ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records

and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3.   MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI
REQUIRED REPORTS

Section 1.   ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

a.   The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;

b.   The principal changes in assets and liabilities, including trust funds;

c.   The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

d.   The corporation's expenses or disbursement for both general and restricted purposes;

e.   Any information required under these bylaws; and

f.   An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2.   ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

a.   Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than $50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than $50,000. For this purpose, an "interested person" is either:

(1)   Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

(2)   Any holder of more than 10 percent of the voting power of the corporation,

its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVII
BYLAW AMENDMENTS

Section 1.   BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall make any provisions of these Bylaws inconsistent with the corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Education for Change, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of this corporation as adopted by the Board of Directors on October 15, 2011; and that these bylaws have not been amended or modified since that date.

Executed on October 15, 2011 at Oakland, California.

_____

Antonio Cediel, Secretary

Education for Change Board of Directors

Brian Rogers   *Board Chair*

Brian Rogers is currently the Executive Director of the Rogers Family Foundation, a philanthropic organization committed to improving student outcomes and creating educational systematic change in Oakland, CA. Under Brian's leadership, the Rogers Family Foundation has been the philanthropic leader of educational reform in the city of Oakland over the past seven years. Previous to his work at the Rogers Family Foundation, Brian was the Manager of the Lair of the Bear - Camp Gold, a family summer camp operated by the University of California at Berkeley Alumni Association. Other work experience includes being the managing partner of 7171 Co., a home development business, as well as teaching English and coaching tennis at Bishop O'Dowd High School, his alma mater. Brian is a graduate of the University of California at Berkeley (Haas B.S. 1995) and an avid fan of the Golden Bears. Brian lives in Orinda with his wife of six years, Katie, his two year old son, James, and his seven month old daughter, Brynn.

Mark Patel   *Board Treasurer*

Mark Patel is the Vice President of Strategy at Amyris, an Emeryville-based biotechnology company. Mark was previously a partner with McKinsey & Company in San Francisco, an international Management Consulting company. Mark spent almost 9 years with McKinsey and Company in both the UK and US, most recently as a leader in Semiconductor and Operations practices. In his role at McKinsey. Mark advised senior management of leading organizations on both strategic and financial planning and led efforts to improve operations in both corporate and non profit organizations. Mark also has prior work experience with Goldman Sachs and the Ford Motor Company. Mark previously volunteered with the I Have a Dream program within East Palo Alto School District and served as an advisor in StartUp! an East Palo Alto organization affiliated with Stanford University and aimed at supporting young entrepreneurs in the area. Mark is a graduate of Cambridge University in the UK (BA, MEng '98) and of Stanford Graduate School of Business (MBA '03). Mark lives in Berkeley with his wife Sruti, who is a practicing pediatric physician in Oakland.

Jessica Lindl   *Board Vice Chair*

Jessica Lindl joined Scientific Learning as Vice President of Marketing in March 2007 and was promoted to Senior Vice President in January 2009. Prior to joining Scientific Learning, Ms. Lindl served as Vice President of Marketing and Product Management for Riverdeep, a leading developer of educational software. Ms. Lindl held marketing management positions of increasing responsibility at Riverdeep and The Learning Company, which was acquired by Riverdeep, from 2001 through 2006. Ms. Lindl began her career in sales and sales management for AT&T. Ms. Lindl holds a bachelor's degree in economics and international studies from Miami University in Oxford, Ohio and an MBA from the Haas School of Business at the University of California, Berkeley.

Antonio Cediel, Ed.D.   *Board Secretary*

Dr. Cediel has been an urban public school educator since 1994. During that time, he has served as a middle school teacher, charter school administrator, high school principal, and as a deputy superintendent of schools. Currently, he works as an independent consultant and coaches school and district leaders in effective instructional leadership practices. Additionally, Dr. Cediel is working on a number of school and leadership development projects in Latin America and the Caribbean. He holds a B.A. in religious studies from Brown University, an M.A. in Latin American history from California State University, Hayward, and M.Ed. and Ed.D. degrees from the Harvard Graduate School of Education. Dr. Cediel has also served as instructor of Mexican and U. S. history at San Quentin State Prison and has taught instructional leadership courses at the Harvard Graduate School of Education and the University of Chicago's Urban Education Institute.

Nick Driver

Nick Driver is a public school advocate and consultant who has spent the past decade providing technical and political assistance to educators, parents and community groups interested in starting new public schools. Mr. Driver brings a diverse background in journalism, international affairs, and education activism to his charter school work. His first career as a journalist in China during the 1980s an 1990s provided a deep appreciation for U.S.-style democracy, as well as the intense focus that Chinese families place on getting a high quality education. Upon his return from China, Mr. Driver began reporting on, and then supporting public schools, especially the budget and policy areas such as bond measures and parcel taxes. After becoming an involved parent at his kids' local schools, Mr. Driver has gone on to try and make an impact on city-wide and statewide educational issues as a parent activist and school advocate. He is currently working with the statewide non-profit advocacy organization Educate Our State, a group committed to improving funding levels and the infrastructure for California public schools.

Director or Leader	Educational Program	Start up School Experience	Charter School Finance	Charter School Facilities	Governance and Law	Development/ Fundraising	School Administration & Operations	Educational Technology	Innovative Curriculum	Community Outreach
Hae-Sin Thomas	x	x	x				x	x	x	x
Jessica Evans	x	x			x		x	x	x	
Fabiola Harvey		x	x	x	x		x			
Rich McNeel		x	x	x	x	x	x			
LaRayne Povlsen		x	x	x		x	x			
Amanda Klein	x	x					x	x	x	x
Brian Rogers		x	x	x	x	x				x
Mark Patel		x	x			x				
Antonio Cediel	x	x					x	x	x	x
Jessica Lindl						x		x	x	
Nick Driver		x	x	x	x	x	x			x

Education for Change

Board Calendar 2011-2012

All board meetings, unless otherwise indicated, are from 6:00-8:00pm.

Month	Date	Location	Topics	Notes
July-August	Tuesday, August 9, 2011	EFC Home Office	o Strategic plan update o Staffing and enrollment updates o Approve consolidated application o Revised budget o Review 2011 CST data o Vision alignment o Growth opportunities o CEO's 100-day plan; 11-12 goals	
September	Tuesday, September 13, 2011	Cox campus	o Strategic plan update o Enrollment update o Review of 10-11 staff/family survey data o Review of 10-11 evaluation data o Review of board composition/ recruitment plan o Presentation of processes/systems audit and plan to address o Accountability calendar o Walkthrough tools	A retreat will be scheduled either at the end of this month or early in October to do Board training and to review the updated Strategic Plan
October		World/Achieve campus	o Strategic plan update o Enrollment update o Revised LEA site plans o Presentation of committee action plans	This meeting may be moved to mid-October to allow more time for strategic planning and to report out on final enrollment numbers
November		Cox campus	o Strategic plan approval o EFC Special education plan o Q1 finances o Update on process and systems	

Month	Date	Location	Topics	Notes
January		World/Achieve campus	o Consolidated application o SELPA application o Cox ACOE two-year review o Discussion – compensation	
February		Cox campus	o Benchmark data o Update on committee action plans o Review of 10-11 staff/family survey data o Q2 finances	This meeting may prove unnecessary depending on how challenging the budget situation is for 12-13.
March		World/Achieve campus	o CEO review process o Review of 12-13 budget and LEA site plans o Accountability update	
April		Cox campus	o CEO review process o 12-13 budget o Board recruitment	This meeting may be organized as committee work time.
May		World/Achieve campus	o Benchmark data o CEO review process o Update on committee action plans o Q3 financials o Staffing report o Board recruitment	
June		Cox campus	o Approve 12-13 budget o Vote on new board members o Staffing report o Accountability update	

Learning Without Limits

PARENT LEADERSHIP AT LEARNING WITHOUT LIMITS

- **Who is on the Learning Without Limits Family Leadership Council?**
  - 2 or more parents from each classroom
  - Parent Leaders are selected by their peers in each classroom during Back to School Night

- **What does the Learning Without Limits Family Leadership Council do?**
  - 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 EFC and the EFC Family Leadership Council during the creation of the Site Plan and budget. 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, for this year, the leaders have chosen to work with city officials to improve traffic safety around the school.
  - Some Family Leaders participate in OCO meetings, leadership training sessions, and community actions.
  - 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 such food sales at events 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 team 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 Parent 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.

Education *for* Change

Board of Trustees

CEO

Hae-Sin Thomas

Chief Academic Officer

Jessica Evans

Principals

Enikia Morthel
Susan Sperber
T'Nesia Hurley

Chief Operating Officer

Fabiola Harvey

Controller

Data Manager

Reading & Math Coaches

Teachers

Office Managers

Business Operations Managers

Information Technology Team

Operations Manager

School Service Assistants

Support Specialists

Custodians

Cafeteria Staff

Afterschool Staff

Administrative Assistant

INTERNAL CAPACITY FOR GROWTH

HUMAN CAPITAL – KNOWLEDGE

Home Office Organization Chart
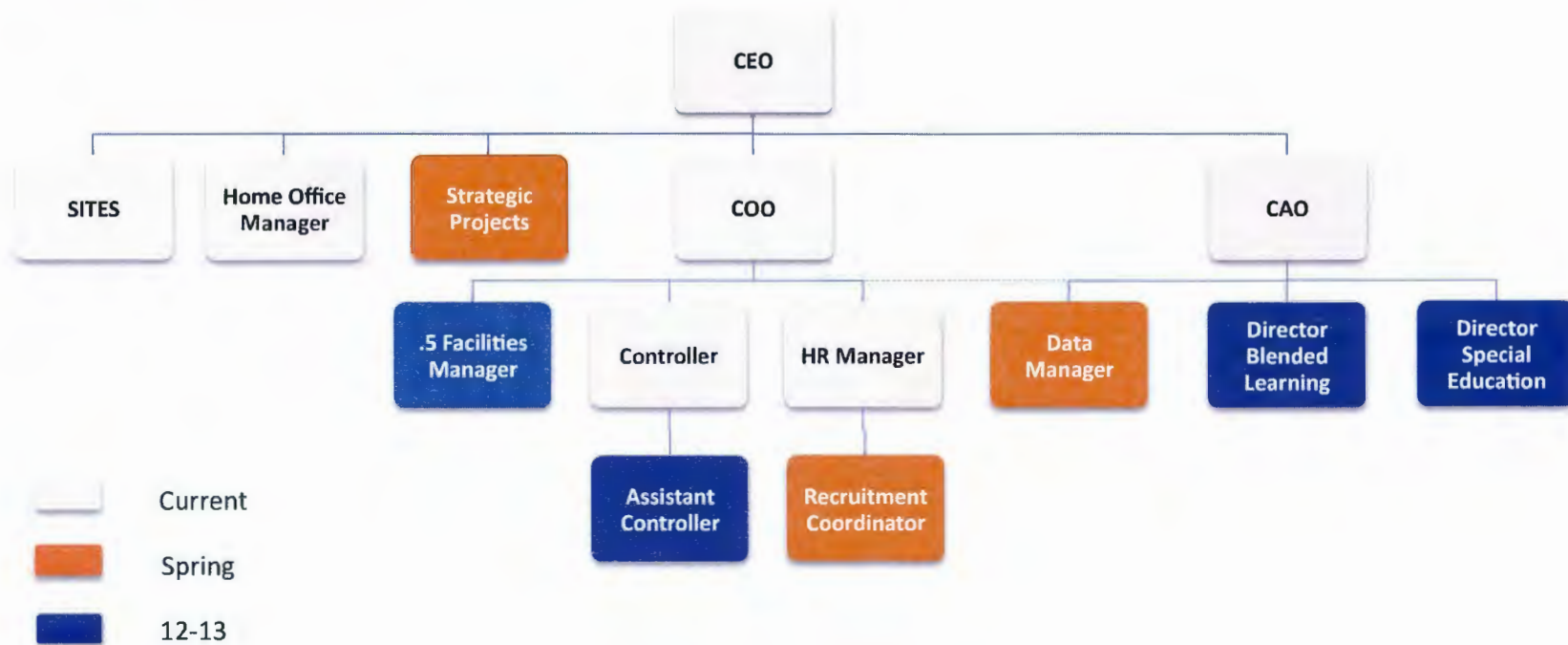
Education for Change

EDUCATION FOR CHANGE PUBLIC SCHOOLS
CHIEF EXECUTIVE OFFICER

Background

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. EFC currently enrolls over 1200 students at three elementary schools in Oakland, California: Education for Change at Cox Elementary, World Academy and Achieve Academy.

The mission of Education for Change is straightforward: to provide a superior public education to Oakland's most underserved children by maintaining a system of public schools that relentlessly focuses on academic achievement. The high quality instruction at EFC and its continuous refinement is the key to success for their students. Since its inception, all three EFC schools have experienced substantial growth on the API. Cox gained 148 points, improving from 581 to 729; Achieve gained 117 points, improving from 672 to 789; and World gained 182 points, improving from 603 to 785.

Education for Change has several core beliefs that are at the foundation of the organization. They strive to hire individuals who share their beliefs about what makes a great school - and what it takes for all children to succeed in school and in life. EFC believes that organizations can only be successful when people are aligned around a common purpose and a shared of goals. This applies to their schools and to Education for Change as a whole.

Through a shared set of core beliefs, EFC is building one community of adults across multiple schools that share responsibility for the EFC mission. The following is a list of EFC's core beliefs:

1.   Every child has a right to a high quality, free, public education.
2.   Every student can learn and succeed at high levels.
3.   The most important attribute of successful schools is the ability to have consistently high quality   instruction   in every classroom.
4.   Building a professional learning community is the key to a schools' success.
5.   Every child will succeed when a school is organized around a coherent, comprehensive, rigorous,   standards-based curriculum and when school leaders make decisions about how to improve instruction based on data.
6.   The best measure of what we value is how we spend our time.
7.   Every adult within the school community - principals, teachers, staff, parents/guardians, and administrators - is responsible for student performance.

Additional information about Education for Change can be found at www.efcps.org.

Opportunity

Education for Change is seeking a visionary Chief Executive Officer who can capitalize on the momentum of the past five years and work collaboratively with the board and dedicated staff to take the organization to the next level. EFC is well-positioned to have a significant impact on the education landscape in Oakland for a number of reasons. First, EFC has a

strong academic foundation and schools continue to experience significant academic gains every year. Second, the organization is financially stable. And third, the board has recently restructured and added several new members. They are united in their commitment to create more quality educational options for traditionally underserved families, and they are engaged around finding a strong CEO who can lead this effort.

Additionally, the new CEO will be have the opportunity to galvanize the team behind a shared vision and build a dynamic organizational culture that is embraced by school level and central office staff.

Specifically, over the next two to three years, the new CEO will be expected to:

- Evaluate potential expansion models and execute on a growth strategy in order to increase the number of students served by EFC;

- Achieve aggressive academic targets by supporting the instructional team;

- Build the EFC brand in the community by engaging stakeholders at all levels;

- Create a culture of openness and trust where there is collaboration between central office and school staff, and where all employees feel supported and empowered with the tools they needs to be successful.

Responsibilities

In addition to leading the growth and replication of EFC, the CEO will be responsible for overseeing the central 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.

S/he will address the strategic challenges the organization will face as it transitions into a growth mode and will consider specific strategic questions including the following: How does EFC maintain a focus on improving academic outcomes while pursuing growth? What is the ideal growth model? Where should the next school(s) be located? How will the organization secure the financial resources necessary to fund its growth in an increasingly tight economic environment? What types of human capital systems are necessary to support the growth of the organization and ensure that there are enough high quality teachers and administrators to staff new schools?

The specific responsibilities of the CEO include:

- **Strategic Planning**: In partnership with the Board of Directors, the CEO will finalize a strategic plan to set the stage for both short and long term growth;
- **Team Building**: CEO will be responsible for creating the team necessary to carry out the expansion of the organization and provide ongoing operations and instructional support to the established schools;
- **Advancement:** The CEO 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 CEO will work with the Board Chair to ensure that the Board of Directors fulfills its governance functions. S/he will be responsible for facilitating optimum performance of the Board, its committees, and individual members;
- **External Relations:** The CEO will serve as the chief spokesperson for the organization, 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 CEO will oversee the financial systems of the organization, including the development of the annual budget;
- **School Support:** The CEO will provide support to⁻ instructional team as needed in the areas of staff

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management and evaluation, hiring, HR issues, and other tasks that are necessary to ensure that the mission of EFC is fulfilled.
- **Compliance** – add description

The CEO will report directly to the EFC Board of Directors. S/he will directly manage the Chief Operating Officer and the Chief Academic Officer.

Qualities & Qualifications

The ideal candidate will demonstrate the following qualities:

- **Commitment to Urban Education**: Belief that reversing the racial and socio-economic achievement gap is one of the greatest civil rights issues of our generation;
- **Philosophical Alignment**: Belief that every single student should be held to the highest academic and behavioral expectations and that a structured environment is essential for learning;
- **Relentlessness & Composure:** Drive to do whatever it takes, regardless of circumstances, to fulfill responsibilities and to achieve results. Ability to remain calm even when faced with the relentlessness of the work and with unexpected challenges.
- **High Emotional Intelligence:** The requisite self-awareness, confidence, and maturity to work productively with a wide variety of people and personalities;
- **Natural Transparency**: An open, honest and transparent style that is effective with a wide range of audiences;
- **Collaborative Style**: A management style that is collaborative, inclusive, supportive and empowering.

The ideal candidate will have some background in education, with experience leading a successful classroom or school preferred. However, the board is open to traditional and non-traditional candidates who possess the following qualifications:

- At least 15 years of work experience including a track record of leadership, ideally in an entrepreneurial, start-up and/or high growth organization;
- Specific and substantial management experience in at least two of the following functions: human resources, information technology, general operations, strategic planning, fundraising and marketing;
- A track record of leading, motivating and developing high performance teams;
- The executive presence to inspire confidence and passion in both *internal* and *external* audiences;
- Bachelor's degree from an accredited, four-year university; advanced degree preferred (e.g. MBA, JD, MPA).
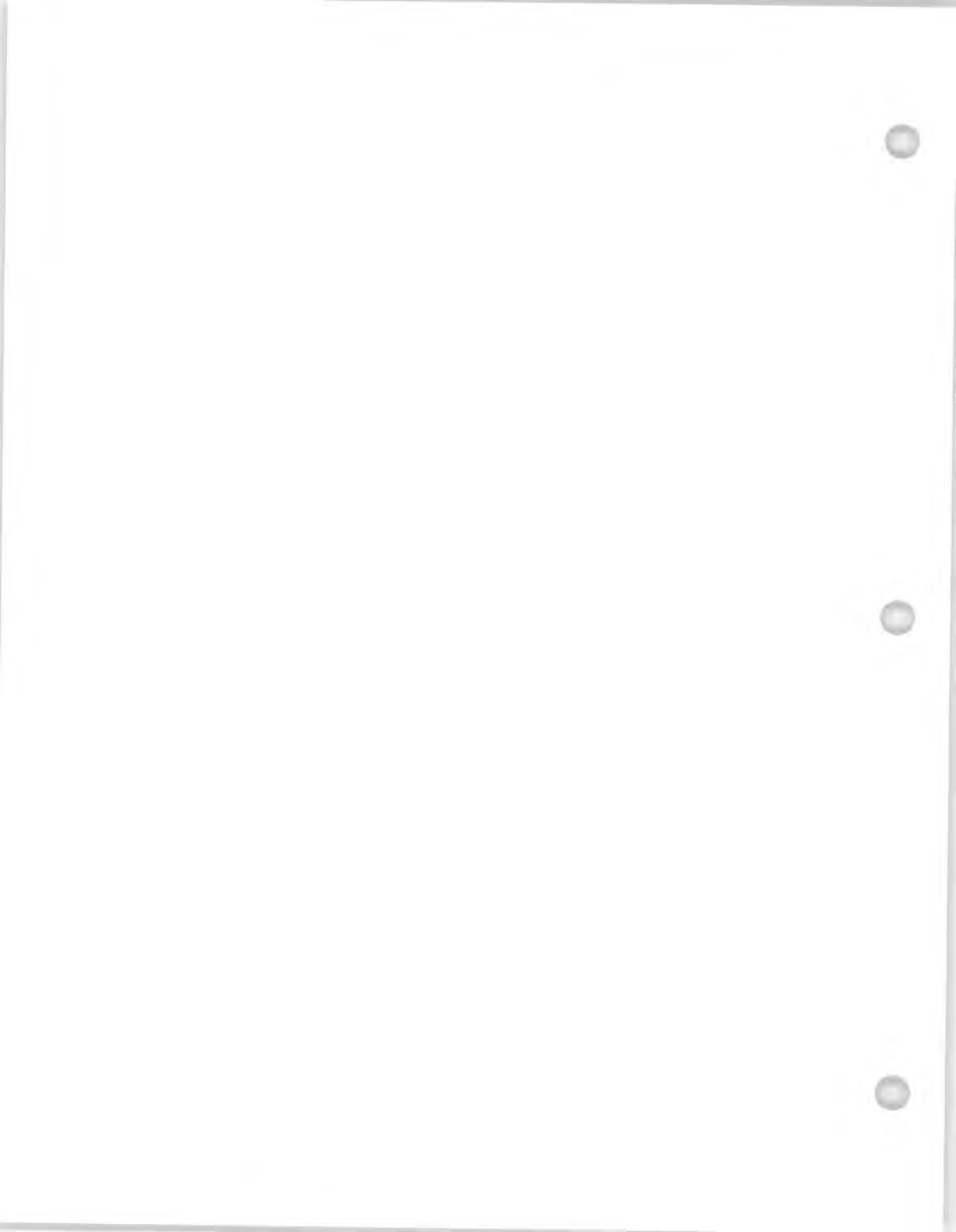
Education *for* **Change**
Chief Operating Officer

Job Description
The Chief Operating Officer will be a member of the senior leadership team and will report to the CEO. S/he will play a critical role in developing the systems and policies that will serve Education for Change as it pursues growth and long-term sustainability. S/he will have primary responsibility for finances, operations, human resources, information systems, and strategic planning. This is an exciting opportunity for an accomplished finance executive with significant management experience who understands and appreciates the charter school movement, even if s/he has not worked within education in the past.

Skills/Required
The Chief Operating Officer will be a seasoned manager with at least ten years of progressively responsible financial and operations management experience to create and expand systems and operations of a successful, fast-paced, start-up nonprofit organization expected to make a major impact on the education of our nation's children. The Chief Operating Officer will demonstrate maturity, leadership, intellectual acumen, and a commitment to the mission. Expertise in a wide range of management processes, including strategic planning, organizational development, and financial management. Creativity in providing first-rate operations support to a small but national non-profit will be critical. Flexibility, patience, resiliency, and tenacity along with an abundance of common sense and good judgment.

Major areas of responsibility:
1. *Financial management and oversight*
   a. Maintain and manage the budget; fiscal oversight of the sites
   b. Payroll and invoice payment
   c. Manage cash effectively
   d. Oversee fundraising and grant management
   e. Financial planning for future
   f. Manage state financial/operational reporting

2. *General operations*
   a. Oversee payroll and benefits administration
   b. Oversee general administrative support and contracts for home office
   c. Oversee non-instructional, operational support and contracts for school sites
   d. Oversee human resources administration (hiring, in-processing, integration)
   e. Oversee staffing plan
   f. Oversee information technology and student information systems
   g. Manage and support meetings of the board of directors

3. *Growth and strategy development*
   a. Coordinate petition submissions
   b. Evaluate operational impact of new school growth opportunities
   c. Financial planning and budget development for new schools

NON-DISCRIMINATION POLICY
EFC does not discriminate in any program, activity, or in employment on the basis of age, creed, sex, race, ethnic background, marital or veteran status, national origin, disability, sexual orientation or religion.

Education for Change
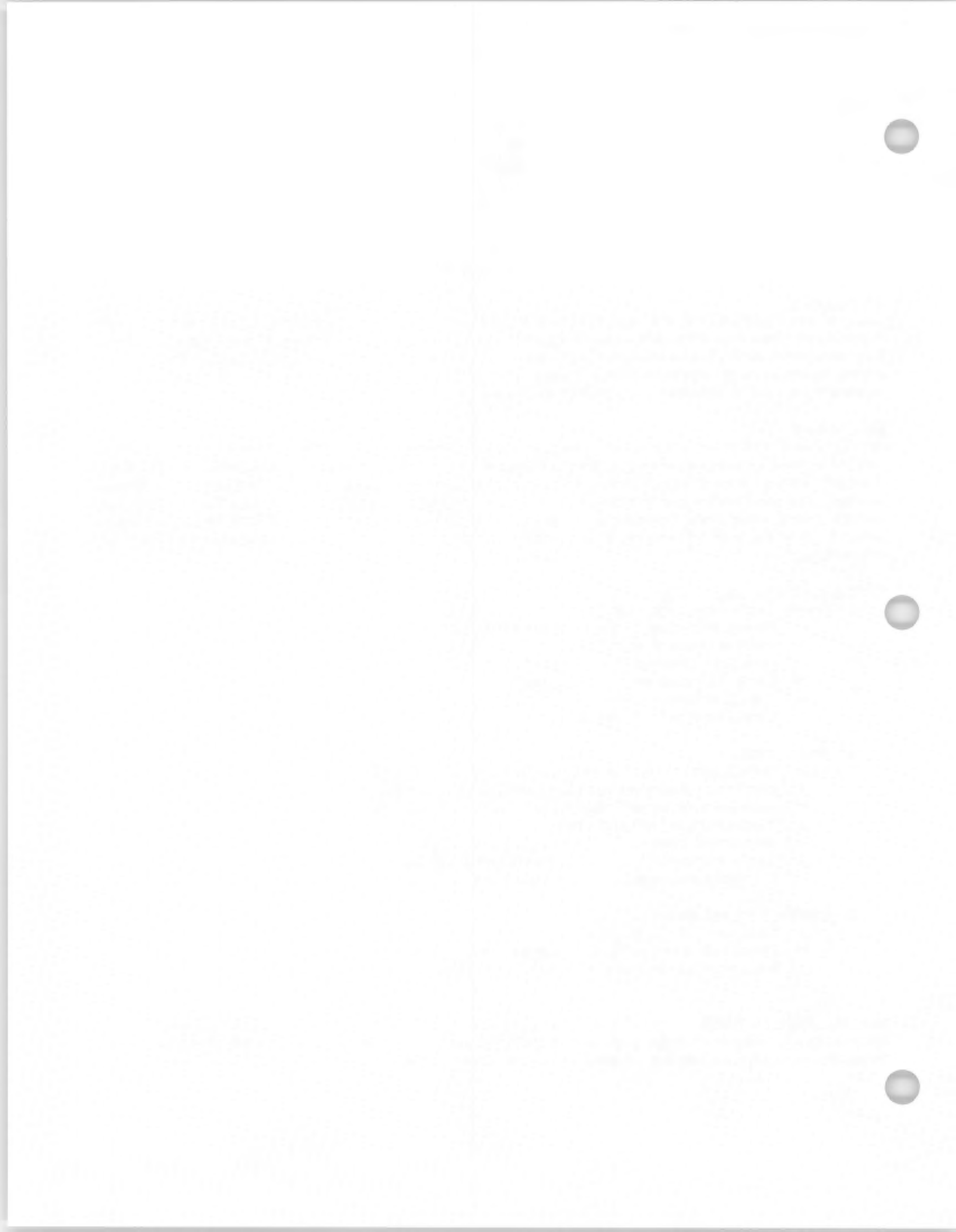
EDUCATION FOR CHANGE PUBLIC SCHOOLS

PRINCIPAL

ORGANIZATION: Education for Change

POSITION: Elementary Charter School Principal

REPORTS TO: CEO

Instructional Leadership

Education for Change is looking for a dynamic instructional leader who will engage students, staff and parents to ensure high student achievement. The site principal, as the instructional leader, communicates and supports the mission of Education for Change, maintains the focus on high student achievement for all students, creates a collaborative, results-oriented professional learning community, , analyzes and responds to data, supports teachers in their growth, evaluates and responds to the effectiveness of interventions and instructional practices. As the instructional leader, the principal creates an environment in which school attendance, learning and high achievement are valued.

Having well developed knowledge of what is required to successfully manage an urban elementary school with a high English Learner and low income population is critical. Being driven to achieve success is a basic characteristic of the ideal candidate.

Responsibilities:

Instructional Leadership

- Establish and maintain an instruction and results- oriented professional learning community
- Analyze performance and observational data to determine professional development needs, including content and pedagogical knowledge, ,grade level needs, teacher coaching and support
- Monitor student performance data and effectiveness of instructional responses and interventions
- Provide concrete and actionable feedback for teachers to drive instructional improvement
- Maintain and support the focus on high student achievement for all students through the Education for Change instructional program
- Work collaboratively with the Instructional Management team to identify professional development needs, develop and lead professional development
- Communicate a sense of urgency around student academic needs
- Utilize research-based content and pedagogical knowledge in core areas including the reading and writing process, mathematics instruction, educational theory, research and current issues in urban education

Personnel Performance Management and Interpersonal Relations:

- Attract, recruit and select high performing staff members
- Evaluate all personnel in an effective, timely manner
- Create support systems for staff improvement
- Motivate staff to excel
- Create a culture where the staff works as a dedicated professional team
- Hold staff accountable for high quality job performance
- Involve staff in decision making appropriate to the situation including school site planning, committees, etc.
- Actively commit to building a strong EFC Management Team

Site Management

- Lead school site planning and implementation processes
- Manage school budget, ensuring that expenditures are aligned to the school plan, in compliance with restricted and categorical fund restrictions, compliance with assurances
- Follow all established EFC policies and procedures
- Develop systems, timelines and milestones for completion of initiatives
- Work collaboratively with the Business Operations Manager to ensure that the school site is safe, clean and well maintained
- Develop, lead and manage systems for efficient and efficacious daily operations
- Ensure effective, regular communication system with all staff

Community Relations

- Skillfully and appropriately involve parents and the community in school activities
- Maintain good community relations and effective, regular communication with parents
- Foster and maintain positive working relationship with co-located EFC school and neighboring district schools
- Organize and facilitate Parent Leadership Council and grade level specific parent education meetings
- Develop and execute strategy to attract and retain students and families at school site, with the goal of full enrollment with a waiting list
- Function as a collaborative team member (EFC Management Team, Instructional Management Team, with co-located school)
- Effectively collaborate and assume responsibility for organizational success

The site principal performs other related duties as assigned. The site principal is responsible for the administration of the school within the regulations of the Governing Board and reports to the Chief Executive Officer

Basic Qualifications:

- Minimum of 3 years teaching experience with a minimum of 7 years teaching and/or administrative experience
- Valid Teaching and Administrative Credentials
- Knowledge of primary/elementary curriculum and administrative practices
- Successful experience working in a collaborative environment
- Experience working with diverse communities

Desired Qualifications:

- Experience as an Assistant Principal for aspiring Principals
- Spanish Bilingual
- Masters Degree
- Content Knowledge in the Reading Process, Writing Process, and Mathematics instruction
- 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

Education for Change has several core beliefs that are at the foundation of the organization. They strive to hire individuals who share their beliefs about what makes a great school and what it takes for all children to succeed in school and in life. EFC believes that organizations can only be successful when people are aligned around a common purpose and a shared set of goals.

Through a shared set of core beliefs, EFC is building one community of adults across multiple schools that share responsibility for the EFC mission. The following is a list of EFC's core beliefs:

1. Every child has a right to a high quality, free, public education.

2. Every student can learn and succeed at high levels.

3. The most important attribute of successful schools is the ability to have consistently high quality instruction in every classroom.

4. Building a professional learning community is the key to a school's success.

5. Every child will succeed when a school is organized around a coherent, comprehensive, rigorous, standards-based curriculum and when school leaders make decisions about how to improve instruction based on data.

6. The best measure of what we value is how we spend our time.

7. Every adult within the school community - principals, teachers, staff, parents/guardians, and administrators - is responsible for student performance.

EDUCATION FOR CHANGE
303 Hegenberger Road, Suite 301
Oakland, CA 94621
EIN: 20-2204424

EXHIBIT C:
Conflict of Interest Policy

Article I

Purpose

The purpose of the conflict of interest policy is to protect this corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of this corporation or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II

Definitions

1. Interested Person

Any director, principal officer, or member of a committee with Board of Directors-delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

a. An ownership or investment interest in any entity with which this corporation has a transaction or arrangement,

b. A compensation arrangement with this corporation or with any entity or individual with which this corporation has a transaction or arrangement, or

c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which this corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the Board of Directors or committee, as appropriate, decides that a conflict of interest exists.

Article III

Procedures

1. Duty to Disclose
In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with Board of Directors-delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists
After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board of Directors or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest
a. An interested person may make a presentation at the Board of Directors or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The Chairman of the Board or the chairperson of the committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the Board of Directors or committee shall determine whether this corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board of Directors or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in this corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy
a. If the Board of Directors or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board of Directors or committee determines the member has failed to

disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV

Records of Proceedings

The minutes of the Board of Directors and all committees with Board of Directors-delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V

Compensation

a. A voting member of the Board of Directors who receives compensation, directly or indirectly, from this corporation for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from this corporation for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the Board of Directors or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from this corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI

Annual Statements

Each director, principal officer, and member of a committee with Board of Directors-delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflicts of interest policy,

b. Has read and understands the policy,

c. Has agreed to comply with the policy, and

d. Understands this corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII

Periodic Reviews

To ensure this corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's-length bargaining.

b. Whether any partnerships, joint ventures, and arrangements with management organizations conform to this corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, this corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of Directors of its responsibility for ensuring periodic reviews are conducted.

Education for Change
Uniform Complaint Policy

POLICY

The Education for Change (EFC) Governing Board recognizes that the Charter Management Organization (CMO) is responsible for ensuring that it complies with state and federal laws and regulations governing educational programs.

The CMO shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based upon age, ancestry and/or national origin, color, physical or mental disability, race, ethnic group identification, religion, veteran status, sex, gender, marital status, medical condition (cancer related) and/or sexual orientation, in any program or activity that receives or benefits from State and/or Federal financial assistance.

The CMO shall also follow uniform complaint procedures when addressing complaints alleging failure to comply with state or federal law in:

1. Consolidated Categorical Aid Programs
   a. School Based Coordinated Programs
   b. School Improvement Program
   c. Title I Programs – No Child Left Behind Act
   d. Program for English Learners
   e. Educational Equity
   f. Gifted and Talented Education (GATE)
   g. State Compensatory Education (SCE)
   h. Safe and Drug Free Schools & Tobacco Use and Prevention Education (TUPE)
2. Child Nutrition Programs
3. Special Education Programs.
   (Title 5, Section 4621 and 4610)

Upon receipt of a written complaint from an individual, public agency or organization, the uniform complaint procedures shall be initiated. The CEO of EFC or designee shall distribute full information about these procedures.

COMPLAINT DEFINITION

A complaint is an allegation that is reduced to writing by a parent/guardian, student, employee, duly authorized representative or interested third party, public agency, or organization alleging that the CMO, otherwise known as the Local Education Agency (LEA), violated (did not comply with) a Federal, or State regulation, or engaged in unlawful discrimination in programs and activities directly funded by the State or in receipt of any financial assistance from the State or Federal government.

TIMELINE FOR FILING COMPLAINTS

All complaints must be filed no later than six (6) months after the alleged occurrence, but may be extended not to exceed ninety (90) calendar days by the consent of the CMO or designee for good cause.

Complaints alleging unlawful discrimination may be filed by a person who alleges that he/she 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 must be initiated no later than six (6) months from the date of when the alleged discrimination occurred, unless the timeline is extended for good cause as outlined above, or when the complainant first obtained knowledge of the facts of the alleged discrimination.

CONFIDENTIALITY OF DISCRIMINATION COMPLAINTS

The Governing Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the CEO or designee on a case-by-case basis. (Title 5, Sections, 4621 and 4630)

PROHIBITION AGAINST RETALIATION

The Governing Board prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination or participating in complaint procedures. Such participation shall not in any way affect the status, grades or work assignments of the complainant. (Title 5, Section 4621 and 4630)

ASSISTANCE

If a complainant is unable to put a complaint in writing due to conditions such as literacy or other disabilities, CMO staff shall help him/her to file the complaint. (Title 5, Section 4600)

NOTIFICATIONS

The CEO or designee shall meet the notification requirements of the Code of Regulations, Title 5, Section 4622, including the annual dissemination of the CMO complaint procedures and information about available appeals, civil law remedies and conditions under which a complaint may be taken directly to the California Department of Education. The CMO or designee shall ensure that complainants understand that they may pursue other remedies, including actions before civil courts or other public agencies.

Each year, the CMO shall provide written notice of the right to file a complaint against the CMO and/or CMO employees and the procedure for filing such a complaint. The notice shall be distributed to parents, students, staff, CMO/school advisory committees, and other interested parties in English and the other four major primary languages (Cambodian, Chinese, Spanish, and Vietnamese). The notice will include a statement that the complainant is protected from retaliation.

ADMINISTRATIVE REGULATION

DIRECTOR OF SITE SERVICES

The CMO or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the CMO or designee.

The CMO designates the following Director of Site Services to receive and investigate complaints and ensure CMO compliance with law:

The Director of Site Services is responsible for the intake and monitoring of all formal complaints. The Director of Site Services is also responsible for investigating complaints concerning the program for English Language Learners (ELL) and retaliation for, or interference with, ELL Program advocacy.

DIRECTOR OF SITE SERVICES
Education for Change, CMO
303 Hegenberger Road Suite 301
Oakland, California 94621
(510) 568-7936; FAX (510)

The Director of Site Services is responsible for investigating complaints regarding discrimination, including sexual harassment. The Director of Site Services also coordinates requests and program notifications for employees and students with disabilities (i.e. Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA)).

DIRECTOR OF SITE SERVICES
Education for Change, CMO
303 Hegenberger Road Room 301
Oakland, CA 94621
(510 568-7936; FAX (510)

Other complaints will be routed to the appropriate school site administrator, department director or to the CMO's designee for investigation.

STEP I:
PROCEDURES FOR FILING A FORMAL COMPLAINT - LEVEL I

The following procedures shall be used to address all complaints which allege that the CMO has violated federal or state laws or regulations governing educational programs. Director of Site Services shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with the Code of Regulations. (Title 5, Section 4632)

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.

The complaint shall be presented to the Director of Site Services who shall maintain a log of complaints received, providing each with a code number and a date stamp. The Director of Site Services shall route the complaint to the appropriate investigator.

Any individual, public agency or organization may file a written complaint of alleged

noncompliance by the CMO.

Level I Complaints must be submitted in writing on the appropriate form requiring the signature of the complainant. (Forms shall be available at schools, work sites, and the Public Information Office.)

COMPLAINTS AGAINST EMPLOYEES

For complaints regarding employees, except for sexual harassment or discrimination complaints, the appropriate manager/designee shall provide a copy of the written complaint to the employee against whom the complaint is directed. The employee(s) shall have the right to respond to the complaint and to recommend an appropriate course of action.

MEDIATION (OPTIONAL)

The CMO recognizes that a neutral mediator can often suggest an early compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try to resolve their problem through mediation, the CEO or designee shall initiate a mediation process before beginning a formal compliance investigation. The CEO or designee shall ensure that mediation results are consistent with state and federal laws and regulations. (Title 5, Section 4631)

Within five working days of receiving the complaint, the Director of Site Services may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the Director of Site Services shall make all arrangements for this process.

Before initiating the mediation of a discrimination complaint, the Director of Site Services 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 Director of Site Services shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the CMO's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (Title 5, Section 4631)

STEP 2: INVESTIGATION OF COMPLAINT

In cases of discrimination and/or sexual harassment, where the parties have declined mediation, the Director of Site Services shall hold an investigative meeting within (5) five calendar days. 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 information relevant to the complaint. The CMO's representative will also have an opportunity to present relevant information at a separate meeting.

In all other cases, the appropriate manager or designee shall confer with the complainant and the person against whom the complaint is made in an effort to resolve the complaint, unless mutually waived. Parties shall have the option of presenting evidence related to the complaint and of meeting together to discuss the complaint or question each other and may also question each other's witnesses. (Title 5, Section 4631)[Note: Does not apply to sexual harassment and discrimination complaints].

In addition to accepting information from the parties to the complaint, the investigating official in all cases will review any relevant documents and question relevant witnesses before issuing the final written decision. Within thirty (30) calendar days of receiving the complaint, the investigating officer shall prepare and send to the complainant a written report of the CMO's investigation and decision, as described in Step #5 below.

STEP 3: LEVEL II APPEAL
A complaint not satisfactorily resolved at Level I may be appealed to the CEO or designee in writing by the complainant within five (5) calendar days of receipt of the Level I response. The appeal form shall be filed with the Office of the Director of Site Services. The appeal can only include the allegations outlined in the Level I Complaint. New allegations cannot be included in the Level II Appeal.

Upon receiving the appropriately completed appeal form from the complainant, the CEO or designee shall:

1. Notify the employee(s) to whom the complainant was directed.
2. Investigate the appeal. This may include the following steps:
- Review the appeal filed by the complainant.
- Review documents from the Level I investigator.
- Conduct additional interviews as necessary.
- Allow both parties to discuss complaint, Level I decision, or question each other, except for discrimination or sexual harassment complaints.
3. Respond in writing to the complainant within ten (10) calendar days after receipt of appeal, including a resolution.
4. Notify the employee(s) of the resolution.

STEP 4: LEVEL III APPEAL
A complaint not satisfactorily resolved at Level II may be appealed to the Education for Change Board or its designee in writing by the complainant within five (5) calendar days of receipt of the Level II response.

The appeal form shall be filed with the Office of the Director of Site Services who shall notify the CEO. The CEO shall transmit the statement to the Education for Change Board of Directors.

Written notification of the Board's decision shall be received by the complainant and the employee(s) against whom the complaint is directed within ten (10) calendar days.

Exception/Board Recess – During the period of the CEO/Board's unavailability, the complainant will be consulted to extend the time to complete the appeal process.

In all cases of this nature which come to the Board's attention, the decision of the CMO's Board shall be final, except for cases which may be appealed to the California Department of Education regarding Federal or State laws or regulations governing these programs:

- Education of English Learners
- Child Nutrition
- Consolidated Categorical Programs
- Migrant Education
- Special Education

STEP 5: FINAL WRITTEN DECISION

A written report shall be sent to the complainant via certified or U.S. Mail within sixty (60) calendar days from receipt of the complaint. The report of the CMO's decision shall be written in English and in the primary language of the complainant whenever feasible or required by law. If it is not feasible to write this report in the complainant's primary language, the CMO shall arrange a meeting at which a community member will interpret it for the complainant.

This report shall include:
1. The findings and disposition of the complaint, including corrective actions, if any. (Title 5, Section 4631)
2. The rationale for the above disposition. (Title 5, Section 4631)
3. Notice of the complainant's right to appeal the decision to the California Department of Education within fifteen (15) calendar days of receiving the CMO's decision and procedures to be followed for initiating such an appeal. (Title 5, Section 4631)
4. A detailed statement of all specific issues that were raised during the investigation and the extent to which these issues were resolved.

If an employee is disciplined as a result of the complaint, this report shall simply state that effective action was taken and that the employee was informed of CMO expectations. The report shall not give any further information as to the nature of the disciplinary action.

APPEALS TO THE CALIFORNIA DEPARTMENT OF EDUCATION (CDE)

If dissatisfied with the CMO's decision, the complainant may appeal in writing to the California Department of Education within fifteen (15) calendar days of receiving the CMO's decision. For good cause, the Superintendent of Public Instruction may grant an

extension for filing appeals. (Title 5, Section 4652)

When appealing to the California Department of Education, the complainant must specify the reason(s) for appealing the CMO's decision and must include a copy of the locally filed complaint and the CMO's decision. (Title 5, Section 4652)

CIVIL LAW REMEDIES

Complainants may seek help from agencies such as legal assistance agencies, local mediation centers or the County Office of Education.

A complainant may pursue available civil law remedies outside of the CMO'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, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing an appeal with the California Department of Education before pursuing civil law remedies in state court. The moratorium does not apply to injunctive relief and is applicable only if the CMO has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with Title 5, CCR Section 4622.

Complaints not satisfactorily resolved at the CMO level may be filed, as applicable, with the following State and Federal agencies:

California Department of Education (CDE)
Categorical Programs Complaints Management (CPCM)
P.O. Box 94244-2729
Sacramento, California 94244-2729
Telephone: (916) 319-0929
Filing deadline: Within 15 days after CMO's final written decision.

United States Office of Education
Office for Civil Rights (OCR), Region IX
50 United Nations Plaza, Room 239
San Francisco, California 94102
Telephone: (415) 556-4275
Filing deadline: Within 60 days of CMO's completion of the Uniform Complaint Procedures.
(Note: Complaints may be filed directly with OCR within 180 days
of the alleged incident of discrimination)

Equal Employment Opportunity Commission (EEOC)
1301 Clay Street, Suite 1170N
Oakland, California 94612
Telephone: (510) 637-3230
Filing deadline: Within 300 days from date of the alleged incident of discrimination.

Department of Fair Employment and Housing (DFEH)

1330 Broadway
Oakland, California 94612-2412
Telephone: (800) 884-1684
Filing deadline: Within one year from date of the alleged incident of discrimination.

7/14/05

Education *for* Change

EDUCATION FOR CHANGE- CHARTER SCHOOLS

ELEMENTARY SCHOOL TEACHER

BASIC FUNCTION:

Under the direction of the Principal, to serve as a upper grade teacher in an elementary school.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Organize and direct a classroom program meeting the individual needs of students, implementing EFC and school instructions, goals and objectives.
Provide a classroom climate and learning experience that will further the emotional, physical, social, and mental development of the student.
Make effective daily and long-range instructional plans.
Evaluate and record student progress.
Demonstrate knowledge of child growth and development by identifying student needs, and, when necessary, referring to appropriate resources, such as health and psychological services.
Demonstrate sensitivity to various family and cultural patterns in planning classroom activities.
Maintain an attractive room environment appropriate to grade level and area of student and maintain high standards of classroom neatness.
Work cooperatively with Home Office staff, support personnel, local school staff, and parents to coordinate effective learning for students.
Supervise pupils in out of classroom activities during assigned work time, and accept responsibility for maintaining behavior standards school wide.
Establish and maintain standards of pupil behavior needed to achieve a desirable learning atmosphere in and out of the classroom.
Participate in and support activities that are conducive to staff rapport and morale and positive school-community relationships.
Participate in professional growth activities such as classes, workshops, conferences, school and District curriculum committees, and school community activities, (such as advisory committees, PTA, youth organizations)

OTHER FUNCTIONS:
Perform related duties as assigned.

REQUIRED KNOWLEDGE AND ABILITIES:

Plan and prepare lessons.

Present lessons in a variety of instructional deliveries.
Maintain a climate conducive to student learning.
Create an appropriate physical environment.
Utilize a variety of classroom discipline strategies.
Develop and maintain open channels of communication between home and school.
Develop and maintain an atmosphere of mutual respect among students, teachers and staff.
Diagnose and prescribe in order to enable the progress of pupils toward established standards.
Evaluate academic progress.
Adhere to curricular objectives
Participate in curriculum development.
Incorporated within one or more of the previously mentioned performance responsibilities, which are essential functions of this job description, are the following essential physical requirements:
Ability to read printed matter and computer screens.
Ability to communicate so others will be able to clearly understand a normal conversation.
Ability to understand speech at normal levels.
Ability to bend, twist, stoop, and reach.
Ability to push, pull, and transport instructional materials.
Ability to drive a personal vehicle to conduct business.

OTHER INFORMATION:

Employment is subject to and contingent upon the completion of a criminal background check by the California Department of Justice. Convictions of certain crimes, including, but not limited to sex and narcotics offenses and serious and violent felonies, as specified in the Education and Penal Codes, will bar employment with the Organization. In addition, employees will be required to provide a current verification of a negative TB test prior to employment

CREDENTIAL:

Must possess a valid California teacher credential authorizing service in a self-contained elementary classroom, including an authorization to teach English Language Learners.
Must be NCLB compliant.
Must possess a valid California driver's license.

EDUCATION FOR CHANGE

LANGUAGE ARTS INTERVENTION SPECIALIST

BASIC FUNCTION:

Provide direct instruction to 18-22 4th and 5th grade students reading two or more years below grade level. Language arts instructional block will be from 2.5 -3 hours per day using a state approved intervention program. In addition the intervention specialist will provide instruction and support during, before, and after school, as well as helping school plan and prepare to address the needs of all students needing intervention support.

REPRESENTATIVE DUTIES:

This position description is not intended to be an exhaustive list of all duties, knowledge or abilities associated with this classification, but it's intended to accurately reflect the principal job elements.

ESSENTIAL DUTIES AND RESPONSIBILITES:

Provide direct instruction for upper grade intervention group

Support appropriate curriculum and intervention services including before and after school, intersession and in-classroom interventions.

Use assessment data to design or identify targeted intervention services. Conduct demonstration lessons, assist teachers with unit and lesson planning, and build teacher collaboration in mathematics.

Assist classroom teachers in diagnosing areas of need and planning appropriate instruction and intervention.

Provide classroom teachers and site administrators with observational data and feedback based upon mutually agreed upon focus areas.

Assist teachers to obtain materials as needed.

Coordinate and facilitate grade level team, teacher leaders or curriculum focus group sessions, as needed.

Maintain linkages with local partnerships in the community.

Provide assistant to schools in parent education and family subject-area initiatives related to the program.

Participate in curriculum and assessment development activities, including the revision of pacing/instructional guides and district benchmark assessments.

Support facilitation of teacher and administrator analysis, discussion, and use of benchmark and other assessments, student work, and observational data in content area to ensure student access to standards-based instruction.

Attend and participate in ongoing coach/content knowledge professional development.

Provide professional development support

MINIMUM QUALIFICATIONS:

Must possess a Bachelor's degree and minimum three years experience in classroom teaching; recent relevant experience training and experience in teaching and/or modeling the State and District adopted content area program.

Must possess a valid California Clear Teaching Credential

Must possess a valid California Driver's License

Employment eligibility that may include fingerprints, health (TB) and/or other employment clearance.

EXPERIENCE:

Experience teaching language arts at the elementary level

Experience working in diverse classrooms preferred

Experience working with English learners

KNOWLEDGE OF:

Adult learning

Effective strategies, theories, techniques, and methods of professional development

District curriculum and school instructional programs

ABILITY TO:

Analyze, interpret and communicate data. (Quantitative Thinker)

Deal with diverse school sites and conditions. (Flexibility)

Motivate change in low-income, African-American, Latino, and/or Asian communities.

Facilitate, communicate orally and in writing.

Cafeteria Worker

Job Description:

Duties include but are not limited to the following:

- Perform routine food service activities related to the preparation and serving of foods
- Prepare food service facilities for the serving of food
- Assure that serving lines are properly stocked with adequate food, beverages and supplies; count and set out food trays, heat items and serve meals
- Ensure safety of students by being visible and providing active supervision
- Assist in storing unused food and supplies to assure compliance with health and sanitation standards
- Dispose of unusable leftovers and trash
- Operate a variety of standard kitchen equipment such as food warmer, can opener, etc
- Maintain work areas and serving areas in a clean, sanitary and safe condition
- Wash and clean counters and tables, wash and store equipment
- Proficient in Microsoft Outlook and trainable in "Mealtime" software

Physical Demands

Dexterity of hands and fingers to operate kitchen utensils and equipment; seeing to clean assigned areas; bending at the waist, kneeling or crouching to clean assigned areas; reaching overhead, above the shoulders and horizontally; standing for extended periods of time; lifting and carrying moderately heavy objects.

Working conditions

Food service environment; heat from ovens and cold from refrigerators and freezers; exposure to sharp knives.

Ability to:

Prepare and serve food in accordance with health and sanitation regulations
Learn and follow health and sanitation requirements
Maintain food service equipment and areas in a clean and sanitary condition
Follow oral and written instructions
Demonstrate interpersonal skills using tact, patience and courtesy
Maintain cordial relations with co-workers, children, school staff and public
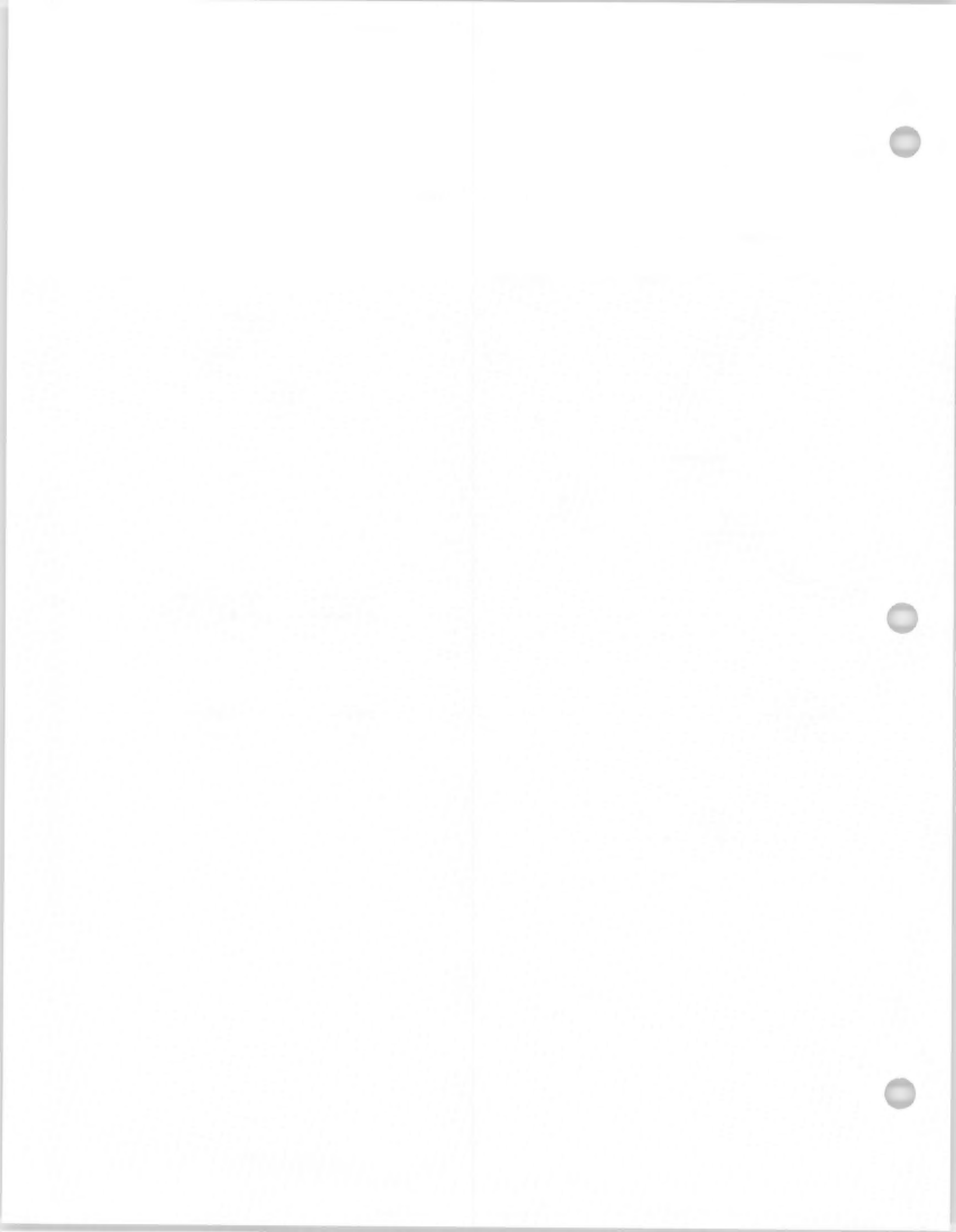
Custodian

Position Duties and Responsibilities:
- Clean and disinfect restrooms
- Vacuum carpet floors
- Wet and dry mop floors
- Operate power vacuums, scrubbing and buffing machines, and shampooing machines
- Clean, dust, and polish furniture, woodwork, lockers, walls, and metal work
- Coat special hardwood gym floor; chemically clean, prep, tack, and apply finish
- Clean and sweep walks, corridors, and entrances
- Clean and disinfect drinking fountains
- Clean and wash windows and glass doors
- Empty waste containers and carry out waste
- Move and rearrange desks, chairs, tables, furniture, and other equipment
- Replace light bulbs
- Lubricate and service equipment used in the course of work
- Report safety, sanitary, and fire prevention hazards
- Secure buildings and turn off lights
- Learn and implement safe work practices to meet safety standards
- Use cleaning methods, chemicals, and equipment for all phases of custodial services
- Understand Hazard Communication Regulations and Material Safety Data Sheets
- Perform heavy physical labor
- Demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of staff and students, and of staff and students with physical and learning disabilities
- Establish and maintain cooperative working relationships with faculty, staff, students, and others contacted in the performance of duties
- Perform other related duties as required.

Education/Certifications:
- Equivalent to graduation from 12th grade
- Must possess a valid California Driver's License

Experience: Prior experience in custodial work preferred

Skills:
- Knowledge of: Modern cleaning methods, procedures, equipment, and materials;
- Basic building maintenance and repair techniques;
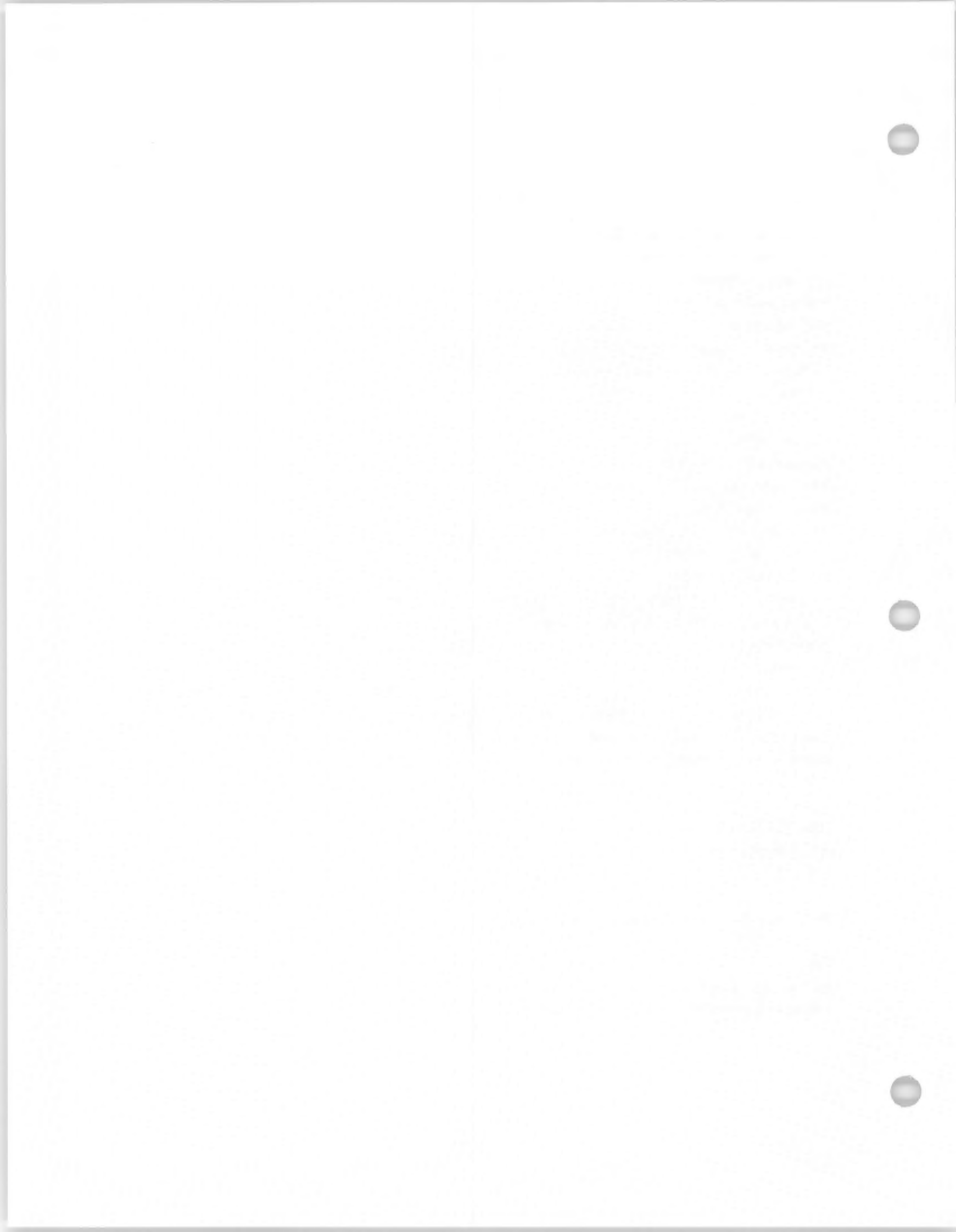
Instructional Literacy Coach

Job Description:

The primary focus of the Instructional Literacy Coach (ILC) is to provide support to teachers to move their instruction through the phases of improved instructional practice. While the main focus of the ILC will be on the core English Language Arts program, they also may be asked to coach other instructional areas including ELD. As Literacy instruction is the core of this position, the ILC needs to have a deep content knowledge in the Reading Process and Writing Process as well as a developing portfolio of effective instructional approaches. The ILC should be able to both coach new teachers in the fundamentals (procedures and routines of Open Court, developing and deepening their content knowledge) and coach veteran teachers in instructional approaches that will result in high student achievement.

The Instructional Literacy Coach's role is to support teachers in their implementation of EFC's English Language Arts program by providing:
- in classroom coaching, modeling/demonstrations , elbow coaching, observing and providing feedback in both the instructional program and high level instructional approaches,
- supporting and modeling differentiation techniques, including high quality workshop,
- professional development on Wednesdays and professional development days,
- observing and then debriefing instruction,
- assisting with individual or grade level cognitive planning,
- providing content expertise,
- assist with data analysis and the resulting instructional planning
- provide EFC benchmark assessments as well as training in how to administer, score, scan, run reports and analyze the data
- provide training in developing appropriate formative and diagnostic assessments, including exit tickets, and monitoring systems
- facilitating teacher inquiry which may include:
  - providing research articles to read and facilitating discussion
  - identifying high quality instruction in the area of teacher inquiry, facilitating observations of other teachers, and providing whisper coaching
  - finding appropriate instructional videos to watch with teachers and debrief
- meeting with the assigned Grade Level Chair prior to the GLT meetings to ascertain the GLT needs and attending a Grade Level Team meeting each Tuesday
- meeting with teachers individually during debrief time
- providing SB472 Open Court 2002 training for new teachers

- The ILC is expected to be in classrooms every day for the entire English Language Arts instructional time.
- All ILCs will be fully utilized to improve instruction and will not serve in other capacities (i.e. answering phones, lunch duty, translation, etc.)
- All Instructional Literacy Coaches will be expected to attend EFC trainings and meetings.
- ALL ILC are to meet weekly with the Principal and AP to plan coaching needs for the upcoming week.

- All ILCs are expected to keep records of their observations, planning and debriefs
- The ILC ensures that every classroom has all the instructional materials they need and conducts the beginning of year and end of year inventory process.
- The ILC is <u>not</u> a supervisor or evaluator; their role is purely as support to the teaching staff.
- The ILC is expected to be a BTSA provider for one teacher, if needed.

Qualifications

Minimum of 3yrs classroom teaching experience with a high degree of success
Demonstrated proficiency in teaching of language arts
Deep knowledge of Reading Process, Writing Process and EFC's adopted English Language Arts curriculum (Open Court)
Ability to coach teachers and move instruction to the next level

Education for Change

Job Description

Office Manager-School Site

The School Site Office Manager performs a variety of complex and diverse administrative duties requiring independent judgment.

In conjunction with the Site Administrator, the School Site Office Manager will identify, implement and monitor office administrative procedures and policies.

BASIC FUNCTIONS

- Prioritize the work and activities of a school office, ensuring the completion of a wide variety of work related to operating a school
- Maintain and ensure accuracy of Student Information Systems and submit monthly enrollment reports
- Maintain and ensure accuracy of data of daily attendance records for staff and submit monthly report to Home Office Operations and Finance
- Prepare requisitions for school materials, provide budget line codes, monitor available funds and verify receipt of materials
- Arrange for substitutes teachers, as needed, to ensure classes are covered; orient and explain policies and procedures to substitutes
- Perform secretarial functions for the principal which include typing correspondence; coordinating and maintaining calendars, master schedules, handbooks, reports and work orders; arranging conferences, appointments and events; and ordering and maintaining office and instructional supplies
- Maintain communications with Home Office and other schools
- Maintain absence, registration, transcripts, and other files and records related to students, including confidential records, and assist in compiling information and preparing reports
- Process and distribute all incoming mail for the principal and staff
- Serve as chief information receptionist, greeting visitors and responding to routine inquiries
- Supervise schedules and work assignments for the school's support staff
- Be proficient with Microsoft Office applications and email system
- Perform all other tasks and duties assigned
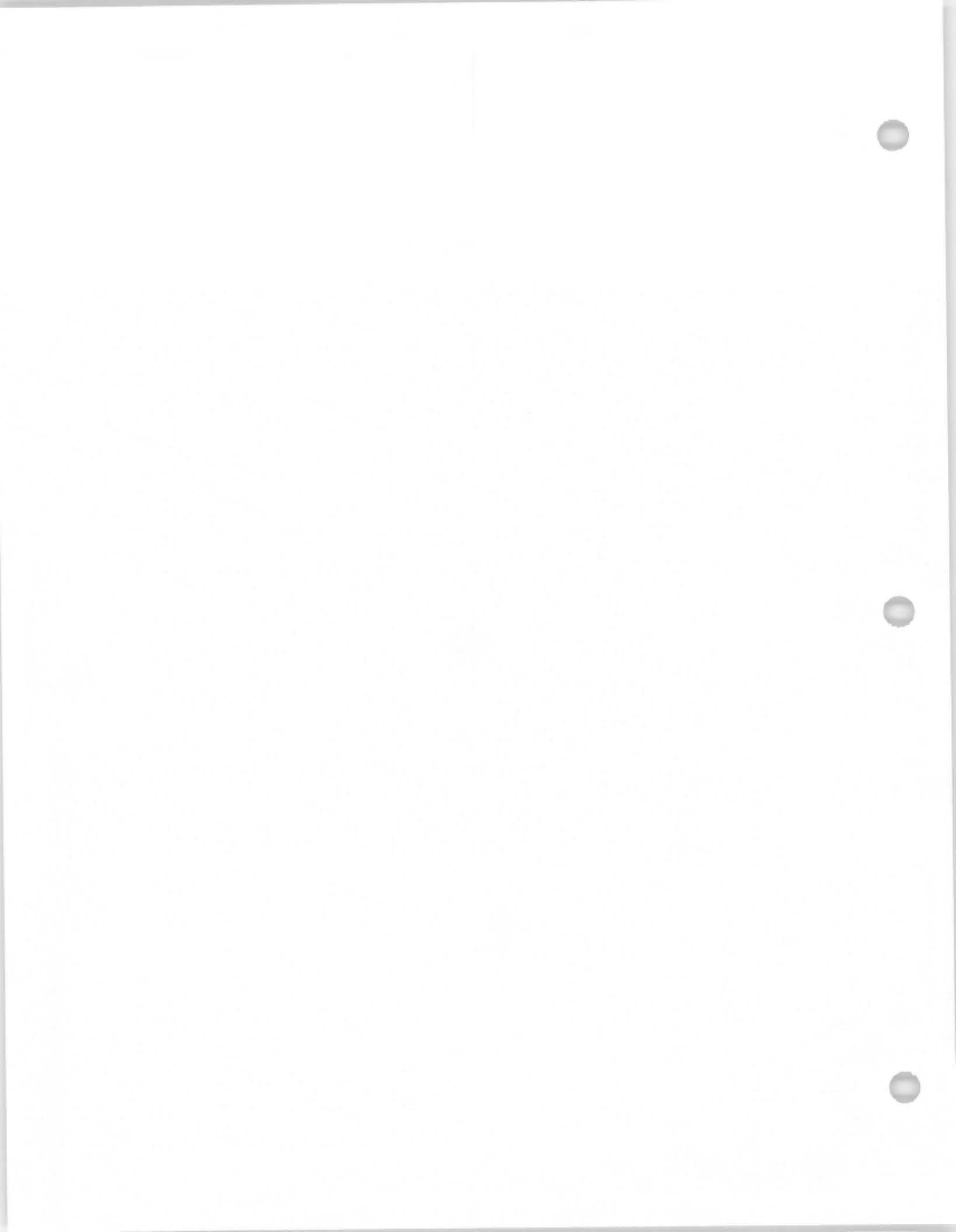
Coherence and Enrichment Pool

All CEP-SUBS will be used everyday through out the year to insure all Education for Change schools have access to a group of substitutes who are trained and supported to implement the EFC instructional program.

CEP-Substitutes will be assigned by the Home Office based on need.

CEP-Substitutes not needed to cover teacher absences will be used to release teachers for a variety of purposes including, professional development, grade level meetings and evaluation and coaching conferences.

As needed, CEP-Substitutes could be assigned to support the instructional program, including materials prep and clerical tasks.

This is a full-time position 8am-4:00pm.

School Service Assistant

Job Description:

Duties include but are not limited to the following:

- Work with the Principals to insure smooth school operations and the promotion of a high achieving school environment.
- Work with the Principals to provide and maintain safety for school sites.
- Ensure safety of students by being visible and providing active supervision on and around school grounds and securing and monitoring all exits.
- Work with the Office Manager to provide on-going support to teachers and staff, ex: supply orders, copying, providing office coverage, inventorying supplies, etc.
- Provide assistance, as needed, for all afterschool programs.
- Provide support for parent communication.
- Good communication and interpersonal skills; accuracy, discretion, and ability to work independently and as part of a team; flexibility; and a willingness to learn are essential.
- Solid computer skills - proficiency in Microsoft Office (Word, Excel)
- Spanish bilingual preferred.
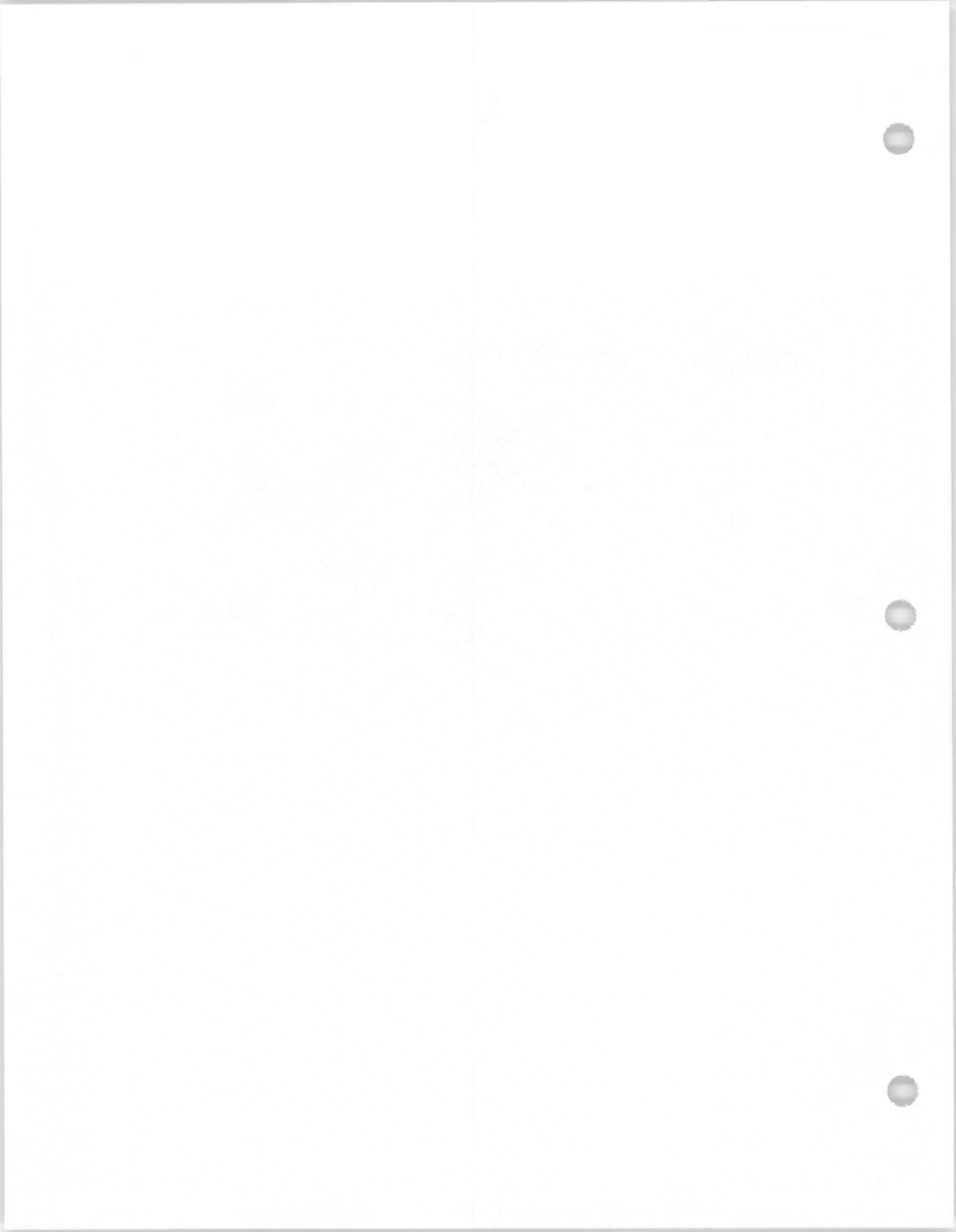
Education *for* Change

Employee Handbook
2011-12

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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.

Education for Change's History

Education for Change ("EFC"), a non-profit school management organization, was founded in 2005 by experienced educators and entrepreneurs to develop quality public charter elementary schools. EFC serves ethnically and economically diverse students and its schools are located in or near low-income neighborhoods.

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 and applicable state and federal law.

The leader of each school is the school Principal and the entire school staff reports to the Principal. The principal, in turn, reports to the Chief Executive Officer ("CEO") of Education for Change. Each principal will work with and receive guidance on local issues from the Home Office, Parent Liaison, and the Parent Leadership Council, which include 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.

EFC Community

The EFC community of schools is designed to help students, teachers and parents by ensuring that all students experience a high quality, coherent, and research-based instructional program.

Research-based instruction will be a primary focus of staff development. The EFC community enables individual schools to better communicate with districts. Community partners are able to avoid "back office" support issues that school systems and individual schools must often address (i.e. politics, facilities operations and overall fundraising). The power of the community ensures financial sustainability of individual schools and flexibility in meeting challenges as the organization grows.

Charter Schools Background

Welcome to the world of charter schools! Charter schools are having a profound impact on K-12 public education around the country. It is sometimes hard to believe that the charter school movement is less than 20 years old!

In 1991, Minnesota was the first state to approve charter school legislation. California was the second in 1992, followed by Massachusetts. As of this date, forty-one states including the District of Columbia now have charter school laws, although some state laws effectively make it difficult to start these schools. From one school in 1992, there are now approximately 2,996 charter schools operating nationwide, serving over one million students.

What is a charter school? A charter school is a tuition-free independent public school working within the public school 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.

A charter school is created or organized by a group of teachers, parents and community leaders or a non-profit organization like EFC, and the charter petition is usually approved by an existing local public school board or county board of education.

Specific goals and operating procedures for the charter school are detailed in an agreement (or "charter") between the granting authority school board and charter organizers. The charter establishing each such school is a performance contract detailing the school's program, goals, students served, methods of student assessment, and ways to measure student success.

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.

Some of the goals of the charter school movement are to:

- Increase opportunities for learning and access to quality education.

- Create choice for parents and students within the public school system.

- Provide a system of accountability for results in public education.

- Encourage innovative teaching practices.

- Create new professional opportunities for teachers.

- Encourage community and parent involvement in public education.

- Leverage improved public education broadly.

  For additional information on charter schools, please visit the following websites:

- California Charter School Association: www.charterassociation.org

- California Department of Education Charter Schools Home Page: www.cde.ca.gov/sp/cs/

- US Charter Schools: www.uscharterschools.org

- Charter Schools Development Center: www.cacharterschools.org

- US Department of Education Charter Schools Program: www.ed.gov/programs/charter/index.html

II.	THE EDUCATION FOR CHANGE WAY

Our Vision

Education for Change intends to take the tools available to charter schools—increased flexibility and the opportunity to align schools around a common educational vision—and use them to transform Oakland's most failing elementary schools into high-performing communities of learning. By building a small community of schools based on a common educational program, and focused on the most underserved areas within one struggling district, we will be able to transform these schools more effectively and more dramatically than would be possible as individual schools.

Our schools will not struggle under the weight of isolation as they take on the tough work of bringing high performing schools to the children most dependent on public education. Instead we will offer a shared support system—tightly focused on the single purpose of continuous improvement of instruction—that will allow each of our schools to achieve more than would be possible alone. When we succeed in this task, our schools will perform at high levels, and our students will build the foundation required for success throughout their lives. Even more importantly, we will prove that a small community of schools can succeed in providing high-quality instruction to the most underserved, lowest income students in Oakland.

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 student achievement through the continuous refinement of high quality instruction. If we do this, we will succeed in both preparing our students to make thoughtful and informed choices that will set them on a path for a successful life, and in creating a catalytic change across the country that transforms our urban public schools into high performing organizations for the children most dependent upon them. It is critical that all instructional staff understand that serving communities that have been underserved for decades is a serious commitment. Critical to our mission is the idea of a teacher not serving just a group of 20 or 30 students for a year but serving all the students for their entire K-5 experience.

Our Core Beliefs

At Education for Change, our core beliefs are the foundation for our organization. We integrate strict and deliberate screening mechanisms into our hiring processes so that we hire only individuals, at all levels of the organization, who share our beliefs about what makes a great school—and what it takes for all children to succeed in school and in life. Just as we believe every adult within a school must be aligned around a common purpose and a shared set of goals to be successful, we also believe that our organization must be aligned around our shared sense of purpose and goals. Through a shared set of core beliefs, we will build one community of adults across multiple schools who share a common purpose. Our core beliefs are:

1. Every child has a right to a high quality, free, public education. We believe a school's ability to provide a high quality education to every child is dependent on the adults within the school.

2. Every student can learn and succeed at high levels. Many make this claim, and quickly qualify it behind closed doors or in quiet conversation. At Education for Change, we will succeed with every child. We believe not only that we can, but that we must succeed. No matter the circumstance, no matter the income level, no matter the race or religion, no matter the socio-economic position or the situation at home, we will succeed without making excuses.

3. The most important attribute of successful schools is the ability to have consistently high quality instruction in every classroom. This is only possible when the quality of instruction is continuously

improved. We believe that education is one of the few areas within our society where the quality of the primary service—teaching young people—has been allowed to stagnate at a level of quality that was appropriate for a time long ago. This level of quality was sufficient at a time when children were sorted early for their life's work, and most did not need to continue their education beyond high school to earn a family-supporting wage. This time is gone. Our schools and much of their culture have developed over decades in ways where continuous improvement of the craft/art of teaching is optional at best, unheard of at worst. At Education for Change, our organization will be tightly focused on continuously improving our skill in imparting knowledge and teaching children. This is a simple yet revolutionary concept. We believe that a charter management organization aligned around the common purpose of providing high quality instruction and continuously improving upon classroom practice will succeed in creating great schools, where every child achieves at high levels.

4. Building a professional learning community is key. Continuous improvement of instruction is only possible through objective reflection, peer collaboration, and coaching from instructional leaders who are well versed in how to successfully impart instruction.

5. Every child will succeed when a school is organized around a coherent, comprehensive, rigorous, and standards-based curriculum, and school leaders make decisions about how to improve instruction based on data. When curriculum is directly linked to assessments used to measure the effectiveness of instruction, it enables data-driven decision-making around the refinement and improvement of instruction. When data informs the professional development of teachers, it enables and supports them in improving their craft.

6. The best measure of what we value is how we spend our time. Every instructional minute is precious. The organization of a school is primarily about how time, our most precious resource with our students, is used. We will invest the time required for effective, comprehensive professional development for our teachers that supports our collective expectation of high quality instruction.

7. Every adult within the school community—principals, teachers, staff, parents and administrators—is responsible for student performance. Together we will succeed in creating a high performing school for all of our students.

EFC expects to achieve our mission by focusing on:

1. **High Quality Teaching.**

    Every student deserves a high quality teacher in the classroom. EFC expects that teachers are committed to the belief that every student can achieve. EFC expects a commitment on the part of its teachers to continually strive toward high-level implementation of the core curriculum and high levels of student engagement. "Differentiated instruction" and "scaffolding" so all students can access the core curriculum, are vital components of high quality instruction. The goal of EFC is to create powerful, collaborative learning communities where high quality instruction is the ultimate goal. Through data analysis and grade level planning, teachers will be expected to collaborate with their colleagues to share their successes and challenges, to deepen their knowledge of instructional designs, and to continually work toward improving their instruction.

2. **Extended Time for Collaboration and Learning.**

    All teachers will have additional professional development and dedicated collaboration time to improve their instructional practices.

    Extended learning opportunities with aligned after school instructional programs will facilitate students' acquisition of grade level knowledge and skills, as well as broad extracurricular experiences that will prepare them for middle school and high school.

3. **Coherent, Comprehensive, Rigorous Standards Based Curriculum.**

    No school succeeds without focus, especially a school with educationally underserved students. EFC will implement a core curriculum using Open Court Reading and Saxon Mathematics. Teachers will implement these programs as designed, focusing on the systematic instruction underlying each program. Additionally, science and social studies will be offered both as integrated components leveraging Open Court themes where they traverse subject areas and traverse subject areas and as their own instructional period. Teachers will be working as a team to analyze assessments more deeply and utilize the resulting data systematically to inform instructional practices.

4. **Choice & Commitment.**

    Students, their parents, and the faculty and administration are part of the school by choice. No one will be assigned or forced to attend the school. Everyone must make and uphold a commitment to the school and to each other to do what is required to achieve success. While no child is assigned to the school, EFC is deeply committed to serving the children in the neighborhood. Thus all students who are interested in the school will be welcomed, unless the school is at capacity.

5. **Engagement of Community.**

    EFC is an Oakland-based organization and as such is intent on engaging each school community and collaborating with local partners so that the whole child can be adequately developed. Lifelong learners are not just cultivated within the boundaries of the classroom nor solely in the core subjects. In order for true success for the larger student body to be achieved, the school must engage in consistent and meaningful dialogue and partnership with its community, reaching out to engage parents and other community members who often have not participated in the school community.

Curriculum and Instructional Design

Presenting every student with a rigorous and coherent curriculum and high expectations for achievement is the foundation for learning.   EFC will emphasize differentiated instruction to better meet each student's needs and deliver a much more personalized and effective educational experience for every student.

At this stage of our development, we have a clear and purposeful razor-like focus on English Language Arts and Math. Our number one priority is helping each of our students be proficient in these two areas. We firmly believe the foundation of the future success of our students lies in their skill development as communicators and problem solvers. As we continue to make advances in the proficiency levels of our students, we will begin to infuse more social science, science, and visual arts into our program. Science is currently taught as a prep release class in grades 1-5. This year EFC is rolling out its Social Science curriculum. Although covering the depth and breadth of all grade appropriate standards is a worthy goal, the reality of the length of the instructional day and year require that we strategically and coherently plan and collaboratively implement a powerful, focused plan based on the needs of our students. This will ensure their success.

Research demonstrates that building connections to adults, especially with dedicated and motivated teachers, also consistently leads to higher achievement. Each teacher will work with students utilizing assessment data to personalize the learning experience and target difficulties to be overcome. On a daily basis, teachers will be accountable for implementing lesson plans that are aligned with the academic program and with the schools' mission and values. Classroom observation and weekly check-ins by the schools' instructional support staff will be used as opportunities to explore successes in this area.

EFC will correlate its curriculum objectives to the California Content Standards adopted by the California State Board of Education. The schools' focus is not to change what the state feels are appropriate academic outcomes, but rather to ensure that all students master all areas of the California Content Standards. The California Content Standards will be combined with the pedagogical methodologies that have proven successful in other charter and traditional district schools. Clear and specific academic objectives will be

mastered at each grade level as students move through the curriculum at EFC's intensified pace, addressing both the grade level standards and intensive intervention for those not at grade level.

Methods of Instruction

EFC will work with the schools to develop instructional methods that will successfully maximize student learning. Students will acquire the knowledge and skills needed to pursue academic excellence, as well as the ability to independently apply, evaluate, and expand upon their knowledge.

The instructional designs that teachers will be expected to learn and incorporate into their practice include:

- transactional strategy instruction
- direct instruction
- mnemonics
- writing process
- inquiry instruction
- concept formation
- relational thinking

Each instructional design or instructional technique is aligned to the purpose of the lesson. Thus, EFC would expect that instructional designs and techniques would be used as appropriate to the purpose of the lesson. Examples of instructional techniques that the school will likely implement include:

- whole-class instruction
- small group instruction
- individualized instruction
- cooperative learning (i.e., Theme Connections)
- paired repeated reading and feedback
- computer activities for inquiry
- educational excursions/study tours
- multi-sensory instruction
- phonetic-based instruction
- balanced literacy
- research and inquiry projects

EFC teachers will teach to all levels of learning. Students whose needs have not been met through traditional teaching methods will benefit from a number of alternative instructional techniques, which may include pre-teaching, choral response, front-loading, role-playing, departmentalized teaching and other techniques. Additionally, teachers at the schools will continuously work together to enhance student learning by sharing, developing and refining effective teaching strategies.

ACCESS

In an effort to deepen students' academic and intellectual engagement in instruction, EFC has begun to provide professional development in ACCESS, Applying Culturally Comprehensive Engagement for Students. The primary focus of ACCESS strategies are those outlined in Teach Like a Champion and Teaching As Leadership. These strategies focus on creating and maintaining high expectations for all students. Additionally, Marzano's strategies are also included as a component of ACCESS. As each strategy is rolled out, teachers are expected to employ them in their classrooms to render greater academic engagement. EFC feels

that these strategies will greatly enhance the instruction of our core curricula. As a part of ACCESS, EFC will also focus on strategically deepening student's connection with our curricula, ensuring that students learn about the achievements of people who look like them and the members of their community.

Professional Development

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.

During the school year, staff development will continue through professional development days, whole staff meetings, and grade level team meetings. Professional development will typically take place during the Wednesday minimum day afternoons from 2:30 p.m. until 4:00 p.m. The Instructional Management Team will work with EFC's academic support team to determine session content based on identified school site needs. Some areas of training that have already been identified include:

➢ Deeper understanding of the educational research and sharing of best practices around the Open Court program

➢ Delving into the instructional design of Open Court, Saxon Math and Language for Learning, Thinking, Writing

➢ Analyzing formative and summative data to inform instruction

➢ Integration of arts, science and social studies

➢ Effective ELL and AED strategies

➢ Developing a high quality, continuous learning environment

➢ ACCESS strategies

Professional Development Time

Every Wednesday from 2:30 p.m. to 4:00 p.m. is dedicated to professional development. Teachers are given 5 minutes between their prep time ending (2:25 p.m.) and the beginning of professional development (2:30 p.m.) to gather the materials necessary for professional development and to get to the location of the professional development. All professional development will begin promptly at 2:30 p.m. Teachers' current compensation includes a stipend to support any necessary travel for professional development to other sites/locations.

Professional development is dedicated to improving our content knowledge and understanding of the instructional program. Our regular professional development time focuses on English Language Arts, Mathematics and ACCESS. Professional development is targeted at developing both content and pedagogical knowledge.

Data analysis is a critical component of our professional development model. Teachers are expected to analyze their data as part of a grade level 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.

Data is also used in determining where the majority of instructional support is given. EFC uses a practice-based professional development model in English Language Arts where coaches co-teach with teachers for a unit of instruction. The initial focus of this practice-based professional development was on improving comprehension and was termed Text Analysis. However, this same professional development model may be used to focus on other areas of instruction.

Grade Level Chairs involved in the Instructional Leadership Team receive professional development with the support from Smar2tel in English Language Arts and the Math Coaches and ACOE in Math. These teams work to strengthen the implementation of the core instructional program in each content area.

To assure that faculty and staff participate in meaningful activity beyond the classroom, the Principal and the CAO (with other Home Office staff) will work with faculty and staff to plan time that will enhance their teaching and involvement in professional development. This work might include structured dialogues, 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 skill and knowledge. In addition, administrators will observe the implementation of the professional development strategies and give faculty members feedback.

Preparation and Collaborative Planning

- **Preparation Time (commonly called "prep")**

  Preparation time is time for teachers to prepare for their teaching. This can include reading the Teacher Manuals, cognitively planning lessons, getting the necessary materials together, planning instructional responses to data, copying, etc. This also is a time when teachers can meet with parents, schedule pre- and post-observation conferences, meet with colleagues, etc. We officially do not begin Wednesday prep time until 2:05 p.m. as we recognize that teachers may have parents who wish to speak to them immediately after school.

  Preparation Time:

  ✓ 8:00 a.m. to 8:30 a.m. every day

  ✓ Wednesdays from 2:05 p.m. - 2:30 p.m.   4:00-4:15(may be done on another day)

  ✓ Once a week with a staffed prep release

  The process of cognitively planning lessons is key to having a highly coherent program. Although some experienced teachers could prep more quickly for their individual class, it is our intent to use their expertise along with their grade level team to prep for the entire grade. Ultimately, all teachers prep for the entire school.

- **Collaboration Time**

  Collaboration time (from 3:00 p.m. – 4:00 p.m., except Wednesdays, when it is part of the professional development block) is part of the planned structure of every day. Tuesdays are always designed for grade level collaboration in the form of a grade level meeting. Teachers are expected to attend the entire grade level meeting and to arrive on time for it. This time is to be spent collaboratively planning Open Court, Math or ELD with colleagues. Other uses for this time include: reading research articles and discussing them, watching DVDs and analyzing them, having a Reading or Math Coach conduct a component training, collaboratively planning the unit opener, reviewing the assessment data, collaboratively scoring writing assessments, and discussing questions about instruction. If for any reason, a teacher cannot attend the grade level meeting he/she must clear it through the Principal and alert the grade level chair that he/she will not be available. In addition to the Tuesday grade level meetings, grade level chairs can call additional meetings for further instructional planning, grade level business (i.e.,planning a study tour), or to address grade level concerns. Mondays are held for Faculty meetings. Typically, Principals hold Faculty meetings once a month.

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 his/her actions so that the intricate web of school functions remains intact. A breakdown in any part of this web puts 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 is maintained, in part, by the image that we present to the students, parents and community.

- Be on time to 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 will 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.

At-Will Employment Status

All employment at EFC is at-will. That means that either the employee or EFC may terminate the employment relationship at any time with or without advance notice, and with or without cause. Nothing in this handbook shall limit the right to terminate at-will employment. No manager, supervisor, or employee of EFC has any authority to enter into an agreement for employment for any specified period of time or to make an agreement for employment on other than at-will terms. Only the CEO or the Board of Directors has the authority to make any such agreement, which is binding only if it is in writing.

Generally, employees may also be demoted or disciplined and the terms of their employment may be altered at any time, with or without advance notice, and with or without cause, at the discretion of the principal, CEO and/or the Board of Directors.

The CEO 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, and certainly no later than May 1.

Job Duties

When you begin working at EFC, your supervisor will review your job essentials, 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.

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 is expected to be at school every work day at least 30 minutes before school begins in order to be ready for classes or work, or at the time directed for other school events/responsibilities. Other school-site staff, such as the School Office Manager and the Business Operations Manager may be required to be on campus earlier because of their specific job responsibilities.

- **School Staff Departure Time**

  Unless otherwise indicated or required, teachers are expected to be at school until 4:00 p.m. daily. We expect teachers will do significant instructional preparation and coursework correction at other times and locations. Meetings, committees, tutoring and other responsibilities may require additional time at school. All other management staff (including Home Office staff) and administrators are expected to be at the school (or office) until 4:30 p.m., although later hours will be needed frequently.

- **Home Office Arrival and Departure Time**

  Home Office staff is generally expected to be in the office from 8:30 a.m. to 4:30 p.m. unless arrangements are approved by one's supervisor. Longer hours will be required as needed.

Meal and Rest Periods

The duty-free lunch period for teachers and other certificated employees required by Education Code Section 44813, shall not be less than 30 minutes. It shall be allowed as near noon as is reasonably possible.

If the principal leaves the school premises during his/her duty-free lunch period, he/she shall leave the vice-principal or other certificated employee in charge.

As required by law, non-exempt employees who work five (5) hours/day or more are entitled to a 30 minute unpaid meal period approximately in the middle of the day. Non-exempt employees are allowed a 10-minute paid rest period for every four hours of work. Non-exempt employees will be relieved of all active responsibilities during lunch periods and will not be compensated for that time. In addition, you may *not* work during your lunch period without prior authorization.

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) employee benefit forms, if applicable; (e) a W-4 form; and (f) 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

Education For Change 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. EFC does not unlawfully discriminate on the basis of race, color, creed, citizenship, gender, religion, marital status, age, national origin or ancestry, veteran status, physical or mental disability, medical condition including genetic characteristics, sexual orientation, family care status, sex or any other basis protected 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.

Policy Against Sexual Harassment

All employees should be able to work in an atmosphere free of sexual harassment. EFC will not condone or tolerate sexual harassment of any type by any employee. This policy applies to all employee actions and relationships, regardless of position or gender. EFC will promptly and thoroughly investigate any complaint of sexual harassment and take appropriate corrective action, if warranted.

Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexually suggestive nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of employment.

2.   Submission to or rejection of such conduct is used as the basis for personnel decisions, including but not limited to appraisals, promotion, salary increases, and termination.

3.   Such behavior has the purpose or effect of interfering with an individual's performance on the job or creating an intimidating, hostile or offensive working environment.

Each supervisor has the responsibility to maintain a work place free from any form of sexual harassment. Consequently, should supervisors become aware of any conduct which may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct.

Employees are expected to act in a positive and professional manner and to contribute to a productive work environment that is free from harassing or disruptive activity.

Prohibited conduct by anyone includes but is not limited to:

*   Sexual flirtations, touching, advances or propositions;
*   Verbal abuse of a sexual nature;
*   Graphic or suggestive comments about dress or body;
*   Sexually degrading words;
*   The display in the workplace of sexually suggestive or offensive objects or pictures.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

Any employee who has experienced or is aware of a situation, which is believed to be sexually harassing, has a responsibility to report the situation immediately to the individual's manager and/or to the appropriate human resource representative. A Sexual Harassment Complaint Form may be found at the end of the employee's handbook or obtained from your manager or the human resources representative. The human resource representative and the individual's manager will conduct an immediate investigation into the allegation(s) and determine whether the allegations have merit. A written report, including findings related to the allegations, will be completed. In all cases, when the allegation(s) is determined to be valid, appropriate remedial action will be taken immediately and may include disciplinary action up to and including termination.

If the alleged sexual harassment involves the employee's director or Supervisor, or if the employee is not satisfied with the outcome of the investigation, the employee should bring the matter to the attention of The Board of Directors.

All complaints of sexual harassment will be investigated promptly, objectively and as–confidentially as possible. Employees are required to cooperate in any investigation. Retaliation against any employee for filing a complaint or participating in an investigation is strictly prohibited and shall be cause for termination.

All matters regarding this policy will be treated with confidentiality and on a need-to-know basis.

If EFC determines that unlawful harassment has occurred, effective remedial action will be taken in accordance with the circumstances involved. Any employee determined by EFC to be responsible for unlawful harassment will be subject to appropriate disciplinary action, up to, and including termination. A representative of the organization will advise all parties concerned of the results of the investigation. EFC will not retaliate against you for filing a complaint and will not tolerate or permit retaliation by management, employees or co-workers.

EFC encourages all employees to report any incidents of harassment forbidden by this policy immediately so that complaints can be quickly and fairly resolved. You also should be aware that the Federal Equal Employment Opportunity Commission and the California Department of Fair Employment and Housing investigate and prosecute complaints of prohibited harassment in employment. If you think you have been harassed or that you have been retaliated against for resisting or complaining, you may file a complaint with the appropriate agency. The nearest office is listed in the telephone book.

Fraud Policy

The corporate fraud policy is established to facilitate the development of controls which will aid in the detection and prevention of fraud against Education for Change. This policy applies to any fraud or suspected fraud involving employees as well as consultants, vendors, contractors, outside agencies doing business with employees of such agencies, and/or any other parties with a business relationship with Education for Change (also called EFC). Management is responsible for the detection and prevention of fraud, misappropriations, and other inappropriate conduct. Fraud is the intentional false representation or concealment of a material fact for the purpose of inducing another to act upon it. Any fraud that is detected or suspected must be reported immediately.

If you suspect someone is committing fraud or unethical practices, you have a safe place to go with Fraud Alert. You can submit your alert by telephone (1888-372-3825), mail (PO Box 220, La Verne, CA 91750), or web site (1888FRUADALERT.com Code Alert220). The employee or complainant may remain anonymous.

Suspected improprieties concerning an employee's moral, ethical or behavioral conduct should be resolved by departmental management or Human Resources. If there is any question, contact the Human Resources Manager for direction. EFC officers treat all information received confidentially. The reporting individual should not attempt to personally conduct investigations or interviews related to any suspected fraudulent act.

Volunteers

 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, wishes to be involved in school activities or programs four (4) or more times during the school year.

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 polices 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:
   o Volunteers must check in with the Office Manager and/or main office. Office Manager will monitor volunteer hours using a "Sign-in and out binder".

- o Any volunteer who will be in schools and have significant and/or possibly unsupervised contact with students must be fingerprinted.

Fingerprinting and TB Test process:
- o Office Staff provides a fingerprint/TB test packet to the volunteer. Packets can be found at the Home Office.
- o Volunteer completes fingerprinting at the West Oakland location for appropriate billing
- o Return the at least one copy of the completed form to the Office Manager
- o Return the original TB test results to Office Manager
- o Office Manager maintains dated records for tracking purposes. For example, this may be a spreadsheet noting volunteer name, volunteer dates, TB test, and submission of fingerprints to EFC and DOJ results.
- o EFC – HR Manager informs Office Manager of results and maintains confidential records
- o EFC – HR Manager informs Principal of any updated DOJ information as it is available

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.

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 which 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 acknowledgement are in your employment materials and must be filed with the Home Office.

Student Files

Student files are kept under the supervision of the School Office Manager. All files are confidential and may not be removed from the locked file cabinet without the express consent of the Office 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 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 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 offensive, defamatory, obscene or harassing. EFC has software and systems in place that are capable of monitoring and recoding 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 PowerSchool, a 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 PowerSchool, 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 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 voice mail 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, against EFC policy or not in the best interests of EFC. 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 insure 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 e-mail 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 e-mail 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 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. The CEO must approve any information about EFC, its products or services, or other types of information that will appear in the electronic media about EFC before the information is placed on an electronic information source.

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 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 CEO.

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 ear pieces) of any type may not be used in the classroom during instructional time. 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. 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 at-will employment.

News Media Contacts

Employees may be approached for interviews or comments by the news media. Only individuals specifically designated by the CEO or Principal may comment on behalf of EFC to news reporters regarding matters such as EFC policy or events relevant to EFC.

Personal Property

EFC is not responsible for any loss or damage that occurs to employees' personal property which 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 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.

Solicitation and Distribution of Literature

In order to ensure 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 CEO.

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.

You are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. You 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 work station 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.

Like all citizens, 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 so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

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.

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, as well as of any of the personal property of its employees on School premises during work hours. An employee's consent to such a search is required as a condition of employment. By signing the acknowledgement of receipt of this Handbook, employees understand that they do not have a reasonable expectation of privacy with regards 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 at-will 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. EFC is not obligated, however, to continue to employ any person whose performance of essential job duties is impaired because of drug or alcohol use, nor is EFC obligated to re-employ any person

who has participated in treatment and/or rehabilitation if that person's job performance remains impaired as a result of dependency. 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 CEO 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 will provide a reasonable amount of break time to accommodate an employee desiring to express milk for her infant child. The break time, if possible, must run concurrently with rest and meal periods already provided to the employee. EFC will make reasonable efforts to provide a room or other respectful location for an employee to express milk in private. This location may be a private room, if applicable. EFC may not be able to provide additional break time if doing so would seriously disrupt operations. Please speak to the Human Resources Director for additional information.

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.	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 187-208 day work-year. School-Year staff typically does 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 runs from September to August.

11 Month Staff
11 Month Staff members typically work from 200-208 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 runs 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 as school-site custodians.

Payroll schedule and medical benefits runs 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 is those working for less than 90 days. Temporary staff is 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, and 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.

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. EFC has a teacher compensation system like that of traditional public 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.

Certificated employees (teachers only): compensation shall be determined based on the EFC Teacher Salary Schedule. Employees' annual salary will be based on verification of education and 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. Until Employee submits appropriate verification, employee will be paid at the equivalent of Step 1, Column 1.

- **Column and Step Movement (Teachers only)**

    Official transcripts must be submitted by October 1st for fall movement and February 1st for spring movement. EFC does not retroactively adjust salaries due to incomplete transcripts or receiving late documents. The EFC teacher salary schedule reflects compensation based on the number of semester units completed after the issuance of a Bachelor's Degree. One quarter unit is equal to 2/3 of a semester unit. Courses taken outside of a USA institution must state the amount of hours completed.

    EFC units for certain **preapproved** training can be earned at the rate of 1 unit per 15 hours of training. These units would be valid for EFC salary schedule purposes only.
    Completion of a program without hours specified will not be accepted for movement.

    o   Teachers hired between September and December will receive step increases during the fall.

    o   Teachers hired between January and March will receive step increases in February (Spring Semester).

    o   Teachers hired between March and June will not receive a step increase until one school year of teaching experience. Example: If you are hired May 15, 2007 you would not move a step until the fall of 2008.

    EFC does not reimburse for college course work taken during employment. Upper division courses to graduate maybe taken for column movement

- **Automatic Payroll Deposit**

    EFC requires automatic payroll deposit for all employees. Your paycheck will be deposited on or before the last business day of each month. To begin automatic payroll deposit, you must submit a direct deposit form and a cancelled check to the Home Office at least one (1) pay period before. The automatic deposit should begin with the second payroll following your submission of the cancelled check.

- **Payroll Advance**

  A payroll advance may be granted to any regular employee when circumstances defined as unforeseen, unplanned and unavoidable require a staff member to secure funds on short notice and the employee has exhausted all other reasonable sources of financial relief. An employee may request 1 pay advance in a 12 month period. Any additional pay advance requests must have CEO approval. Repayments must be made through payroll deductions.

Payroll Information

Paydays are generally scheduled on the last business day of each month. Your paycheck or pay stub 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 (including substitute teachers), as well as full-time employees performing approved extra duties, timesheets should be kept from the 16th day of the month to the 15th day of the following month. Timesheets should be submitted to your supervisor for approval no later than the 15th (your supervisor will forward your approved timesheet to the Home Office for processing). If the 15th falls on a weekend or holiday, timesheets should be submitted on the school day closest to the 15th. 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 your Human Resource Manager for submission to Home Office.

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 actual 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 in one calendar month of purchase.

EFC will reimburse employees for 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

EFC is committed to providing competitive benefits. The following benefits are currently provided to those employees meeting eligibility requirements (e.g., those employees classified as Full-Time and Part-time and working in excess of 32 hours per week). You are responsible for completing the necessary paperwork in a timely matter 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.

Health coverage runs consistently with your work term dates.

10 Month Employees: September – August
11 Month Employees: July – June
12 Month Employees: July – June

- **Medical Insurance**

   Kaiser Permanente and HealthNet are our current medical providers. Currently EFC only offers open enrollment in Kaiser Permanente. For the 2010-11 school year employees will pay 4% of the premium for Kaiser coverage and 6% for Healthnet coverage. In the 2011-12 school year employees will pay 10% of the premium for Kaiser coverage and 15% for Healthnet coverage. You will be given more information about the specific plans upon enrollment.

- **Dental Insurance**

   Dental benefits are provided by Delta Dental. For the 2010-11 school year employees will pay 4% of the premium. In the 2011-12 school year employees will pay 10% of the premium. You will be given more information about the specific plans upon enrollment.

- **Vision Insurance**

   Vision benefits are provided by Vision Service Plan (VSP). For the 2010-11 school year employees will pay 4% of the premium. In the 2011-12 school year employees will pay 10% of the premium. You will be given more information about the specific plans upon enrollment.

- **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. You will be given more information about the plan.

- **Disability Insurance**

   All employees participate in California State Disability Insurance. The state designated amount is deducted from your paycheck.

   You are eligible to enroll in disability insurance from Standard Insurance. This program is designed to assist with your income should you become partially or totally disabled and are unable to perform the essential functions of your job. Partial salary replacement begins after a 7-day waiting period for Short-Term Disability or a 90-day waiting period for Long-Term Disability. Please see the Summary Plan Description.

- **Life Insurance**

   Life Insurance from Hartford is payable up to $10,000 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

Depending upon the 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 staff is automatically enrolled in the Public Employee Retirement System ("PERS"). Teachers 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 STRS through a previous job must participate in STRS 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. However, membership in STRS becomes mandatory if a teacher works more than 60 hours in any month. Similarly, 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 which covers most California classified employees. Employees contribute 7% of their salary, and EFC contributes 10.707% 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 www.calpers.com.

  Accrued sick time from previous employers maybe 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 Human Resources Manager.

- **California State Teachers Retirement System**

  For eligible staff, EFC offers STRS, a "defined benefit" retirement plan which covers most California public school teachers. Employees contribute 8% of their salary, and EFC contributes 8.25% 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 maybe 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.

- **Voluntary Supplemental Retirement Plans – 403(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 $15,000 per year for each plan).

  A limited list of 403B carriers is available for viewing.

- **Social Security**

    EFC does not participate in federal Social Security for certificated staff members.

VI.	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 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.

Staff Feedback and Organization Participation

Employees (both classified and certificated) can volunteer to be a part of the EFC Leadership Council. The employees meet with the CEO once monthly and hear about new ideas and changes for the organization. This gives the CEO an opportunity to talk with employees directly about goals and concerns. It also gives employees an opportunity to express their opinions about issues and concerns and be part of problem solving within the organization.

Dine and Delve is another means for Home Office to employee communication link. Employees are invited to explore certain topics in depth and give suggestions for solutions and hear the thinking of the Home Office Team. **Please contact the Home Office if you need more information about Dine and Delve.**

Grade Level Chairpersons are appointed by the Principal to lead the grade level at each school and facilitate meetings. The Grade Level Chair meets regularly with the grade level team about math, language arts, ELD, school functions and reports to the Principal and Chief Academic Officer ("CAO"). The Grade Level Chair meets monthly with all the Grade Level Chairs at Date with Data. At this meeting, data is shared and a plan of action to improve instruction is developed and shared.

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 use 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 Certificated Evaluations

EFC is committed to working towards providing all students with a highly effective teacher. EFC is currently using Teaching As Leadership and Teach Like A Champion as important resources in this effort. We are purposely setting 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.

Formal evaluations for teachers will typically take place annually during a teacher's first two years, and then every other year or as needed (as determined by EFC in its sole discretion). Written evaluations of teachers will be completed by the Principal and be distributed during the final quarter of the academic year. New staff will be evaluated mid-year so that they can implement changes as needed and/or be reassured of their job effectiveness.

The Principal (or appropriate supervisor) will meet with the faculty member to discuss the evaluation. The person's self-assessment (if completed as a part of the process), as well as any informal observations or formal supervision notes created since the previous evaluation, shall be discussed during this meeting. Final evaluations will be placed in the person's personnel file. The person being evaluated may add additional comments for the file if desired.

Formal observations shall include a minimum of three (3) scheduled observations to occur during the cycle; scheduled observations will include pre and post conferences; the first pre-conference will include a review of procedures and documents; and a minimum of two (2) non-scheduled observations to occur during they cycle.

Formal evaluations may also include evaluator's informal observations, review of appropriate documentation or participation in collaboration and professional development activities.

Evaluation Cycle Dates

Full Evaluation Cycle

Fall	Two full observation cycles At least 1 non scheduled observation	December 9, 2011
Winter	One additional full observation cycle At least 1 non scheduled observation	January 27, 2012
	Completion of Midterm Teacher Performance Rubric	February 24, 2011
Spring	One additional full observation cycle At least 1 non scheduled observation	April 27, 2012
	Completion of Final Teacher Performance Rubric	June 1, 2012

Submit original observations to Home Office.

Formal Classified Evaluations

Formal evaluations for classified staff occur twice each year (once in the fall and once in the spring). The evaluation process is used to recognize high levels of performance and to help all employees continue to grow as professionals.

Fall Window: October 3 – December 16

Spring Window: April 2 – June 1

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 Manager. With reasonable advance notice, you may review your own personnel file in the School's offices and in the presence of the Human Resources Manager.

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 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 the Administration office of any status changes including
a)   Name
b)   Address
c)   Marital status
d)   Number of dependents
e)   Telephone number (home, work, 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

Since tax deductions, insurance benefits, and other administrative matters are often affected by changes in your personal status, it is very important that you notify the Home Office immediately in writing of any changes to your personal information, such as your name, address, telephone number, marital status, number of dependents, insurance beneficiaries, and names of persons to be notified in case of emergency.

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 is not possible to schedule a necessary appointment outside of regular hours, employees may use sick leave for medical appointments and request personal leave for other important appointments (i.e. court date or a residential emergency). Leave time is usually requested and used in half-day increments. Should you have a need for minimal amount of leave time during regular work hours your supervisor should be consulted to determine the best way to address the specific circumstances.

Staff must arrive at school, to class, and to meetings on time every day. We ask staff 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 with the Home Office.

Scheduled Holidays

EFC observes the following 12 holidays for all staff:

> New Year's Day
> Martin Luther King Jr.'s Birthday
> President's Day
> Cesar Chavez Day
> Memorial Day
> Independence Day
> Labor Day
> Veteran's Day
> Thanksgiving Day
> Friday after Thanksgiving Day
> Christmas Eve
> Christmas Day

When a holiday falls on a Saturday or Sunday it is usually observed on the preceding Friday or the following Monday. Specific holiday observance will be announced in advance. Holidays are not counted as part of the work year

Vacation Time (custodians only)

Vacation time for custodians is typically scheduled during the summer. At the supervisor's discretion a limited number of days maybe used at other times of the year. Any carryover of vacation days is not permissible without direct authorization from the CEO.

Personal Necessity Days

All full-time employees are entitled to up to five paid personal days off per year. Teachers hired mid-year are eligible for pro-rated personal leave. 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, 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.

Paid personal days will not be approved for the day before or after vacations (including the day before or after a three day weekend) nor on Staff Development Days. In addition, personal days may not be used consecutively when school is in session. Exceptions may be granted with principal's/supervisor's recommendation and final approval of the CEO. If a faculty or staff member wants to take a personal day on the day before or after a vacation, he/she may request an unpaid personal day. A request for an unpaid personal day will be considered on a case by case basis. Unused personal days for classified personnel will no longer be paid out at the end of the year.

Sick Leave

In order to help prevent employees' loss of earnings that may be caused by accident or illness, EFC provides paid sick leave to all employees. Sick leave also may be used by employees for the purpose of securing necessary medical treatment. All full-time employees who work a 10 month work calendar are entitled to ten (10) days paid sick leave per year, 11 month employees who work a 11 month calendar are entitled to eleven (11) days paid sick leave per year, and 12 month employees who work a 12 month calendar are entitled to twelve (12) days paid sick leave per year, granted at the beginning of the employment year. Temporary employees are not entitled to sick leave benefits. Staff working more than half-time is eligible for pro-rated sick leave. Teachers hired mid-year are eligible for pro-rated sick leave. Sick leave shall not be used for extending vacations or three day weekends.

Employees may use up to half of their annual grant of sick leave to attend to the illness of a child, parent, or spouse. However, such family-related sick leave usage is subject to all of the same conditions and restrictions which apply to each employee's use of earned sick leave for his or her own personal illness. For example, employees must give as much prior notice as possible of such need to be absent, are subject to the same verification of illness requirements, and are subject to termination for any falsification of information related to such family illness sick leave usage.

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.

EFC reserves the right to request verification from a health care provider for all absences due to illness or disability. Sick pay may be withheld if a satisfactory verification is not provided by the employee.

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.

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.

Workers' Compensation/Industrial Illness Leave

EFC maintains a workers' compensation insurance policy for the benefit of all EFC employees with Star Insurance Company/MidWest Insurance. This policy provides compensation for lost wages and medical expenses resulting from an on-the-job injury. It covers work-related injuries 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 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 total 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 vacation 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

EFC complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), and all applicable state and local laws regarding staff leave. Eligible employees may take up to 12 weeks of unpaid job-protected leave in any 12-month period for specified family and medical reasons. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

To be eligible for FMLA/CFRA leave, the employee must have been employed by EFC for at least 12 months and must have worked at least 1,250 hours preceding commencement of the FMLA leave.

Events That May Entitle An Employee To FMLA Leave

- 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 12 months after the birth, adoption, or placement. If both parents are employed by EFC, they will be entitled to a combined total of 12 weeks of leave for this purpose.

- 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's separate pregnancy disability policy).

- To care for a spouse, domestic partner, child, or parent with a serious health condition.

  A "serious health condition" is an illness, injury, impairment, or physical or mental condition that involves: (1) inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care; or (2) continuing treatment by a health care provider.

- Leave due to the "active duty of a family member," which is leave due to a "qualifying exigency" arising out of the fact that the employee's spouse, domestic partner, child or parent is on active duty or has been notified of an impending call or order to active duty in the Armed Forces in support of a contingency operation;

- For service member family leave, which is leave taken by an employee to care for an injured "covered service member" when the employee is the spouse, domestic partner, child, parent or next of kin of that service member.

Pay During FMLA Leave

- Family care and medical leave is unpaid; except to the extent that paid sick leave is substituted for family care or medical leave. An employee on FMLA leave because of his or her own serious health condition must use all accrued paid sick leave and may use any or all accrued paid vacation time at the beginning of any otherwise unpaid FMLA leave period. An employee on FMLA leave for child care

or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued paid vacation at the beginning of any otherwise unpaid FMLA leave.

All other FMLA leaves are unpaid leaves.

The receipt of vacation pay, sick leave pay, or State Disability Insurance benefits will not extend the length of the FMLA leave. Vacation pay and sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

Health Benefits

The provisions of EFC's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA 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 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 FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he or she had when the leave commenced.

Medical Certifications

1.   An employee requesting FMLA leave because of his or her own or a relative's serious health condition must provide medical certification from the appropriate health care provider [on a form supplied by EFC]. Failure to provide the required certification in a timely manner (within 15 days of the leave request) may result in denial of the leave request until such certification is provided.

2.   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.

3.   Recertifications are required if leave is sought after 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 Leave

1.   An employee should request FMLA leave by completing a Request for Leave form and submitting it to the [Executive Director]. An employee asking for a Request for Leave form will be given a copy of EFC's then-current FMLA leave policy.

2.   Employees should provide not less than 30 days' notice or such shorter notice as is practicable, for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA 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 leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, 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 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 weeks, except that EFC will grant a request for FMLA leave for this purpose of at least one day but less than two weeks' duration on any two 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 he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

7.   [In most cases, EFC will respond to a FMLA leave request within two days of acquiring knowledge that the leave is being taken for an FMLA-qualifying reason and, in any event, within 10 days of receiving the request]. If an FMLA leave request is granted, EFC will notify the employee in writing that the leave will be counted against the employee's FMLA 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 leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to EFC's operations) 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 leave.

2.   When a request for FMLA leave is granted to an employee (other than a "key" 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 leave taken because of his or her own serious health condition, the employee must obtain a certification from his or her health care provider that he or she is 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. If accommodation cannot be made, the employee will be medically separated from EFC.

Limitations on Reinstatement

1.   EFC may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to EFC's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of EFC's employees within 75 miles of the employee's worksite.

2. A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a "key" employee and the potential consequences with respect to reinstatement and maintenance of health benefits if EFC determines that substantial and grievous injury to EFC's operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, EFC will notify the "key" employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause EFC to suffer substantial and grievous injury. If EFC realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

- Employment During Leave

An employee on FMLA 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 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 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 not count against the leave which may be available as Family Care and Medical Leave.

- 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 vacation time at the beginning of any otherwise unpaid leave period.

2.   The receipt of vacation pay, sick leave pay, or state disability insurance benefits will not extend the length of pregnancy disability leave.

3.   Vacation pay and sick pay accrues 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 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 completing a Request for Leave form and submitting it to her supervisor. An employee asking for a Request for Leave form will be referred to EFC's current pregnancy disability leave policy.

2.   Employee 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.

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 vacation, you may apply one (1) week to the otherwise unpaid waiting period. You may apply accrued but unused sick leave but are not required to do so.

Subject to the terms, conditions, and limitations of the applicable plans, health insurance benefits will be provided until the first of the month following the first full month of leave. After that time, you will become responsible for the full costs of these benefits if you wish coverage to continue. When you return from Paid Family Leave, benefits will again be provided according to the applicable plans.

Bereavement Leave

Bereavement leave of up to three (3) days with pay will be granted to regular employees, upon request and approval by the Human Resources Manager, in the event of a death of the employee's spouse, child, parent, parent-in-law, grandparent, grandparent-in-law, granddaughter, grandson, daughter-in-law, son-in-law, stepparent, domestic partner, brother, sister, brother-in-law, sister-in-law, stepchild, or domestic partner's child, and any relative living in the household of the employee or domestic partner. If you must travel to another state, up to (5) days will be granted upon request and approval. Personal days or non-scheduled days may be used in the event of a death of others not listed.

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 day care activities. EFC may require proof of your participation in these activities. You may use accrued vacation or unpaid time off for this purpose. Please provide reasonable notice to your supervisor before taking time off for schoolchildren.

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 vacation or granted sick leave or time without pay. When possible, give your supervisor reasonable notice.

Bone Marrow and Organ Donation Leave

Organ donation: A leave not exceeding 30 days to an employee who is an organ donor in any one-year period, for the purpose of donating his/her organ to another person.

Bone marrow donation: A leave not exceeding 5 days to an employee who is a bone marrow donor in any one-year period, for the purpose of donating his/her bone marrow to another person.

Jury and Witness Duty

Staff should notify their supervisor and the Home Office upon receipt of a jury summons. In order to maximize student education and school efficiency, staff must, whenever possible, request and use options such as on-call status or postponement to school vacation times such as summer. Staff is also expected to report to work as soon as the court releases them each day if there are any work hours left in the school day. EFC permits you to take the necessary time off and wishes to help you avoid any financial loss because of such service. Except as otherwise required by law, EFC will continue your salary or pay during jury service for a maximum of five business days. Beyond five days, non-exempt employees will serve jury duty on an unpaid basis and exempt employees will be paid for any week in which they do any work.

Staff required by law to appear in court as a witness may take personal days or unpaid days for such purpose. EFC requests that advance arrangements be made with their supervisor and the Home Office, and any necessary substitute plans are taken care of. Please submit a copy of your jury service verification to Home Office.

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 the 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.

VIII.	DISCIPLINE AND TERMINATION

Discipline and Rules of Conduct

Rules of Conduct

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. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1.   Insubordination - refusing to perform a task or duty assigned or act 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. Dishonesty.

Separation of Employment

- ### Termination Documentation

  EFC shall attempt to provide written notice to employees regarding release from at-will employment.

- ### Exit Interview

  Employees who leave EFC for any reason, including at the end of a contract year, may be asked to participate in an exit interview. This interview is intended to permit terminating employees the opportunity to communicate their views regarding their work with EFC. At the time of the exit interview or before, the employee is expected to return all EFC-furnished property, such as keys, computer equipment and ID cards.

  During the exit interview, you can provide your reasons for leaving, other impressions, and insights into areas for improvement that the EFC can make. Certain information may be considered confidential. An exit interview will be scheduled with the Human Resources Director.

- ### 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.

IX.	COMPLAINTS AGAINST PERSONNEL

Resolution Support

All EFC faculty and staff are expected to work to create a positive atmosphere. This means that each of us must attempt to resolve issues of concern directly and in a supportive manner. The following resolution process is designed to have issues of concern resolved and to have successful faculty and staff. Please note that this policy does not apply to: (1) personnel actions; (2) complaints of harassment or discrimination, which are governed separately by the Anti-Harassment Policy included in this Handbook; or (3) other situations requiring immediate response as determined in EFC's sole discretion. A Home Office designee (designated by the CEO) will act as the point person in the resolution process. The resolution process is:

1.   Go to the source. This means going directly to the person with whom you have an issue or concern if you are comfortable doing so. Ask clarifying questions and attempt to resolve the issue. If this first step is not successful, then proceed to the next step of the resolution process.

2.   Document your efforts and consider using a voluntary resolution team. The team will be comprised of the peer coaching teams when they are implemented, and/or a team of several teachers chosen by the person being supported by the resolution process if the peer coaching teams are not yet implemented. All discussions should be treated as private and confidential, and should not be discussed by members of the Resolution Team with others outside of the team, except for discussion as needed with the Principal, Home Office designee, and other members of the Home Office dealing with personnel issues.

The Voluntary Resolution Team. This is a voluntary step in the process and, if the person involved does not wish to share the issues of concern with the members of a Resolution Team, the person may proceed directly to Step #3, below. If the person involved wishes to proceed with this step, the peer coaching team should be consulted to determine if all concerned want to form a Resolution Team. If three or more people from the peer coaching team wish to be involved, they will form a resolution team. If there are not three or more people who wish to do so, the peer coaching team (with the consent of the person involved) will find three other people to form a Resolution Team. In no event will a member of the Resolution Team be the subject of the complaint. Once formed, the Resolution Team will develop goals, a plan and a timeline with the person involved. This process will be documented by the Resolution Team and a copy will be provided to the Principal. If this second step is not successful, then proceed to the next step of the resolution process.

3.   Use an Administrative Team. In this step, either the person involved goes directly to the Administrative Team after Step #1, or the Resolution Team described in Step #2 transfers responsibility and documentation to an Administrative Team (including the Principal and possibly the Vice Principal and a Home Office designee). This team will follow the same process of developing goals, a plan and a timeline with the faculty or staff member involved. This process will be documented by the Administrative Team and a copy will be provided to the Home Office designee. If this third step is not successful, then proceed to the next step of the resolution process.

4.   The Principal may need to take action. The Principal, with possibly the Vice Principal and/or Home Office designee, will meet with the staff member to give him/her a chance to present his or her position. The staff member may have a colleague present if desired at the time of the presentation, although all matters discussed and involved are private and confidential, and should not in any case be shared further. After consultation with the Home Office designee, the Principal will make a recommendation to the CEO, up to and including release from at-will employment with EFC.

NOTE: Because the Principal and Vice Principal are involved in the last two steps of the intervention process, there is a similar but slightly different process when these employees are the subjects of the complaint. The Home Office will use a similar process.

The process for issues involving the Principal is as follows.

1.   Go to the source (Principal) for attempted resolution.

2.   Contact the supervisor at the Home Office or CEO. The supervisor or CEO will decide, much like the faculty and staff process, whether to create a voluntary Resolution Team.

3.   If this effort is unsuccessful, or if the person involved does not want a voluntary Resolution Team, the supervisor or CEO will consider further action.

The process for the Vice Principal is similar.

1.   Go to the source (VP) for attempted resolution.

2.   Contact the Principal if this is unsuccessful.   The Principal will decide, much like the faculty and staff process, whether to create a voluntary Resolution Team.

3.   If this is unsuccessful, the Principal will consider further action with the Home Office, and make a final decision.

The same is true if there is an issue with a person from the Home Office.

1.   Go to the source and, only if the matter remains unresolved, go to the supervisor.

2.   In the case of the CEO, after going to the source (CEO), contact the Chair of the Board of Trustees.

Note: This resolution process does not change any EFC employee's employment status. Nor does it guarantee any rights or process prior to a disciplinary decision or release from at-will employment.

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 CEO, 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.

X.   EMPLOYEE ACKNOWLEDGEMENT

PLEASE READ THE EFC EMPLOYEE HANDBOOK AND FILL OUT AND RETURN THIS PORTION TO YOUR PRINCIPAL OR SUPERVISOR WITHIN ONE WEEK OF RECEIVING THE HANDBOOK. This Acknowledgement will be placed in the employee's personnel file.

Employee Name: _____

I acknowledge that I have received and read a copy of the EFC Employee Handbook. I agree to abide by the rules, policies, expectations and standards set forth in the handbook. I also agree to the following EFC policies regarding: anti-harassment, discrimination policy, child abuse reporting, alcohol and drug abuse, and technology use.

I understand that my employment with EFC is not for a specified period of time and EFC can terminate me without cause or notice by providing me with a notice of termination and paying me the remainder of my salary for the term of my work agreement or the equivalent of salary representative of one twelfth of my annual salary, whichever is less. I further understand that EFC can terminate me with cause at anytime upon EFC providing me a written statement of the grounds of termination. I know that this at-will relationship can only be modified in writing signed by the CEO of EFC, and that no other supervisor, manager, or other employee can alter the foregoing.

I also understand that my employment agreement with EFC can be terminated anytime by mutual consent for any reason by written agreement with the EFC Board. EFC reserves the right to revise, delete, and/or add to the provisions of this Employee Handbook. All such changes must be in writing.

Finally, I understand that the foregoing agreement is the sole and entire agreement between me and EFC concerning the duration of my employment, the circumstances under which my employment may be terminated, and the circumstances under which the terms and conditions of my employment may change. I further understand that this agreement supersedes any and all prior agreements, understandings, and/or representations concerning these topics.

Date: _____-

Signed: _____

APPENDIX A

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 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 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: _____

MIDTERM

	Name of Evaluator		Name of Evaluated	

OVERALL
PROFICIENCY
LEVEL

	Date		Date	

FINAL

	Name of Evaluator		Name of Evaluated	

OVERALL
PROFICIENCY
LEVEL

	Date		Date	

RATINGS:

EXCEEDS STANDARDS

This rating indicates that the standard of performance consistently is at the highest level and/or exceeds what is outlined by the quality descriptors which are listed under each area of review. At this level, performance consistently reflects the quality which should be used as a model for others and instructional practice is completely in line with the EFC instructional model. At this level a teacher should be able to provide domain and pedagogical professional development in reading or math, if not both. The kind of teacher highlighted in Teaching as Leadership would be rated as advanced.

MEETS STANDARD

This rating indicates that the standard of performance consistently meets the quality descriptors which are listed under each area of review. At this level, instructional practice is clearly in line with the EFC instructional model. This level of performance indicates a standard that could benefit from coaching, but should not require coaching to deliver comprehensive consistent high quality instruction. In addition, a rating of proficient in English Language Arts indicates that the teacher is skilled at providing effective targeted whole and small group instruction supporting the reading process. An overall all proficiency rating also indicates that the teacher effectively engages students, effectively manages student behavior and maximizes the use of all instructional time. Is clearly prepared to produce grade level achievement.

APPROACHING STANDARDS

A rating of developing is the generally expected rating for beginning (first three years) teachers. This rating indicates that the standard of performance is approaching that which is outlined by the quality descriptors which are listed under each area of review. At this level of performance, practice needs to be refined in some area(s). There is a clear commitment to refinement of practice and deeper implementation of the EFC instructional model. More experienced teachers who have not advanced to a rating of 3 or higher should be given very specific feedback in the form of an improvement plan.

DOES NOT MEET STANDARDS

This rating indicates a standard of performance far from approaching what is outlined by the quality descriptors which are listed under each area of review. At this level, intense support is needed to support improvement of performance and/or commitment to the EFC instructional model.

AREA OF PROFICIENCY	MIDTERM REVIEW	FINAL REVIEW
Language Arts	**RATING:** ☐	**RATING:** ☐

OCR
Teacher is effectively implementing the instructional program
Follows lesson planner and pacing guide
Uses routines and procedures
Teaching understands interrelationship between the reading process and the OCR as a tool to support the process.
Instructional goals are evident and instruction consistently supports those goals
Workshop implementation supports program goals and differentiates instruction based on student need.
Assessment results are used to differentiate instruction
The sections of OCR are delivered in the suggested time range

ELD
Teacher provides appropriate instruction in which specific language structures are taught
Instruction addresses listening, speaking, reading and writing
Differentiated language structures are taught
Instruction effectively supports learning in other core subject areas

Math	**RATING:** ☐	**RATING:** ☐

Teacher follows structure of the EFC program with appropriate use of TM's and routines and procedures and lesson enhancements
Follows lesson planner and pacing guide
Uses routines and procedures
Instructional goals are evident and instruction consistently supports those goals
Workshop implementation supports program goals and differentiates instruction based on student need
Assessment results are used to differentiate instruction
Instruction is fluent

Social Studies	Teacher provides appropriate instruction.	RATING: ☐	RATING: ☐
Management and Engagement	High expectations are set and systematically reinforced There is clarity in the system to manage student behavior Teacher is comfortable setting limits in classroom Teacher models appropriate interactions with students Expectation and techniques: Goal 100%	RATING: ☐	RATING: ☐

Mid-term Comments:

_____

_____

_____

_____

_____

Final Comments:

_____

_____

_____

_____

_____

Professionalism and EFC Norms

Demonstrates high level of professionalism
- Strives to be positive and self-reflective
- Provides productive feedback
- Sets high standard for self, focused on effectiveness not minimum requirements
- Proactive problem-solver focused on solutions
- Consistently punctual
- Meets deadlines and adheres to timelines
- High degree of focused "on-task" behavior

Attendance
- Goal: 98%

Professional Development
- High Level of Engagement
- Content is reflected in practice/Observables

Collaboration
- Teacher is a team supporter and leader
- Always shares responsibility for group effectiveness and success
- Seeks to share load and maintain curriculum focus
- Always works collaboratively and is driven by student need
- Focused on how grade level and organization as a whole can be most successful

Accuracy of Reporting of Student Progress
- Report cards, including comments are accurate, consistent and aligned

Mid-term Comments:

_____

_____

_____

_____

_____

Final Comments:

_____

_____

_____

_____

_____

MIDTERM

| | Name of Evaluator | | | Name of Evaluated | |

OVERALL PROFICIENCY LEVEL

_____

| | Date | | | Date | |

FINAL

| | Name of Evaluator | | | Name of Evaluated | |

OVERALL PROFICIENCY LEVEL

_____

| | Date | | | Date | |

RATINGS:

EXCEEDS STANDARDS

This rating indicates that the standard of performance consistently is at the highest level and/or exceeds what is outlined by the quality descriptors which are listed under each area of review. At this level, performance consistently reflects the quality which should be used as a model for others and instructional practice is completely in line with the EFC instructional model. At this level a teacher should be able to provide domain and pedagogical professional development in reading or math, if not both. The kind of teacher highlighted in Teaching as Leadership would be rated as advanced.

MEETS STANDARD

This rating indicates that the standard of performance consistently meets the quality descriptors which are listed under each area of review. At this level, instructional practice is clearly in line with the EFC instructional model. This level of performance indicates a standard that could benefit from coaching, but should not require coaching to deliver comprehensive consistent high quality instruction. In addition, a rating of proficient in English Language Arts indicates that the teacher is skilled at providing effective targeted whole and small group instruction supporting the reading process. An overall all proficiency rating also indicates that the teacher effectively engages students, effectively manages student behavior and maximizes the use of all instructional time. Is clearly prepared to produce grade level achievement.

APPROACHING STANDARDS

A rating of developing is the generally expected rating for beginning (first three years) teachers. This rating indicates that the standard of performance is approaching that which is outlined by the quality descriptors which are listed under each area of review. At this level of performance, practice needs to be refined in some area(s). There is a clear commitment to refinement of practice and deeper implementation of the EFC instructional model. More experienced teachers who have not advanced to a rating of 3 or higher should be given very specific feedback in the form of an improvement plan.

DOES NOT MEET STANDARDS

This rating indicates a standard of performance far from approaching what is outlined by the quality descriptors which are listed under each area of review. At this level, intense support is needed to support improvement of performance and/or commitment to the EFC instructional model.

Evaluatee: _____

Evaluator: _____

Evaluation period: □ Mid-year
                       □ End of year
                       □ Other:_____

PERFORMANCE APPRAISAL OVERVIEW:

Performance appraisals are designed to improve performance, improve communication, give recognition for work well done, and promote an accountability model for organization's goals. Employees will be evaluated in terms of the overall performance based upon prescribed areas of responsibility (job requirements), competencies required for the job, and attainment towards individual goals.

In this document, the individual being evaluated is referred to as the "employee" or the "evaluatee." The individual conducting the evaluation is referred to as the "manager" or the "evaluator."

Employees will be formally evaluated once every year. The review period is July 1st through June 30th.

TIMELINE:

By the 1st Friday in September
The evaluatee develops 3 to 5 individual goals and objectives and sets 3, 6, and/or 10-month targets.

By the 2nd Friday in September
The evaluator approves the evaluatee's goals, objectives, and targets. Both evaluator and evaluatee sign off on agreed goals, objectives, and targets using the Goals and Key Objectives form.

Ongoing throughout year, as often as necessary
The evaluatee documents progress towards stated goals and targets. Evaluator may also provide feedback on evaluatee's progress towards stated goals and targets.

No later than the 4th Friday in January
- Mid-year assessments are completed. The evaluator evaluates the employee using the Performance Appraisal worksheet and completes the Summary Appraisal Rating form for mid-year assessments.

Note that mid-year assessments are required for:
- employees new to a position
- employees new to EFCPS
- employees who may be expected to receive a rating of "unsatisfactory: below expectations"
- employees who received a rating of "unsatisfactory: below expectations" in one or more competency areas during the previous evaluation period

After joint review, the evaluator and evaluatee should sign the interim Summary Appraisal Rating form. The evaluator submits the Summary Appraisal Rating form to the Human Resources department.

Note that additional interim assessments may be conducted as the evaluator sees appropriate. A Summary Appraisal Rating form should accompany any interim assessments. These forms should be signed by both the evaluator and evaluatee, and a copy submitted to Human Resources.

By June 15th
Evaluatee completes self-evaluation towards his / her stated goals and targets on the Goals and Key Objectives form.

Evaluator completes Performance Appraisal worksheet and End of Year Summary Appraisal Rating form. After joint review, the End of Year Summary Appraisal Rating form is signed by both the evaluator and evaluatee.

By June 30th
Performance Appraisal worksheet and End of Year Summary Appraisal Rating forms are returned to the Human Resources department by June 30th. The completed Performance Appraisal sign-off form should also be turned in as well. The evaluatee and evaluator should also keep copies of these documents.

RATING SCALE:
The evaluator should consider quality, quantity, and preponderance of evidence when providing a rating for each competency area. Not all duties within a competency area may be applicable to all positions.

Evaluatee: _____

Evaluator: _____

Evaluation period: □ Mid-year
□ End of year
□ Other:_____

Exceeds expectations: Performance is consistently of the highest quality and exceeds requirements in the job description or in the particular area noted. Performance is highly effective and efficient, and results are apparent.

Meets expectations: Performance consistently meets all requirements in the job description or in the particular area noted.

Approaching expectations: Performance inconsistently meets all requirements in the job description or in the particular area. An employee rated "approaching expectations" are often new to a position and are still forming the knowledge and skills to be fully functional in the position. This should be viewed as a developmental category.

Unsatisfactory, below expectations: Performance is unacceptable and does not meet requirements in job description or in specific areas noted. Performance is of poor quality or is ineffective. An employee receiving an unsatisfactory rating is required to be evaluated during the next review cycle. An Improvement Plan is to be generated for any area rated unsatisfactory.

Not applicable (N/A): In using this form, you may mark "not applicable" or "N/A" if a subcategory is not relevant. Because this performance evaluation form applies to all principals, most competencies should be applicable. Still, we recognize some of the subcategories may not be applicable.

FURTHER INSTRUCTIONS:
Performance Appraisal Sign-off Form (page 4): As required steps are completed in the performance evaluation process, the evaluator and evaluatee should sign off on the performance appraisal process. The completion dates should also be documented. This completed form should be sent to the Human Resources department at the end of the evaluation cycle in June.
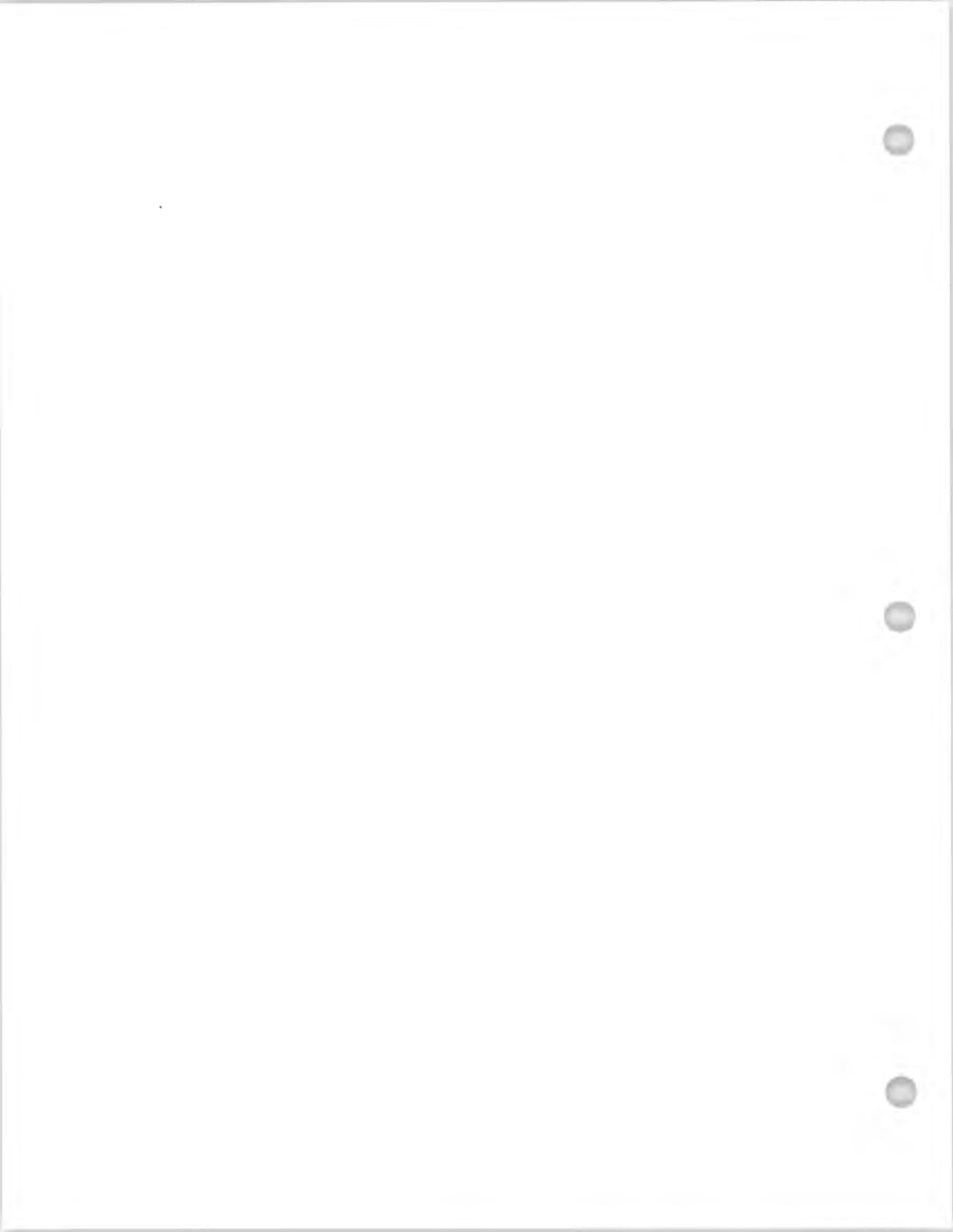
Evaluatee: _____

Evaluator: _____

Evaluation period: □ Mid-year
□ End of year
□ Other:_____

Goals and Key Objectives Form (page 5): The evaluatee sets goals and targets, regularly documents his/her progress on goals and targets and at the end of the year, summarizes and provides evidence of achievement towards stated goals and targets. The evaluator can use this documentation as evidence when considering how to rate the employee on the various competency areas.

Performance Appraisal Worksheet (pages 6-10): This document serves as a tool for the evaluator's reflection. The evaluator selects the rating appropriate for the employee for each duty within a competency area. Note that some duties may not be applicable to this employee; the evaluator may mark "not applicable" or "N/A" in that row. Conversely, the duties listed serve as guidelines but may not be comprehensive of all that is required in that competency area for a given position.

Based on one's ratings for each of these duties, the evaluator will then provide an overall summary rating for that competency area. This is a holistic overall rating for the competency area.

Additionally, the evaluator is required to document evidence of the rating. The evaluator's own notes and observations of the employee's attainment towards individual goals as well as the employee's documentation of his/her progress may serve as evidence.

Mid-Year Assessment and End of Year Summary Appraisal Forms (pages 11-12): The evaluator completes the Mid-Year and End of Year Summary Appraisal forms by transferring the ratings from the Performance Appraisal worksheets. The evaluator should then give a holistic overall summary rating for the employee.

A justification must be provided for this overall rating. When providing an overall rating of "unsatisfactory, below expectations" or "approaching expectations," the evaluator must document and discuss with the employee next steps for improving performance.

The Mid-Year Assessment and Final Summary Appraisal forms should be sent to Human Resources for placement in the employee personnel file.

EDUCAT O OR CHANGE
PRINCIPAL EVALUATION

Evaluatee: _____

Evaluator: _____

Evaluation period: □ Mid-year
                    □ End of year
                    □ Other:_____

PERFORMANCE APPRAISAL SIGN-OFF FORM

Timeline	Objective	Signature – Evaluatee	Signature – Evaluator	Date completed
By 1st Friday in September	I. Evaluatee completes Goals and Key Objectives form	_____	_____	____/____/____
By 2nd Friday in September	III. Evaluatee and evaluator meet to discuss Goals and Key Objectives and Targets. Evaluator signs off on evaluatee's Goals and Key Objectives for the year.	□ Evaluatee- evaluator conference _____	□ Evaluatee- evaluator conference _____ OUTCOME: □ Approved □ Suggested modifications – attach written modifications □If no agreement can be reached, attach written response of evaluator	____/____/____
By 4th Friday in January	VI. Mid Year Assessment completed	_____	_____	____/____/____
By 15th of June	VII. End of Year Appraisal completed Improvement Suggestions attached (if applicable)	_____	_____	____/____/____

Evaluatee: _____

Evaluator: _____

Evaluation period: ☐ Mid-year
                           ☐ End of year
                           ☐ Other:_____

GOALS + KEY OBJECTIVES FORM (sample)
Individual goal setting and priorities for personal professional development
Please indicate key goals and corresponding actions. Choose 3-5 goals. Attach additional sheets if necessary.

Individual goals and objectives aligned with organizational goals	Personal professional development goals	Specific action steps + Measurement of achievement	Achievements for evaluation period
What will you achieve over the course of this evaluation period? What projects and workstreams do you have planned and how do they align with EFC's goals? How will you contribute to your school's goals? How will you contribute to the organization's goals?	Consider how you want to develop professionally, which may include growth in the following competency areas: -	When you are working towards these goals, how will they be reflected in your day to day work? How will your achievements be measured?	What gains have you made on the goals you set for yourself? What examples from your work can you use to document the progress?
School-wide targets 3 months	**School-wide targets 6 months**	**School-wide targets 10 months**	**Achievements for evaluation period**
	-		

Employee signature:_____   Date: _____

Evaluator signature: _____   Date: _____

Evaluatee: _____

Evaluator: _____

Evaluation period: ☐ Mid-year
                               ☐ End of year
                               ☐ Other:_____

PERFORMANCE APPRAISAL WORKSHEET

ORGANIZATIONAL VISION AND PLANNING FOR INCREASED STUDENT ACHIEVEMENT
Leads the development of a shared vision of academic excellence and sustains focus on student outcomes.

Exceeds Expectations	Meets Expectations	Approaching Expectations	Unsatisfactory: Below Expectations
☐ Inspires a shared vision that motivates staff to achieve academic priorities. Develops shared expectations, ownership, and responsibility for the school.	☐ Holds a shares vision with staff about academic priorities. Develops shared expectations, ownership, and responsibility for the school.	☐ Attempts to motivate and encourage others and sometimes communicates beliefs.	☐ Allows an isolated, individualistic environment. Does not communicate beliefs or may send mixed messages about beliefs and priorities.
☐ Consistently demonstrates commitment to high expectations and equity in students' opportunities to learn an academically rigorous curriculum. Behaviors and programs align to high expectations and equity.	☐ Consistently demonstrates commitment to high expectations and equity in students' opportunities to learn an academically rigorous curriculum.	☐ Can articulate a commitment to high expectations and equity in students' opportunities to learn an academically rigorous curriculum but doesn't always demonstrate that commitment.	☐ Doesn't clearly articulate core beliefs and values, or demonstrates a belief that some students can't learn at high levels.
☐ Unwavering commitment to and belief in high expectations for student achievement.	☐ Consistently articulates and demonstrates a commitment to high expectations for student achievement as a cornerstone.	☐ Often articulates and sometimes demonstrates a commitment to high expectations for student achievement.	☐ Doesn't articulate or demonstrate high expectations for student achievement for all students.
☐ Develops staff to lead and constantly engage in cycles of inquiry in order to make decisions aligned to the priorities and goals in the Site Plan.	☐ Leads and uses a variety of key data strategically and continuously to engage staff in cycles of inquiry and to make decisions aligned to the priorities and goals in the Site Plan.	☐ Implements an ongoing cycle of inquiry in an attempt to meet organization and school Site Plan goals but doesn't always use data strategically to prioritize decisions.	☐ Uses data sporadically, may feel overwhelmed by data (analysis paralysis); does not effectively communicate key data to staff, students or community. Site Plan goals and objectives are not based upon achievement gap data analysis.
☐ Recognizes and probes for causes of achievement gaps and develops different, effective strategies to address them.	☐ Recognizes and probes for causes of achievement gaps. Develops targeted but limited strategies.	☐ Recognizes achievement gaps but may focus on one gap and ignore another	☐ May recognize achievement gaps but does not implement strategies to close the gaps.
☐ Among peers, is regarded as an expert in culturally appropriate teaching strategies due to their innovative instructional programs that are able to address the needs and strengths of diverse learning modalities.	☐ Promotes and supports the use of culturally appropriate teaching strategies; develops an instructional program that addresses the needs and strengths of diverse learning modalities.	☐ Believes the use of culturally appropriate teaching strategies and strategies that address diverse learning modalities are important but has not developed a comprehensive program to address.	☐ Overlooks cultural diversity and diverse learning modalities as factors in student performance.
☐ Implements and sustains systems, structures, rituals and routines that consistently support teaching and learning, site/organization core values and goals. Broad communication and buy-in to these systems, structures, etc by staff, students, and parents.	☐ Implements and sustains systems, structures, rituals and routines that consistently support teaching and learning, site/organization core values and goals.	☐ Implements and sustains systems, structures, rituals and routines that usually support teaching and learning, site/organization core values and goals.	☐ Implements few systems, rituals or routines, or they may not support teaching and learning, site/organization core values and goals.
Overall Score for Organizational Vision and Planning:			
☐ **EXCEEDS EXPECTATIONS**	☐ **MEETS EXPECTATIONS**	☐ **APPROACHING EXPECTATIONS**	☐ **UNSATISFACTORY: BELOW EXPECTATIONS**
Provide evidence for your rating. Consider the work / achievements of the employee over the period for which the employee is being evaluated. Also, use this space for additional comments.			

EDUCAT ⬤ **OR CHANGE**
PRINCIPAL EVALUATION
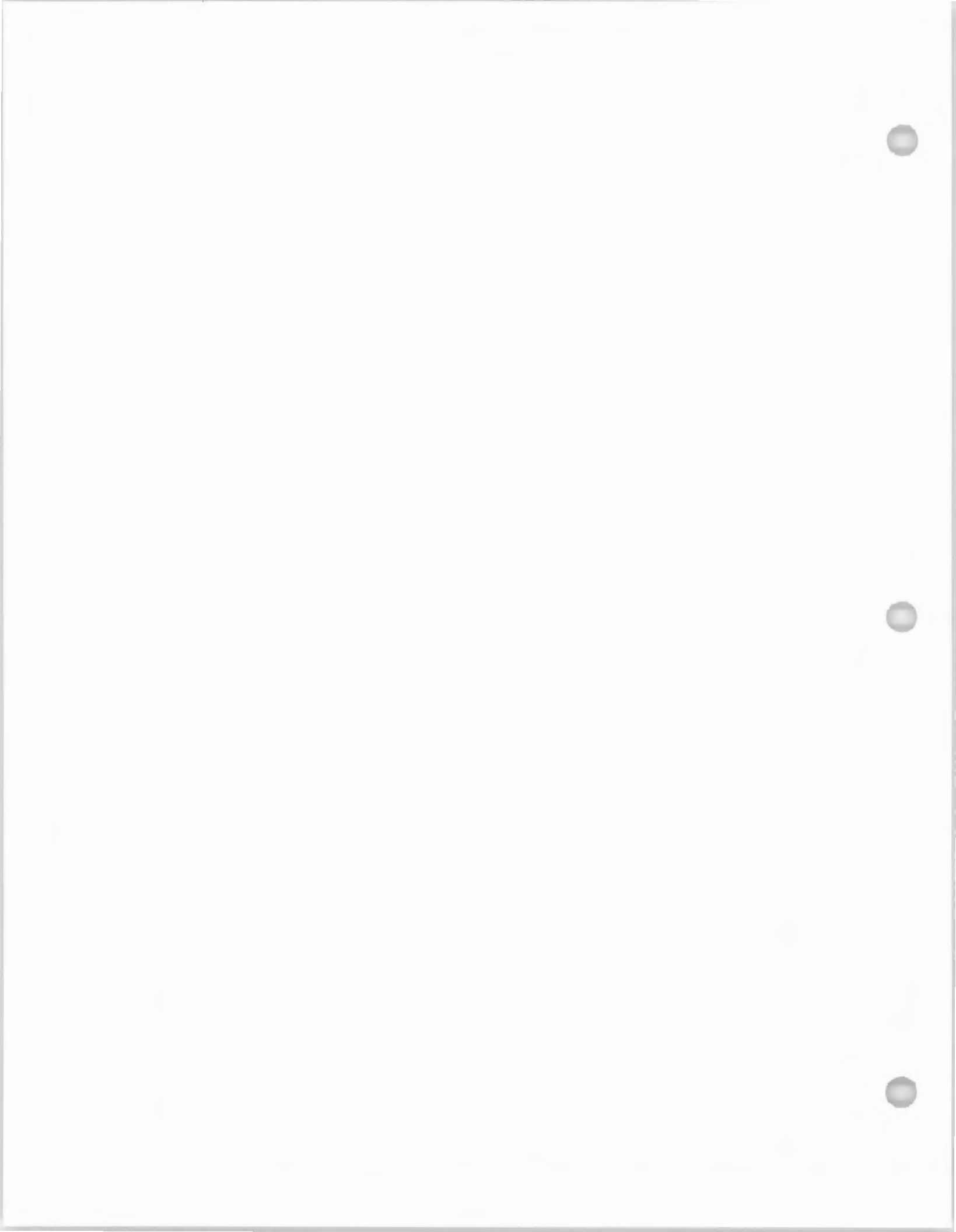
Evaluatee: _____

Evaluator: _____

Evaluation period: ☐ Mid-year
☐ End of year
☐ Other:_____

PERFORMANCE APPRAISAL WORKSHEET

INSTRUCTIONAL PROGRAM MANAGEMENT Manages instructional programs to drive student achievement			
Exceeds Expectations	**Meets Expectations**	**Approaching Expectations**	**Unsatisfactory: Below Expectations**
☐ Demonstrates consistent commitment to curricular improvement by implementing innovative, research-based instructional programs in collaboration with network and service providers.	☐ Strong commitment to curricular improvement. Demonstrated willingness to collaborate with network and service providers.	☐ Articulates, but may not consistently demonstrate commitment to the improvement of curricula and instructional programs in collaboration with network and service providers.	☐ Demonstrates little to no enhancement or improvement in curricula and instructional programs at site; minimal collaboration with network and service providers.
☐ Understands and is able to articulate complexities with standards, assessment, student performance requirements. Regarded as an expert among peers.	☐ Demonstrates fluency with standards, curriculum, assessments, student performance requirements for all subjects and grade levels in the school.	☐ Demonstrates some familiarity with standards, curriculum, assessments, student performance requirements for most subjects and grade levels in the school.	☐ Unaware of, ignores, or disregards standards, curriculum, assessments and student performance requirements.
☐ Emphasizes and ensures benchmark assessments are used among staff to focus instruction on priority learning needs.	☐ Regularly uses benchmark assessments to identify priority learning needs.	☐ Presents benchmark assessments to inform teaching but outcome is inconsistent.	☐ Benchmark assessments do not inform teaching methods.
☐ Institutionalizes use of standards throughout the school through examination/sharing of student work, ongoing discourse, other assessments.	☐ Refers to standards often in examining/sharing of student work.	☐ Helps make standards visible by occasionally promoting examination/sharing of student work, and discussing standards with students and staff.	☐ Fails to bring in standards regularly when examining/sharing student work.
☐ Supports systematic use of multiple intervention strategies/supports to close gaps and meet needs of all students. Continually assesses effectiveness, fosters staff sharing of knowledge and skills.	☐ Supports systematic use of multiple intervention strategies/supports to close gaps and meet needs of all students. Occasionally assesses effectiveness.	☐ Supports use of strategies to close gaps and meet needs of some students, but may not be systematic in approach or regularly assess for effectiveness.	☐ Overlooks struggling students, rarely assesses effectiveness of intervention strategies.
☐ Keeps abreast of changes to compliance requirements, and is able to anticipate changing needs for meeting all major and minor instructional requirements.	☐ Meets all major and minor instructional compliance requirements.	☐ Meets most of the major and minor instructional compliance requirements.	☐ Does not address many of the major and minor instructional compliance requirements.
Overall Score for Instructional Program Management:			
☐ **EXCEEDS EXPECTATIONS**	☐ **MEETS EXPECTATIONS**	☐ **APPROACHING EXPECTATIONS**	☐ **UNSATISFACTORY: BELOW EXPECTATIONS**
Provide evidence for your rating. Consider the work / achievements of the employee over the period for which the employee is being evaluated. Also, use this space for additional comments.			

Evaluatee: _____

Evaluator: _____

Evaluation period: ☐ Mid-year
☐ End of year
☐ Other:_____

PERFORMANCE APPRAISAL WORKSHEET

HUMAN RESOURCES MANAGEMENT AND PROFESSIONAL LEARNING COMMUNITY DEVELOPMENT		
Optimal management of staff including appropriate resourcing. Uses supervision and evaluation to promote high performance by teachers and staff. Creates a powerful professional learning community to promote student achievement.			
Exceeds Expectations	**Meets Expectations**	**Approaching Expectations**	**Unsatisfactory: Below Expectations**
☐ Both operations and teaching or coaching staff members are consistently of high quality and are considered outstanding. Personnel needs are routinely met without disruptions to workflow.	☐ Makes every effort to secure consistently high quality staff and personnel services.	☐ Ensures staffing reflects school needs but quality is inconsistent.	☐ Does not adequately address staffing gaps.
☐ Routinely identifies, recruits, and develops emerging leaders from across the school. Staff sustains productive work in the principal's absence.	☐ Identifies emerging leaders and recruits but has provided limited professional growth development. Staff sustains productive work in principal's absence but continues to need direction and guidance.	☐ Relies on a few individuals to share expectations, ownership, and responsibility for the school. Focuses on a few individuals and mentors them as emerging leaders. Staff focuses primarily on basic operations in the principal's absence.	☐ Relies solely on self to maintain expectations and take responsibility for the school. Does not actively seek or develop emerging leaders. Staff struggles to sustain productive work in the principal's absence.
☐ Has clear and consistent expectations of staff performance	☐ Has clear and consistent expectations of staff performance	☐ Has largely clear and consistent expectations of staff performance	☐ Has unclear or inconsistent expectations of staff performance.
☐ Has system that uses variety of data and feedback including formal and informal observations; actively coaches staff for improvement. Uses observation information to identify patterns for improvement needs and patterns across the school.	☐ Uses variety of data and feedback including formal and informal observations; occasionally coaches staff for improvement in practice.	☐ Considers data but not frequently or consistently. Conducts observations and uses information based on observations but is limited in using this to inform teaching practice of staff.	☐ Makes decisions by intuition, tradition, emotion or pressure, and rarely assess them afterwards.
☐ Regularly documents teaching or coaching and operations staff performance in compliant, evidence-based writing, including all required evaluations. Identifies strengths and provides prescriptions for improvement accompanied by appropriate support.	☐ Regularly documents teaching or coaching and operations staff performance in compliant, evidence-based writing, including all required evaluations.	☐ Usually documents performance w/evidence-based writing; identifies strengths and areas for development.	☐ Only uses formal observations to provide feedback to staff. Tells staff what to do instead of coaching for improvement. May not complete evaluation process in some instances, or documents staff performance in vague writing without specific evidence, and/or may make technical mistakes.
☐ Challenges high performing staff and supports lower performing staff, ensuring that all staff improving their practice.	☐ Completes the evaluation process for both high and lower performing staff, with actionable next steps but provides limited support in ensuring action steps are actually taken.	☐ Completes the evaluation process for both high and lower performing staff, with actionable next steps but provides support that may not be aligned. Seeks ways to support both high performing and low performing staff but outcome is inconsistent.	☐ Tends to focus only on low performing staff and fails to properly identify areas of improvement and action steps.
☐ Makes difficult decisions and deals with challenging circumstances when staff is consistently not meeting expectations. Communicates effectively and proactively with staff when making these decisions. Follows EFC process effectively.	☐ Makes difficult decisions and deals with challenging circumstances when staff is consistently not meeting expectations. Follows EFC process effectively.	☐ Sometimes makes difficult decisions and deals with challenging circumstances when staff is not consistently meeting expectations. Follows EFC process.	☐ Avoids making difficult decisions and dealing with challenging circumstances related to staff performance. Does not follow EFC procedure effectively.

EDUCA` ** OR CHANGE
PRINCIPAL EVALUATION

Evaluatee: _____

Evaluator: _____

Evaluation period: ☐ Mid-year
　　　　　　　　　　 ☐ End of year
　　　　　　　　　　 ☐ Other:_____

☐ Creates encouraging environment where staff are risk-takers in their learning. Develops reflective, mutually supportive environment in which faculty make practice public, and in which staff are improve their practice as a community and as individuals.	☐ Creates opportunities for staff to share best practices; environment is supportive. School community reflects individually and collectively on a regular basis.	☐ Creates opportunities for staff to share best practices and regularly collaborate, but participation and depth is uneven. Develops a school community in which members reflect individually but rarely collectively.	☐ Sustains an unreflective school community.
☐ Creates an environment where ethnic, cultural and other forms of diversity are valued; creates avenues for open, honest discussion despite diverse differences; works jointly with staff to integrate multiple points of view in decision-making.	☐Creates an environment where ethnic, cultural and other forms of diversity are valued; solicits and integrates multiple points of view.	☐ Works towards valuing and achieving diversity within the staff; encourages multiple points of view.	☐ Does not identify diversity as an asset or priority. Suppresses other points of view and discourages disagreement or divergent thinking.
☐ Analyzes staff needs, strengths, and weaknesses in Professional Development (PD) and considers these needs in creating a comprehensive school PD plan.	☐ Aligns school and individual PD plans to needs and Site Plan objectives; builds on faculty strengths. Plans and models effective PD. Collaborates with PD providers.	☐ Participates in school and organization PD, but may not align PD plans to individual needs and Site Plan objectives. Sometimes collaborates with PD providers to discuss opportunities. Plans and implements PD but not always effective.	☐ Organizes "one size fits all" PD; seldom discusses or reviews individual PD plans. Struggles to implement quality PD.

Overall Score:

☐ **EXCEEDS EXPECTATIONS**	☐ **MEETS EXPECTATIONS**	☐ **APPROACHING EXPECTATIONS**	☐ **UNSATISFACTORY, BELOW EXPECTATIONS**

Provide evidence for your rating. Consider the work / achievements of the employee over the period for which the employee is being evaluated. Also, use this space for additional comments.
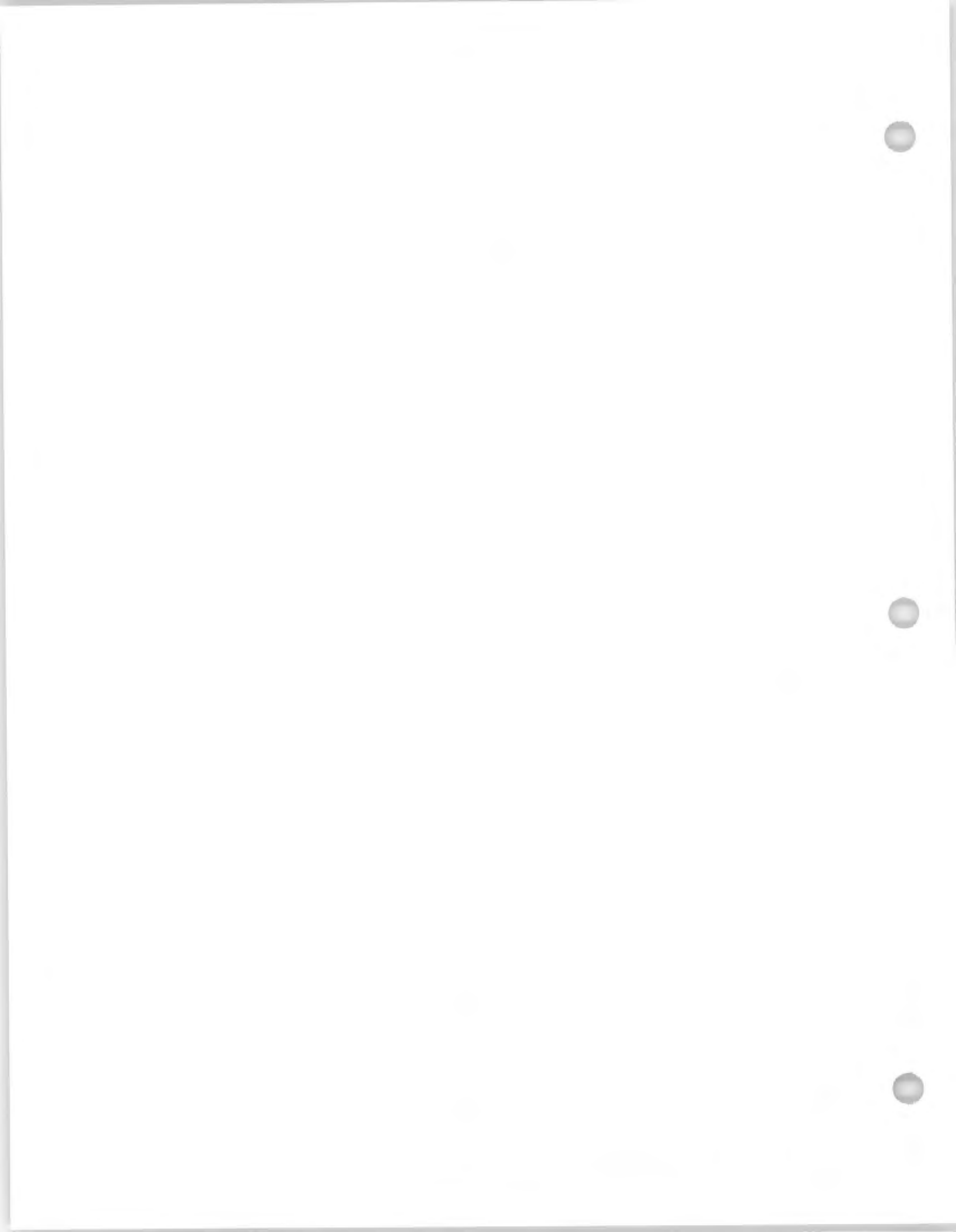
Evaluatee: _____

Evaluator: _____

Evaluation period: ☐ Mid-year
☐ End of year
☐ Other:_____

PERFORMANCE APPRAISAL WORKSHEET

FINANCIAL AND RESOURCE MANAGEMENT
Optimizes and aligns school resources and finances according to Site Plan goals and objectives. Utilizes material resources to ensure optimal learning environment, Demonstrates effective self-management and resilience.

Exceeds Expectations	Meets Expectations	Approaching Expectations	Unsatisfactory: Below Expectations
☐ Effectively identifies, secures, and utilizes organization and external resources to meet student achievement objectives and core school functions as outlined in the Site Plan.	☐ Aligns budgetary resources to meet student achievement objectives and core school functions as outlined in the Site Plan.	☐ Generally successful in aligning budgetary resources but may fall short occasionally.	☐ Does not focus budgetary resources towards student achievement objectives.
☐ Keeps abreast of changes to compliance requirements, and is able to anticipate changing needs for meeting all major and minor compliance requirements.	☐ Meets all major and minor resource compliance requirements.	☐ Meets most major and minor resource compliance requirements.	☐ Expenditures not aligned with the Site Plan.
☐ Engages community and identifies external resources as needed to increase available funding.	☐ Works with the community to identify external resources; has had some success although still limited.	☐ Sporadically engages community in identifying external resources; misses opportunities to increase available funding.	☐ Some funds misallocated or used inappropriately per compliance requirements.
☐ Evaluates resource needs in advance and is able to anticipate and effectively address gaps.	☐ Evaluates resource needs and manages to address gaps.	☐ Evaluates resource needs but doesn't address gaps consistently.	☐ Does not gather necessary resources or services to support school. Gaps unidentified or unaddressed.
☐ Effectively allocates resources to ensure a well-maintained, clean, and safe learning environment that promotes higher academic achievement.	☐ Ensures a well-maintained, clean, safe learning environment that promotes higher academic achievement.	☐ Facility is generally well-maintained, clean, and safe for students, but could be improved to promote higher student achievement.	☐ Does not adequately address cleanliness and/or safety concerns; does not support student learning.
☐ Finds efficient ways to maximize services to increase time spent on instructional activities. Efficiently ensures that quality services are delivered, in alignment with Site Plan objectives.	☐ Is focused on maximizing services and is generally successful, but may still have limited time to spend on instructional activities.	☐ Occasionally inefficient in attempt to maximize services; can spend a disproportionate amount of time on ensuring a particular service is delivered.	☐ Spends excessive time managing operations in an inefficient manner. Allows service needs and gaps to remain unnoticed and/or unresolved.
☐ Easily establishes priorities and objectives and prioritize interruptions. Juggles clearly between strategic and tactical priorities without reducing effectiveness.	☐ Clearly establishes daily priorities and aligned objectives. Distinguishes among interruptions that are urgent, important, or distractions. Removes/delegates non-essential tasks.	☐ Establishes daily priorities and aligned objectives. Occasionally attends to distractions before urgent/important situations.	☐ Involved with constant interruptions; actions overall are reactive, not proactive.
☐ Encourages multiple opinions, including those that disagree with the leader.	☐ Sometimes encourages multiple opinions and is generally successful at reaching "win-win" solutions.	☐ Willing to listen to and engage with opposing viewpoints but does not actively promote differing opinions.	☐ Discourages dissent. May create a climate of fear or intimidation.
☐ Focuses relentlessly on problem-solving and strategic objectives, esp. in challenging and complex situations.	☐ Problem-solves strategically and regularly. Could be more proactive, but is still considered effective.	☐ Usually focuses on problem solving, solutions. May shift focus without strategic consideration.	☐ Rarely focuses on problem-solving, solutions, objectives.

Overall Score for Financial and Resource Management:

☐ **EXCEEDS EXPECTATIONS**	☐ **MEETS EXPECTATIONS**	☐ **APPROACHING EXPECTATIONS**	☐ **UNSATISFACTORY, BELOW EXPECTATIONS**

Provide evidence for your rating. Consider the work / achievements of the employee over the period for which the employee is being evaluated. Also, use this space for additional comments.

EDUCAT ... OR CHANGE
PRINCIPAL EVALUATION
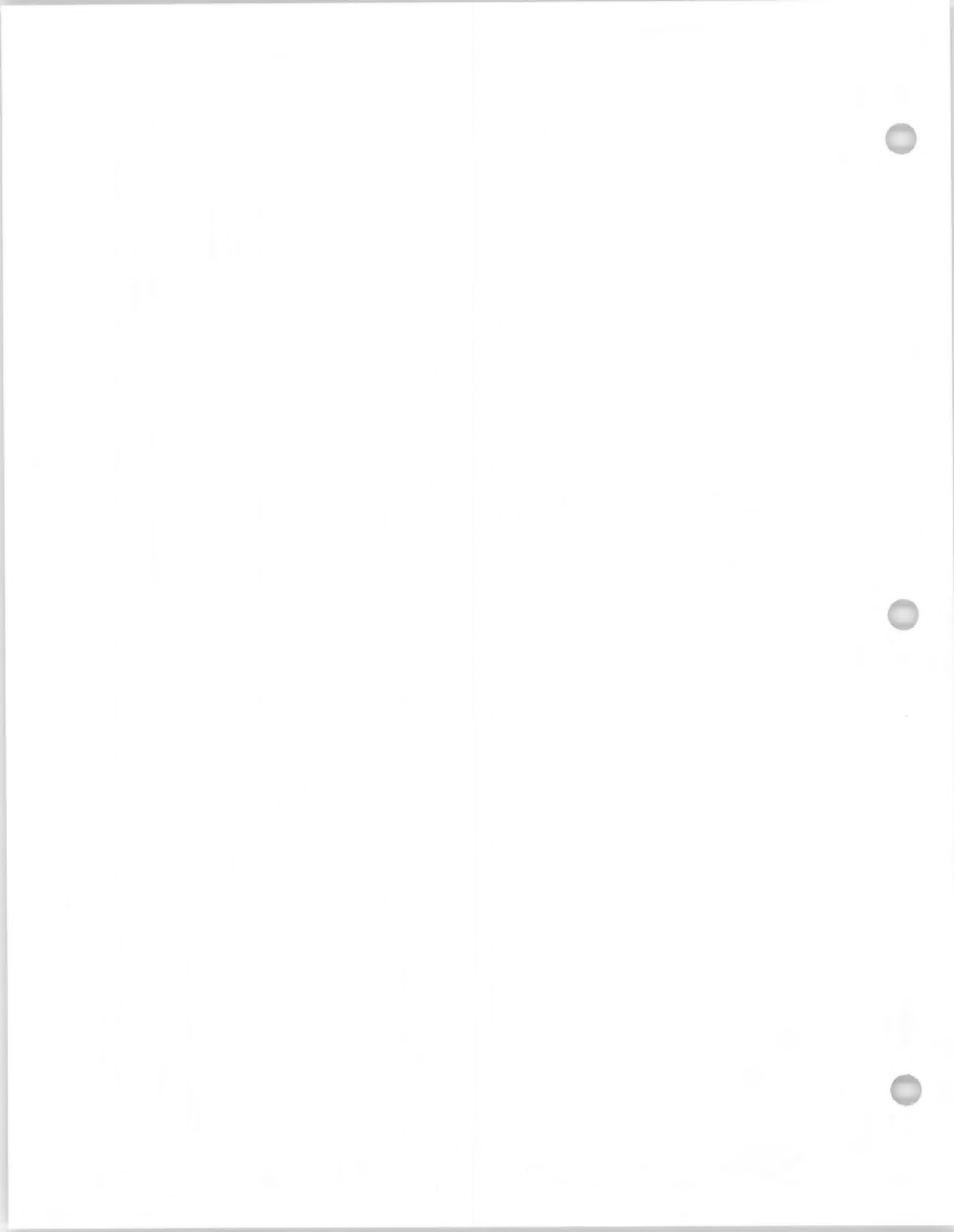
Evaluatee: _____

Evaluator: _____

Evaluation period: ☐ Mid-year
 ☐ End of year
 ☐ Other:_____

PERFORMANCE APPRAISAL WORKSHEET

COMMUNITY ENGAGEMENT AND COMMUNICATIONS
Works effectively with parents and community members.
Builds a respectful culture that emphasizes high expectations for all members of the school community, in particular students.

Exceeds Expectations	Meets Expectations	Approaching Expectations	Unsatisfactory: Below Expectations
☐ Proactively and effectively identifies and addresses issues that are important to parents and community.	☐ Effectively addresses and communicates about issues that are important to parents and community.	☐ Generally tries to respond to community questions and concerns. Response may sometimes be inadequate or not very visible.	☐ Does not reach out to community or address their concerns.
☐ Creates multiple opportunities for the school to connect families and the community to student learning. Provides opportunities for parents to deepen their understanding of achievement data, curriculum, and instruction. Engagement strategy builds parent leadership capacity from diverse groups and addresses community needs.	☐ Generally well received by parents and community and has developed high sustaining relationships with some constituents. Provides varied opportunities for parents to learn about student achievement and instruction. Includes some parent leadership development.	☐ Builds strong relationships with some constituents. Provides a few opportunities for parents/caregivers to learn about student achievement, curriculum, and instruction. Engagement strategy may not intentionally build parent leadership capacity.	☐ Does not build productive, strong community relationships focused on student achievement. Does not provide substantive opportunities for parents/ caregivers to learn about student achievement, curriculum or instruction.
☐ Anticipates varying needs and assets of students, families, and the community even before issues arise directly. Builds on these assets and addresses needs effective to support student learning.	☐ Assesses the needs and assets of students, families, and the community. Builds on assets and addresses needs in support of students learning.	☐ Attempts to address community needs. Assesses needs and assets of students, families, and the community but doesn't address or build upon them consistently.	☐ Views students, families, and the community as bringing more needs than assets. Cannot clearly articulate needs and assets specific to the students, families, and the community.
☐ Meets all compliance requirements around parent and community participation and input. Understands and uses the possible benefits of compliance to support learning.	☐ Meets all compliance requirements around parent and community participation and input.	☐ Meets majority of compliance requirements around parent and community participation and input.	☐ Demonstrates minimal compliance around organization, state, and federal requirements around parent and community participation and input.
☐ Knows staff and students well and engages them; engages parents and community in ongoing dialogue and idea-sharing for improvement. Students and parents experience strong connections.	☐ Knows staff and students well and engages them; engages parents and community in ongoing dialogue and idea-sharing for improvement.	☐ Knows staff and students well. Listens and responds, but does not actively solicit ideas.	☐ Does not seek or welcome ideas from staff, students, parents or others. Knows some staff and is not familiar with the student body.
☐ Understands constituent needs in order to provide information in an appropriate, clear, and timely way.	☐ Provides information in an appropriate, clear and timely way.	☐ Provides information, but sometimes does not match the media to the message and sometimes gives late or short notice.	☐ Withholds information or delivers it in a confusing way.
☐ Has clear boundaries for student and staff behaviors and has consistent systems to reinforce infractions. Communicates boundaries well.	☐ Has clear boundaries for student and staff behaviors and consistent systems to reinforce boundaries and deal with infractions.	☐ Establishes boundaries for student and staff behaviors, but may inconsistently apply systems to reinforce desired behaviors.	☐ Has not established boundaries for behavior. Students and/or staff do not agree when asked to articulate boundaries.
Overall Score for Community Engagement and Communications			
☐ **EXCEEDS EXPECTATIONS**	☐ **MEETS EXPECTATIONS**	☐ **APPROACHING EXPECTATIONS**	☐ **UNSATISFACTORY, BELOW EXPECTATIONS**

Provide evidence for your rating. Consider the work / achievements of the employee over the period for which the employee is being evaluated. Also, use this space for additional comments.
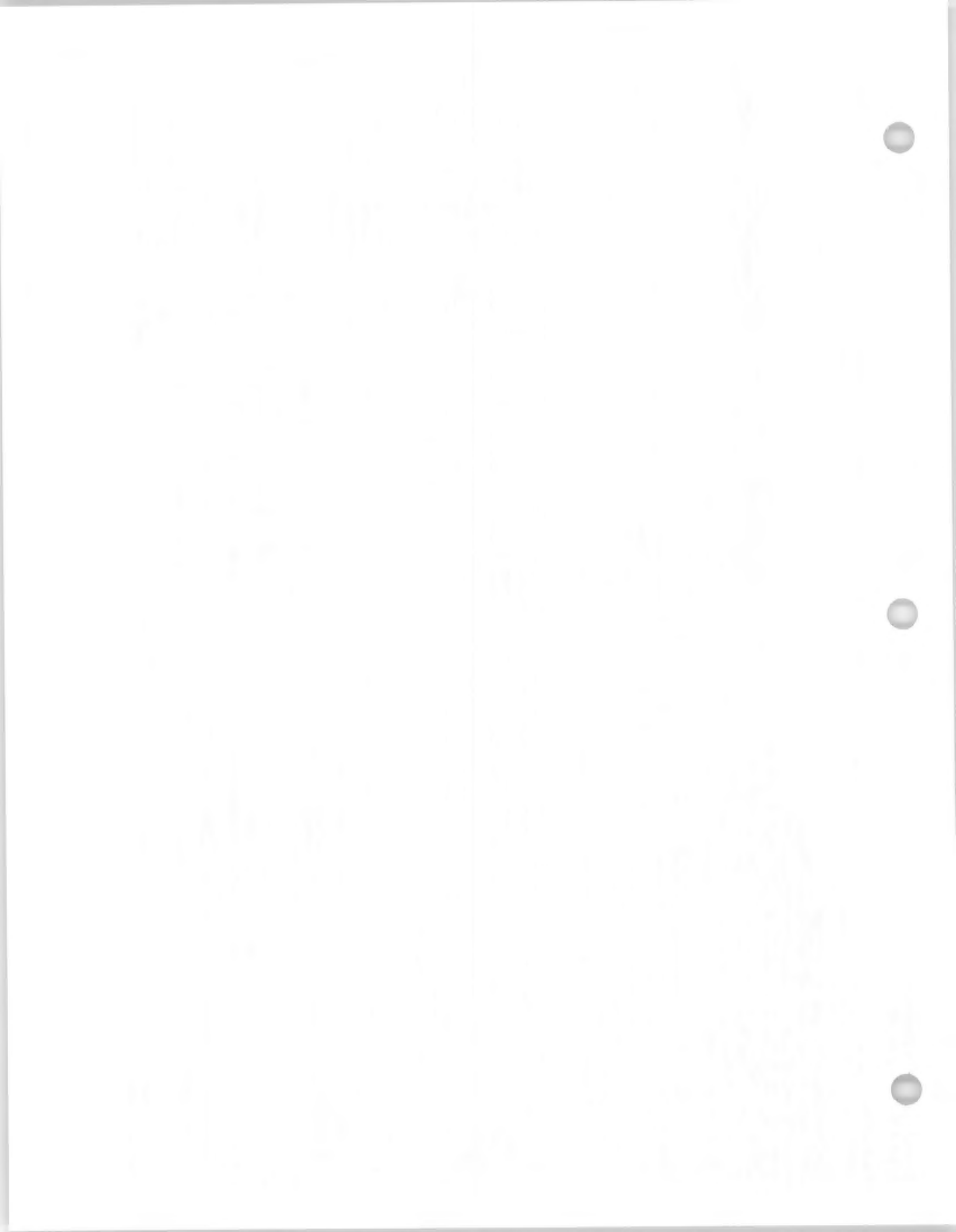
EDUCA1 OR CHANGE
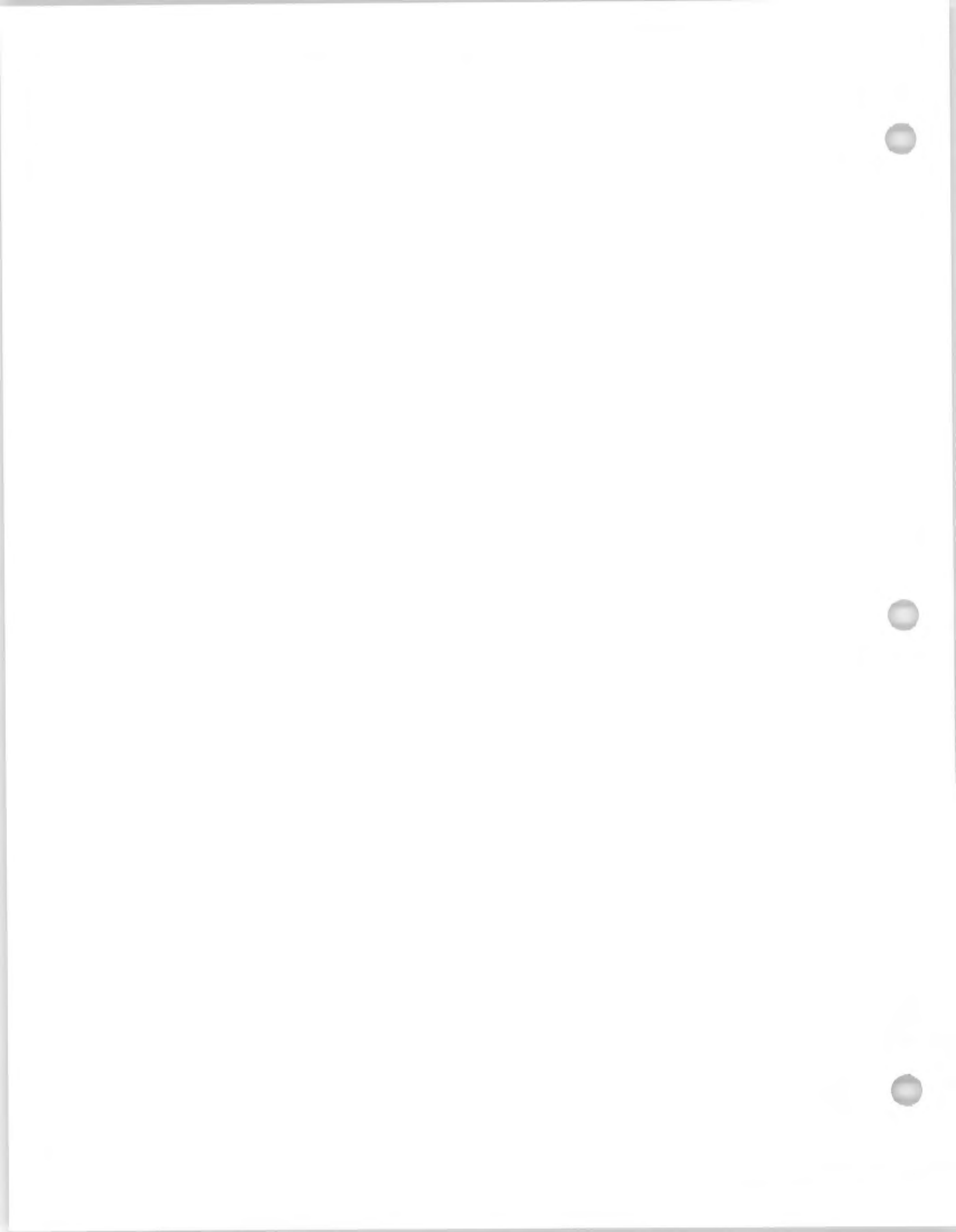PRINCIPAL EVALUATION

Evaluatee: _____

Evaluator: _____

Evaluation period: ☐ Mid-year
                     ☐ End of year
                     ☐ Other:_____

MID-YEAR SUMMARY APPRAISAL RATING
☐ Mid-year   ☐ Other

Organizational Vision and Planning	☐ Exceeds Expectations	☐ Meets Expectations	☐ Approaching Expectations	☐ Unsatisfactory: Below Expectations
Instructional Program Management	☐ Exceeds Expectations	☐ Meets Expectations	☐ Approaching Expectations	☐ Unsatisfactory: Below Expectations
Human Resources and Professional Learning Community Development	☐ Exceeds Expectations	☐ Meets Expectations	☐ Approaching Expectations	☐ Unsatisfactory: Below Expectations
Financial and Resource Management	☐ Exceeds Expectations	☐ Meets Expectations	☐ Approaching Expectations	☐ Unsatisfactory: Below Expectations
Community Engagement and Communications	☐ Exceeds Expectations	☐ Meets Expectations	☐ Approaching Expectations	☐ Unsatisfactory: Below Expectations
Interim Overall Rating	☐ **Exceeds Expectations**	☐ **Meets Expectations**	☐ **Approaching Expectations**	☐ **Unsatisfactory: Below Expectations**

Provide evidence for your rating. Consider the work / achievements of the employee over the period for which the employee is being evaluated.

Evaluation of benchmarks and targets.

Additional comments:

Employee signature:_____   Date: _____
Signature indicates receipt of performance review, not agreement or disagreement.

Evaluator signature: _____   Date: _____

Evaluatee: _____

Evaluator: _____

Evaluation period: ☐ Mid-year
                    ☐ End of year
                    ☐ Other:_____

END OF YEAR SUMMARY APPRAISAL RATING

Organizational Vision and Planning	☐ Exceeds Expectations	☐ Meets Expectations	☐ Approaching Expectations	☐ Unsatisfactory: Below Expectations
Instructional Program Management	☐ Exceeds Expectations	☐ Meets Expectations	☐ Approaching Expectations	☐ Unsatisfactory: Below Expectations
Human Resources and Professional Learning Community Development	☐ Exceeds Expectations	☐ Meets Expectations	☐ Approaching Expectations	☐ Unsatisfactory: Below Expectations
Financial and Resource Management	☐ Exceeds Expectations	☐ Meets Expectations	☐ Approaching Expectations	☐ Unsatisfactory: Below Expectations
Community Engagement and Communications	☐ Exceeds Expectations	☐ Meets Expectations	☐ Approaching Expectations	☐ Unsatisfactory: Below Expectations
End of Year Overall Rating	☐ **Exceeds Expectations**	☐ **Meets Expectations**	☐ **Approaching Expectations**	☐ **Unsatisfactory: Below Expectations**

Recommendation for next steps: Evaluator may check more than one (1) box.

☐ **Dismissal**   ☐ **Reassignment**   ☐ **Continued evaluation**   ☐ **Remain in present position**

Provide evidence for your rating. Consider the work / achievements of the employee over the period for which the employee is being evaluated.

Evaluation of benchmarks and targets.

Additional comments of Evaluator/Evaluatee: (May use additional pages if needed)

Employee signature:_____   Date: _____
Signature indicates receipt of performance review, not agreement or disagreement.

Evaluator signature: _____   Date: _____
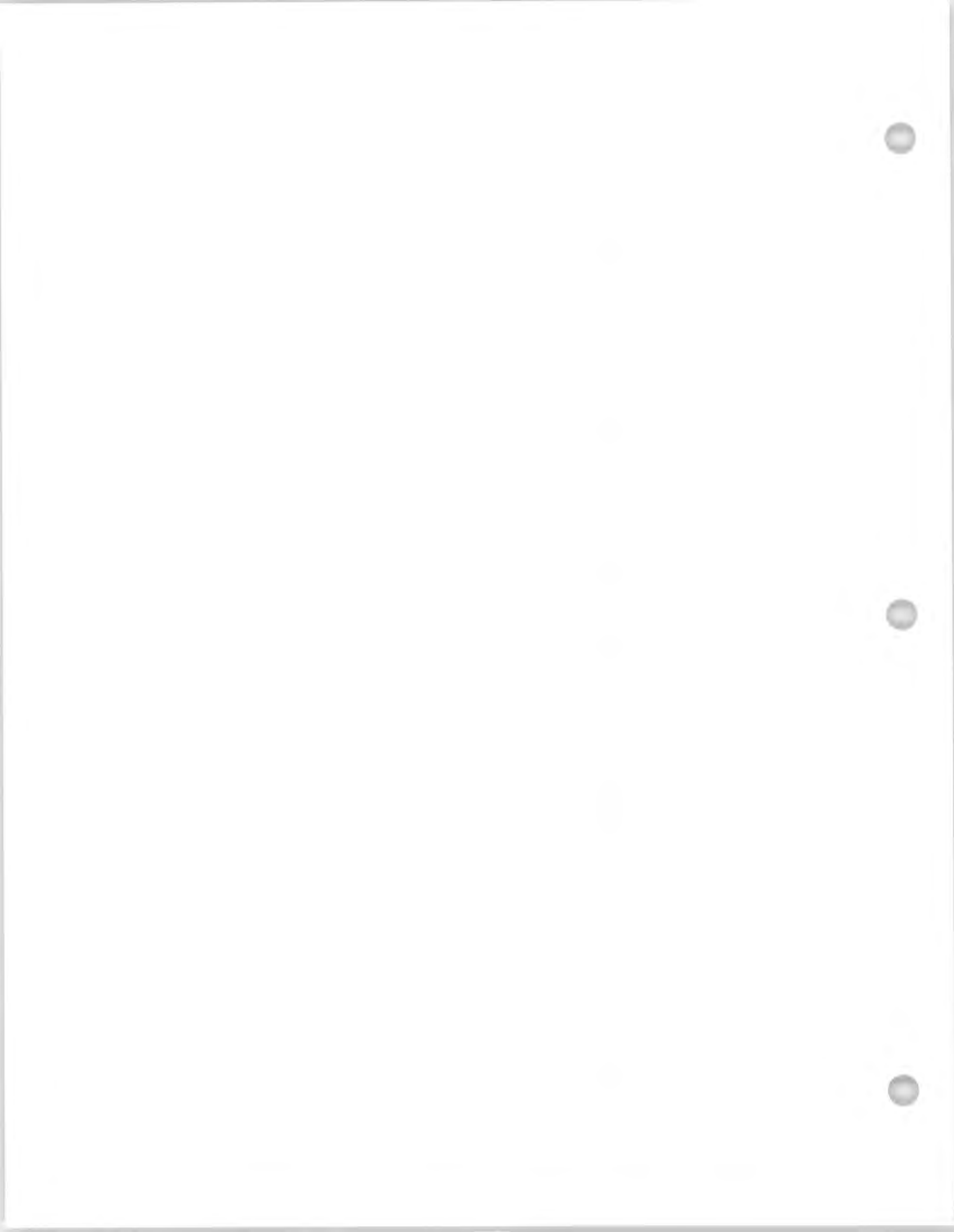
EDUCATION FOR CHANGE - STUDENT ENROLLMENT FORM

GRADE

▶ Has your student ever attended EFC public schools before? ☐ Yes, only complete the shaded areas ☐ No

PLEASE PRINT – STUDENT'S LEGAL NAME

| Legal First Name | Legal Middle Name | Legal Last Name | Other Legal Name (if applicable) |

☐ Male ☐ Female Birth date:

| Month | Day | Year |

| Parent/Guardian First Name | Last Name | Home Phone ( ) | Work Phone ( ) |

| Parent/Guardian First Name | Last Name | Home Phone ( ) | Work Phone ( ) |

Mailing Address | Apt# | City | State | Zip

Residence Address (house # & street name) (IF DIFFERENT) | Apt # | City | State | Zip

(P.O Box or house # & street name)

WHAT IS YOUR CHILD'S ETHNICITY? (Please check one): ☐ Hispanic or Latino   ☐ Not Hispanic or Latino

---

WHAT IS YOUR CHILD'S RACE? (Please check up to five racial categories)

The above part of the question is about ethnicity, not race. No matter what you selected above, please continue to answer the following by marking one or more boxes to indicate what you consider your race to be.

- ☐ American Indian or Alaskan Native(100)
- ☐ Chinese (201)
- ☐ Japanese (202)
- ☐ Korean (203)
- ☐ Vietnamese (204)
- ☐ Asian Indian (205)

- ☐ Laotian (206)
- ☐ Cambodian (207)
- ☐ Hmong (208)
- ☐ Other Asian (299)
- ☐ Hawaiian (301)
- ☐ Guamanian (302)

- ☐ Samoan (303)
- ☐ Tahitian (304)
- ☐ Other Pacific Islander (399)
- ☐ Filipino/Filipino American (400)
- ☐ African American or Black (600)
- ☐ White (700)

PARENT EDUCATION – Check the response that describes the education level of the **most educated parent**.

- ☐ Not a High School Graduate (14)
- ☐ High School Graduate (13)
- ☐ Some College or Associate's Degree (12)
- ☐ College Graduate (11)
- ☐ Graduate Degree or Higher (10)

Date student first attended school <u>in the U.S.</u>		
Month	Day	Year

Date student first attended school in <u>California</u>		
Month	Day	Year

STUDENT'S BIRTHPLACE: City: _____ State: _____ Country: _____

U.S. Citizen: ☐ Yes ☐ No

PLEASE COMPLETE INFORMATION ON THE OTHER SIDE OF THE FORM
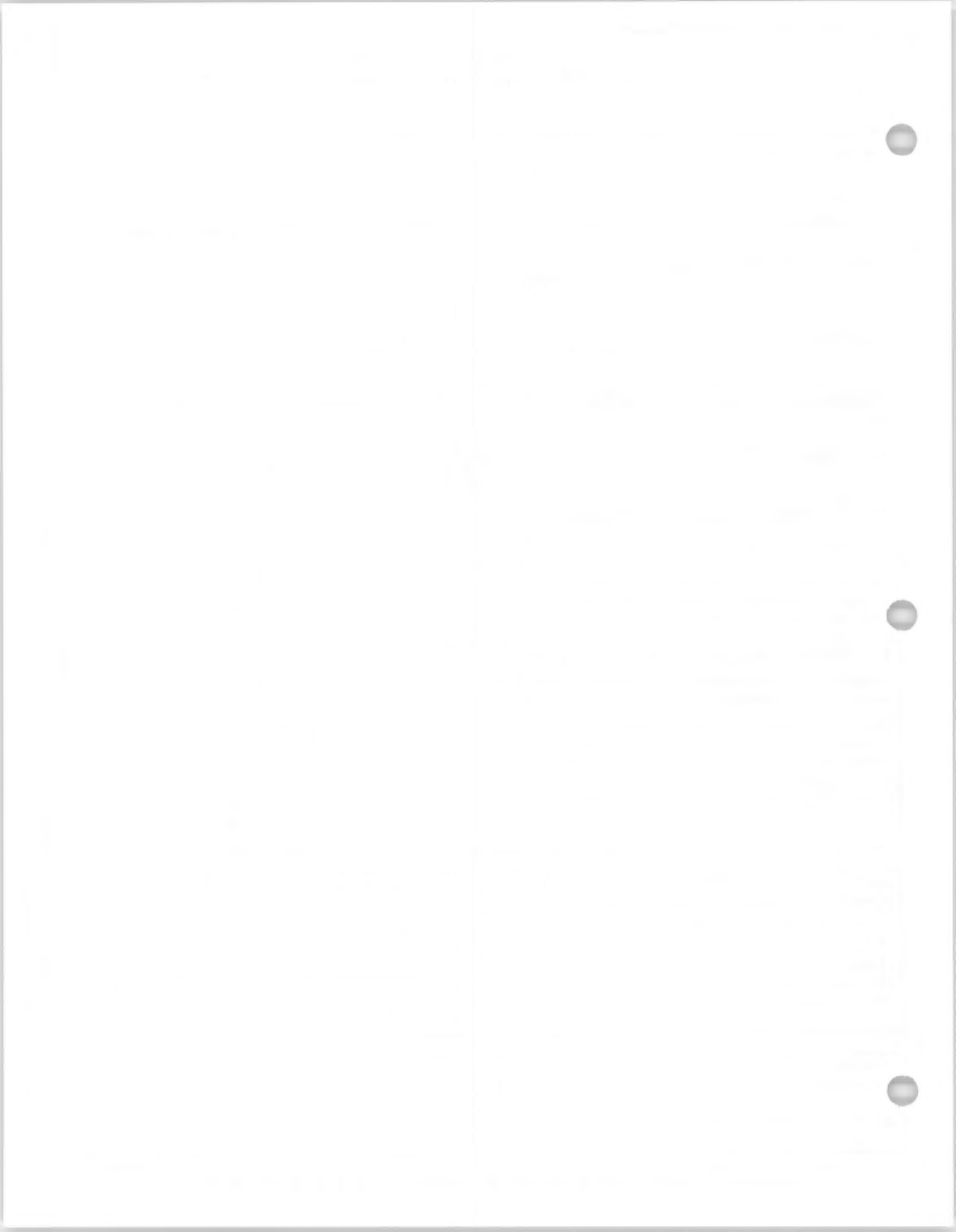
HOME LANGUAGE SURVEY: Indicate only one language (most frequently used) per line:

1. What language/dialect does your son/daughter most frequently use at home? _____
2. Which language/dialect did your son/daughter learn when he/she first began to talk? _____
3. What language/dialect do you most frequently speak to your child? _____
4. Has your child ever been given the CELDT Test (Calif. English Language Development Test)? ❑ **Yes** ❑ **No** ❑ **I don't know**

In which language do you wish to receive written communications from the school? ❑ English ❑ Spanish

Residence – where is your child/family currently living? (federally mandated by NCLB) – **Please check appropriate box:**
❑ In a single family permanent residence (house, apartment, condo, mobile home)   ❑ In a motel/hotel (09)
❑ Doubled-up (sharing housing with other families/individuals due to economic   ❑ Unsheltered (car/campsite) (12)
   hardship or loss) (11)   ❑ Other (15) (please specify) _____
❑ In a shelter or transitional housing program (10)   _____

Parent/Guardianship Information (with whom the student lives) – check all that apply (Emergency Contact Information)

❑ Father ❑ Mother ❑ Both ❑ Step-Father ❑ Step-Mother ❑ Guardian ❑ Foster/Group Home ❑ Other _____
Is the above (checked) person (s) the student's LEGAL guardian? ❑ Yes ❑ No If No, please complete a "Caregiver Affidavit"
If there is a legal custody agreement regarding this student, please check one: ❑ Joint Custody ❑ Sole Custody ❑ Guardian

PLEASE COMPLETE INFORMATION BELOW FOR PARENT(S)/GUARDIAN WITH WHOM THE STUDENT LIVES:

1. ❑ Father ❑ Step Father/Guardian (check one)   **Full Name:** _____

   Employer: _____   **City:** _____   **Daytime Phone #** (____) _____

2. ❑ Mother ❑ Step Mother/Guardian (check one)   **Full Name:** _____

   Employer: _____   **City:** _____   **Daytime Phone #** (____) _____

DUPLICATE MAILING – If divorced/separated & joint custody allows duplicate mailing/information to be given to other parent,
Please include their name, address, and phone number:

Full Name: _____   **Phone #: (   ) _____

Mailing Address: _____ **City:** _____ **State:** _____ **Zip code:** _____

MOST RECENT SCHOOL ATTENDED:

School	Address/City/State/Zip	Grade(s)	Date(s)

Are there psychological or confidential reports available from your child's former school? ❑ Yes ❑ No
Has your child been suspended? ❑ Yes ❑ No   Has your child ever been expelled? ❑ Yes ❑ No
What special services has your child received? **(please check all boxes that apply)**
Special Education: ❑ Resource (RSP) ❑ Special Day Class (SDC) ❑ Speech/Language ❑ 504
Other: ❑ Gifted (GATE) ❑ Remedial Math ❑ Remedial Reading ❑ Counseling ❑ English Language Development
❑ Help to Improve Attendance/ Behavior ❑ Other (Specify) _____

Signature of Parent/Guardian: _____   Date: _____
BELOW FOR SCHOOL USE ONLY

Proof of Birth: Type: _____ Verified by: _____	Proof of Residence: Type: _____ Verified by: _____	Proof of Immunization: Type: _____ Verified by: _____	Entry Reason:	Enroll Date:	Assigned Grade:	Student Number:

PLEASE COMPLETE INFORMATION ON THE OTHER SIDE OF THE FORM

Education for Change FY 2012-13 Unaudited Projection

REVENUES:		COX 12-13		WORLD 12-13		ACHIEVE 12-13		LWL 12-13		HOME OFF 12-13		TOTAL
Block Grant- General Purpose	$	1,877,259	$	1,564,545	$	836,739	$	1,268,574	$	-	$	5,547,117
State Categorical Block Grant	$	533,219	$	480,184	$	226,681	$	329,212	$	-	$	1,569,296
Property Tax Revenue	$	748,278	$	623,629	$	333,524	$	493,334	$	-	$	2,198,765
State Lottery	$	68,191	$	57,005	$	27,268	$	-	$	-	$	152,464
Other State Revenue	$	313,705	$	277,755	$	151,165	$	334,012	$	-	$	1,076,637
Federal Revenue	$	338,527	$	268,176	$	125,801	$	199,102	$	65,000	$	996,606
Contributions	$	-	$	-	$	-	$	-	$	100,000	$	100,000
Class Size Reduction	$	336,000	$	443,394	$	-	$	232,407	$	-	$	1,011,801
Other Local Rev (Home Office Fees & Transfers)	$	3,300	$	1,020	$	212	$	600,000	$	690,931	$	1,295,463
Total Unrestricted Revenues	$	4,218,479	$	3,715,708	$	1,701,390	$	3,456,641	$	855,931	$	13,948,149
EXPENSES:												
Certificated Salaries	$	1,694,426	$	1,484,619	$	575,463	$	1,179,509	$	373,481	$	5,307,498
Classified Salaries	$	479,683	$	292,087	$	181,739	$	162,752	$	528,347	$	1,644,608
Employee Benefits	$	677,117	$	546,076	$	231,716	$	481,501	$	228,407	$	2,164,817
Books and Supplies	$	156,610	$	109,215	$	58,456	$	76,836	$	22,000	$	423,117
Services and Other Operating Expenses	$	1,201,425	$	1,272,021	$	649,145	$	938,412	$	298,300	$	4,359,303
Capital Expenses and Depreciation	$	-	$	-	$	-	$	-	$	-	$	-
Total Expenses	$	4,209,261	$	3,704,018	$	1,696,519	$	2,839,010	$	1,450,535	$	13,899,343
Change in Unrestricted Net Assets	$	9,218	$	11,690	$	4,871	$	617,631	$	(594,604)	$	48,806
Beginning unrestricted net assets	$	773,582	$	1,565,135	$	433,971	$	-	$	1,463,928	$	4,236,616
Restatement of beginning net assets	$	-	$	-	$	-	$	-	$	-	$	-
Beginning unrestricted net assets, restated	$	773,582	$	1,565,135	$	433,971	$	-	$	1,463,928	$	4,236,616
Ending unrestricted net assets	$	782,800	$	1,576,825	$	438,842	$	617,631	$	869,324	$	4,285,422

Education For Change FY 2013-14 Unaudited Projection

REVENUES:	COX 13-14	WORLD 13-14	ACHIEVE 13-14	LWL 13-14	HOME OFF 13-14	TOTAL
Block Grant- General Purpose	$ 1,896,032	$ 1,580,190	$ 845,106	$ 1,281,260	$ -	$ 5,602,588
State Categorical Block Grant	$ 538,551	$ 484,986	$ 228,948	$ 332,504	$ -	$ 1,584,989
Property Tax Revenue	$ 755,761	$ 629,865	$ 336,859	$ 498,267	$ -	$ 2,220,753
State Lottery	$ 68,873	$ 57,575	$ 27,541	$ 44,600	$ -	$ 198,589
Other State Revenue	$ 316,842	$ 280,533	$ 152,677	$ 334,012	$ -	$ 1,084,063
Federal Revenue	$ 338,527	$ 330,403	$ 158,595	$ 248,967	$ 65,000	$ 1,141,492
Contributions	$ -	$ -	$ -	$ -	$ 101,000	$ 101,000
Class Size Reduction	$ 339,360	$ 447,828	$ -	$ 232,407	$ -	$ 1,019,595
Other Local Rev (Home Office Fees & Transfers)	$ 3,300	$ 1,020	$ 212	$ (75,000)	$ 1,378,840	$ 1,308,372
Total Unrestricted Revenues	$ 4,257,246	$ 3,812,400	$ 1,749,938	$ 2,897,017	$ 1,544,840	$14,261,441
EXPENSES:						
Certificated Salaries	$ 1,711,370	$ 1,499,465	$ 581,218	$ 1,191,304	$ 377,216	$ 5,360,573
Classified Salaries	$ 484,480	$ 295,008	$ 183,556	$ 164,380	$ 533,630	$ 1,661,054
Employee Benefits	$ 697,431	$ 562,458	$ 238,667	$ 495,946	$ 235,259	$ 2,229,762
Books and Supplies	$ 156,610	$ 109,215	$ 58,456	$ 76,836	$ 22,000	$ 423,117
Services and Other Operating Expenses	$ 1,201,425	$ 1,337,021	$ 674,145	$ 958,412	$ 298,300	$ 4,469,303
Capital Expenses and Depreciation	$ -	$ -	$ -	$ -	$ -	$ -
Total Expenses	$ 4,251,316	$ 3,803,167	$ 1,736,043	$ 2,886,878	$ 1,466,405	$14,143,809
Change in Unrestricted Net Assets	$ 5,930	$ 9,233	$ 13,895	$ 10,140	$ 78,435	$ 117,632
Beginning unrestricted net assets	$ 782,800	$ 1,576,825	$ 438,842	$ 617,631	$ 869,324	$ 4,285,422
Restatement of beginning net assets	$ -	$ -	$ -	$ -	$ -	$ -
Beginning unrestricted net assets, restated	$ 782,800	$ 1,576,825	$ 438,842	$ 617,631	$ 869,324	$ 4,285,422
Ending unrestricted net assets	$ 788,730	$ 1,586,058	$ 452,737	$ 627,771	$ 947,759	$ 4,403,054

Education for Change FY 2014-15 Unaudited Projection

REVENUES:	COX 14-15	WORLD 14-15	ACHIEVE 14-15	LWL 14-15	HOME OFF 14-1!	TOTAL
Block Grant- General Purpose	$1,914,992	$ 1,595,992	$ 853,557	$ 1,294,072	$ -	$ 5,658,614
State Categorical Block Grant	$ 543,937	$ 489,836	$ 231,237	$ 335,829	$ -	$ 1,600,839
Property Tax Revenue	$ 763,318	$ 636,164	$ 340,228	$ 503,250	$ -	$ 2,242,960
State Lottery	$ 69,562	$ 58,151	$ 27,816	$ 45,046	$ -	$ 200,575
Other State Revenue	$ 320,010	$ 283,338	$ 154,203	$ 334,012	$ -	$ 1,091,564
Federal Revenue	$ 338,527	$ 330,403	$ 158,595	$ 248,967	$ 65,000	$ 1,141,492
Contributions	$ -	$ -	$ -	$ -	$ 75,000	$ 75,000
Class Size Reduction	$ 339,360	$ 447,828	$ -	$ 232,407	$ -	$ 1,019,595
Other Local Rev (Home Office Fees & Transfers)	$ 3,300	$ 1,020	$ 212	$ (65,000)	$ 1,378,840	$ 1,318,372
Total Unrestricted Revenues	$4,293,006	$ 3,842,732	$ 1,765,849	$ 2,928,584	$ 1,518,840	$14,349,010
EXPENSES:						
Certificated Salaries	$1,728,484	$ 1,514,460	$ 587,030	$ 1,203,217	$ 380,988	$ 5,414,179
Classified Salaries	$ 489,325	$ 297,958	$ 185,392	$ 166,023	$ 538,967	$ 1,677,665
Employee Benefits	$ 718,353	$ 579,332	$ 245,828	$ 510,824	$ 242,317	$ 2,296,654
Books and Supplies	$ 156,610	$ 109,215	$ 58,456	$ 76,836	$ 22,000	$ 423,117
Services and Other Operating Expenses	$1,200,155	$ 1,339,032	$ 676,167	$ 958,412	$ 299,195	$ 4,472,961
Capital Expenses and Depreciation	$ -	$ -	$ -	$ -	$ -	$ -
Total Expenses	$4,292,927	$ 3,839,997	$ 1,752,873	$ 2,915,313	$ 1,483,467	$14,284,576
Change in Unrestricted Net Assets	$ 79	$ 2,735	$ 12,976	$ 13,271	$ 35,373	$ 64,434
Beginning unrestricted net assets	$ 788,730	$ 1,586,058	$ 452,737	$ 627,771	$ 947,759	$ 4,403,054
Restatement of beginning net assets	$ -	$ -	$ -	$ -	$ -	$ -
Beginning unrestricted net assets, restated	$ 788,730	$ 1,586,058	$ 452,737	$ 627,771	$ 947,759	$ 4,403,054
Ending unrestricted net assets	$ 788,809	$ 1,588,793	$ 465,714	$ 641,041	$ 983,132	$ 4,467,489
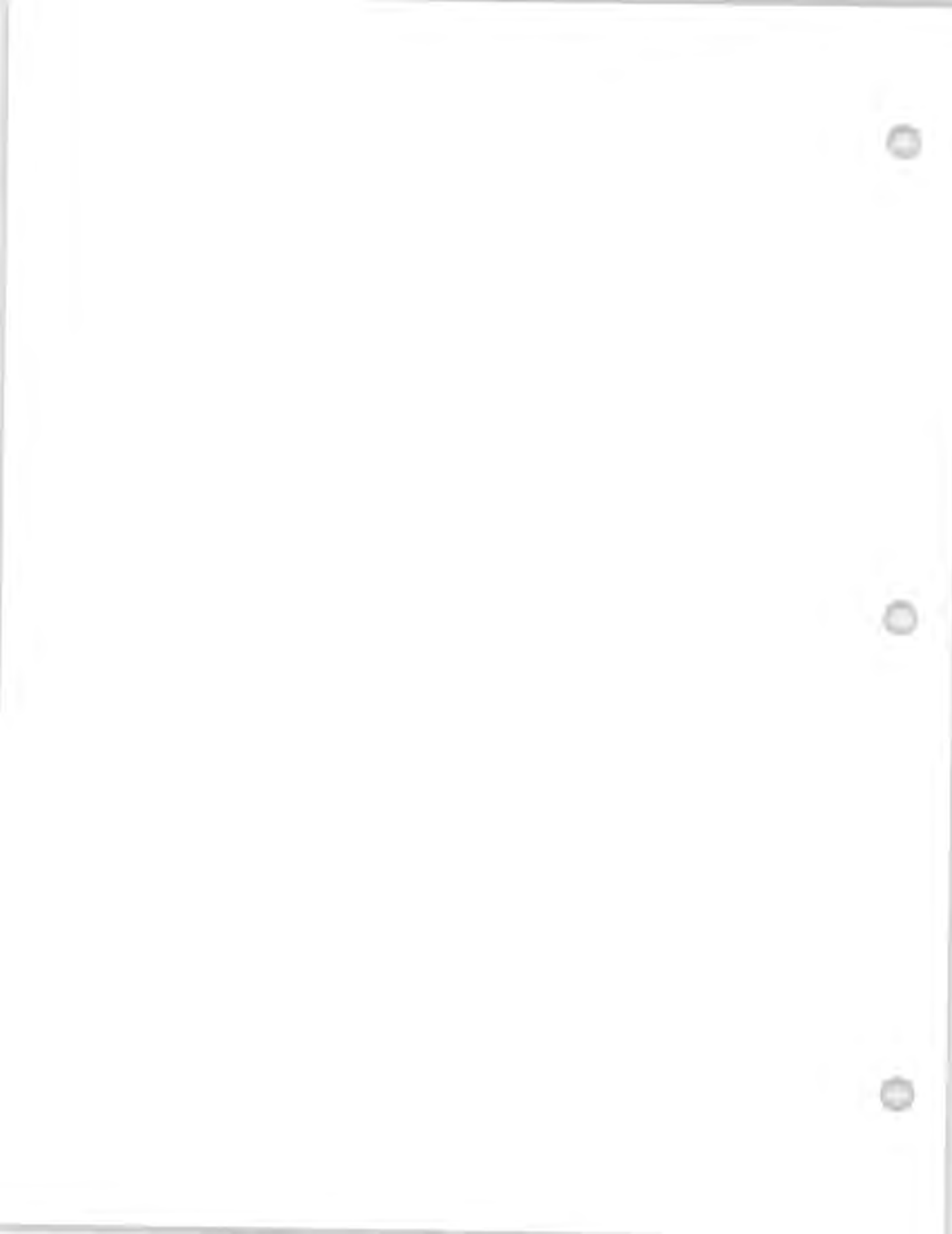
Education For Change FY 2015-16 Unaudited Projection

REVENUES:	COX 15-16	WORLD 15-16	ACHIEVE 15-16	LWL 15-16	HOME OFF 15-16	TOTAL
Block Grant- General Purpose	$1,934,142	$ 1,611,952	$ 862,093	$ 1,307,013	$ -	$ 5,715,200
State Categorical Block Grant	$ 549,376	$ 494,734	$ 233,550	$ 339,187	$ -	$ 1,616,847
Property Tax Revenue	$ 770,952	$ 642,526	$ 343,630	$ 508,283	$ -	$ 2,265,390
State Lottery	$ 70,257	$ 58,732	$ 28,094	$ 45,496	$ -	$ 202,580
Other State Revenue	$ 323,211	$ 286,171	$ 155,745	$ 334,012	$ -	$ 1,099,139
Federal Revenue	$ 338,527	$ 330,403	$ 158,595	$ 248,967	$ 65,000	$ 1,141,492
Contributions	$ -	$ -	$ -	$ -	$ 85,000	$ 85,000
Class Size Reduction	$ 339,360	$ 447,828	$ -	$ 232,407	$ -	$ 1,019,595
Other Local Rev (Home Office Fees & Transfers)	$ 3,300	$ 1,020	$ 212	$ (52,000)	$ 1,352,558	$ 1,305,090
Total Unrestricted Revenues	$4,329,124	$ 3,873,366	$ 1,781,919	$ 2,963,365	$ 1,502,558	$14,450,334
EXPENSES:						
Certificated Salaries	$1,745,769	$ 1,529,604	$ 592,900	$ 1,215,249	$ 384,798	$ 5,468,320
Classified Salaries	$ 494,218	$ 300,938	$ 187,246	$ 167,684	$ 544,356	$ 1,694,441
Employee Benefits	$ 739,904	$ 596,712	$ 253,202	$ 521,041	$ 249,586	$ 2,360,446
Books and Supplies	$ 156,610	$ 109,215	$ 58,456	$ 79,836	$ 22,000	$ 426,117
Services and Other Operating Expenses	$1,192,155	$ 1,336,032	$ 676,167	$ 978,412	$ 299,195	$ 4,481,961
Capital Expenses and Depreciation	$ -	$ -	$ -	$ -	$ -	$ -
Total Expenses	$4,328,656	$ 3,872,501	$ 1,767,972	$ 2,962,222	$ 1,499,936	$14,431,286
Change in Unrestricted Net Assets	$ 469	$ 865	$ 13,948	$ 1,144	$ 2,622	$ 19,048
Beginning unrestricted net assets	$ 788,809	$ 1,588,793	$ 465,714	$ 641,041	$ 983,132	$ 4,467,489
Restatement of beginning net assets	$ -	$ -	$ -	$ -	$ -	$ -
Beginning unrestricted net assets, restated	$ 788,809	$ 1,588,793	$ 465,714	$ 641,041	$ 983,132	$ 4,467,489
Ending unrestricted net assets	$ 789,278	$ 1,589,658	$ 479,661	$ 642,185	$ 985,754	$ 4,486,536
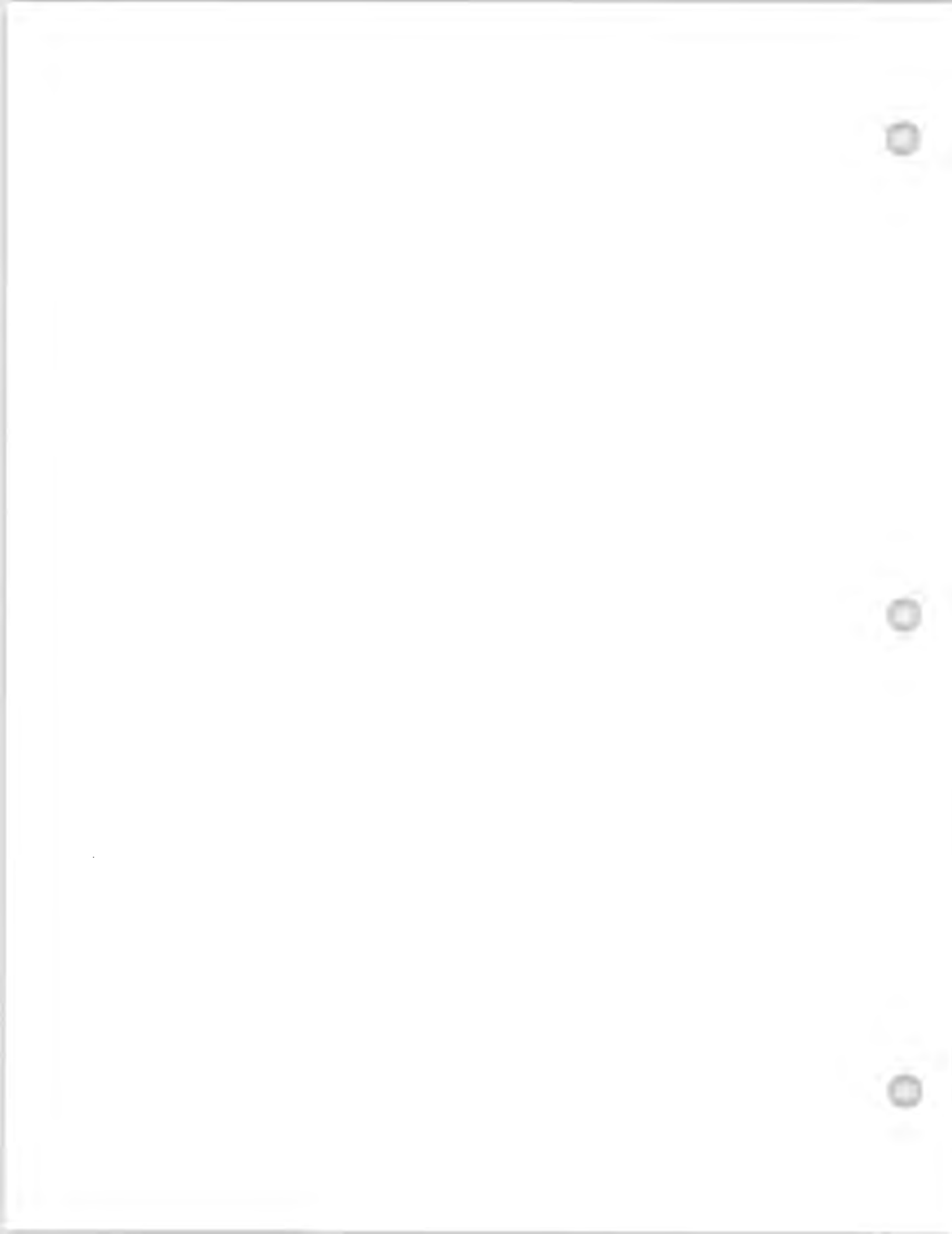
Education For Change FY 2016-17 Unaudited Projections

REVENUES:	COX 16-17	WORLD 16-17	ACHIEVE 16-17	LWL 16-17	HOME OFF 16-17	TOTAL
Block Grant- General Purpose	$ 1,953,483	$ 1,628,072	$ 870,714	$ 1,320,083	$ -	$ 5,772,352
State Categorical Block Grant	$ 554,870	$ 499,681	$ 235,885	$ 342,579	$ -	$ 1,633,016
Property Tax Revenue	$ 778,661	$ 648,951	$ 347,066	$ 513,365	$ -	$ 2,288,044
State Lottery	$ 70,960	$ 59,320	$ 28,375	$ 45,951	$ -	$ 204,606
Other State Revenue	$ 326,443	$ 289,033	$ 157,303	$ 334,012	$ -	$ 1,106,791
Federal Revenue	$ 338,527	$ 330,403	$ 158,595	$ 248,967	$ 65,000	$ 1,141,492
Contributions	$ -	$ -	$ -	$ -	$ 65,000	$ 65,000
Class Size Reduction	$ 339,360	$ 447,828	$ -	$ 232,407	$ -	$ 1,019,595
Other Local Rev (Home Office Fees & Transfers)	$ 3,300	$ 1,020	$ 212	$ (50,000)	$ 1,350,558	$ 1,305,090
Total Unrestricted Revenues	$ 4,365,604	$ 3,904,308	$ 1,798,151	$ 2,987,365	$ 1,480,558	$14,535,985
EXPENSES:						
Certificated Salaries	$ 1,763,226	$ 1,544,900	$ 598,829	$ 1,227,402	$ 388,646	$ 5,523,004
Classified Salaries	$ 499,160	$ 303,947	$ 189,118	$ 169,360	$ 549,800	$ 1,711,386
Employee Benefits	$ 762,101	$ 614,613	$ 260,798	$ 531,462	$ 218,268	$ 2,387,242
Books and Supplies	$ 156,610	$ 109,215	$ 58,456	$ 79,836	$ 22,000	$ 426,117
Services and Other Operating Expenses	$ 1,184,155	$ 1,331,032	$ 676,167	$ 978,412	$ 299,195	$ 4,468,961
Capital Expenses and Depreciation	$ -	$ -	$ -	$ -	$ -	$ -
Total Expenses	$ 4,365,253	$ 3,903,708	$ 1,783,369	$ 2,986,472	$ 1,477,908	$14,516,710
Change in Unrestricted Net Assets	$ 351	$ 600	$ 14,781	$ 893	$ 2,649	$ 19,275
Beginning unrestricted net assets	$ 789,278	$ 1,589,658	$ 479,661	$ 642,185	$ 985,754	$ 4,486,536
Restatement of beginning net assets	$ -	$ -	$ -	$ -	$ -	$ -
Beginning unrestricted net assets, restated	$ 789,278	$ 1,589,658	$ 479,661	$ 642,185	$ 985,754	$ 4,486,536
Ending unrestricted net assets	$ 789,629	$ 1,590,258	$ 494,443	$ 643,078	$ 988,404	$ 4,505,811
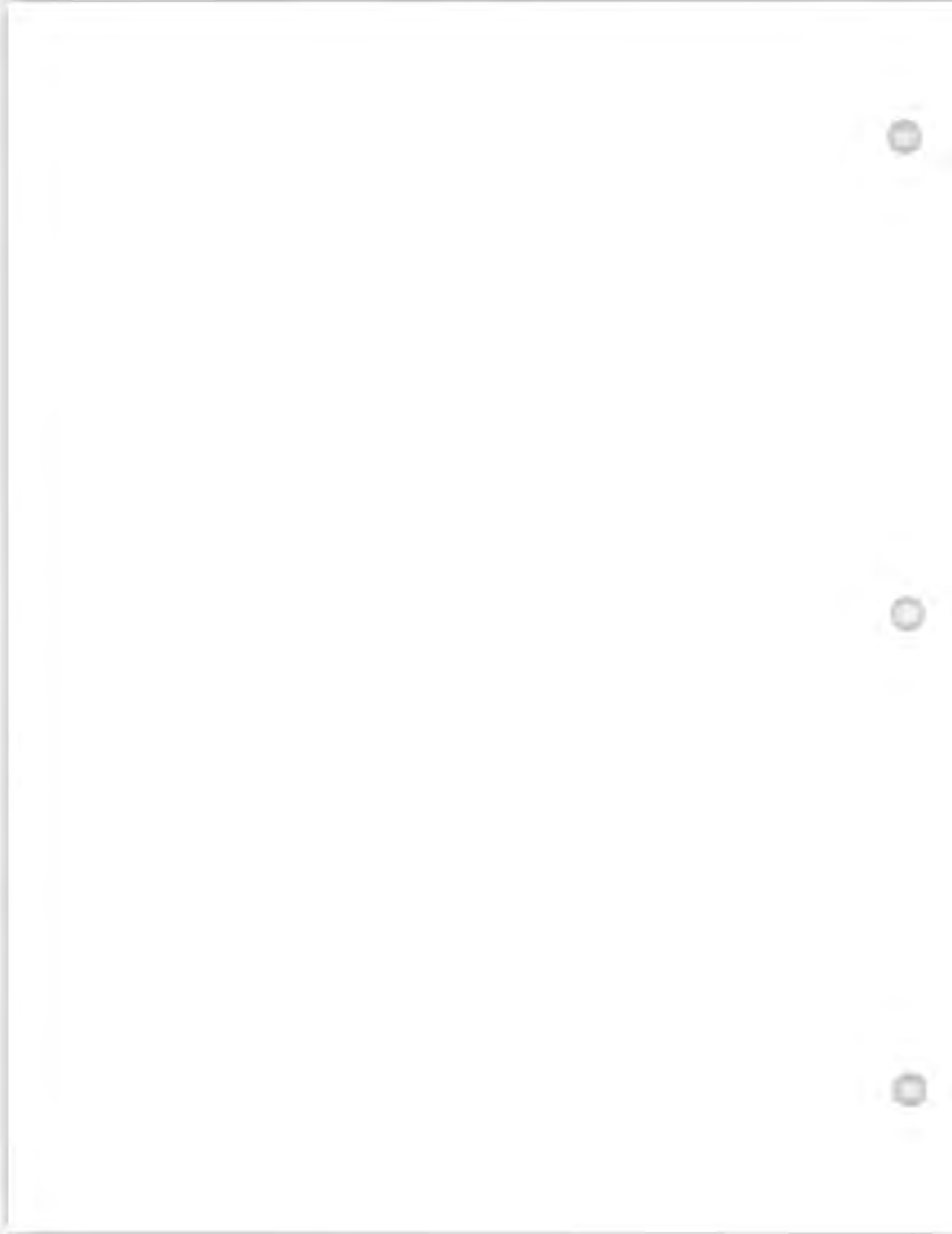
Education for Change, Learning Without Limits Academy

5-Year Budget Assumptions Narrative

The following assumptions are unaudited statements based on the current financial position of Education for Change, Inc. and an estimate of Revenues and expenditures based on known charter rates and Learning Without Limits' (LWL) current and future program as an Education for Change school. They are accurate to the best of the current information available as of October, 2011.

1. Learning Without Limits (LWL) Academy is projected to maintain current enrollment (375 students) projected through Fiscal Year 2016-2017 with very little fluctuation.
2. The average daily attendance number is budgeted at 94.98% based on LWL's 2010-2011 rate of attendance.
3. LWL Academy will continue to serve the targeted student population which is approximately 95% Free and Reduced Lunch students, 57% English Language Learners and 6% Special Education students.
4. The school will operate a school schedule of 179 instructional days.
5. LWL Academy will continue to run Class Size reduction for grades K-3 with slight overage penalties anticipated.
6. LWL Academy is budgeted for an estimated 1% annual increase in all State funding each year beginning in 2013-2014.
7. General Purpose block grant numbers ($4,923 for K-3, $4,996 4-6 and $5,144) as well as the Charter Categorical block grant numbers ($402 per ADA) are based on the July 1, 2011, CSDC Charter Currents Article written by Eric Premack. These numbers are the lower "Trigger" numbers if revenues fall short and schools are affected. The In Lieu of Economic Impact Aid Revenue is based on $318 per weighted concentration factor pupil.
8. Federal revenues include Title I, Title II, and Title III. It was assumed that after 2012-2013,Title I would continue to be funded at current rates going forward with no increases. Title I was calculated based on the current population with a per student rate of $1,200 and a conversion factor of .41.
9. LWL Academy qualifies for the National School Lunch Program (NSLP) as certified by the California Department of Education (CDE). LWL Academy will likely use San Lorenzo Unified as a Lunch Provider. The lunch program is budgeted at approximately $27 per student.
10. LWL Academy has an after school academic and enrichment program. This program is funded with ongoing Proposition 49 ASES resources and a Century 21 grant.
11. LWL Academy is budgeted for $442.17 per student as a projected SELPA member of Eldorado County. In FY 2013-2014 the Federal funds will follow at an additional $140 per student.
12. There are expenses budgeted for a contract with a Special Education Services provider that ia estimated at $152,000.
13. Proposition 39 rent is calculated at $3.62 per square foot with a square footage estimate of 50,000 feet.

C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14
544,389	453,391	282,652	772,440	681,498	571,381	513,857	391,426	317,165	375,931	210,159	0		
59,200	39,467	39,467	39,467	39,467	39,467	69,067	34,533	34,533	34,533	34,533	493,334	0	493,334
0	0	697,716	0	0	0	36,281	45,922	128,887	26,513	0	935,320	333,254	1,268,574
											0		0
				59,731			398	47,784			107,913	91,189	199,102
0	37,958		29,629	29,629	83,850	9,415	11,917	33,448	6,881	0	242,728	86,484	329,212
					58,102			58,102			116,204	116,204	232,407
							0				0	0	0
							1,748	16,095	5,244		23,088	134,402	157,490
			71,280					27,720			99,000	0	99,000
			23,760					9,240			33,000	0	33,000
							22,261				22,261	22,261	44,522
											0	0	0
											0	0	0
											0		0
											600,000		600,000
											0		0
											0		0
59,200	77,425	737,182	164,136	128,826	181,419	116,512	173,134	297,708	73,172	34,533	2,672,847	783,794	3,456,641
11,795	100,258	100,258	100,258	100,258	100,258	100,258	100,258	100,258	100,258	100,258	1,014,378	165,131	1,179,509
13,563	13,563	13,563	13,563	13,563	13,563	13,563	13,563	13,563	13,563	13,563	155,971	6,781	162,752
40,125	40,125	40,125	40,125	40,125	40,125	40,125	40,125	40,125	40,125	40,125	481,501		481,501
3,073	12,294	11,525	19,209	3,073	3,073	3,073	11,525	3,073	3,073	3,073	76,836		76,836
81,642	81,923	81,923	81,923	81,923	81,923	81,923	81,923	81,923	81,923	81,923	938,412		938,412
											0		0
											0		0
											0		0
											0		0
											0		0
150,198	248,163	247,395	255,078	238,943	238,943	238,943	247,395	238,943	238,943	238,943	2,667,097	171,913	2,839,010
0	0										0		0
											0		0
											0		0
											0		0
0											0		0
											0		0
											0		0
											0		0
											0		0
											0		0
-	-	-	-	-	-	-	-	-	-	-	-	-	-
(90,998)	(170,738)	489,788	(90,943)	(110,116)	(57,524)	(122,431)	(74,261)	58,766	(165,771)	(204,409)	5,750	611,881	617,631
453,391	282,652	772,440	681,498	571,381	513,857	391,426	317,165	375,931	210,159	5,750	5,750		
													617,631

351,601	336,346	365,318	153,697	174,671	191,430	457,388	372,916	327,089	422,256	279,329	5,750		
59,792	39,861	39,861	39,861	39,861	39,861	69,757	34,879	34,879	34,879	34,879	498,267	0	498,267
0	147,729	0	115,313	115,313	326,337	36,644	46,382	130,176	26,778	0	944,673	336,587	1,281,260
											0		0
				74,690			498	59,752			134,940	114,027	248,967
0	38,338		29,925	29,925	84,689	9,510	12,037	33,782	6,949	0	245,155	87,349	332,504
				58,102			58,102				116,204	116,204	232,407
						11,150		11,150			22,300	22,300	44,600
						31,498	31,498	31,498	31,498	31,498	157,490	0	157,490
			71,280					27,720			99,000	0	99,000
			23,760					9,240			33,000	0	33,000
							22,261				22,261	22,261	44,522
											0	0	0
											0	0	0
											0	0	0
											-75,000	0	-75,000
											0	0	0
											0	0	0
59,792	225,928	39,861	280,140	259,790	508,989	158,559	205,656	338,197	100,104	66,377	2,198,290	698,727	2,897,017
11,913	101,261	101,261	101,261	101,261	101,261	101,261	101,261	101,261	101,261	101,261	1,024,522	166,783	1,191,304
13,698	13,698	13,698	13,698	13,698	13,698	13,698	13,698	13,698	13,698	13,698	157,530	6,849	164,380
41,329	41,329	41,329	41,329	41,329	41,329	41,329	41,329	41,329	41,329	41,329	495,946		495,946
3,073	12,294	11,525	19,209	3,073	3,073	3,073	11,525	3,073	3,073	3,073	76,836		76,836
83,382	83,669	83,669	83,669	83,669	83,669	83,669	83,669	83,669	83,669	83,669	958,412		958,412
											0		0
											0		0
											0		0
											0		0
											0		0
153,395	252,251	251,483	259,166	243,031	243,031	243,031	251,483	243,031	243,031	243,031	2,713,246	173,632	2,886,878
160,915	55,295										783,794		783,794
											0		0
											0		0
											0		0
82,566											165,131		165,131
											6,781		6,781
											0		0
											0		0
											0		0
											0		0
78,349	55,295	-	-	-	-	-	-	-	-	-	611,881	-	611,881
(15,255)	28,972	(211,621)	20,974	16,759	265,958	(84,472)	(45,827)	95,166	(142,926)	(176,654)	96,925	525,095	622,021
336,346	365,318	153,697	174,671	191,430	457,388	372,916	327,089	422,256	279,329	102,675	102,675		
													627,771

483,677	409,872	383,420	169,807	190,243	206,464	474,541	388,951	341,667	436,544	291,914	102,675		
60,390	40,260	40,260	40,260	40,260	40,260	70,455	35,228	35,228	35,228	35,228	503,250	0	503,250
0	149,207	0	116,467	116,467	329,600	37,010	46,845	131,478	27,046	0	954,120	339,953	1,294,072
											0		0
				74,690			498	59,752			134,940	114,027	248,967
0	38,721		30,225	30,225	85,536	9,605	12,157	34,120	7,019	0	247,607	88,222	335,829
					58,102			58,102			116,204	116,204	232,407
						11,262		11,262			22,523	22,523	45,046
						31,498	31,498	31,498	31,498	31,498	157,490	0	157,490
			71,280					27,720			99,000	0	99,000
			23,760					9,240			33,000	0	33,000
							22,261				22,261	22,261	44,522
											0	0	0
											0	0	0
											0	0	0
											-65,000	0	-65,000
											0	0	0
											0	0	0
60,390	228,188	40,260	281,991	261,641	513,498	159,830	206,589	340,297	100,790	66,726	2,225,394	703,190	2,928,584
12,032	102,273	102,273	102,273	102,273	102,273	102,273	102,273	102,273	102,273	102,273	1,034,767	168,450	1,203,217
13,835	13,835	13,835	13,835	13,835	13,835	13,835	13,835	13,835	13,835	13,835	159,106	6,918	166,023
42,569	42,569	42,569	42,569	42,569	42,569	42,569	42,569	42,569	42,569	42,569	510,824		510,824
3,073	12,294	11,525	19,209	3,073	3,073	3,073	11,525	3,073	3,073	3,073	76,836		76,836
83,382	83,669	83,669	83,669	83,669	83,669	83,669	83,669	83,669	83,669	83,669	958,412		958,412
											0		0
											0		0
											0		0
											0		0
											0		0
154,891	254,641	253,872	261,556	245,420	245,420	245,420	253,872	245,420	245,420	245,420	2,739,945	175,368	2,915,313
104,088											698,727		698,727
											0		0
											0		0
											0		0
83,391											166,783		166,783
											6,849		6,849
											0		0
											0		0
											0		0
											0		0
20,696	-	-	-	-	-	-	-	-	-	-	525,095	-	525,095
(73,805)	(26,453)	(213,612)	20,435	16,221	268,077	(85,591)	(47,284)	94,877	(144,630)	(178,695)	10,544	527,821	538,365
409,872	383,420	169,807	190,243	206,464	474,541	388,951	341,667	436,544	291,914	113,219	113,219		

C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14
508,293	432,329	403,920	186,502	204,298	218,510	487,263	399,077	348,528	441,647	293,832	113,219		
60,994	40,663	40,663	40,663	40,663	40,663	71,160	35,580	35,580	35,580	35,580	508,283	0	508,283
0	150,699	0	117,631	117,631	332,896	37,381	47,314	132,793	27,317	0	963,661	343,352	1,307,013
											0		0
				74,690			498	59,752			134,940	114,027	248,967
0	39,108		30,527	30,527	86,391	9,701	12,279	34,461	7,089	0	250,083	89,105	339,187
					58,102		58,102				116,204	116,204	232,407
						11,374		11,374			22,748	22,748	45,496
						31,498	31,498	31,498	31,498	31,498	157,490	0	157,490
			71,280					27,720			99,000	0	99,000
			23,760					9,240			33,000	0	33,000
							22,261				22,261	22,261	44,522
											0	0	0
											0	0	0
											0	0	0
											-52,000	0	-52,000
											0	0	0
											0	0	0
60,994	230,470	40,663	283,861	263,511	518,052	161,113	207,531	342,418	101,483	67,078	2,255,669	707,696	2,963,365
12,152	103,296	103,296	103,296	103,296	103,296	103,296	103,296	103,296	103,296	103,296	1,045,114	170,135	1,215,249
13,974	13,974	13,974	13,974	13,974	13,974	13,974	13,974	13,974	13,974	13,974	160,697	6,987	167,684
43,420	43,420	43,420	43,420	43,420	43,420	43,420	43,420	43,420	43,420	43,420	521,041		521,041
3,193	12,774	11,975	19,959	3,193	3,193	3,193	11,975	3,193	3,193	3,193	79,836		79,836
85,122	85,415	85,415	85,415	85,415	85,415	85,415	85,415	85,415	85,415	85,415	978,412		978,412
											0		0
											0		0
											0		0
											0		0
											0		0
157,861	258,879	258,081	266,064	249,299	249,299	249,299	258,081	249,299	249,299	249,299	2,785,100	177,122	2,962,222
105,129											703,190		703,190
											0		0
											0		0
											0		0
84,225											168,450		168,450
											6,918		6,918
											0		0
											0		0
											0		0
											0		0
20,903	-	-	-	-	-	-	-	-	-	-	527,822	-	527,822
(75,964)	(28,410)	(217,418)	17,796	14,212	268,753	(88,186)	(50,550)	93,119	(147,815)	(182,221)	(1,609)	530,575	528,966
432,329	403,920	186,502	204,298	218,510	487,263	399,077	348,528	441,647	293,832	111,611	111,611		

642,185

510,594	434,320	406,174	187,121	204,765	218,824	490,135	401,205	349,565	442,786	293,629	111,611	▓▓▓	
61,604	41,069	41,069	41,069	41,069	41,069	71,871	35,936	35,936	35,936	35,936	513,365	0	513,365
0	152,206	0	118,807	118,807	336,225	37,754	47,787	134,120	27,590	0	973,297	346,786	1,320,083
											0		0
				74,690			498	59,752			134,940	114,027	248,967
0	39,499		30.832	30,832	87,255	9,798	12,401	34,806	7,160	0	252,584	89,996	342,579
					58,102			58,102			116,204	116,204	232,407
							11,488		11,488		22,976	22,976	45,951
							31,498	31,498	31,498	31,498	31,498	157,490	0	157,490
			71,280					27,720			99,000	0	99,000
			23,760					9,240			33,000	0	33,000
							22,261				22,261	22,261	44,522
											0	0	0
											0	0	0
											0	0	0
											-50,000	0	-50,000
											0	0	0
											0	0	0
61,604	232,774	41,069	285,749	265,399	522,651	162,409	208,483	344,560	102,183	67,434	2,275,117	712,249	2,987,365
12,274	104,329	104,329	104,329	104,329	104,329	104,329	104,329	104,329	104,329	104,329	1,055,566	171,836	1,227,402
14,113	14,113	14,113	14,113	14,113	14,113	14,113	14,113	14,113	14,113	14,113	162,304	7,057	169,360
44,288	44,288	44,288	44,288	44,288	44,288	44,288	44,288	44,288	44,288	44,288	531,462		531,462
3,193	12,774	11,975	19,959	3,193	3,193	3,193	11,975	3,193	3,193	3,193	79,836		79,836
85,122	85,415	85,415	85,415	85,415	85,415	85,415	85,415	85,415	85,415	85,415	978,412		978,412
											0		0
											0		0
											0		0
											0		0
											0		0
158,991	260,920	260,122	268,105	251,340	251,340	251,340	260,122	251,340	251,340	251,340	2,807,579	178,893	2,986,472
106,180											707,696		707,696
											0		0
											0		0
											0		0
85,067											170,135		170,135
											6,987		6,987
											0		0
											0		0
											0		0
											0		0
21,112	-	-	-	-	-	-	-	-	-	-	530,574	-	530,574
(76,275)	(28,146)	(219,053)	17.643	14,059	271,311	(88,931)	(51,639)	93,220	(149,157)	(183,906)	(1,888)	533,356	531,468
434,320	406,174	187,121	204.765	218,824	490,135	401,205	349,565	442,786	293,629	109,723	109,723		
													643,078

Education for Change - School Calendar 2012-2013 (Tentative)

This is a general template calendar. Individual EFCPs schools may require additional PD days for teachers pending funding; parent conference dates will be set by individual schools; and schools may opt to add additional minimum days for PD in compliance with instructional minutes required and EFCPS workyear/days

JULY 2012

S	M	T	W	TH	F	S	
1	2	3	4	5	6	7	July 4th Holiday
8	9	10	11	12	13	14	Kindergarten Registration
15	16	17	18	19	20	21	Kindergarten Orientation
22	23	24	25	26	27	28	Kindergarten CELDT Testing
29	30	31					Kindergarten CELDT Testing

AUGUST 2012

S	M	T	W	TH	F	S	
			1	2	3	4	All Wednesdays minimum days
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	New teacher training
19	20	21	22	23	24	25	Aug. 22nd Teachers return
26	27	28	29	30	31		Aug. 27th First Day of School

SEPTEMBER 2012

S	M	T	W	TH	F	S	
						1	All Wednesdays minimum days
2	3	4	5	6	7	8	Sept. 3rd Labor Day Holiday
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30							

OCTOBER 2012

S	M	T	W	TH	F	S	
	1	2	3	4	5	6	All Wednesdays minimum days
7	8	9	10	11	12	13	Oct 5 Professional Development/No School
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				

NOVEMBER 2012

S	M	T	W	TH	F	S	
				1	2	3	All Wednesdays minimum days
4	5	6	7	8	9	10	Nov. 12th Veteran's Day Holiday
11	12	13	14	15	16	17	Nov 9th Professional Devleopment/No School
18	19	20	21	22	23	24	Nov. 19th - 23rd Thanksgiving Recess
25	26	27	28	29	30		

DECEMBER 2012

S	M	T	W	TH	F	S	
						1	All Wednesdays minimum days
2	3	4	5	6	7	8	Dec. 24th - 31st Winter Recess/No School
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						

JANUARY 2013

S	M	T	W	TH	F	S	
		1	2	3	4	5	All Wednesdays minimum days
6	7	8	9	10	11	12	Jan 1st-Jan 4th Winter Recess/No School
13	14	15	16	17	18	19	Jan 7 Students back to School
20	21	22	23	24	25	26	Jan. 21st Martin L. King Jr. Day Holiday
27	28	29	30	31			Jan 25th Professional Development/No School

FEBRUARY 2013

S	M	T	W	TH	F	S	
					1	2	All Wednesdays minimum days
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	Feb. 18th Presidents' Day Holiday
17	18	19	20	21	22	23	
24	25	26	27	28			

MARCH 2013

S	M	T	W	TH	F	S	
					1	2	All Wednesdays minimum days
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	March 29th Cesar Chavez Day Holiday
31							

**Easter is March 31

APRIL 2013

S	M	T	W	TH	F	S	
	1	2	3	4	5	6	All Wednesdays minimum days
7	8	9	10	11	12	13	April 1st - 5th Spring Recess/No School
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30					

MAY 2013

S	M	T	W	TH	F	S	
			1	2	3	4	All Wednesdays minimum days
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	May 25th & 28th Memorial Day Holiday
19	20	21	22	23	24	25	
26	27	28	29	30	31		

JUNE 2013

S	M	T	W	TH	F	S	
						1	All Wednesdays minimum days
2	3	4	5	6	7	8	June 14th Last Day of School
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30							

CODES:

First and Last Days of School

Holiday/Vacation/No School
Professional Development/No School

Minimum Days

Education *for* Change

2010-2011 Academic Year

Dear Parent/Guardian,

Thank you for taking the time to read the Education for Change Parent-Student Handbook. This handbook was designed to aid you and your child. It is not all-inclusive, but does cover most of the items that commonly concern parents and students.

The staff of EFC continues to encourage your active involvement in your child's education. A strong partnership between home and school can greatly benefit your child as he/she grows and matures. To this end, we ask that you read carefully through this handbook with your child(ren) and discuss its contents.

We know that your experience at EFC will be positive and pleasant with high expectations for academic and social success. Please save your handbook for reference throughout the school year. As always we are here to assist you and your child. Please feel free to contact us at **(510) 904-6440**

Sincerely,

About Education for Change

Founded in 2005 by experienced educators and entrepreneurs, Education for Change (EFC) is a non-profit 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. EFC currently operates three schools in Oakland: Cox Academy, World Academy, and Achieve Academy.

What is a charter school?

Charter schools are schools of choice: parents select the school their child attends. Families and community members are welcomed in charter schools and are treated as partners in their child's education. Charter schools are held accountable for student achievement by parents, authorizers, and the state. This accountability leads quality schools and high achievement; research shows charter schools do a better job increasing student achievement than traditional public schools. Charter schools are performing particularly well in areas in California known to have struggling public schools.

By working in an environment that values innovation, charter school teachers and staff have the opportunity to have real impact on students and colleagues. Charter schools provide teachers with the freedom and flexibility to innovate to best meet their students' needs. Staff experience less bureaucracy, greater autonomy, and have the support of parents who help to discover fresh approaches to their student's education. And members of the community can be involved, too, by volunteering or serving on a charter school's governing board.

Charter schools across the state are positively impacting students, resulting in improved achievement.

The following grid shows the success at our three schools:
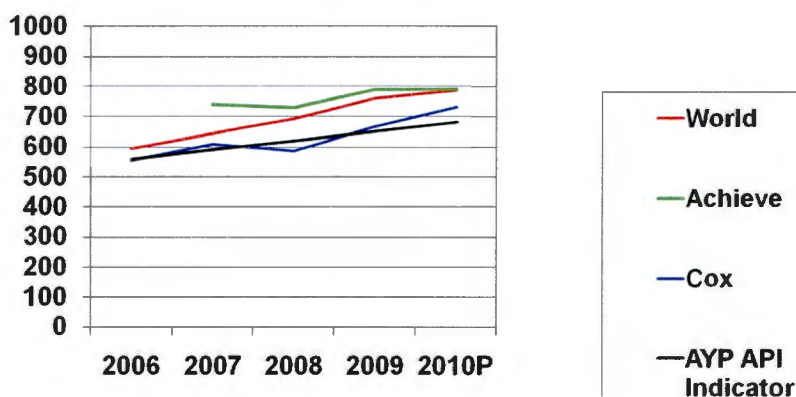
MISSION STATEMENT

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 the continuous refinement of high quality instruction.

VISION STATEMENT

When we succeed in building a high performing system of public schools serving the most underserved students, we will make the changes necessary for success to be replicated across every urban public school.

BOARD OF DIRECTORS

EFC recruits qualified and appropriate candidates for the board from education, non-profit, community, business, and legal organizations. The current board is diverse in skill sets, perspectives, and backgrounds, and it can fully and responsibly govern the organization and schools while maintaining a unifying and passionate commitment to the vision and mission of EFC. The EFC Board of Trustees will consist of at least five but will not be more than eleven voting members. The board has appointed a President, Treasurer/Audit Committee, and a Secretary. Board agendas are posted at all sites 72 hours before the meeting and minutes are posted after approval. These can also be found on our website.

The Board of Directors of EFC is responsible for the following:

- Ensuring the legal and fiscal well being of the organization and each school.
- Hiring and evaluating the EFC Chief Executive Officer.
- Approving and monitoring the implementation of policies of the organization.
- 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.
- Regularly measuring the progress of both student and staff performance.
- Encouraging active involvement of students, parents, grandparents and the community.
- Performing all of the responsibilities provided for in the California Corporations code, the Articles of Incorporation Bylaws, and this charter as required to ensure the proper operation of the organization and member schools.

PARENT LIAISON

While the Parent Leadership Council has led to greater opportunities for parent input at the site level, parents traditionally have not participated in the overall governance of EFC, through the EFC

Board. Having a Parent Liaison who represents the Parent Leadership Council from each school will create a consistent, formalized link between the parents at the site level and the EFC Board. This will create greater accountability to the parents at each school site. The Liaison would then report back the decisions made at the EFC Board meeting to the Parent Leadership Council.

Site administrators have invited parents from the Parent Leadership Council to run for the position of Chairperson/ Parent Liaison. Home Office staff has created the description of the Parent Liaison role as well as provided training for the Parent Liaisons. Home Office staff will ensure that the Parent Liaisons have access to all the agendas and documents concurrent with the EFC Board members. Home Office will ensure that translation services will be available if needed.

OFFICE HOURS

The school is open from 8:00 am to 4:00 pm on all school days.

ATTENDANCE

General Attendance Information

School hours are from 8:30 am to 3:00 pm. Wednesdays are minimum days and all students are dismissed at 2:00 pm. Prior to 7:45 am and after dismissal, we have no assigned supervisory duty and cannot be held responsible for your child.

*Breakfast: Breakfast is served in the cafeteria between 7:45 am and 8:25 am. **If arriving earlier for breakfast, students may wait in the cafeteria after eating.**   Please do not bring or send your children prior to the time they can be supervised by the staff on duty.

Education for Change uses an attendance system called Power School which supports our school in monitoring student attendance. **Parent/guardians must send a note and/or telephone the school to clear all excusable absences within 72 hours.** Failure to excuse the absence results in a recorded truancy on your child's record. Power School automatically mails truancy notification letters to the parent/guardians of the students who accumulate 3 or more days of unexcused absences. School or Home Office staff may request your attendance at a conference when your child has unexcused absences. Please also be aware that students may be withdrawn from classes and placed on inactive status if 10 days of absence occur and the parents have failed to contact school staff. (Please see Official EFC Illness Policy included in the Handbook.)

Tardiness

Students shall arrive at school and be in the classroom at the properly scheduled time (8:30am). Habitual tardiness, according to California law, is truancy and will be treated as such.

Truancy

Students shall abide by the attendance laws of the State of California.

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 out your child.**

You must send a note each time there will be a change in your child's dismissal time or procedure. We will ask to see identification of any person we do not know and will not release a child to a baby-sitter, stepparent or friend without prior authorization. We will follow the child's normal routine without a note from the parent.

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.)
- ✓ Family illness, an extreme emergency situation requiring the student to be absent from school
- ✓ Quarantine of the home by local health officials
- ✓ Death of a relative (limited to three days, unless reasonable cause can be shown for a longer absence)
- ✓ Observance of a religious holiday, consistent with student's established beliefs or creed

Rainy Days

Please make sure that you discuss a rainy day procedure with your children. All students are dismissed as usual on rainy days. Students waiting to be picked up are to wait in the lobby of the main building.

Education for Change Illness Policy

Attendance at school is closely related to achievement and success in school. As a parent or guardian, you are obligated to send your child to school.

Any student who has more than three unexcused absences is truant. Habitually truant students will be referred for a School Attendance Review Team at the school where a contract to improve attendance will be developed. 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.

The state law states that absences are only **excused** if the child is ill or there is a death in the family (1-3 day limit). All other absences are **unexcused**. Any tardy over 30 minutes, except for medical reasons, is also unexcused. If your child had 3 unexcused absences and/or tardies, s/he will be considered truant.

"Going out of town" with your child during school is an **unexcused** absence and also "family emergencies". In extreme emergencies, on a limited basis, you may request permission for approval of **Independent Study** <u>from the school principal</u>.

It is the EFC (Education for Change) policy that we may require a doctor's note for three consecutive days of absence. If we feel that your child is excessively absent (over 10%), we can require a doctor's note for every absence.

Our teachers work very hard to insure that your child receives the best education possible. This can only be done if your child is in school, on time, every day when s/he is healthy. Your child deserves an outstanding education.

PLEASE REMEMBER THAT FOR US TO DO OUR JOBS YOUR CHILD MUST ATTEND SCHOOL REGULARLY. A GOOD SOLID FOUNDATION IS CRITICAL TO YOUR CHILD'S FUTURE ACADEMIC SUCCESS!

EMERGENCY AND MEDICAL INFORMATION

Emergency Medical Authorization Form

Parents are required by state law to fill out an Emergency Medical Authorization Form. These are kept on file in the office and used in emergency situations. This form will be sent home with your child **the first day of school. It is very important that you fill it out and return it the next day.** If your child is injured at school and we cannot reach you, we will use the information on this form.

It is your responsibility to inform the school of any changes in residency, custody, home/work phone numbers and emergency contact information.

Medical Concerns – Allergies

It is imperative that all school personnel know of any type of allergy your child has, such as to bee stings or foods. This information should be provided to the school office manager as well as your child's teacher, who will see to it that the appropriate personnel are notified.

Illness / Injury at School

It is important that students are not sent to school with a fever, diarrhea, or if they are vomiting. It is advisable to keep a child home until they are **fever free for twenty-four hours without benefit of a fever-reducing medication.**

If you and the other people on your emergency contact list are to be away from the phone and therefore unable to be reached, please designate a person we can call temporarily in the event of an illness or accident.

COMMUNICATION

Home-School Communication/School Publications

You will receive many pieces of information from our school. Notes from teachers or the office may be sent home on any given day. Any encouragement you can give to your child about being responsible in bringing home school information would be appreciated since this is the only way we have to communicate with you. Please also check your child's backpack nightly for any important information.

Contacting teachers

Please do not phone teachers at home unless the teacher gives you permission to do so. If you call the office, we will relay the messages. Teachers will not be interrupted during instruction time. **The Achieve Academy office number is (510) 904-6440.**

Written notes and e-mails are another media via which to communicate with your child's teacher throughout the year. Ask your child's teacher about this option for communication.

Use of Telephones

The school telephones are not for student use. Calling home for permission to visit with friends or to ask for forgotten lunch money, homework or books, or to ask someone to pick them up because they do not want to walk home is not permitted. In an **emergency** situation, **or when there is an acceptable reason,** students may use the phone with a written pass from the teacher.

Students WILL NOT be called out of class to speak to someone on the phone. Classes are not interrupted unless it is an extreme emergency. Messages will be taken and given to students at the appropriate time.

Students may have cell telephones however, they CANNOT disrupt class. Cell telephones must be turned off and put away during school hours unless there is an emergency situation. If a student is caught using his/her cell telephone in class and/or for a non-emergency situation, the cell telephone can and will be confiscated by the staff. A parent is the only one who will be allowed to retrieve the student's cell telephone.
Cell Phones that have been confiscated by a staff member may only be picked up by parent by appointment.

Standards Based Report Cards

Our schools are using a standards- based report card that is aligned with the California State Standards. For each academic section (Reading Language Arts, Math, Cross Curricular Integration), students are scored on a 1-5 scale which mirrors the California Standardized Test scores. English Language Development also uses the 1-5 scale, but the scores mirror the California English Language Development Test (CELDT) scores. The guidelines for Language Arts and Math indicate the Proficiency Level. Proficient is considered "at grade level." To receive a Proficient (4), the expectation would be that the student would have mastered all the standards indicated in the guidelines for that marking term. Each component or standard in Language Arts and Math, should receive one of the following marks for their Grade Level Performance:

Academic Grades	**ELD Grades**
1 = Far Below Basic	1 = Beginning
2 = Below Basic	2 = Early Intermediate
3 = Basic	3 = Intermediate
4 = Proficient	4 = Early Advanced
5= Advanced	5= Advanced

Students will receive a report card **3** times a year (see school calendars for the end of the trimester dates). At the end of the first and second trimester teachers will arrange a conference to discuss the report card.

Valuable Property

Valuable property such as radios, CD and tape players, pagers, expensive jewelry, electronic games, iPods, etc. may not be brought to school by students. The school will NOT accept responsibility for the loss of personal property. No scooters, skateboards or "heelies" are allowed on campus.

School Visitation

We welcome visitors to our school. You must enter through the Achieve Academy office, located in portable #41, and sign the Visitor's Log. You are also required to wear visitor identification.

CURRICULAR AND ENRICHMENT PROGRAMS

Class Assignments

Students are assigned to classes with input from the classroom teachers from the previous year. They are grouped to provide balanced classes for everyone's benefit. After the classes are formed, the Principal assigns teachers to each list of classes. This is the most educationally sound way to group students; therefore, parent requests for teachers cannot always be honored.

Curriculum

The adopted curricula for EFC are Open Court Reading and Saxon Math. Each grade level teaches grade level standards. Teachers will discuss these curricula and standards in greater depth at Back to School Night and at grade level parent meetings. As we continue to make advances in the proficiency level of our students we will begin to infuse more Social Sciences, Science, and Art into our program. Science is currently taught as a prep-release class in grades 1-5. This year EFC is rolling out its Social Science curriculum.

Homework

The EFC policy for homework varies by grade level and should be about 85-90 minutes nightly for your fourth and/or fifth grader. This is a guideline and may vary by a few minutes from day to day. For a more detailed description of homework, please contact your child's teacher.

After School Enrichment and Intervention

This year, Achieve Academy students will have the opportunity to participate in after-school enrichment and intervention classes. Classes will be offered in 10-week sessions, after school in two hour blocks.

PARENT/COMMUNITY INVOLVEMENT

Volunteers

Volunteer help and support makes all the difference in broadening the spectrum of activities each year. Parents, grandparents, and friends are involved in many ways at our schools. They help in various capacities throughout the school. They also chaperone study tours and help students with special activities. Please contact the classroom teacher or the office if you would like to support the school program by volunteering, and we will assist you in completing the necessary paper work. Please be aware that there are requirements for fingerprinting and TB clearance for school volunteers.

Parent Committees

Parent Leadership Council (PLC): We are always searching for more efficient and effective venues for parents and teachers to collaborate and work together to meet the needs of the students. Parent Leadership Council meetings are a very important way for parents to provide input about how we can continuously improve the school and to stay current about what is happening at our school. As we dialogue about the nature and name of this group, we invite you to join us for meetings as they are announced. (Look for meeting dates and times in each month's newsletter, school calendar and reminder memos).

EFC Scholars: This year, Education for Change is beginning a program called EFC Scholars. This program will require parents and students to formally agree to set list of academic and behavioral expectations. We encourage all students and families to become a part of the EFC Scholars.

STUDY TOURS

Study Tours are an important extension of our school curriculum. In order for your child to benefit from these activities, appropriate behavior from all students is necessary. EFC schools reserves the right to prohibit students from attending study tours because of behavior that could create unsafe conditions for him/herself or others. It is critical that all students consistently exhibit the ability to follow rules and respond appropriate to adults without delay.

Parent permission slips will be sent home in advance and must be signed and returned at least a day prior to the trip. Modes of transportation may be walking, charter bus, or public transportation.

Chaperones are an essential element for study tours to take place. Without chaperones and/or drivers our students may not be able to partake in these enrichment opportunities. We encourage parents to find ways to support the classroom teacher in making [at least one] study tours possible each school year. Parents who chaperone MUST leave other children at home. This is in adherence to EFC Administration Regulations.

POSITIVE BEHAVIOR LEADS TO SUCCESS

The Six Ps of EFC:

Be Prompt.   Be Polite.   Be Proud.   Be Productive.   Be Prepared.   Be Positive.

At EFC we believe in the six 'P's of a quality education experience: be prompt, be polite, be proud, be productive, be prepared, and be positive. As a staff, we regularly discuss these characteristics with the students and reward positive behavior that represents the six 'P's.

Code of Conduct

The goal of the Code of Conduct is to create conditions that foster student self-discipline in a warm, supportive school climate that is conducive to maximum learning for all students. The Code of Conduct is a general guide for behavior, not a mechanism for rigid control. The individual personalities of students or extenuating circumstances will be considered before corrective measures are prescribed. (Reference Ed Code Sections 48900 and 48915 and Health and Safety Code 11007)

1. **SERIOUS MISCONDUCT CODE:**

A violation of any rule may result in disciplinary actions, including In-School Suspension, Out-of-School Suspension, expulsion, compensatory payment of damages, assigned work, loss of credit for assigned work or tests, or loss of privileges:

1. **Disruption of school:** A student shall not, by the use of violence, force, coercion, threat or any other means, cause disruption or obstruction of the normal operation of school.
2. **Damage of school property, including buses and bus seats:** A student shall not cause or attempt to cause damage to property of EFC Schools.
3. **Damage of private property:** A student shall not damage private property, on or off school premises, during a school activity, function or school event.
4. **Assault:** A student shall not behave in a way that could cause physical injury to other students, any school employee or other persons in the school building or on school property. This rule also applies during school-related activities held off school premises.
5. **Dangerous Weapons and Instruments:** Students shall not possess, handle, transmit or conceal any dangerous weapon or instrument on school property, in a school vehicle or at any school-sponsored activity.
6. **Threats:** Students shall not through verbal, written, technological or any other means make statements threatening that physical or emotional harm may come to another person or to an institution. Bomb threats will result in expulsion from school.
7. **Harassment:** Students shall not harass other students, school employees, persons who are guests of the school or persons conducting business for the school. This category also applies to remarks or actions of a sexual, racial, ethnic or religious nature that are deemed offensive.
8. **Narcotics, alcoholic beverages, drugs, look-alike drugs or drug paraphernalia:** A student shall not use, possess, transmit, conceal or be under the influence of the aforementioned items while in the school building, on school property or involved in any school activities held off the school premises.
9. **Insubordination:** A student shall not repeatedly fail to comply with the directions of teachers, student teachers, secretaries, substitute teachers, teacher aides, bus drivers, the principal or other school personnel.
10. **Theft:** Students shall respect the personal ownership rights of others. In addition to taking any of the disciplinary actions listed on the previous page, the principal may exercise his/her prerogative of reporting thefts to local law enforcement agencies.
11. **Tobacco:** Tobacco in any form shall not be in the possession of students or used in the building, on school property, while being transported in school vehicles or at any school function.
12. **Possession of vulgar materials:** A student shall not possess vulgar materials (i.e. pornographic pictures, etc.)
13. **Repeated Violation of School Rules:** A student shall not repeatedly fail to comply with any school rules.

2.   MINOR MISCONDUCT CODE

A violation of any rule may result in disciplinary actions, including suspension, detention, loss of privileges, isolation, written notice to, or conference with, parents, assigned work or loss of bus privileges. Student shall be given due process before a disciplinary action is taken.

1. **Use of profanity:** A student shall not use profanity of any kind
2. **General misconduct:** Students shall refrain from running in the halls, throwing objects, purposely cluttering a restroom or other area, writing on furniture or on inappropriate places or being excessively loud in their talk or abusive in their behavior.
3. **Inappropriate display of affection:** Students shall refrain from displays of affection, (i.e., kissing, embracing, etc.) while on school premises or any other school property, during school activities at or away from school.
4. **Chewing Gum:** Students will not be permitted to chew gum. Teachers will enforce disciplinary action for chewing gum in school.
5. **Violation of playground rules**
6. **Violation of cafeteria rules:** Students shall not throw food or any object, leave their eating space in a dirty condition, talk too loudly, use food in an inappropriate manner or refuse to comply with instructions by any school employee.
7. **Violation of Dress Code:** Students shall not dress in such a way as to cause a disruption of the normal operation of the school or affect the health or safety of students. (See Dress Code Policy.)
8. **Other violations that are not covered in the above items**

Dress Code Policy

Students and parents need to be aware of the importance of good grooming and its effect upon the learning environment. Additionally, it is crucial that we have the support of the parents in upholding our school uniform policy. It is the responsibility of the parents to see that grooming reflects the modesty and good taste expected in school.

EFC students wear uniforms. The uniforms are yet another way to ensure our students' safety and build school community. Uniform colors are white and navy blue. The uniform is a white, yellow of light blue shirt and navy blue or denim pants/shorts/skirts or jumpers.

Boys may wear navy blue or denim pants or shorts along with a white, yellow or light blue shirt. Girls may wear navy blue or denim pants, skirts, skorts, jumpers, or shorts along with a white, yellow or light blue top. Students may also wear EFC t-shirts.

Appropriate attire does not disrupt the normal operation of school. The following dress and grooming guide and restrictions are to be followed by all students.

Restrictions are as follows:
- No gang related clothing or headgear is allowed under any circumstances.
- No backless shoes or sandals, thongs, or slick-soled dress shoes are allowed. Shoes must cover the foot for protection.

- No halter tops, strapless tops, midriff shirts or blouses, see through tops, spaghetti straps, sleeveless undershirts or muscle shirts allowed. (Tank tops may be worn with a sleeved outer garment, such as a blouse or shirt.)
- No hats or caps may be worn at school.
- No hip-huggers or overly baggy pants falling below the waist
- No shorts or skirts shorter than the length of the finger extended straight down one's side (the finger tip rule)
- No shirts with obscene pictures, wording or advertisements of drugs, alcohol, or cigarettes
- No makeup.
- No dangling earrings.
- No sagging of pants.

Procedure to Resolve Parent / Teacher Disagreements

Complaints about school personnel will be investigated fully and fairly. Anonymous complaints will be disregarded.

The goal of this section is:

- To establish a simple framework for addressing concerns
- To provide for prompt resolution of concerns
- To expect that all parties will participate in a cooperative manner to resolve concerns
- To expect that most concerns will be handled without resorting to this procedure beyond Step 1
- To assure that the system has a procedure to receive citizens' concerns in an orderly fashion to achieve the best possible educational program for students

Step No.1 - Direct Conversation

If a parent or community member has a disagreement or misunderstanding with a staff member, the complainant should address the concern to the specific staff member directly involved with the circumstances surrounding the concern. The staff member will meet with them as soon as possible (subject to mutual agreement by key parties).

Step No. 2 - Fact and Possible Resolution

If the complainant or the staff member is not satisfied with the outcome of Step No. 1, or the complainant or the staff member is unwilling to meet independent of an administrator, a meeting with the staff member and appropriate administrator will be arranged as soon as possible at a mutually convenient time. This step is to be informal and verbal.

No further action will be taken beyond Step No. 2, unless the complainant submits in writing a signed and dated statement of facts giving rise to this concern, the name of the staff member and the remedy sought.

UNIFORM COMPLAINT PROCEDURE POLICY

The Education for Change (EFC) Governing Board recognizes that the Charter Management Organization (CMO) is responsible for ensuring that it complies with state and federal laws and regulations governing educational programs.

The CMO shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based upon age, ancestry and/or national origin, color, physical or mental disability, race, ethnic group identification, religion, veteran status, sex, gender, marital status, medical condition (cancer related) and/or sexual orientation, in any program or activity that receives or benefits from State and/or Federal financial assistance.

The CMO shall also follow uniform complaint procedures when addressing complaints alleging failure to comply with state or federal law in:

1. Consolidated Categorical Aid Programs
   - School Based Coordinated Programs
   - School Improvement Program
   - Title I Programs – No Child Left Behind Act
   - Program for English Learners
   - Educational Equity
   - Gifted and Talented Education (GATE)
   - State Compensatory Education (SCE)
   - Safe and Drug Free Schools & Tobacco Use and Prevention Education (TUPE)
2. Child Nutrition Programs
3. Special Education Programs.
   (Title 5, Section 4621 and 4610)

Upon receipt of a written complaint from an individual, public agency or organization, the uniform complaint procedures shall be initiated. The CEO of EFC or designee shall distribute full information about these procedures.

Removal from the Classroom

A student may be removed from the classroom and sent to the "Buddy" teacher when that student's behavior interferes with classroom instruction. In this case, the parent will be contacted by the teacher regarding the child's behavior. The principal will contact the parent if the inappropriate behavior continues. In case of suspension, the parent will be asked to pick up the child. If the behavior persists, a family member or adult will be asked to accompany the child to school.

Cafeteria

Breakfast and lunch are provided in our cafeteria. Pricing and Free/Reduced Reduced applications and information are available at the front office (and are included in enrollment packets).

No parents are allowed in the cafeteria during breakfast or lunchtime. Parents who come to eat with their child or deliver food are required to check in at the office and get a visitor's pass. Parents who choose to eat with their child must sit outside the cafeteria in a designated area.

Teacher Collaboration and Professional Development

Just as we foster a love of learning in our students, our staff is a staff of professional educators dedicated to lifelong learning. We continue to set aside weekly time to reflect on and improve our practice for our own professional development. Several times a week teachers are involved in grade-level meetings and/or trainings to help us improve our ability to consistently meet all students' needs. During these times teachers are required to be in attendance and are unable to meet with you.

Staff Development Days

During staff development days, school is not in session. Refer to the school calendar for the dates of staff development days. You will be notified in advance of these dates so that you can make appropriate arrangements for your child(ren).

SAFETY

Emergency Procedures

Our schools practice fire drills and disaster drills on a regular basis. Teachers are prepared if anything occurs on campus. If there is an emergency situation, the staff will stay on site until all students have been picked up. Students will only be released to those people who are on the emergency card and no one else. All students must be signed out in any extreme emergency situation. Remember to update emergency cards as the information changes.

Safety Drills

There will be monthly fire and earthquake drills to familiarize students with proper safety procedures. We hope we will never have to use these procedures, but we want students to be comfortable with them in case of an emergency. Review with your children your safety procedure at home.

Campus Security

All perimeter gates are closed 30 minutes after school begins and after school ends. The main entrance on East 17th Avenue should be used during school hours.

Internet User Policy for Students

Education for Change provides students and staff (users) with access to the Internet as a learning tool. This electronic communications network gives users an opportunity to explore a diverse and unique pool of information.

Utilizing this network in a school setting allows users of all ages to research information related to their classes participate in innovative educational projects and develop personal skills needed to communicate with others in the global community.

The students and staff utilize the Internet as an instructional tool in grades 4 and 5. The following list highlights examples of the Internet usage in our schools:

- Searching for information to support research projects for classes
- Collecting and analyzing information
- Participating in enrichment activities
- Researching current events and developments

The staff guides and supports students in developing skills and behaviors needed to properly use the Internet. In addition to staff supervision, the school network is equipped with software directed at preventing students from accessing illegal, defamatory, or potentially offensive resources.

However, the content of the Internet changes on a daily basis and, even with these safeguards, by chance or determination a user may be exposed to inaccurate or inappropriate information.

Students, parents/guardians, staff and administrators must form a partnership to promote responsible educational use of the Internet. Federal and State laws as well as Education of Change policies outline the responsibility and govern the appropriate use of the Internet and the school network. Education for Change staff will teach and clarify appropriate use standards to students.

If a student violates acceptable use of the Internet by engaging in any of the following actions, he or she will face the consequences as outlined in the Code of Conduct.

- Sending or receiving offensive language or graphics
- Violating copyright laws
- Utilizing another user's password
- Attempting to harm or destroy the equipment or data of any user
- Posting defamatory or slanderous statements

- Engaging in unauthorized access of data or transfer of files
- Using Internet access for non-educational purposes.

Internet access is an important privilege to aid in the educational process and to help prepare our students for their role in the 21st century. It is our intention to provide this access for our students.

FUNDRAISING

Education for Change ("EFC") appreciates and supports the fundraising efforts of the students and staff at each of its schools. This Fundraising Policy is intended to ensure the orderly scheduling of fundraising projects/events and the proper accounting and disbursement of the money raised through these fundraising projects/events.

1.   Prior Approval

(a)   A Fundraising Project Approval Form must be approved by the Chief Operating Officer at least two (2) weeks in advance of the proposed fundraising project/event.

(b)   All literature to be distributed relating to the proposed fundraising project/event must be submitted with the Fundraising Project Approval Form and approved by the Chief Operating Officer. This includes, but is not limited to, flyers, brochures, and emails.

2.   Conduct of Fundraising Project/Event

A school employee shall be designated as the fundraising representative and shall be responsible for collecting and documenting all funds raised by the project/event.

3.   Post-Fundraising Project/Event

(a)   All employees must adhere to EFC's cash policy guidelines

(b)   All fundraising money shall be remitted to the Chief Operating Officer by 5:00p.m. on the following business day after the completion of the fundraising project/ event.

(c)   All fundraising money shall be deposited, at the direction of the Chief Operating Officer, in the EFC general business account.

(d)   The funds raised by each school shall be coded to correspond to each school.

4.   Disbursement of Fundraising Money

Fundraising money will be disbursed to the Principal of each school after approval by the Chief Operating Officer of a disbursement request. The disbursement request shall contain: a) The name of the school; b) The date of the disbursement request; c) The amount of the disbursement request; d) A description of the purpose of the disbursement request; and e)Supporting documentation, including invoices and estimates.

DONATIONS

Many parents and community members have expressed a desire to contribute to our schools in light of the impact of the state budget crisis on schools. It is no secret that all schools in California have been severely affected by the cuts and there is no better time to help than today.   There are many ways to help our students! We invite you to sign-up at the main office to volunteer to help with a variety of projects. We also appreciate all donations. Monetary donations can be made out to Education for Change to support activities such as field trips or the purchase of supplies for special projects. We are also accepting supplies we use on a daily basis. Please rest assured that no child will provide all necessary items to continue to operate effective schools and we are very happy to be a part of communities in which so many people want to be part of the team.

 The following are items are used throughout the year and donations of these items are particularly appreciated: Hand Sanitizer (Purell), Kleenex (Facial Tissues), Post-It notes, Highlighters, Paper Towels, Disinfecting wipes (Lysol, Clorox), Baby wipes, Dry erase markers, White Copy Paper.

Updated 8 26 2010 Fabiola Harvey

Suspension and Expulsion Policy

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 this Education for Change Charter School (the "Charter School"). When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Charter School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly 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 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 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.

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 Charter 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. Charter School 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 Charter 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 students.

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 Charter School or at any other school, or 3) a Charter 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.   Suspension Offenses

Discretionary Suspension Offenses. Students may be suspended for any of the following

acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.

2.   Willfully used force of violence upon the person of another, except self-defense.

3. 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.

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 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. Committed or attempted to commit robbery or extortion.

6. Caused or attempted to cause damage to school property or private property.

7. Stole or attempted to steal school property or private property.

8. 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.

9. Committed an obscene act or engaged in habitual profanity or vulgarity.

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

12. Knowingly received stolen school property or private property.

13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

14. Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

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.

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

17. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation 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.

18. Made terrorist threats against school officials and/or school property. 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, or the personal property of the person threatened or his or her immediate family.

19. 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.

20. 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.

21. Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

22. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code directed specifically toward a pupil or school personnel.

23. 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).

Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

1) 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.

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.

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.

D.   **Expellable Offenses**

Discretionary Expellable Offenses: Students may be expelled for 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 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.

g) Stole or attempted to steal school property or private property.

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 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.

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 preinitiation 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. 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, 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 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 student rights 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, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code , directed specifically toward a pupil or school personnel.

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 subdivision (1).

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 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.

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.

E.   Authority to Expel

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the EFC's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

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 three (3) days prior to the 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 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

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School, Panel Chair 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. The School 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 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 person 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 person 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 person presiding over the hearing from removing a support person whom the presiding person 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, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person 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 the 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 person 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.

H. Students With Disabilities

A pupil 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 ("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 Charter 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 Charter 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 Charter 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 Charter 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 alterative educational setting.

3. **PROCEDURAL SAFEGUARDS/MANIFESTATION DETERMINATION**

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter 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; or

b)   If the conduct in question was the direct result of the local educational agency's   failure to implement the IEP.

If the Charter 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 Charter 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 Charter 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; and

3.   Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter 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 Charter 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 Charter 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 Charter 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 Charter School agree otherwise.

5.   SPECIAL CIRCUMSTANCES

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

> 1.   Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
>
> 2.   Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
>
> 3.   Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6.   INTERIM ALTERNATIVE EDUCATIONAL SETTING

The student's interim alternative educational setting shall be determined by the student's IEP team.

7.   PROCEDURES FOR STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION SERVICES

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter 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 Charter School 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 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 Charter School supervisory personnel.

If the Charter 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 Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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:

1. Notice of the specific offense committed by the student

2. 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.

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

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the County upon request.

M.   Expelled Pupils/Alternative Education

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 the School 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 the School 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 the school 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 the School's capacity at the time the student seeks readmission.

ASCEND
Emergency
Management Plan

FORWARD

The ASCEND Emergency Management Plan identifies the School's Emergency Planning, Organization, and Response Policies and Procedures. This plan addresses how the School will respond to any emergency, disaster or extraordinary event, from preparation to response and through short term recovery.

Public schools are required by law and designated to prepare and respond to emergencies much like a local government. Charter schools are exempt from many of the laws and legislation mandated for public schools, but in theory should abide in the same principals that govern public schools to provide for the safety and security of the students and staff of the charter school. Section 8607 of the *California Government Code* requires that state and local governments, and special districts such as schools, respond to disasters using the Standardized Emergency Management System (SEMS). State law also requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies (*California Education Code* § 35295 through § 35297; *California Code of Regulations* § 2400 - 2450). Although not mandated by the California Department of Education, it is recommended that Charter Schools comply with these same laws and regulations.

ASCEND recognizes the importance of emergency preparedness for the safety of its students and staff and has based this Emergency Management Plan on the functions and principles of the Standardized Emergency Management System (SEMS), the National Incident Management System (NIMS), as well as the requirements of the California Education Code for preparedness and response. Both of the management systems are built upon the principles and concepts of the Incident Command System (ICS).

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Section One Administration

Section Two Concept of Operations

Section Three Emergency Response Procedures

SECTION ONE

ADMINISTRATION

PURPOSE AND SCOPE

ASCEND is responsible for emergency response operations and will commit all available resources to save lives, minimize injury to persons, minimize damage to property, and protect the environment. If properly implemented, this plan will reduce or prevent personal injuries and disaster related losses on the school campus. This plan is designed to provide administrators with a resource for protecting students, staff and school facilities, as well as to describe the responsibilities of staff members for a wide range of emergency and disaster situations that may occur.

DISTRIBUTION AND TRAINING

This plan will be made available to all school personnel and will be distributed to the Education for Change headquarters, Oakland Unified School District, which is the authorizing school district as of July 1, 2012, and local law enforcement and fire service agencies. An overview of the plan will be explained and distributed to parents. As recommended by the California Department of Education, staff and students will participate in drills on a _regular basis_ to train in their roles and responsibilities during any emergency. Annual planning, preparation, and training will be conducted for staff to learn and exercise the proper courses of action in an emergency. All staff members will be trained on this plan and its response procedures in order to prepare effectively for maximum safety, efficiency and communication in the event of an emergency. This plan cannot foresee all possible circumstances of an emergency and recognizes that staff will need to assess the circumstances of any emergency and make decisions based on the current situation.

PLAN FORMAT

This Emergency Management Plan is formatted into four sections; Administration, Concept of Operations, Emergency Response Procedures, and Appendices. Each section contains information that outlines the basic components of critical areas in emergency management.

- **Administrative Section** includes the legal requirements of emergency planning for schools and recovery planning.

- **Concept of Operations Section** outlines how the school will operate and respond during an emergency and includes Action Checklists for the ICS positions of the emergency organization.

- **Emergency Response Procedures** are checklists for response to specific hazards that could occur.

- **Appendices** contain supplemental emergency and supporting documentation.

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PLAN REVISIONS AND MAINTENANCE

As recommended by the California Department of Education, this plan will be reviewed and updated annually. Recommended changes to this plan should be approved by the Charter School principal. All approved changes shall be distributed to appropriate agency personnel. This plan will be updated on an annual basis.

Review/ Change No.	Date Entered	Description of Change	By
1	2/17/10	Personnel Update	TBD
2	6/2/10	Personnel and Finalization Updates	TBD

LINES OF SUCCESSION

Under normal circumstances, the Charter School principal would be in charge of making major decisions affecting the school. Immediately following an emergency or disaster the Principal may be displaced, incapacitated, or unavailable for other reasons, however, the school's responsibilities and functions must continue without interruption regardless of the availability of any individual. It is important to appoint a successor to key positions at the school in the event something would happen. The individual who is appointed as the successor shall have the same powers and authority of the person they are succeeding, and will serve until that person is again able to serve or is replaced permanently.

Primary Position	First Alternate	Second Alternate	Third Alternate
TBD	TBD	TBD	TBD

APPROVAL STATEMENT

The ASCEND Emergency Management Plan has been reviewed and found to comply with SEMS and NIMS and the California Department of Education recommended requirements.

This plan shall be reviewed annually by the Principal and updated to maintain current procedures.

Drills will be conducted periodically and at least once annually to test the overall effectiveness of the plan. A debriefing shall be conducted after each drill to receive feedback from all participants on the effectiveness of the plan. Identified weaknesses will be addressed to strengthen the plan.

A copy of this plan will be distributed to: Education for Change, CMO

Oakland Unified School District

Oakland Police Department

Oakland Fire Department

The following administrators have read this plan and understand its policies and procedures and concur with the roles and responsibilities that are outlined in this document:

Principal: _____   _____
                                    Signature   *Date*

Date Plan Adopted: _____

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The following laws pertain to school safety and school disaster preparedness. Check with your Charter School's legal counsel for complete wording of applicable laws and regulations.

State Codes

Education Code section 35294.2 (Chapter 736, Hughes, Statutes of 1997) requires all schools to develop and implement comprehensive Safe School Plans.

Education Code section 33031 requires school principals to formulate a disaster preparedness plan. Principals must test the plan during the school year.

California Constitution, Article I, Section 28(c) guarantees all students and staff of primary, elementary, junior high and senior high schools the inalienable right to attend campuses which are safe, secure and peaceful.

Labor Code, Section 6400 mandates that every employer furnish a place of employment which is safe and healthful for the employees therein.

Title 8, California General Industry Safety Orders, Section 3203 requires that every employer inaugurate and maintain an accident prevention program which shall include, but not be limited to, a training program to instruct employees in general safe work practices and specific instructions with respect to hazards unique to the employee's job assignment and the scheduling of periodic inspections to identify and correct unsafe conditions and work practices which may be found.

The Field Act (Garrison Act and Riley Act)

The California Field Act of 1933 (Education Code Section 39140-39159-K-12, and 81130-81147- Community Colleges), enacted after the Long Beach earthquake, established a procedure to be followed in the design, review and construction or alteration of a public school building for the protection of life and property.

The Private Schools Building Safety Act of 1986 (Education Code 39160) requires new construction or renovation of private school buildings to seismic safety standards similar to those of public schools under Education Code Section 39140.

Title 24, California Code of Regulations prescribes standards for the design and construction of public schools. However, non-structural seismic safety elements receive limited attention. Nonstructural elements include anything, which is not part of the columns, beams, and load-bearing walls; these light fixtures, bookcases filing cabinets and windows can pose life safety threats during an earthquake.

The Katz Act

The "Katz Bill" (*Education Code 35295, 35296, 35297*) requires that public and/or private elementary and high schools with an enrollment of more than 50 students or more than one classroom establish an "earthquake emergency system" so that pupils and staff will act instinctively and correctly when an earthquake disaster strikes. Specifically:

- Develop a disaster plan
- Conduct periodic drop and cover drills, evacuation procedures and emergency response actions—once each quarter in elementary schools and once each semester in secondary schools
- Provide training to students and staff in emergency response procedures
- Be prepared to have your school serve as a possible public shelter
- Take mitigation measures to ensure the safety of students and staff— such as securing equipment and furniture.

Disaster Service Workers

Government Code, Section 3100 specifies that whenever there is a "State of Emergency" declared by the Governor, public employees may be declared "Disaster Service Workers" and have a responsibility to be as prepared as possible to meet emergencies. "Public employees" applies to all persons employed by the State, County, City, or other Public District.

During a declared disaster, public school employees are required to serve as Disaster Service Workers and cannot leave their school site until formally released. Failure to do so could result in:

- Certificated employees risk losing their teaching credentials
- Classified employees may be charged with a misdemeanor

Post – Disaster Shelters

Public schools are required by both federal statute and state regulation to be available for shelters following a disaster. It is recommended that Charter Schools contact their local American Red Cross (ARC) and local governments to develop plans and make arrangements in advance to assure that they are prepared.

The Petris Bill

California Government Code Section 8607 requires public schools to respond to disasters using the Standardized Emergency Management System (SEMS) by December 1996. SEMS includes

- ICS - (Incident Command System) organizing response efforts into five basic functions: Management, Operations, Logistics, Planning/Intelligence and Finance/Administration
- EOC - (Emergency Operations Center) setting up a central area of control using the five basic functions

- Incorporation of SEMS into all school plans, training and drills
- Documentation of the use of SEMS during an actual emergency

Homeland Security Presidential Directive 5 (HSPD-5)

On February 28, 2003, President George W. Bush issued Homeland Security Presidential Directive 5. HSPD-5 directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS). HSPD-5 requires Federal departments and agencies to make the adoption of NIMS by state and local organizations a condition for Federal preparedness assistance grants **(including REMS grants)**, contracts and other activities by Fiscal Year 2005.

> "All K-12 schools receiving Federal preparedness monies through the U.S. Department of Education (ED), the U.S. Department of Homeland Security (DHS), and/or the U.S. Department of Health and Human Services (HHS) are required to support the implementation of NIMS. Award recipients of ED's Readiness and Emergency Management for Schools (REMS) are required to implement, in conjunction with community partners, identified NIMS compliance activities".

NIMS includes training requirements in the Incident Command System. All "key school personnel" are to complete ICS100, ICS200 and IS700.

VITAL RECORD PROTECTION

School records are considered vital records and need to be protected. It is recommended that vital records be duplicated and kept off-site in the event something happens to the facility at ASCEND . **Office Manager** is responsible for the protection and preservation of vital records. Back-up data systems are stored on a server at the Education for Change headquarters, 303 Hegenberger Rd., Suite 301, Oakland, CA 94621.

AMERICANS WITH DISIBILITIES ACT

ASCEND must ensure that disaster planning, response, and recovery takes into consideration the students and employees protected by the Americans With Disabilities Act. For people with disabilities, the problems of evacuating a building during an emergency are a major concern. Many people with mobility impairments cannot use stairs and people with hearing and vision impairments may not receive emergency notification and directions unless they are provided in both audible and visual forms. In addition, people with learning, emotional or cognitive disabilities may need to have safety and emergency procedures taught in a language or terms they understand. Because schools may, at one time or another, have staff, students or visitors who need evacuation assistance, ASCEND will make every effort in an emergency to deal with the needs of individuals with disabilities. In the initial hours of a disaster there may be a shortage of resources, and priorities will be on lifesaving operations, not care & sheltering. It may therefore, take additional time to deal with the needs of individuals with disabilities.

SECTION TWO

CONCEPTS OF OPERATIONS

FOUR PHASES OF EMERGENCY MANAGEMENT

There are four phases of emergency management described by the Department of Homeland Security, FEMA, the California Emergency Management Agency (CalEMA) and the U.S. Department of Education Office of Safe and Drug-Free Schools:

- **Phase I – Mitigation/Prevention** addresses what schools can do to reduce exposure to risks and hazards and lessen the potential impact of an emergency situation. Mitigation efforts can occur both before and after emergencies or disasters.

- **Phase II – Preparedness** focuses on the roles and responsibilities of the school emergency response teams and the actions, exercises and supplies needed for various emergency scenarios. These activities develop readiness and response capabilities.

- **Phase III – Response** presents detailed procedures for implementing appropriate actions for most types of emergencies that may be encountered in a school setting. In this phase, schools mobilize resources needed to address the emergency at hand. Emphasis is placed on minimizing the effects of the emergency or disaster.

- **Phase IV – Recovery** focuses on general strategies to follow after the emergency and restoring affected areas to pre-emergency conditions in order to return to the normal learning environment as quickly as possible. Recovery activities may be both short-term and long-term; ranging from restoration of essential utilities such as water and power, to mitigation measures designed to prevent future occurrences of a specific threat.

EMERGENCY MANAGEMENT SYSTEMS

Incident Command System (ICS)
Developed in the 1970's by Southern California Fire Protection Agencies, this system was designed to coordinate multi-jurisdictional response. The features of ICS are common terminology and the division of response activities into five functional units that essentially eliminate the possibility of the duplication of efforts. ICS became the model for the state's standardized system.

Standardized Emergency Management System (SEMS)
The SEMS was developed as a result of the lack of agency and multi-jurisdictional coordination during the East Bay Hills Fires in Oakland in 1991. SEMS is used throughout California to manage and coordinate any emergency response involving more than one agency or jurisdiction. The primary components of SEMS are the Incident Command System, Multi-Inter-Agency Coordination, the Master Mutual Aid System and Operational Areas. Use of SEMS during a disaster response is an eligibility requirement for local governments, agencies and special districts (utility companies,

public schools, etc.) to receive State reimbursement of personnel and equipment response costs following a disaster.

National Incident Management System (NIMS)
After the national tragedy on September 11, 2001, the NIMS was developed to address incidents of national significance. NIMS is the nation's first standardized management approach that unifies federal, state and local government resources for incident response. Implementation of a common language, organizational structure and procedures facilitates the flow of communication and coordination among all responding agencies to improve tracking, deployment, utilization, and demobilization of needed mutual aid resources. Federal funding for emergency preparedness, response, and recovery grants is attached to the use of NIMS.

Mutual Aid
Public schools are not traditional response organizations and more typically are recipients of first responder services provided by fire and rescue, emergency medical and law enforcement agencies. Individual school participation in local government's emergency preparedness programs is essential to ensure that first responder services are delivered to schools in a timely and effective manner. In case of an emergency that is beyond the capabilities of the school to handle, it is recommended school personnel coordinate with local emergency response agencies. This may include having a member or members act as liaison with the responding agencies.

Unified Command
The control of and response to campus emergencies is the sole responsibility of the school site emergency teams until professional first responders arrive. Once they are on scene, incident command transitions to a Unified Command, wherein representatives from each of the agencies present work together to coordinate resources and give direction. The school's Principal/Incident Commander will begin to work closely with the professional Incident Commander to plan and carry out response activities. Other school employees may be asked to participate as well, depending upon the incident at hand and the available staffing of emergency responders. All staff should be prepared to participate if necessary.

LEVELS OF EMERGENCIES

Emergencies are often described in terms of the following three levels:

Level 1 - School Emergencies
A situation in which the scope is limited to school settings and school-based personnel, and no outside assistance is needed.

Level 2 – City Emergencies
A situation at the school where the scope of the emergency necessitates assistance from City emergency response agencies. These events require help from outside resources, but do not reach the scope and gravity of County emergencies requiring regional support.

Level 3 – County Emergencies
These include large-scale events where coordination of services from local and regional response agencies is warranted. In many of these situations the school's role is to implement protocols until appropriate community agencies (e.g., police, fire and rescue) respond and assume responsibility. Schools must be prepared to rely on their own resources until help arrives.

SEMS LEVELS OF EMERGENCY MANAGEMENT

SEMS consists of five emergency management levels. The chart on the left depicts the emergency management reporting levels as they would reflect a typical public school, while the chart on the right shows the levels for a charter school. These levels are followed as the resource requirements are exhausted and expand over the course of the incident.

California Emergency Management Agency	California Emergency Management Agency
↑	↑
Operational Area	Operational Area
↑	↑
County Department of Education	Local Police/Fire
↑	↑
School District	Charter Management Organization
↑	↑
School Site	School Site

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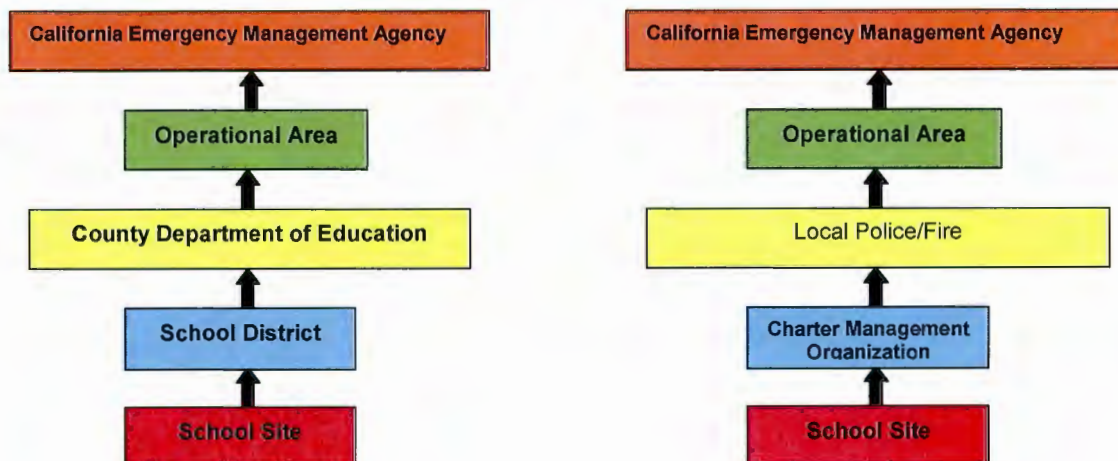
Plan Activation
When an emergency situation occurs, school staff must quickly determine what initial response actions are required. This is done by identifying the type of emergency; identifying the level of emergency; and determining the immediate actions that are required. This plan will be activated under conditions where support and involvement from resources outside of the school are necessary to ensure the safety and security of the students and staff. The principle, or designee, has the responsibility and authority to activate this emergency plan.

Incident Command Post
The Incident Command Post (ICP) is a designated field location that the Incident Commander will use to oversee all of the incident operations and coordinate and direct the units involved in the emergency response. The ICP should be set up a safe distance from the emergency site and be identified with a sign, so that it is visible to staff and incoming emergency responders. If the Incident Commander activates the Management Section positions, those staff members will work alongside the Incident Commander from the ICP. The ICP location will be selected based on the type and size of the incident that has occurred.

Emergency Operations Center
An EOC is typically used to coordinate large scale emergencies that will last for several days and will require assistance from outside emergency response agencies.
An EOC is a facility used to be the central point of coordination, policy direction, organization and support for the emergency or disaster. The EOC's primary function is to support the emergency response operations that are occurring at the scene of the emergency. Information gathered from individuals working at the incident will provide an overall view of what has occurred, what is taking place, and what needs to be done. The EOC is also where resource allocations can be prioritized, tracked and coordinated with the outside assisting agencies. Within the EOC, the overarching objectives for the emergency response should be developed to achieve the overall goals of life safety, and protection of property and the environment. The EOC location must have sufficient work space for the EOC responders to communicate with representatives from the field operations and coordinate the emergency incident.

Note: Typically not activated by a Charter School

Situation and Assumptions
The school is located at 9860 Sunnyside St., Oakland, CA 94603. The site is shared with Oakland Unified School District's traditional school, Reach . ASCEND occupies two buildings known as Building A and Building C. In addition the site contains 12 portables, most of which house Reach while construction of its building is completed. ASCEND has an average daily attendance of 520 students and approximately 50 faculty members on the site. In most instances, school staff and/or local fire and law enforcement agencies will handle the emergencies on site. During an emergency, centralized direction and control is the most effective approach to management of

emergency operations. School administration and staff will coordinate with local emergency response agencies in the event they are called to respond to an emergency.

Communications

When an emergency condition exists, the Incident Commander will notify the pre-designated personnel to respond to their area of assignment, or make assignments as necessary. The methods of communication that will be used are Intercom, two-way radios, telephones, or runners. Notifications will be given in plain language. Code words shall not be used.

MAP OF SCHOOL SITE WITH EVACUATION ROUTES and UTILITY LOCATIONS

INSERT YOUR SCHOOL MAP HERE

AT MINIMUM INCLUDE THE FOLLOWING INFORMATION ON THE MAP:
(Primary and Alternate evacuation route maps shall be placed in each room)
NOTE:
Develop a diagram of the entire school site and surrounding area and identify the locations and staging areas. Blue prints of the site should be available in addition to the map or diagram. Blue prints may be necessary in certain fire or law enforcement situations.

Include:
Primary evacuation routes
Alternate evacuation routes
Handicap evacuation areas
Utility access/shut-off for
Gas
Water
Electricity
HVAC System
Telephone system
Site assignments and Staging Areas
HazMat storage areas
Heat plants/boilers
Room numbers
Door locations

EMERGENCY TELEPHONE NUMBER DIRECTORY

Purpose	Name of Agency	Number
Local Law Enforcement (i.e. Oakland PD, Alameda S.D, etc.)	Oakland Police Dept.	510 777-3333
Fire/Paramedics (i.e. Oakland FD, Alameda Co., etc.)	Oakland Fire Department	510 444-3322
Local Hospital (1)	Highland County Office	510 437-4800
Local Hospital (2)	Children's Hospital	510 428-3000
Electric Company	Pacific Gas & Electric	1800 743-5000
Gas Company	Pacific Gas & Electric	1800 743-5000
Water Company	East Bay Municipal Utility District	1866 403-2683
Animal Control/Shelter	Oakland Animal Control	1510 535-5602

ASCEND

Position	Name	Home	Work	Pager/Cell
Principal				
Assistant Principal				
Facility Manager				
Secretary				

Other Important Numbers

Support Specialist				
Support Specialist Assistant				
Support Specialist Assistant				
Support Specialist Assistant				

INCIDENT COMMAND SYSTEM FUNCTIONS

ICS is the standardized management tool for command, control, and coordination of the response to an emergency. ICS provides a means to coordinate the efforts of individual agencies as they work toward the common goal of stabilizing the incident and protecting life, property, and the environment. ICS uses principles that have been proven to improve efficiency and effectiveness and applies those principles to emergency response for any type of situation.

Responding to emergencies, from a single victim accident to a large-scale disaster, often requires cooperation among several responding agencies. In an emergency, you and other personnel from your school may be called upon to help with the response. You may not be working in your day-to-day position. All emergency response agencies utilize ICS as the organizational structure for emergency response, so it is more efficient for you're school to function in the ICS environment as well.

The five major components of ICS, Management, Operations, Planning/Intelligence, Logistics, and Finance/Administration, are the foundation upon which the ICS organization develops. *These five components will be colorized through the remainder of this section.*

Management: Provides overall emergency policy and coordination. This function is directed by the Incident Commander (IC) who is typically the principal. The IC is assisted in carrying out this function by a Management Team which consists of a Public Information Officer, Safety Officer, and School Liaison.

Operations: Directs all tactical operations of an incident including implementation of response activities according to the emergency procedures including care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Planning/Intelligence: Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan an appropriate response. Also documents information about the emergency response and plans for recovery operations.

Logistics: Supports emergency operations by acquiring and providing needed personnel, equipment, facilities, resources and services required for the response including coordinating personnel; assembling and deploying volunteers; and facilitating communications among emergency responders.

Finance/Administration: Oversees all financial activities including purchasing of necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation to FEMA for reimbursement and recovering school records following an emergency.

Within the ICS, an emergency response organization consisting of these five components or *Sections* can be activated, depending on the needs established. These sections may be applied during a routine emergency, when preparing for a major non-emergency event, or when managing a response to a major disaster. In small-scale incidents, all of the components may be managed by one person, the Incident Commander. Large-scale incidents usually require that each component, or section, is set up separately. Each of the primary ICS sections may also be divided into smaller functions as needed and customized for the needs that occur in a school environment.

DESCRIPTION OF ICS POSITIONS

The Management Section consists of the following functional components:

Incident Commander: the person in charge at the incident and responsible for the overall response to the emergency. The IC may conduct all of the functions of the sections, or activate positions and units as the incident grows, and de-activate them as the incident stabilizes.

Public Information Officer: handles all media inquiries, writes press releases and coordinates the release of information to the media through the Incident Commander.

Safety Officer: monitors safety conditions and develops measures for ensuring the safety of all assigned staff.

School Liaison: is the on-scene contact for other agencies responding to the incident.

The Operations Section consists of the following components:

Search and Rescue Unit: conducts search of every room on campus for victims that are trapped or injured and evacuates them from the building to a triage or safe location.

First Aid/Medical Unit: establishes a medical triage area and provides/oversees care given to the injured.

Fire Suppression/Hazmat Unit: locates and extinguishes small fires as appropriate and evaluates the area for release of any chemicals.

Damage Assessment Unit: performs initial assessment of damage to buildings and structures looking for structural damage, and shuts down utility systems if necessary.

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Student Release/Reunion Unit: manages the assembly area for students and ensures proper identification procedures to reunite students with parents or authorized persons.

Assembly Area/Shelter Unit: establishes and sets-up shelter facilities for staff and students required to stay at the site.

Crisis Intervention Unit: provides the immediate mental health assistance needed by staff and students, and assesses long-term mental health requirements.

The Planning/Intelligence Section consists of the following components:

Situation/Resource Status Unit: the collection, evaluation, dissemination, and use of information about the status of the incident and the resources assigned to it.

Documentation Unit: maintains a log of all emergency developments and response actions and other necessary documentation.

The Logistics Section consists of the following components:

Supplies/Distribution Unit: acquires and distributes the necessary resources, supplies, equipment and materials for the response to the emergency.

Transportation Unit: provides for the transportation of students and staff to evacuation sites and for trucks/vehicles to deliver equipment.

Personnel Unit: coordinates the assignment of staff and volunteers to fill positions as needed and requested by the Incident Commander.

Facilities Unit: designates facilities for the ICS organization as necessary and ensures that the accommodations fit the requirements of the function.

The Finance/Administration Section consists of the following components:

Compensation/Claims Unit: processes workers compensation claims and claims for damages related to the emergency response.

Purchasing/Procurement Unit: arranges for purchases of needed equipment, supplies and materials with vendors or pre-designated contractors.
Timekeeping Unit: maintains a log of all response actions, including financial expenditures, timekeeping, and other necessary documentation.

ICS FUNCTIONAL POSITIONS

It is recommended that the school conduct a survey to assess the emergency response related skills, previous training and experience of the school staff to determine who may

best work in the different ICS functional positions. Pre-assigning staff to the functional ICS roles will enable each staff member to prepare for the responsibilities they may have during the response to an actual emergency. The school should also evaluate the need for additional emergency response training for staff members. (See Appendix A – Employee Emergency Skills Survey)

ICS Functional Positions		
Position/Unit	Staff Member	Alternate
MANAGEMENT SECTION		
Incident Commander		
Public Information Officer		
Safety Officer		
School Liaison		
OPERATIONS SECTION		
Search & Rescue		
First Aid/Medical		
Fire Suppression/Hazmat		
Damage Assessment		
Student Release/Reunion		
Assembly Area/Shelter		
Crisis Intervention		
PLANNING/INTELLIGENCE SECTION		
Situation/Resource Status		
Documentation		
LOGISTICS SECTION		
Supplies/Distribution		
Transportation		
Personnel		
Facilities		
FINANCE/ADMINISTRATION SECTION		
Compensation/Claims	Fabiola Harvey	LaRayne Povlsen
Purchasing/Procurement	Rich McNeel	Fabiola Harvey

Timekeeping		

SCHOOL EMERGENCY ORGANIZATION

The following ICS organizational chart shows an ICS organization at a typical public school. Each one of the five sections has specific functions that typically occur or need to be conducted during the course of an emergency or disaster. Each functional position has a person or a team tasked with carrying out the responsibilities associated with the position. These positions and their affiliate Sections are outlined as follows:

MANAGEMENT
Incident Commander
Public Information Officer
Safety Officer
School Liaison Officer

OPERATIONS	PLANNING/ INTELLIGENCE	LOGISTICS	FINANCE/ ADMINISTRATION
Search & Rescue	Situation/ Resource Status	Supplies/ Distribution	Compensation/ Claims
First Aid/Medical		Transportation	
Fire Suppression/ HazMat	Documentation	Personnel	Procurement/ Purchasing
Damage Assessment		Facilities	
Student Release & Reunion			Timekeeping
Assembly Area/Shelter			
Crisis Intervention			

Inevitably, at some point in an emergency or large scale disaster, most of these functions will need to be conducted. Within the ICS, you can expand the response organization on an as needed basis, activating a functional position when needed, and deactivating positions that are no longer necessary. Typically the school principal assumes the Incident Commander responsibilities and activates the other positions as needed. *Staff may be assigned to perform more than one role, depending on the number of school personnel available to respond.*

SAMPLE CHARTER SCHOOL ICS ORGANIZATIONAL CHART

The following ICS chart shows what an ICS organization could look like at a typical charter school incident. Note that some staff members perform more than one role.

```
                    Incident Commander
                        Principal

    Public Information Officer         Safety Officer
          Principal                   Facility Manager


         Documentation                Liaison Officer
           Secretary                     Principal


                      Operations
                    Asst. Principal

  Fire Search & Rescue                      First Aid
       Staff #1                              Staff #2

  Assembly Area/Shelter              Student/Parent Reunification
       Staff #2                            Asst. Principal
```
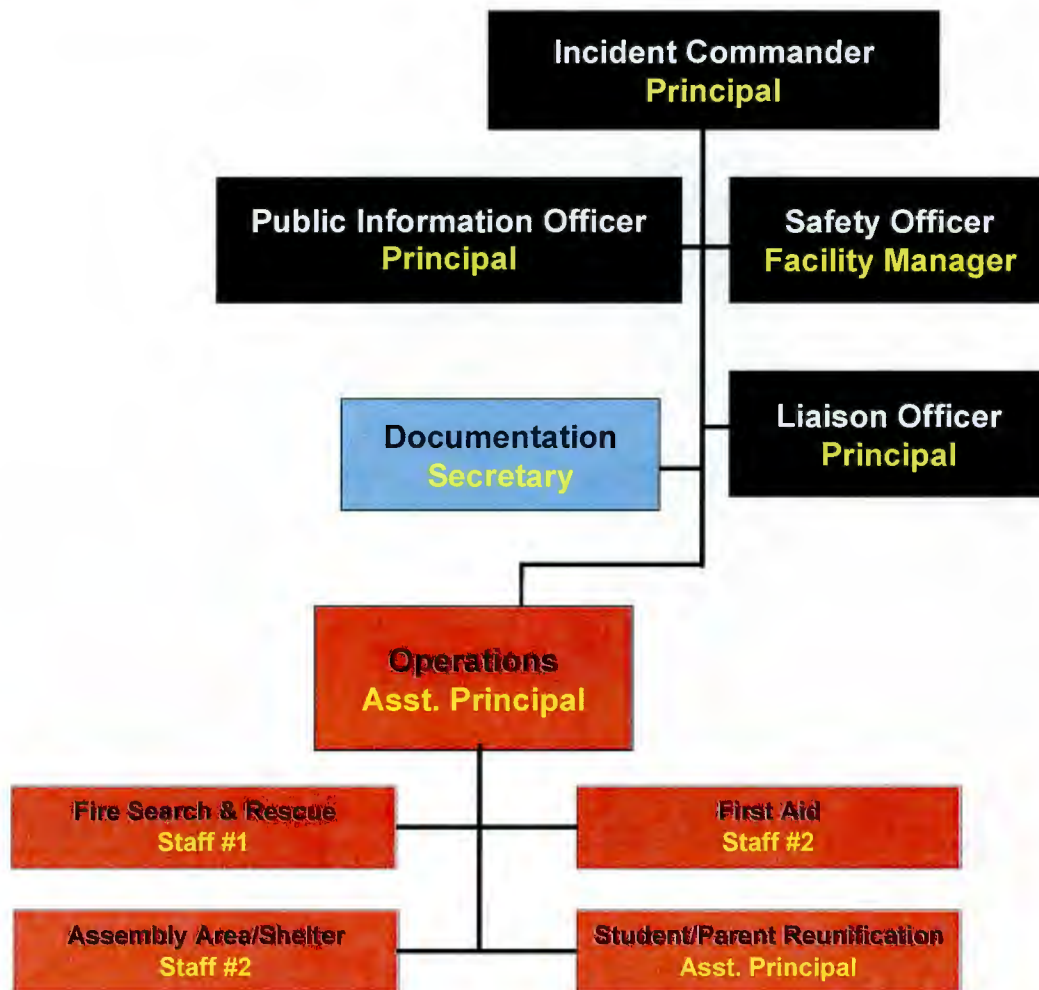
ASCEND ACADEMY ICS ORGANIZATIONAL CHART

The following shows the ASCEND ICS Organizational Chart.

Incident Commander	Principal
Public Information Officer	Principal
Safety Officer	TBD
Documentation	Office Manager
Liaison Officer	TBD
Operations	TBD
Fire Search & Rescue	TBD
First Aid	Office Manager
Assembly Area Shelter	TBD
Student Parent Reunification	TBD

INCIDENT ACTION CHECKLISTS FOR ICS

The following pages are Incident Action Checklists for each ICS position in the school emergency organization that may be activated at the time of an emergency. Staff members that have been pre-assigned a role in an emergency should familiarize themselves with the specific checklist for their pre-assigned position.

MANAGEMENT SECTION – INCIDENT COMMANDER

Primary Responsibilities
- ❑ Overall management of the response to the incident
- ❑ Assess the severity of the incident
- ❑ Make notification to professional/outside emergency responders of the incident
- ❑ Establish the Incident Command Post
- ❑ Set up check-in procedures at the ICP
- ❑ Activate ICS organization positions as necessary
- ❑ Establish objectives for the incident action plan
- ❑ Ensure the safety of students, staff, volunteers and campus visitors
- ❑ Deactivate ICS positions as needed

Start-up Actions
- ❑ Put on personal safety equipment
- ❑ Read position description
- ❑ Assess nature and scope of emergency/disaster
- ❑ Determine level of threat to people and facilities
- ❑ Implement emergency/disaster plan appropriate to situation (see Appendix C)
- ❑ Meet with activated Management Staff and Unit Leaders
- ❑ Make sure you assign an alternate Incident Commander

Operational Duties
- ❑ Monitor overall response activities by staying in communication with assigned staff in ICS positions
- ❑ Work with assigned staff to write overall response objectives and revise as needed
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ❑ Initiate Student Release when appropriate (*be sure Student Release Unit is set up*)
- ❑ Approve media releases for Public Information Officer (PIO) to release information to the appropriate agencies
- ❑ Supervise Section activities, schedule breaks and re-assign staff, as needed
- ❑ Remember shift changes and establish a process for briefing incoming staff

Deactivation
- ❑ Terminate all response activities after determining the incident has been resolved
- ❑ Ensure that all pending actions will be completed after deactivation

- ❑ Initiate recovery operations
- ❑ Direct the return of all equipment and reusable supplies to Logistics
- ❑ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit.
- ❑ Check-out at ICP and leave contact information in case you need to be reached

MANAGEMENT SECTION – PUBLIC INFORMATION OFFICER

Primary Tasks
- ❑ Liaison between the school, the media and the public
- ❑ Obtain information about the incident to write press releases
- ❑ Get press releases approved by the Incident Commander
- ❑ Deliver press releases to media and public

Start-Up Actions
- ❑ Check-in at ICP
- ❑ Put on personal safety equipment
- ❑ Read position description
- ❑ Meet with Incident Commander, Management Staff and Unit Leaders
- ❑ Designate a media reception area *(with Incident Commander approval)*
- ❑ Advise on-site media of time of first press release or press conference

Operational Duties
- ❑ Keep updated on response activities
- ❑ Schedule regular press conferences, if appropriate
- ❑ Get approval of Incident Commander for all press releases/statements
- ❑ Remind staff/volunteers to refer all questions from parents or the media to the PIO
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being made on the Position Activity Log
- ❑ Arrange for the translation of announcements and response-related information
- ❑ Monitor news broadcasts and correct any misinformation as soon as possible
- ❑ Make sure that the Incident Commander is aware of all media-related incidents
- ❑ Supervise activities, schedule breaks and re-assign staff, as needed
- ❑ Remember shift changes and establish a process for briefing incoming staff

Deactivation
- ❑ Release PIO staff and volunteers when directed by Incident Commander
- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- ❑ Check-out at ICP and leave contact information in case you need to be reached

Guidelines for Speaking to the Media
When speaking to the media about campus emergencies, it is extremely important to adhere to the following guidelines:

- **READ** all press statements
- **Re-state** the nature of the incident; its cause and time of origin
- **Describe** the size and scope of the incident
- **Report on** the *current* situation
- **Speak about the resources** being utilized in response activities
- **Reassure** the public that everything possible is being done
- **DO NOT release any names**
- **When answering questions** be truthful; but consider the emotional impact the information could have upon listeners

- **Avoid speculation**; do not talk "off the record"
- **Do not use** the phrase "no comment"
- **Set up** press times for updates
- **Control** media location

(See Appendix M – Sample Informational Releases)

MANAGEMENT SECTION – SAFETY OFFICER

Primary Tasks
- ❏ Monitor all response operations to ensure the safety of staff, students and others on campus
- ❏ Stop any response activity that would create an unsafe situation or put anyone at risk

Start-Up Actions
- ❏ Check-in at ICP
- ❏ Put on personal safety equipment
- ❏ Read position description
- ❏ Meet with Incident Commander, Management Staff and Unit Leaders

Operational Duties
- ❏ Maintain incident records and track response activities
- ❏ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ❏ Monitor emergency response activities for safe practices
- ❏ Identify and mitigate on-site hazards and unsafe situations whenever possible
- ❏ Stop or modify any unsafe activities/operations
- ❏ Ensure that school response units are using appropriate safety equipment
- ❏ Anticipate situation/problems before they occur
- ❏ Consider probable situation changes (aftershocks, etc.) and how they will affect response activities
- ❏ Work with Maintenance/Fire/Site Security Team Leader to determine if buildings are safe to search

- ❑ Supervise activities, schedule breaks and re-assign staff, as needed
- ❑ Remember shift changes and establish a process for briefing incoming staff

Deactivation
- ❑ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- ❑ Release Safety staff and volunteers when directed by Incident Commander
- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Check-out at ICP and leave contact information in case you need to be reached

MANAGEMENT SECTION – LIAISON OFFICER

Primary Tasks
- ❑ Meet with response agencies and organizations such as law enforcement, fire services, the American Red Cross, etc. on behalf of the Incident Commander
- ❑ Maintain the check-in log for all staff and volunteers responding to the incident

Start-Up Actions
- ❑ If already initiated, take over check-in/check-out procedures. If not, implement these procedures
- ❑ Put on personal safety equipment
- ❑ Read position description
- ❑ Meet with the Incident Commander, Management Staff and Unit Leaders for initial briefing

Operational Duties
- ❑ Brief agency representatives on the status of the situation, response priorities, and the incident action plan
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ❑ Ensure the coordination of efforts by keeping the Incident Commander informed of agency action plans
- ❑ Provide periodic updates to agency representatives as necessary
- ❑ Supervise activities, schedule breaks and re-assign staff, as needed
- ❑ Remember shift changes and establish a process for briefing incoming staff

Deactivation
- ❑ Release Liaison staff and volunteers when directed by the Incident Commander
- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- ❑ Complete Check-in/Check-out Log and provide to Documentation Team. Make sure to leave contact information in case you need to be reached (see Appendix D)

Primary Responsibilities
- ❑ Conduct visual search of every classroom, office, storage area, auditorium, bathroom, outdoor area, etc. for trapped or injured victims
- ❑ Evacuate trapped or injured victims from their location to a safe place
- ❑ Cordon off buildings or locations that are unsafe to enter
- ❑ Mark buildings that have been searched with a sign or caution tape
- ❑ Ensure that Search and Rescue is conducted with a _two-person team_

Start-Up Actions
- ❑ Check-in at ICP
- ❑ Put on personal safety equipment
- ❑ Meet with IC for briefing and assignments
- ❑ Gather and inspect all equipment and supplies
- ❑ Check flashlight and radio batteries; perform radio check
- ❑ Make sure you and your partner have school site maps

Operational Duties
- ❑ Report all gas leaks, fires, and structural damage to the Utilities Unit.
- ❑ Inspect the exterior of each building for structural integrity _before_ entering.
- ❑ Identify unsafe areas with caution tape _(**DO NOT** enter unsafe buildings)_
- ❑ Search **ONLY** structurally sound buildings
- ❑ Search assigned areas using established search protocols
- ❑ As searched rooms have been cleared, call in report to the IC _("Room B-2 is clear")_
- ❑ Perform emergency first aid on severely injured victims first
- ❑ Rescue lightly trapped victims afterward
- ❑ Transport injured victims to triage area _*Remember to use proper lifting techniques to avoid back strain_
- ❑ Provide any medical treatment given for injured victims to Medical Unit
- ❑ Provide IC with regular updates on numbers and condition of victims _(Use proper protocol, i.e., no names are broadcast over the radio.)_
- ❑ Note damage on your team map and relay information to the IC
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log (see Appendix N)

Deactivation
- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Complete/close-out all logs, paperwork and other documents and turn them over to the Documentation Unit
- ❑ Check-out at ICP and leave contact information in case you need to be reached

Primary Responsibilities
- ❏ Establish a medical triage area with CPR/first aid trained staff or volunteers
- ❏ Provide care and oversee status of injured people
- ❏ Request advanced medical care when necessary
- ❏ Provide personal protective equipment (latex gloves, bandages, etc.) when needed
- ❏ Document any and all care given to injured and pass information on to professional medical responders

Start-Up Actions
- ❏ Check-in at ICP
- ❏ Put on personal safety equipment
- ❏ Attend a briefing with the IC
- ❏ Gather all supplies and personal safety equipment and transport to site of medical triage area
- ❏ Set-up medical triage area away from public view. Area should be accessible to emergency vehicles
- ❏ Set-up morgue *(if needed and if long response time from Coroner)*
- ❏ Assess need to set-up intervention/counseling area with Crisis Intervention Unit

Operational Duties
- ❏ Maintain accurate treatment records using the Medical Treatment Form
- ❏ Monitor/assess patients at regular intervals
- ❏ Report deaths immediately to IC *(by runner, NOT over the radio)*
- ❏ When transportation becomes available, facilitate patient evacuation and note status on Medical Treatment Form *(maintain original Medical Treatment Forms)* (see Appendix I)
- ❏ If injured student is transported off campus, send a copy of student emergency contact card with him/her *(request copies from Documentation Unit)*

If sufficient staffing for Medical Team - Set Up Treatment Areas "Immediate" and "Delayed"
- ❏ Have team members check-in at the ICP
- ❏ Assign one team member to do intake:
    - ❏ Greet injured student/staff, reassess and/or confirm triage category
    - ❏ Direct victim or transport of victim to appropriate treatment area.
- ❏ Assign one team member to conduct "head to toe" assessment
- ❏ Provide appropriate first aid
- ❏ Fill out Medical Treatment Form. If triage category changes, attach any previous tags to current tag
- ❏ Monitor condition of "delayed" victims and watch for any changes in condition
- ❏ Maintain Medical Treatment Forms for all victims

Deactivation
- ❏ Oversee the closing of the first aid station

- ❏ Direct the proper disposal of hazardous waste
- ❏ Release Medical Team per direction of the IC
- ❏ Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- ❏ Return all equipment and reusable supplies to Logistics
- ❏ Ensure that all team members have checked-out at the ICP
- ❏ Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – FIRE SUPPRESSION/HAZMAT UNIT

Primary Responsibilities
- ❏ Locate and extinguish small fires as appropriate
- ❏ Shut off utilities that could be hazardous or fire danger and report to IC
- ❏ Evaluate areas for any release or potential release of chemicals
- ❏ Cordon off hazardous areas with caution tape
- ❏ Ensure Fire Suppression/Hazmat is conducted with a *two-person team*
- ❏ This position could be assigned in conjunction with the Damage Assessment/Utilities Unit

Start-Up Actions
- ❏ Check-in at the ICP
- ❏ Put on personal safety equipment
- ❏ Attend a briefing with the IC
- ❏ Locate all needed supplies
- ❏ Assess available personnel, make appropriate assignments and provide a briefing
- ❏ Survey on-campus hazards and prioritize team response
- ❏ Work with Safety Officer to determine if buildings are safe to begin search and coordinate with Search and Rescue Unit
- ❏ Make sure you have a school site map

Operational Duties
- ❏ Control and/or suppress small fires
- ❏ Check for gas leaks or any other potential hazard that could start a fire
- ❏ Determine building damage levels before entering and inform IC if buildings are not safe to enter for a search
- ❏ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation
- ❏ Release Team members per direction of IC
- ❏ Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- ❏ Return all equipment and reusable supplies to Logistics
- ❏ Ensure that all team members have checked-out at the ICP
- ❏ Check-out at the ICP and leave contact information in case you need to be reached

Primary Responsibilities
- ❑ Perform initial assessment of buildings and structures looking for structural damage
- ❑ Check gas meters, electrical outlets and wires, water pipes, filters, systems for damage
- ❑ Turn off utility if damaged and poses a hazard
- ❑ Cordon off the areas of hazard with caution tape
- ❑ This position could be assigned in conjunction with the Fire Suppression/Hazmat Unit

Start-Up Actions
- ❑ Check-in at the ICP
- ❑ Put on personal safety equipment
- ❑ Attend a briefing with the IC
- ❑ Locate all needed supplies
- ❑ Assess available personnel, make appropriate assignments and provide a briefing
- ❑ Utilize Damage Assessment Checklist (Appendix B) to survey buildings
- ❑ Survey on-campus hazards and prioritize team response
- ❑ Work with Damage Assessment Unit and Safety Officer to determine if buildings are safe to begin search
- ❑ Coordinate with Search and Rescue Unit and Fire Suppression/Utilities Unit
- ❑ Make sure you have a school site map

Operational Duties
- ❑ Check gas meter and shut it off **ONLY IF IT IS LEAKING**
- ❑ Secure on-campus water system
- ❑ Survey buildings for potential hazards and post warnings with signs and caution tape
- ❑ If possible, determine damage levels and inform IC if buildings are not safe to enter for a search
- ❑ Provide clear routes for campus access for emergency response vehicles
- ❑ Maintain security for campus and ensure facility is inaccessible to public
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation
- ❑ Release staff and volunteers per direction of IC
- ❑ Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Ensure that all team members have checked-out at the ICP
- ❑ Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – STUDENT RELEASE/REUNION UNIT

Primary Responsibilities
- ❑ Account for students in the Assembly Area by conducting roll call
- ❑ Track missing students and staff
- ❑ Ensure proper identification procedures to reunite students with parent or authorized person for student release
- ❑ Supervise student Assembly Area
- ❑ Maintain accurate account of students

Start-Up Actions
- ❑ Check-in at ICP
- ❑ Put on personal safety equipment
- ❑ Gather all equipment and supplies
- ❑ Attend a briefing with the IC
- ❑ Set-up secure Request and Release Gates
- ❑ Post alphabetized signage on Request Table (i.e., A-F, G-L, M-R, S-V, W-Z)
- ❑ Get Student Emergency Contact Cards from Documentation Unit

Operational Duties
- ❑ Check with school secretary to account for staff absences, substitutes or visitors
- ❑ Determine if there are any staff/visitors unaccounted for and refer to Safety Officer
- ❑ Gather classroom rosters from teachers to account for all enrolled students
    - *Request Gate Staff*
    - ❑ Divide Student Emergency Cards that correspond with table signage
    - ❑ Verify ID of adult requesting to pick up student (see Appendix F)
    - ❑ Send runner to assembly area for requested student(s)
    - ❑ Direct requestor to Release Gate to wait for their student(s)
    - *Runners*
    - ❑ Retrieve student(s) from Assembly Area Unit
    - ❑ If student is absent, missing, or receiving first aid, direct parent/guardian to proper location, i.e., First Aid area, Crisis Intervention area, etc.
    - ❑ Release student(s) to parent/authorized adult when directed by Release Gate Staff and return to Request Gate
    - *Release Gate Staff*
    - ❑ Match adult requester to student(s)
    - ❑ Verify requester ID and have them countersign Student Request Form
    - ❑ Release Student(s) (see Appendix G)
    - ❑ Release Runner to return to Request Gate
    - ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation
- ❑ Close down tables and return all equipment and reusable supplies to Logistics.

- ❑ Make sure all confidential information (i.e., student emergency contact cards) is returned to Documentation Unit for secure storage
- ❑ Complete/close-out all logs and turn them over to Documentation Unit
- ❑ Check-out and leave contact information in case you need to be reached

OPERATIONS SECTION – ASSEMBLY AREA/SHELTER UNIT

Primary Responsibilities
- ❑ Lead students to temporary Assembly Area
- ❑ Oversee the care and needs of students in the Assembly Area
- ❑ Establish a shelter for students/staff required to stay at the school site
- ❑ Manage and staff the shelter in accordance with Shelter Procedures

Start-Up Actions
- ❑ Check-in at ICP
- ❑ Attend a briefing with the IC
- ❑ Put on personal safety equipment
- ❑ Locate all needed supplies
- ❑ Assess available personnel, make appropriate assignments and provide a briefing
- ❑ If designated assembly/shelter site is destroyed or inaccessible, consult with IC to determine alternate location(s)
- ❑ Initiate shelter set-up or, *if evacuating*:
    - ❑ Confirm that assembly area and routes to it are safe
    - ❑ Count/observe classroom evacuations (make sure all exit)

Operational Duties
- ❑ Ensure initial record of all students and staff in shelter/assembly area is made and that it is updated regularly during the incident
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ❑ Monitor safety/well being of students and staff in shelter or assembly area
- ❑ Oversee the procurement and distribution of food and water
- ❑ Direct set-up of sanitary facilities when necessary
- ❑ Coordinate Student Release with Student Release Unit when directed by IC
- ❑ Administer *minor* first aid, as needed
- ❑ Supervise team activities, schedule breaks and re-assign staff, as needed
- ❑ Remember shift changes and establish a process for briefing incoming staff

Deactivation
- ❑ Close shelter per direction of IC, release staff and volunteers
- ❑ Collect all logs, documentation and paperwork and provide to Documentation Unit
- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Ensure that all team members have checked-out at the ICP
- ❑ Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – CRISIS INTERVENTION UNIT

Primary Responsibilities
- ❏ Assess the immediate crisis intervention required by students and staff involved
- ❏ Consider the long-term mental health support needs of students and staff
- ❏ Provide counseling/crisis intervention by contracting with licensed provider

Start-Up Actions
- ❏ Check-in at ICP
- ❏ Meet with IC for a briefing
- ❏ Put on personal safety equipment
- ❏ Establish a quiet location to conduct crisis intervention/counseling
- ❏ Gather all supplies and transport to intervention/counseling site

Operational Duties
- ❏ Set-up campus intervention/counseling site
- ❏ Provide for and monitor well being of staff, students, and volunteers
- ❏ Maintain log of all assistance given and nature of that assistance
- ❏ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ❏ Communicate need for outside assistance to IC
- ❏ Cooperate with outside agency crisis intervention teams
- ❏ When necessary, request student emergency contact cards from Documentation Unit

Deactivation
- ❏ Return all equipment and reusable supplies to Logistics
- ❏ Complete/close-out all logs and turn them over to Documentation Unit
- ❏ Check-out at ICP and leave contact information in case you need to be reached.

Primary Responsibilities
- ❏ Collect, organize and analyze information about the emergency
- ❏ Provide current situation analysis by visual displays for IC and Management Staff
- ❏ Give periodic updates of the emergency situation to the IC

Start-Up Actions
- ❏ Check-in at ICP
- ❏ Put on personal safety equipment
- ❏ Meet with the IC for a briefing
- ❏ Gather all supplies and set up work area

Operational Duties
- ❏ Record appropriate response-related information on site map (and keep it current)
- ❏ Facilitate the updating of the site map throughout the response
- ❏ Assess and analyze situation-relevant information
- ❏ Anticipate situations and potential problems and develop contingency plans
- ❏ Keep IC informed by relaying information gathered from field units
- ❏ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation
- ❏ Return all equipment and reusable supplies to Logistics
- ❏ Complete/close-out all logs, paperwork and documentation and turn them over to Documentation Unit
- ❏ Check-out at ICP and leave contact information in case you need to be reached

PLANNING/INTELLIGENCE SECTION – DOCUMENTATION

Primary Responsibilities
- ❏ Maintain a log of all emergency developments and response actions
- ❏ Keep Student Emergency Contact Cards for use at the Medical Unit and Student Release/Reunion Unit
- ❏ Assess the severity of the incident

Start-Up Actions
- ❏ Check-in at ICP
- ❏ Put on personal safety equipment
- ❏ Meet with IC for a briefing
- ❏ Check communications equipment to monitor verbal communications orders
- ❏ Gather all supplies and set up work area

Operational Duties
- ❏ Maintain Student Emergency Contact Cards, making copies for staff when necessary

- ❏ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ❏ Dispatch runners to relay messages to Incident Commander, Management Staff, Unit Leaders, as needed
- ❏ Ensure all radio and verbal communications are recorded on Position Activity Log
- ❏ Refer all media requests to the PIO
- ❏ File all reports as they are turned in. *Although a permanent log may be typed up at a later date; all original notes and records MUST be kept—they are legal documents.*

Deactivation
- ❏ Collect all Student Emergency Contact Cards and secure them
- ❏ Close out all logs and pending messages, and turn over to Documentation Unit
- ❏ Return all equipment and reusable supplies to Logistics
- ❏ Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – SUPPLIES AND DISTRIBUTION UNIT

Primary Responsibilities
❑ Acquire supplies, equipment and materials as requested and distribute
❑ Obtain necessary food, water, sanitary items for immediate use
❑ Request purchases of supplies as needed to the Purchasing Unit

Start-Up Actions
❑ Check-in at ICP
❑ Meet with the IC for a briefing
❑ Put on personal safety equipment
❑ Gather all necessary supplies and equipment

Operational Duties
❑ Distribute supplies and equipment as requested
❑ Track all supplies, equipment, materials, sundry items that are distributed
❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
❑ Make requests for purchases of supplies as needed to the Purchasing Unit
❑ Stay in contact with IC

Deactivation
❑ Receive and store all returned equipment and unused supplies
❑ Complete inventory of equipment and supplies and provide list of materials that need to be replaced
❑ Complete/close-out all logs and turn them over to Documentation Unit
❑ Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – TRANSPORTATION UNIT

Primary Responsibilities
❑ Procure transportation vehicles to evacuate students and staff
❑ Use trucks/vehicles to deliver equipment to and from campus
❑ Assist in providing traffic routes for emergency vehicles on and off campus

Start-Up Actions
❑ Check-in at ICP
❑ Meet with the IC for a briefing
❑ Put on personal safety equipment
❑ Gather all supplies and equipment needed

Operational Duties
❑ Provide for transportation needs as assigned by IC and various Unit Leaders
❑ Assess the need for and use of vehicles on campus
❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation
- ❑ Facilitate the return of vehicles to pre-incident locations
- ❑ Complete/close-out all logs and other paperwork and turn them over to Documentation Unit
- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – PERSONNEL UNIT

Primary Responsibilities
- ❑ Track assigned staff to the emergency and re-assign when Unit is de-activated
- ❑ Assess skills of volunteers and assign people as requested by Units
- ❑ Assignments are based on a persons experience and training, not by their daily job assignment.

Start-Up Actions
- ❑ Check-in at ICP
- ❑ Meet with the IC for a briefing
- ❑ Put on personal safety equipment
- ❑ Gather necessary supplies and set up work station

Operational Duties
- ❑ Survey skills and experience of staff/volunteers to make assignments to Units
- ❑ Track assigned staff and notify IC when staff is available for assignment
- ❑ Issue needed equipment and supplies to personnel being assigned
- ❑ Coordinate with the Timekeeping Unit for accurate records of personnel
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ❑ Stay in contact with IC

Deactivation
- ❑ Receive and store all returned equipment and unused supplies
- ❑ Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- ❑ Complete/close-out all logs and turn them over to Documentation Unit
- ❑ Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – FACILITIES UNIT

Primary Responsibilities
- ❑ Assess and locate facilities that could be used during the emergency response
- ❑ Ensure the facility fits the accommodations necessary to conduct the operations
- ❑ Assess the severity of the incident

Start-Up Actions
- ❏ Check-in at ICP
- ❏ Meet with the IC for a briefing
- ❏ Put on personal safety equipment
- ❏ Gather necessary supplies and equipment

Operational Duties
- ❏ Assess facility for listed accommodations as needed
- ❏ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ❏ Secure and restore facilities when no longer needed for the incident
- ❏ Stay in contact with IC

Deactivation
- ❏ Receive and store all returned equipment and unused supplies
- ❏ Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- ❏ Complete/close-out all logs and turn them over to Documentation Unit
- ❏ Check-out at ICP and leave contact information in case you need to be reached

ADMINISTRATION/FINANCE SECTION – COMPENSATION/CLAIMS UNIT

Primary Responsibilities
- ❑ Process workers compensation claims for injured employees
- ❑ Receive claims for damages related to the emergency response
- ❑ Maintain accurate records of all claims related to the emergency response

Start-Up Actions
- ❑ Check-in at ICP
- ❑ Meet with the IC for a briefing
- ❑ Put on personal safety equipment
- ❑ Gather all supplies and equipment as necessary

Operational Duties
- ❑ Track staff and volunteer hours
- ❑ Track response-related purchases
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ❑ Process purchase requests from Logistics Section Chief

Deactivation
- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Unit and turn them over to the IC
- ❑ Check-out at ICP and leave contact information in case you need to be reached

ADMINISTRATION/FINANCE SECTION – PURCHASING/PROCUREMENT UNIT

Primary Responsibilities
- ❑ Arrange for purchases of necessary equipment, supplies and materials
- ❑ Utilize pre-designated vendor contracts for purchases
- ❑ Seek vendors for materials or services that are not pre-designated
- ❑ Track all expenditures related to the incident

Start-Up Actions
- ❑ Check-in at ICP
- ❑ Meet with the IC for a briefing
- ❑ Put on personal safety equipment
- ❑ Gather all supplies and equipment as needed

Operational Duties
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ❑ Get approval from the IC for purchases requested
- ❑ Process purchase requests from Logistics
- ❑ Utilize pre-designated vendor contracts for purchases

- ❑ Seek vendors for materials or services that are not pre-designated
- ❑ Track all purchases and item requests

Deactivation
- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Unit and turn them over to the IC
- ❑ Check-out at ICP and leave contact information in case you need to be reached

ADMINISTRATION/FINANCE SECTION – TIMEKEEPING UNIT

Primary Responsibilities
- ❑ Maintain a log of all personnel hours working at the emergency
- ❑ Track all equipment hours related to the incident
- ❑ Set up a timekeeping system to ensure accurate records of the incident

Start-Up Actions
- ❑ Check-in at ICP
- ❑ Meet with the Documentation Unit for a briefing
- ❑ Open Go-Kit and put on personal safety equipment
- ❑ Gather all supplies and equipment as needed

Operational Duties
- ❑ Track staff and volunteer hours
- ❑ Track response-related purchases
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation
- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Team and turn them over to the IC
- ❑ Check-out at ICP and leave contact information in case you need to be reached

RECOVERY PLANNING

The goal of recovery is to return to learning and restore the infrastructure of the school as quickly as possible. Focus should be on students and the physical school site, and to take as much time as needed for recovery. School staff can be trained to deal with the emotional impact of the crisis, as well as to initially assess the emotional needs of students, staff and responders. One of the major goals of recovery is to provide a caring and supportive school environment. Financial recovery and protection of the school's assets are also crucial to the overall restoration of the educational process.

Plan for recovery in the preparedness phase. Determine the roles and responsibilities of staff and others who will assist in recovery during the planning phase. Seek out counseling services so as to train school staff to assess the emotional needs of students and colleagues to determine intervention needs. Experience shows that after a crisis many unsolicited offers of assistance from outside the school community are made. During planning, you may want to review the credentials of service providers and certify those that will be used during recovery.

Also, during the preparedness phase, local vendors who can assist in various recovery efforts should be identified. Items and services, such as debris removal, carpet repair and replacement, cleaning services, computer data recovery, fire restoration, structural engineers, tree damage/repair/removal, etc. should be arranged for in advance of an emergency situation.

Crisis Intervention Team. Service providers in the community may want to assist after a crisis. With prior planning, those with appropriate skills and certifications may be tapped to assist in recovery. This will help school personnel coordinate activities of the community service providers and see that procedures and intervention goals are followed.

Return to the "business of learning" as quickly as possible. Experts agree that the first order of business following a crisis is to return students to learning as quickly as possible. This may involve helping students and families cope with separations from one another with the reopening of school after a crisis.

Provide information on the incident to the appropriate person(s). Follow the chain of command when providing information about an incident. All information is to be disseminated through the school PIO position. It is important to have a single message being sent out to parents, staff, the community and the media. Be clear about what steps have been taken to attend to student safety. Let families and other community members know what support services the school is providing or what other community resources are available. Messages to students should be age appropriate. It may be necessary to translate letters and other forms of communication into languages other than English depending on the composition of the communities feeding the affected school. Be sure to consider cultural difference when preparing these materials.

Focus on the building, as well as people, during recovery. Following a crisis, buildings and their grounds may need repairing, renovation or repainting/re-landscaping. Conduct safety audits and determine the parts of the building that can be used and plan for repairing those that are damaged.

Provide assessment of emotional needs of staff, students, families and responders. Assess the emotional needs of all students and staff, and determine those who may need intervention by a counselor, social worker, psychologist or other mental health professional, if available. Arrange for appropriate interventions by school or community-based service providers. In addition, available public services could be pre-identified for families who may want to seek treatment for their children or themselves. Appropriate group intervention may be beneficial to students and staff experiencing less severe reactions to the crisis. Group interventions should be age appropriate.

Provide stress management during class time. Trauma experts emphasize the need to create a caring, warm and trusting environment for students following a crisis. Allow students to talk about what they felt and experienced during the traumatic event. Younger children who may not be able to fully express their feelings verbally will benefit from participating in creative activities including drawing, painting or writing stories. Young adolescents benefit from group discussions in which they are encouraged to talk about their feelings, as well as from writing plays or stories about their experiences. Engage older adolescents in group discussions, and address any issues of guilt ("I could have taken some action to change the outcome of the crisis").

Take as much time as needed for recovery. An individual recovers from a crisis at his or her own pace. Recovery is not linear. After a crisis, healing is a process filled with ups and downs. Depending on the traumatic event and the individual, recovery may take months or even years.

Remember anniversaries of crises. Many occasions will remind staff, students and families about crises. The anniversary of a crisis will stimulate memories and feelings about the incident. In addition, other occasions may remind the school community about the crises, including holidays, returning to school after vacations and other breaks, as well as events or occasions that seemingly have little connection to the incident. This underscores the notion that recovery may take a longer time than anticipated.

Staff members need to be sensitive to their own as well as the students' reactions in such situations and provide support when necessary.

RECOVERY ACTION CHECKLISTS

- ☐ Assemble a Crisis Intervention Team as needed.
- ☐ Strive to return to learning as quickly as possible.
- ☐ Restore the physical school site, as well as the school community.
- ☐ Restore communications systems.
- ☐ Institute data recovery procedures.
- ☐ Make arrangements for alternative housing for classes and offices, if necessary.
- ☐ Monitor how staff are assessing students for emotional impact of the crisis.
- ☐ Identify what follow up interventions are available to students, staff and first responders.
- ☐ Conduct debriefings with staff and first responders.
- ☐ Assess curricular activities that address the crisis.
- ☐ Allocate appropriate time for recovery.
- ☐ Plan how anniversaries of events will be commemorated.
- ☐ Capture "lessons learned" and incorporate them into revisions and trainings.
- ☐ Complete all paperwork and reports for financial aid for disaster relief if available.
- ☐ Work with local or state emergency services professionals to maximize your cost-recovery efforts.

Government Assistance Programs

The following are recovery programs typically available after a disaster. Not all programs may be applicable to Charter Schools or activated in response to every disaster. In addition, other governmental actions (such as tax relief) and programs (e.g., job training services) may be implemented if disaster conditions warrant. *Consult with your Charter School's legal counsel for applicability.*

- **Local Emergency Proclamation Required**

   California Disaster Assistance Act (CDAA) – The CDAA (Government Code § 8680-8692) authorizes the Director of the California Emergency Management Agency (CalEMA) to administer a financial assistance program from the state for costs incurred by local governments as a result of a disaster. This program offers public schools up to 75% of the eligible costs to repair, restore, reconstruct or replace disaster-related damage to buildings; covers direct and indirect costs of grant administration; and covers the cost of overtime and supplies used in response. The remaining 25% cost share is the responsibility of the local government.

- **Governor's State of Emergency Proclamation Required**

   California Disaster Assistance Act (CDAA) – With a Governor's Proclamation, a local agency may receive reimbursement (75%) for permanent repair, replacement, restoration costs for disaster-damaged facilities. The remaining 25% cost share is the responsibility of the local government.

- **Presidential Emergency Declaration Required**

Federal Emergency Management Agency Emergency Declaration – With an Emergency Declaration, a local agency, state agency, Indian Tribe or certain non-profit agencies may get reimbursement (75%) for emergency work up to a limit of $5 million per event. Local agencies may also receive cost-sharing assistance under the provisions of the CDAA for the remaining 25% local share. CDAA assistance is provided on a 75% (state) / 25% (local) cost-sharing basis, which yields a local cost share of 6.25%.

Note: For disaster assistance, charter K-12 schools may first be required to make a claim with their insurance provider, then apply to the Small Business Administration (SBA) for a Physical Disaster Loan (up to $1.5 million), and then, if rejected by SBA or if there is damage above $1.5 million, the school can apply to FEMA for additional assistance.

For more information contact the California Emergency Management Agency at ((916) 845-8100 or http://www.calema.ca.gov and FEMA at 800-621-FEMA or online at http://www.fema.gov/assistance/register.shtm for appropriate updated forms to use for disaster recovery documentation and requests.

EMERGENCY ACTION PROCEDURES

The following Emergency Action Procedures are designed for staff to follow in the event they need to take immediate steps to protect students, themselves and others during an emergency occurrence. All staff members need to familiarize themselves with these procedures and all students must be trained in what to do when any of these common emergency actions are implemented.

EMERGENCY ACTION – DROP, COVER AND HOLD ON

DROP, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for:

- Earthquake or Explosion

ANNOUNCEMENT:

The following is an example announcement that would be made over the public address system and/or by teachers in the classrooms:

Example:	**"Attention please. We are experiencing seismic activity. For your protection, follow DROP, COVER AND HOLD ON procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions."**

STAFF AND STUDENT ACTIONS:
Inside
- Prior to an Earthquake or Explosion, arrange desks so that they do not face windows.

- Instruct students to move away from windows.

- Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.

- Remain in place until shaking stops. When quake is over, leave building if it is determined to be unsafe to remain inside. **Do not run**. Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

Outside
- Instruct students to move away from buildings, trees, overhanging wires and **DROP, COVER and HOLD ON (if anything is nearby to hold onto).**

- Upon the command **DROP, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table

close by, place head between knees, and cover back of neck with arms and hands.

❑ Remain in place until shaking stops.

EMERGENCY ACTION – EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. Evacuation is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident

- Explosion or threat of explosion
- Post earthquake

ANNOUNCEMENT:

1. Fire alarm (bell, horn signal, PA system, bullhorn, etc.).

2. Provided time is available, the following is an example of an announcement made over the public address system:

> Example: **"Attention please. We need to institute an EVACUATION of all buildings. Teachers are to take their students to their designated Evacuation Area. Students please remain with your teacher."**

3. Use messengers with oral or written word to deliver additional instructions to teachers.

PRINCIPAL/SITE ADMINISTRATOR:

❑ The Evacuation Area should be a safe location on the school campus away from the building and where it wouldn't conflict with emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Evacuation Area.

❑ When clearance to return to the buildings is determined or received from appropriate agencies, announce an "all clear" to return to classrooms and resume school activities.

❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

❑ Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Evacuation Area.

❑ Take the emergency supplies and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.

❑ Remain in the Evacuation Area until further instructions are given.

❑ Wait for another ACTION or announce an "all clear" and instruction to return to school buildings and normal class routine.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION
The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals
❑ Announce the type of emergency.
❑ Offer your arm for guidance.
❑ Tell person where you are going, obstacles you encounter.
❑ When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations
❑ Turn lights on/off to gain person's attention -OR-
❑ Indicate directions with gestures   –OR-
❑ Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers
❑ Evacuate these individuals as injured persons.
❑ Assist and accompany to evacuation site, if possible   -OR-
❑ Use a sturdy chair (or one with wheels) to move person   -OR-
❑ Help carry individual to safety.

To evacuate individuals using wheelchairs
❑ Give priority assistance to wheelchair users with electrical respirators
❑ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
❑ Reunite person with the wheelchair as soon as it is safe to do so.

EMERGENCY ACTION – LOCKDOWN

LOCKDOWN is used to prevent intruders from entering occupied areas of the building, or when it is necessary to isolate students and school staff from danger on the school grounds or from within a building. During a Lockdown, all exterior doors are locked, and students and staff are to remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the classroom or safe area. A Lockdown is not normally preceded with any warning. Lockdown is considered appropriate for, but is not limited to, the following types of emergencies:

• Gunfire • Rabid animal at large • Extreme violence outside the classroom

LOCKDOWN differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems to provide protection from outside air and does not allow for the free movement of staff and students within the building.

ANNOUNCEMENT:

1. The following is an example of an announcement that could be made in person or over the public address system:

> Example: **"Attention please. We have an emergency situation and need to implement LOCKDOWN procedures. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."**

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

❑ Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.

❑ Call 911. Provide location; status of campus; all available details of situation.

❑ When clearance is received from appropriate agencies, announce an "all clear" instruction to indicate that it is safe to unlock the doors and return to the normal class routine.

❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

❑ Immediately lock doors and close any shades and/or blinds if it appears safe to do so

❑ Instruct students to move away from the windows and to get down on the floor.

❑ Remain in the classroom or secured area until further instructions are provided by the principal or law enforcement.

EMERGENCY ACTION – SHELTER-IN-PLACE

SHELTER-IN-PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air. Shelter-in-place is considered appropriate for, but is not limited to, the following types of emergencies:

- Gas Leaks
- External Chemical Release
- Hazardous Material Spills
- Dirty Bombs

ANNOUNCEMENT:

1. The following is an example of an announcement that could be made in person or over the public address system:

> Example: "**Attention please. We have a hazard in the community and are instituting SHELTER-IN-PLACE procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions.**"

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.

- ❑ When clearance is received from appropriate agencies, announce an "all clear" instruction to indicate that the normal school routine can resume.

- ❑ Make arrangements for central HVAC shutdown, as necessary.

TEACHER and STAFF ACTIONS:

- ❑ Immediately clear students from the halls. Stay away from all doors and windows.

- ❑ Keep all students in the classroom until further instructions are received. Assist those needing special assistance.

- ❑ Secure individual classrooms:

    a) Close and lock doors and windows

    b) Seal gaps under doors and windows with wet towels or duct tape

    c) Shut down the classroom HVAC system

    d) Turn off local fans in the area

    e) Seal vents with aluminum foil or plastic wrap

- ❑ Remain in the classroom or secured area until further instructions are provided by the principal or emergency responders

STUDENT ACTIONS:

- ❑ Proceed to the classroom, if it is safe to do so, or to a nearby classroom or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

SECTION THREE

EMERGENCY RESPONSE PROCEDURES

AIRCRAFT CRASH

DATE   /   /

Emergency response will depend on the size of the aircraft, nature of the crash and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

	PRIORITY PROCEDURES AIRCRAFT CRASHES INTO THE SCHOOL		NOTES (person contacted, call back phone numbers, etc.)
x	**TIME**	**PRINCIPAL**	**NOTES**
		Notify police and fire department (call 9-1-1).	
		Implement immediate Evacuation procedures to a safe location, on or off campus as necessary.	
		Account for all building occupants and determine extent of injuries, numbers injured, etc.	
		Initiate search and rescue of injured occupants from building and begin first aid treatment.	
		If the crash results in a fuel spill on school property, isolate contaminated victims (refer to HazMat checklist).	
		Consider activating Emergency Plan, ICS organization and Incident Command Post.	
		Secure area to prevent unauthorized access from the public, parents or media.	
		Do not allow re-entrance to any buildings until the authorities provide clearance to do so.	
		If directed by authorities to close school, implement student release procedures	
x	**TIME**	**STAFF ACTIONS**	**NOTES**
		Notify Principal.	
		Move students away from immediate vicinity of the crash.	
		Evacuate students from the building using primary and/or alternate routes to a safe assembly area away from the crash scene. Take class roster and emergency supplies.	
		Check school site to ensure that all students are in the evacuation area.	
		Take attendance at the evacuation area.	
		Report missing students to the principal and emergency response personnel.	
		Maintain control of the students a safe distance from the crash site.	
		Initiate first aid for any injured students or staff.	
		If given an all clear by authorities to return to the building, escort students back to the classroom.	
		If directed by authorities to close school, assist in student release procedures.	
x	**TIME**	**CUSTODIAN/MAINTENANCE STAFF**	**NOTES**
		Assist emergency responders with utility shut-off as needed.	
		Ensure emergency responders have access to buildings/rooms.	
x	**TIME**	**POST INCIDENT ACTIONS – AS ASSIGNED**	**NOTES**

		Notify parents of situation and prognosis.	
		Consider activating mental health professionals as appropriate.	
		Consider notifying Charter Management Organization.	

PRIORITY PROCEDURES AIRCRAFT CRASHES NEARBY THE SCHOOL		NOTES (person contacted, call back phone numbers, etc.)

x	TIME	PRINCIPAL	NOTES
		Notify police and fire department (call 9-1-1).	
		Implement Shelter-in-Place as necessary.	
		Ensure that students and staff remain a safe distance from the crash site.	
		Authorities will secure area to prevent unauthorized access.	
		If directed by authorities to close school, implement student release procedures.	
x	TIME	STAFF ACTIONS	NOTES
		Notify principal.	
		Move students away from immediate vicinity of the crash.	
		Account for all students. If any students were away from class, ensure safe return to classroom.	
		Remain inside with students unless subsequent explosions or fire endangers the building.	
		If school closes, assist in student release procedures.	
x	TIME	CUSTODIAN/MAINTENANCE STAFF	NOTES
		Assist emergency responders with securing school as directed.	
x	TIME	POST INCIDENT ACTIONS – AS ASSIGNED	NOTES
		Notify parents of situation and prognosis.	
		Consider notifying Charter Management Organization.	

ASSAULT/FIGHTING

DATE   /   /

Violence or threat of physical harm to students, staff, administrators or other persons *not* involving a dangerous weapon or firearm.

PRIORITY PROCEDURES

NOTES
(person contacted, call back phone numbers, etc.)

x	TIME	PRINCIPAL	NOTES
		Ensure safety of other students/staff by clearing halls, room, or immediate vicinity. Maintain safe distance from combatants.	
		Approach in a calm manner and direct combatants to stop fighting. Call 9-1-1 if necessary.	
		Separate combatants to a safe area, if possible.	
		Determine who has been injured, and the extent of injuries. Request medical help as needed.	
		If suspect has already left the scene, obtain suspect identification, description, location, direction of travel, vehicle description, etc.	
		Notify Law Enforcement Agency or School Resource Officer for follow up.	
		Preserve any evidence for law enforcement purposes.	
		Identify any witnesses to the assault or fight.	
		Conduct investigation and follow school discipline polices and administrative procedures.	
		Notify parents of any students that are involved in the incident.	
		Determine consequence for the offender(s). This could include: suspension, in-school punishment, or criminal charges.	
		Debrief with school staff.	
x	TIME	STAFF	NOTES
		Immediately notify principal and call 9-1-1 if necessary.	
		Approach in a calm manner and direct combatants to stop fighting.	
		Escort combatants to the office, keeping them isolated from other students.	
		Assess extent of injuries, administer first aid and seek further medical support as needed.	
x	TIME	POST INCIDENT ACTIONS – AS ASSIGNED	NOTES
		Assist principal or designee with notifying parents of victims.	
		If the situation warrants, prepare a written statement for staff to read to students at school and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed.	

BOMB THREAT

DATE   /   /

Receipt of an oral or written threat of a bomb or discovery of a suspicious device or note. Schools are primarily responsible for assessing the threat. The decision to evacuate rests with the school, *not emergency responders*, UNLESS a device is located.

		BOMB THREAT BY PHONE	**NOTES** (person contacted, call back phone numbers, etc.)
x	**TIME**	**PERSON RECEIVING THREAT**	**NOTES**
		Record exactly what the caller says using the following questions	
		Ask the caller: Time bomb set to denote? _____ Where it's located? _____ Is it visible or hidden? _____ What it looks like? _____ Type of bomb? _____ Why placed at school or on grounds?_____ How it got on campus? _____	
		Note caller accent, age, sex, noise, mental state, etc.	
		If available, write down caller's *Caller ID* number	
		Notify the principal as soon as possible	
		If threat is a written note, place in envelope to preserve any fingerprints. Avoid handling the written note if possible.	
		If written on door, wall, etc. cordon off area for evidence.	
		If suspicious device or package is found, DO NOT TOUCH ITEM, and clear immediate area. Notify law enforcement immediately.	
		Prepare to provide information for police report.	
x	**TIME**	**PRINCIPAL**	**NOTES**
		Restrict use cell phones, radios or fire alarm system because of risk of activating a device.	
		Contact police department and give information for assessment.	
		Determine, with assistance of law enforcement, if bomb threat is credible.	
		Decide whether or not to evacuate the building. If evacuating, establish the evacuation area a safe distance from the buildings. Check evacuation site for anything suspicious prior to evacuating.	
		Have staff check their immediate area for suspicious packages or devices. Report findings to principal or emergency responders.	
		Consider implementing Emergency Plan, ICS organization and Incident Command Post.	
		Ensure accountability of all students and staff.	
x	**TIME**	**CUSTODIAN/MAINTENANCE STAFF**	**NOTES**
		Check buildings and grounds for any suspicious devices, abandoned backpacks, boxes, etc. that do not belong to anyone or seem out of place. Report findings to principal or police.	

BOMB THREAT (CONTINUED)

x	TIME	STAFF	NOTES
		Check your immediate area for any suspicious devices, abandoned backpacks, boxes, etc. that do not belong to anyone or seem out of place. Report to principal or police.	
		Restrict use cell phones, radios or fire alarm system because of risk of activating a device.	
		If suspicious device or package is found, DO NOT TOUCH ITEM, and clear immediate area. Notify law enforcement and the principal immediately.	
		If directed, evacuate students to safe distance away from buildings. Bring class roster and emergency supplies.	
		Take attendance in evacuation area and immediately report missing students.	
		Be prepared to treat injuries that may arise.	
x	TIME	POST INCIDENT ACTIONS – AS ASSIGNED	NOTES
		If the situation warrants, prepare a written statement for staff to read to students at school and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed.	
		Prepare press release for media. When communicating with the media, always coordinate with emergency response agency for clear, consistent message.	
		Consider notifying Charter Management Organization.	

EARTHQUAKE

DATE / /

Earthquakes strike without warning. The effect of an earthquake varies depending on the size, duration, and location of the quake. Damage within a building depends on the type of design, architecture and structure of the building. It is imperative to quickly move away from windows, free-standing partitions and shelves and Drop, Cover under and Hold on to a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops.

PRIORITY PROCEDURES
INSIDE BUILDING

NOTES
(person contacted, call back phone numbers, etc.)

x	TIME	PRINCIPAL	NOTES
		After shaking stops, initiate assessment of potential damage.	
		If earthquake is significant with signs of damage, immediately implement evacuation procedures prior to assessing buildings for damage. If upstairs, do not use elevators and inspect stairways prior to use.	
		If earthquake is mild or moderate, direct staff to inspect and assess their classrooms. Direct custodian/maintenance staff to inspect and assess utilities, outside of buildings, and school grounds.	
		Receive reports of any building damage and any students or staff unaccounted for. Send search and rescue team to look for missing or trapped students and staff.	
		If evacuation is necessary, make determination to temporarily close school until building can be inspected. If building is deemed to be safe, give an all clear to staff and resume class.	
		If evacuated, do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.	
		Determine whether to close school. If school must be closed, notify staff members, students and parents.	
		Notify Charter Management Organization of school status and personnel status.	

x	TIME	STAFF	NOTES
		Give **DROP, COVER and HOLD ON** command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.	
		Check for any injured students and render First Aid.	
		Make a visual check of classroom for any damage; structural damage or cracks in walls, broken windows, fallen lights or ceiling tiles, etc., and report findings to principal.	
		If classroom or building is heavily damaged, initiate immediate evacuation. Be aware of overhead wires that may fall. Bring attendance roster and emergency supplies.	
		Check attendance at the evacuation area. Report any missing students.	

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EARTHQUAKE (CONTINUED)

		Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines or damaged buildings.	
		Stay alert for aftershocks. Implement Duck, Cover and Hold On procedures for all aftershocks.	
		Do NOT re-enter building until it is determined to be safe.	
		Follow instructions of principal.	

PRIORITY PROCEDURES OUTSIDE BUILDING			NOTES (person contacted, call back phone numbers, etc.)
x	**TIME**	**PRINCIPAL OR STAFF**	**NOTES**
		Direct students to move away from buildings, trees, overhead wires and poles. If possible, Drop, Cover under and Hold On to a sturdy table or bench until shaking stops. If out in open, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.	
		After shaking stops, check for anyone injured, render first aid.	
		Keep students a safe distance from any downed power lines or damaged buildings.	
		Account for all students and staff. Send search and rescue team to look for missing and possibly trapped students/staff.	
		Make a visual check of buildings for any damage; structural damage or cracks in walls, broken windows, fallen lights or ceiling tiles, etc., before entering the building.	
		Do not re-enter buildings that have visual damage.	
		Consider implementing student release procedures and temporary closure of school until inspection of buildings can be performed.	

DURING NON-SCHOOL HOURS			
x	**TIME**	**PRINCIPAL**	**NOTES**
		Confer with Building Owner if damage is apparent to determine the advisability of closing the school.	
		Notify fire department and utility company of suspected breaks in utility lines or pipes.	
		Notify Charter Management Organization, if applicable.	
		If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms (if damage is significant and school closing will be of some duration).	
		Notify public information media as appropriate.	

FIRE / EXPLOSION

DATE   /   /

Open flames, smoke, or excessive heat radiating from an adjourning wall, ceiling, or floor or a sudden loud noise and release of energy from expanding gas or mixture of chemicals causing anything to shatter into pieces.

		PRIORITY PROCEDURES	NOTES (person contacted, call back phone numbers, etc.)
		Pull the fire alarm and call 9-1-1.	
		Evacuate the area/building and use fire extinguisher if appropriate.	
		Check for any injured victims and assist them in evacuating.	
		Notify the principal of location and actions taken.	
x	TIME	**PRINCIPAL**	NOTES
		Pull fire alarm and call 9-1-1.	
		Implement Evacuation procedures.	
		If explosion occurred, make a visual check of buildings for damage; structural damage or cracks in walls, broken windows, fallen lights or ceiling tiles, etc., and hazardous materials.	
		Ensure accountability of all students and staff.	
		Gather information from staff regarding location of fire.	
		Meet with Fire Department to pass on information regarding accountability of staff and students, location of fire.	
		Determine with Fire personnel if building is safe for use.	
		Signal "all clear" when safe to re-enter school building.	
		If building unsafe for use, implement student release procedures.	
x	TIME	**STAFF**	NOTES
		Evacuate students to assembly area and take emergency supplies.	
		Check attendance to ensure all students have evacuated. Report any missing students/staff to principal.	
		Report any suspicious information about the fire to the principal, i.e. arson related.	
		If directed, assist in student release procedures.	
x	TIME	**CUSTODIAN/MAINTENANCE STAFF**	NOTES
		If SAFE, go to alarm panel to determine the location of the fire.	
		Communicate location of fire to principal.	
		Stay with principal to assist Fire Department with access to school and building layout.	
x	TIME	**POST INCIDENT ACTIONS – AS ASSIGNED**	NOTES
		Confer with Building Owner if damage is apparent to determine the advisability of closing the school.	
		If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms (if damage is significant and school closing will be of some duration).	
		Notify Charter Management Organization, if applicable.	

FLOOD

DATE / /

Flooding could occur from severe storm activity or as a result of damage to water distribution systems such as failure of a dam or levee. Both types of flooding should be preceded with an alert message broadcast over the weather radio station.

		PRIORITY PROCEDURES	NOTES (person contacted, call back phone numbers, etc.)
x	**TIME**	**PRINCIPAL**	**NOTES**
		Determine if off-site evacuation is required. Establish time period for evacuation and determine resource needs; location, method of transportation, etc.	
		Notify local police department of intent to Evacuate, the location of the safe evacuation site and the route to be taken to that site.	
		Ensure accountability of all students and staff.	
		Attempt to notify parents of need to evacuate and location for student reunion and release.	
		Post a notice on the office door stating where the school has relocated.	
		Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.	
x	**TIME**	**STAFF**	**NOTES**
		As directed, assist in Evacuation procedures. Take the class roster and emergency supplies.	
		Remain with students throughout the evacuation process.	
		Upon arrival at the safe site, take attendance. Report any missing students to principal and emergency response personnel.	
		Do not return to school building until it has been inspected and determined safe by property authorities.	
x	**TIME**	**POST INCIDENT ACTIONS – AS ASSIGNED**	**NOTES**
		Determine if building has been damaged by flooding and unable to serve as school site. Confer with building owner.	
		If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms (if damage is significant and school closing will be of some duration).	
		Notify Charter Management Organization, if applicable.	

HAZARDOUS MATERIALS (HazMat)

DATE   /   /

An uncontrolled release of a hazardous material, liquid, or vapor that could cause harm or death to humans or damage the environment. The nature and proximity of the incident to the school will determine which emergency action should be implemented.

		PRIORITY PROCEDURES	NOTES (person contacted, call back phone numbers, etc.)
		Person observing the hazardous material spill should immediately notify the Principal/Teacher/Staff.	
		Avoid being contaminated by staying uphill and upwind.	
		Warn others in the immediate area of the hazmat spill.	
x	TIME	**PRINCIPAL**	NOTES
		Call, or ensure someone has called 9-1-1.	
		If there is a threat of airborne toxicity, shut-off ventilation system in affected area.	
		Initiate Shelter-in-Place or Evacuation procedures depending on the circumstances. (If spill is outside or inside the buildings)	
		Isolate anyone who is contaminated with the substance until public safety personnel carry out decontamination procedures.	
		Gather information from staff regarding location of spill, extent and, if possible, the name of the substance that has spilled.	
		Wait for instructions from Fire Department or professional emergency responders.	
		If evacuated, do not allow the return of students until public safety officials declare the area safe.	
		If applicable, notify Charter Management Organization.	
		Ensure all injured students/staff receive medical treatment.	
x	TIME	**STAFF**	NOTES
		Implement Shelter-in-Place or Evacuation procedures.	
		Ensure accountability of all students.	
		Report any missing students to the office.	
		If evacuation has been ordered, take class roster and emergency supplies before leaving the classroom.	
		Wait until all clear has been given to return to classroom or end the Shelter-in-Place procedures.	
		Prepare to relocate students to secondary evacuation site if ordered.	
x	TIME	**CUSTODIAN/MAINTENANCE STAFF**	NOTES
		Determine location of spill, extent and, if possible, the name of the substance that has spilled and report to principal.	
		Assist Principal or Fire Department with access to school.	
x	TIME	**POST INCIDENT ACTIONS – AS ASSIGNED**	NOTES
		Ensure parents are notified of incident.	
		Coordinate information with the Fire Department to release information to the press/media.	

INTRUDER

DATE   /   /

An unauthorized person in a school building or on school property. There is always the potential that an intruder may possess a weapon or become violent. When interacting with a stranger at school, use the "I CAN" rule; Intercept - Contact - Ask - Notify

		PRIORITY PROCEDURES	NOTES (person contacted, call back phone numbers, etc.)
		Politely greet subject and identify yourself. Ask subject the purpose of his or her visit, and if possible, attempt to identify the individual and vehicle.	
		Consider asking another staff person to accompany you before approaching subject.	
		Inform subject that all visitors must register at the reception area and escort the subject to the reception area.	
x	TIME	PRINCIPAL	NOTES
		Ask intruder to leave if no legitimate reason is found for his or her presence in the school and he/she is not cooperating.	
		Advise the subject that they are trespassing and need to leave the school and if they do not leave law enforcement will be notified. Call police if intruder remains uncooperative.	
		Secure the buildings if intruder is outside of school.	
		Implement Lockdown procedures if intruder is inside the school.	
		If possible, observe actions of intruder and try to determine if they are in possession of a weapon.	
		Obtain a description of the intruder and give to police.	
		Back away from subject if he/she indicates a potential for violence.	
		Assist police as necessary.	
		When given all clear, resume normal school operations.	
x	TIME	STAFF	NOTES
		As directed, implement Lockdown procedures. Ensure all students are in classroom.	
		Attempt to observe intruder and take note of behavior.	
		Ask students and visitors to remain quiet in designated secured area, away from window, and doors, and with all lights turned off.	
		Take attendance and immediately report missing students	
		Remain in Lockdown until an all clear is given or evacuate if the principal, designee or law enforcement gives the evacuation order.	

WEAPONS

DATE   /   /

A dangerous or deadly weapon as defined by state and federal law includes, but is not limited to a gun, knife, metal knuckles, straight razor, noxious or irritating or poisonous gas, poison, other items used with the intent to harm, threaten or harass students, staff, parents or school visitors

		PRIORITY PROCEDURES	NOTES (person contacted, call back phone numbers, etc.)
		Call 9-1-1.	
		Stay calm and avoid confrontation if possible.	
		Obtain good description of individual and the type of weapon he/she has.	
		Notify the principal or designee as soon as possible.	
		Take safety measures to protect yourself and others.	
		Inform police of your observation and be prepared to write a statement.	
x	**TIME**	**PRINCIPAL**	**NOTES**
		Direct students and staff to Lockdown or Evacuate depending on the circumstances.	
		Direct staff to lock all hallway and exterior doors maintaining the capability to evacuate quickly.	
		Meet with law enforcement upon arrival.	
		Attend to the safety of students and staff at all times.	
		Assess situation in regard to location of person with weapon and potential for injuries.	
		Assist law enforcement as required.	
		Contact parent(s), guardian(s), or other close relative(s) of victims	
		Contact the Charter Management Organization, if applicable.	
		Issue a press release or assign this task to the PIO as deemed appropriate	
		Complete and incident report and file	
		Debrief with school crisis team and staff	
x	**TIME**	**STAFF**	**NOTES**
		Direct students who are in bathrooms or halls to enter into closest classroom and to inform the office about their location.	
		Direct students to use alternate routes away from the incident. During a gun incident, instruct students to "drop to the floor/ground" or "run into the building quickly."	
		Ask staff, students, and visitors to remain quiet in designated area, on the floor away form windows and doors, and with all lights turned off	
		Remain in Lockdown mode until the principal or law enforcement orders an evacuation or calls out an all clear command	
		If evacuated, take attendance in evacuation area and immediately report missing students.	
x	**TIME**	**CUSTODIAN/MAINTENANCE STAFF**	**NOTES**

WEAPONS (CONTINUED)

x	TIME	POST INCIDENT ACTIONS – AS ASSIGNED	NOTES
		Assist in Lockdown procedures by securing doors/gates of other areas of the campus.	
		Ensure parents are notified of incident.	
		Coordinate information with the Police Department to release information to the press/media.	

WILDLAND FIRE

DATE / /

An evacuation may be necessary if a fire offsite, such as a wildland fire, threatens or is near the school building. Should any such event endanger the students or staff, an alert or order of evacuation will be given by emergency responders, or officials, or may be broadcast over a weather radio.

		PRIORITY PROCEDURES	NOTES (person contacted, call back phone numbers, etc.)
x	TIME	**PRINCIPAL**	NOTES
		Receive order of evacuation by fire authority or official. Implement evacuation procedures.	
		If necessary, contact local fire department (call 911) to determine the correct action for your school site; route of travel, evacuation site, etc.	
		Ensure all students and staff have evacuated by performing an inspection of the school site.	
		Determine if there is time for transport by some form of public/private transportation for the evacuation of students to alternate site.	
		Designate staff to make parent notifications regarding the evacuation and shelter site.	
		Monitor radio station for additional information.	
		Implement procedures for parents to pick up students from alternate site.	
x	TIME	**STAFF**	NOTES
		Evacuate students using the evacuation plan. Bring emergency supplies and attendance rosters.	
		Take roll to be sure all students are present before you leave the building site.	
		Report any missing students to the principal/designee and emergency response personnel.	
		At all times, maintain control of the students a safe distance from the fire and the fire fighting equipment.	
x	TIME	**OFFICE STAFF**	NOTES
		Help with evacuation and securing of affected area.	
		Assist in arranging transportation through public/private companies if needed.	
		Forward phones to secondary answering site if available.	

Appendices

APPENDIX A

Employee Emergency Skills Survey

Employee Name_____ Position_____

Work Location _____

During any emergency it is important to be able to draw from all available resources. The special skills, training, experience and capabilities of staff members will play a vital role in dealing with the effects of any type emergency or major disaster. The purpose of this survey is to pre-identify the skills of our employees to determine the area of emergency response they may best be suited for. Please indicate the areas that apply to you and return this survey to the Principal's Office.

Please check the boxes which indicate the skills or specific expertise or training you may have:

☐ First Aid ☐ CPR ☐ AED ☐ Triage   (Received within past ____ years?)
☐ Firefighting ☐ Nurse ☐ Doctor/Dentist ☐ Other medical _____
☐ Physical Fitness
☐ Emergency/Management ☐ Search & Rescue
☐ Bi/Multi-lingual, what language(s) _____
☐ Construction ☐ Mechanical Ability ☐ Structural Engineering
☐ Electrician ☐ Utilities ☐ HVAC ☐ Plumber
☐ Heavy Equipment Operator   What type:_____
☐ Truck/Bus Driver
☐ Food Preparation ☐ Cooking for Large Numbers of People
☐ Shelter Management ☐ Child Care ☐ Counseling ☐ Crisis Intervention
☐ Survival Training and Techniques
☐ Ham Radio ☐ CB Radio   Licensed ☐ Yes ☐ No
☐ Camping Experience
☐ Journalism ☐ Shorthand ☐ Clerical ☐ Computer
☐ Military ☐ Reservist ☐ Law Enforcement ☐ Security
☐ Community Emergency Response Team (CERT) training

Other special skills, training or experience that would be useful during an emergency: _____
_____
_____

Do you keep any emergency equipment in your office or vehicle that would be beneficial in an emergency?   ☐ Yes ☐ No
If yes, please list that which could be used in an emergency at the school: _____
_____
_____

What would make you feel more prepared during a disaster while you were at the school? _____
_____
_____

Additional Comments: _____
_____
_____

APPENDIX B

Damage Assessment Checklist

NOTE: <u>Do not</u> enter building unless the structural evaluation has been completed and the building is designated as safe to enter.

School/Site Name: _____ Location/Room: _____

Date: ____/____/____   Time: (24:00 Hours):____:____

Damage Category	No Damage	Slight Damage	Severe Damage	Hazardous Condition	Description of damage, location, severity, etc.
Electrical	☐	☐	☐	☐	_____
Natural Gas Lines and	☐	☐	☐	☐	_____
Water Heater/Boiler	☐	☐	☐	☐	_____
Water	☐	☐	☐	☐	_____
Sewer	☐	☐	☐	☐	_____
Phone	☐	☐	☐	☐	_____
<u>Hazardous Materials</u> Custodial chemicals	☐	☐	☐	☐	<u>Type/Quantity spilled or leaking:</u>
Lab chemicals	☐	☐	☐	☐	<u>Type/Quantity spilled or leaking:</u>
Asbestos	☐	☐	☐	☐	_____
Lead	☐	☐	☐	☐	_____
<u>Physical Hazards</u> Sink Holes	☐	☐	☐	☐	_____
Construction Areas	☐	☐	☐	☐	_____
Damaged Bld. Materials	☐	☐	☐	☐	_____
Broken Glass	☐	☐	☐	☐	_____

Building or room safe for reoccupancy   ☐

Building or room closed due to hazardous condition   ☐

The following corrective measures need to be completed prior to reoccupancy:

_____

_____

_____

_____

[Note: Send this checklist to the IC for situation analysis and maintain the original in an emergency document file.]

INCIDENT ACTION PLAN

School:	
Incident Name:	

Date Prepared:	Time Prepared:	Prepared by:

Map Sketch – *Draw a simple map of the incident and surrounding areas*

Current Organization – *List the positions that have been activated*

Position	Name Assigned	Position	Name Assigned
Incident Commander		Crisis Intervention	
Public Information		Situation Analysis	
Safety/Security		Documentation	
School Liaison		Supplies/Distribution	
Search and Rescue		Transportation	
First Aid/Medical		Personnel	
Fire Suppression/HazMat		Facilities	
Damage Assessment/Utilities		Compensation/Claims	
Student Release/Reunion		Purchasing/Procurement	
Assembly Area/Shelter		Timekeeping	

INCIDENT ACTION PLAN   Page 2

Current Objectives: *List of overall objectives to be conducted to stabilize incident. Objectives should be SMART; Specific, Measurable, Achievable, Relevant, Time Oriented.*

Current Actions: *Summary of current actions being taken or already achieved.*

Resources Summary

Needed	Type	Assignment	On Scene/ETA

Safety Message:

Attachments: ✓ *if attached*   **Weather Forecast:**

❑ Situation Reports	❑ Medical Plan	❑ Traffic/Staging Area Map
❑ Communications	❑	❑ _____

APPENDIX D

ICS CHECK IN/CHECK OUT LOG

Date: _____ Event: _____

This form serves as the check-in and check-out roster for the school staff and any volunteers assigned to the incident response. Each person is to sign in upon being assigned to a position in the ICS organization and sign out when released from the incident. Upon check-out, individuals should list their contact information in case they need to be reached. The Liaison Officer is responsible for checking staff in and out and monitoring this form for accuracy.

Time IN	Print Name/SIGNATURE	Time OUT	Section/Position Assigned	Follow Up Contact Info
	Print Signature			
	Print Signature			
	Print Signature			
	Print Signature			
	Print Signature			
	Print Signature			
	Print Signature			
	Print Signature			
	Print Signature			
	Print Signature			

APPENDIX E

SITUATION REPORT

School: _____ Type of Event: _____

Completed by _____ Date _____ Time _____

Condition of Students, Staff and Visitors

_____ All Accounted For   _____ No Injuries

_____ No immediate help required _____ Missing (number)

_____ Trapped in Building: (number) _____ Injured (number)

Names

_____   _____
_____   _____
_____   _____
_____   _____

Condition of School Building and Grounds
e.g.: wall cracked, fallen light fixtures, shattered windows, broken water pipes, flooding, etc.

_____   _____
_____   _____
_____   _____
_____   _____

Condition of Neighborhood
e.g.: fallen power lines, debris-cluttered streets, etc.

_____   _____
_____   _____
_____   _____

Shelter Information

_____ Number of children remaining at school
_____ Number of Staff or Visitors remaining at school
_____ Number of staff members remaining to care for children
_____ Assistance Required:
       ____ Water ____ Food ____ Blankets ____ Additional personnel

STUDENT REQUEST FORM

STEP 1:   Have parents/guardians fill out one form for each student requested.
STEP 2:   Check ID of person requesting student and make sure they are on the Emergency Contact Form.
STEP 3:   Send runner to retrieve student and bring to the reunification area.

STUDENT:	GRADE:	FOR STAFF USE
TEACHER:	DATE/TIME:	PHOTO ID VERIFIED BY:
REQUESTED BY: Print Name		AUTHORIZED ON EMERGENCY CARD? ☐ YES ☐ NO
I assume custody of the named above as a parent, guardian or authorized adult. (circle one). —————————————— Signature		MEDICAL NEEDS? STUDENT STATUS (check one) ☐ Released ☐ Custody Issues ☐ Absent ☐ Medical/First Aid ☐ Missing ☐ Deceased ☐ Other: _____
DESTINATION:	PHONE:	NOTES:
ARE YOU AUTHORIZED TO PICK UP OTHER STUDENTS? ☐ YES ☐ NO If YES, Name(s):		TIME OF RELEASE:

STUDENT REQUEST FORM

STEP 1:   Have parents/guardians fill out one form for each student requested.
STEP 2:   Check ID of person requesting student and make sure they are on the Emergency Contact Form.
STEP 3:   Send runner to retrieve student and bring to the reunification area.

STUDENT:	GRADE:	FOR STAFF USE
TEACHER:	DATE/TIME:	PHOTO ID VERIFIED BY:
REQUESTED BY: Print Name		AUTHORIZED ON EMERGENCY CARD? ☐ YES ☐ NO
I assume custody of the named above as a parent, guardian or authorized adult. (circle one). —————————————— Signature		MEDICAL NEEDS? STUDENT STATUS (check one) ☐ Released ☐ Custody Issues ☐ Absent ☐ Medical/First Aid ☐ Missing ☐ Deceased ☐ Other: _____
DESTINATION:	PHONE:	NOTES:
ARE YOU AUTHORIZED TO PICK UP OTHER STUDENTS? ☐ YES ☐ NO If YES, Name(s):		TIME OF RELEASE:

Student Release Log   **Page No.** _____

Student Name	Date/Time Released	Signature of Parent/Guardian

APPENDIX H

Staff Trained in CPR and First Aid

Name	Contact Info.	First Aid Certificate Expiration Date	CPR Certificate Expiration Date

APPENDIX I

Medical Treatment Log   **Date:** _____

Patient Name	Time:	Description of Treatment	Triage Category	Initials

After Action Report Form

Name of person completing report: _____

School: _____ **Date**: _____

- ❑ **Drills/Exercises** [check one]: ❑ **Actual Incident response** [check one]:
- ❑ Earthquake
- ❑ Fire
- ❑ Lockdown
- ❑ Evacuation
- ❑ Flood
- ❑ Other (specify):_____
- ❑ Table-Top
- ❑ Functional or full-scale exercise

Start time: _____ **End time:** _____

Participation: Provide a list of individuals and agencies participating in the event.

_____
_____
_____
_____
_____

Timeline of events: Provide a detailed outline or description of events and activities.

_____
_____
_____
_____
_____

Lessons learned: Provide an overview of lessons learned related to personnel, training, coordination, logistics, etc.

_____
_____
_____
_____
_____

Discussion and recommendations: Provide any recommendations for improvements or changes to the emergency plan and procedures and how they will be addressed.

_____
_____
_____
_____
_____

APPENDIX K

The following supply lists are suggested quantities are for <u>100</u> people for a period of <u>72</u> hours. The lists are broken down into the categories of food and water, assembly or shelter areas and first aid. Ensure the expiration date on all items is current. Select the foods that are best suited for your school, and also take note of any students or staff that may have food allergies.

Emergency Supplies Inventory	*Food/Water*

Food Item	Recommended Quantity
Dried fruits/snacks/ trail mix	20 lbs.
Canned meats	60 cans
Canned fruits	60 cans
Canned vegetables	20 cans
Crackers	2 cases
Canned fruit juice	2 cases
Coffee, tea, drink mixes – instant type	2 cases
Energy bars – granola, protein, etc.	2 cases
Freeze-dried meals	2 cases
Peanut butter/jelly – large	20 jars each
Ready to eat soups and meals	2 cases
Staples – sugar, salt, pepper, etc.	10 packages
Food for persons on special diets; allergies, diabetic, etc.	As needed

Water	Recommended Quantity
Drinking water – based on 2 quarts per person per day	150 gallons

Note: Commercially packaged water (Aqua Blocks or bottled water) may be substituted to maximize shelf life (5 years) and ease of storage.

Emergency Supplies	Assembly/Shelter
Item	**Recommended Quantity**
Blankets	100
Battery operated radio; extra batteries or hand crank	1
Flashlights; extra batteries and bulbs or hand crank	4
Whistles (for communicating with staff and students)	4
Clipboards, paper and pens	6
Aluminum foil, matches, charcoal (for cooking)	3 sets
Medium garbage bags	4 packages (40 count)
Large 3-ply garbage bags	4 packages (20 count)
Plastic buckets – 5 gallon	6
Pads of paper	4
Tape; scotch and duct types	4 rolls each
Plastic cups, plates, utensils	6 packages (100 count)
Plastic storage containers	5 sets
Shut-off wrench (turn off gas and water if needed)	2
Manual can openers, utility knifes	5 each
Portable toilet kit; toilet paper	2 kits, 50 rolls
Activities or games for children	10

Personal Protective Equipment   *First Aid Unit*

Emergency Supplies	First Aid
CPR pocket masks/disposable	10
Eye protection masks – goggles	10
Biohazard protective gloves – Nitrile or latex, disposable	10
N-95 biohazard disposable face masks – OSHA	10
Splash resistant clothing and shoe coverings	10
Spill clean up kit – clean-up powder, clean-up scoop and scraper	5 kits

Item	Recommended Quantity
First Aid Handbook (current issue)	1
Ace bandages – 1" and 2" widths	4 boxes each
Adhesive tape – 1" width	20 rolls
Alcohol Swabs (for cleaning instruments)	4 boxes – 100 count
Band-Aids – assorted sizes	8 boxes
Blankets – Mylar or disposable type	150
Bleach (1:10 bleach to water ratio for cleaning)	1 gallon
Cold packs (compresses)	1 case
Cotton balls – unsterile	4 large packages
Disposable gloves (latex and non-latex)	4 boxes
Dressings – 2" and 4" disposable sterile	4 boxes each
Dressing pads – 5x9 and 8x10 sterile	4 boxes each
Dressings – eye pad, oval sterile	15 boxes
Facial tissues	10 boxes
Gauze bandage – 1" and 2" width	10 rolls each
Hydrogen Peroxide (50% solution of peroxide/water for disinfectant)	4 bottles
Liquid soap (handwashing)	5 bottles
Paper towels	4 cases
Q-tip swabs	6 packages
Safety pins – assorted sizes	6 packages
Scissors	8 pair
Splints – long and short; cardboard, boards, etc.	Several sets
Towelettes – pre-moistened hand wipes	15 boxes
Treatment log	1
Triage tags	50
Triangular bandage – for sling/safety pins	30
Tweezers/needles – sterile	9 pairs

SAMPLE: Emergency Building Use Agreement

THIS AGREEMENT is made and entered by and between _____School,
Address _____, of County, _____ California and,
Address _____, of County, California ("Shelter Provider").

RECITALS

WHEREAS, the Shelter Provider is authorized and empowered to enter into leases and buildings use agreements; and

WHEREAS, if the School should need to evacuate students or staff from one of its school buildings or grounds due to an emergency, the School desires to identify a site where residents or staff may be housed until they can be released. Since the Shelter Provider has a building that could act as a temporary shelter, it is reasonable to set up an agreement outlining the terms of an emergency building use agreement; and

WHEREAS, the School desires to enter into an agreement for the emergency use of the building for staff and students on the terms and conditions hereinafter set forth; and

WHEREAS, the Shelter Provider understands and agrees that after meeting its responsibilities to its primary usage, it will permit the School to use its physical facilities as a shelter for students or staff in case of disaster or other emergency;

NOW THEREFORE, in consideration of the mutual covenants and promises contained herein, it is agreed as follows:
1. The School shall replace or reimburse the Shelter Provider for goods or supplies that may be used in the School's conduct of shelter activities.
2. The School shall exercise reasonable care in the use of Shelter Provider's facilities and shall reimburse the Shelter Provider for any damage to the physical facilities directly caused by these shelter activities.
3. The Shelter Provider shall make reasonable efforts to make a building available for emergency shelter use by the School with minimal notice.
4. This Agreement shall commence upon the date of execution by both parties. This Agreement will remain in full force and effect, but may be terminated by either party at any time upon 30-day written notice to the other.

WHEREFORE, this Agreement was entered into on the date set forth below and the undersigned, by execution hereof, represent that they are authorized to enter into this Agreement on behalf of the respective parties and state that this Agreement has been read by them and that the undersigned understand and agree to each and every provision hereof, and hereby, acknowledge receipt of a copy hereof.

_____ **CHARTER SCHOOL**

By: _____   By: _____
Authorized representative/position   Authorized representative/position

Date: _____   Date: _____

SAMPLE PRESS RELEASE - Earthquake

Event: _____EARTHQUAKE_____   Date: _____

Release #: _____001_____   Time: _____

TITLE: EARTHQUAKE CAUSES MODERATE DAMAGE TO ABC SCHOOL.

FOR IMMEDIATE RELEASE

EXAMPLE.......At 5:25 a.m. on March 1, 2006 an earthquake measuring 7.2 on the Richter Scale caused moderate damage to the ABC SCHOOL located at 1234 Anywhere Blvd. in Pleasantville, CA. There are no reports of injuries available. Search and Rescue crews are searching the buildings at this time. Roadways leading to the school site have been damaged and an overpass on Hwy. 101 leading to the school is closed. Parents are asked NOT to go to the school as this will hamper rescue efforts to allow emergency responders to access the site.

Further details will be provided when available. Next Scheduled Release: At ### hours

SAMPLE PRESS RELEASE - School Evacuation

Date Released:

Time Released:

Released by:

Because of the incident at (School Name Here), the students, faculty and staff have been evacuated to an alternate location as a preliminary measure. (School Name Here) has been relocated to (New Location Name Here).

Parents are instructed to pick up their children at the alternate location. Do not attempt to pick up children at their regular school. Please meet your child at the alternate location. All other schools and school facilities are unaffected. Parents and citizens are urged not to interfere in the operation of those schools by calling on the telephone or by personal visits. Your cooperation in this matter is expected and appreciated.

SAMPLE COMMUNICATIONS

<u>STUDENT DEATH</u>

Dear Parents,
Yesterday, we learned that one of our first graders, _____, died while in the
hospital. _____ had his tonsils removed over the past weekend. Complications
set in after his parents took him home and he was taken back to the hospital where he
died yesterday afternoon.

Today, at school, each teacher read a short message about _____ to his/her
class. We discussed what happened and how _____ died. We also stressed that
many people have their tonsils out every day and have no problems with it. Our
guidance counselor and our school psychologist were available throughout the day to
talk with any student that may have had a particularly difficult time dealing with the
news.

Any death is difficult for children to understand. _____'s death is particularly
difficult due to his young age and its unexpectedness. The fact that _____ died
while at the hospital and the fact that it was related to having his tonsils out may also be
frightening for children, especially those who may need to have their own tonsils out in
the future.

We recommend that you take some to discuss _____'s death with your child.
We suggest allowing your child to talk about how he/she feels and any fears or
concerns he/she may have as a result of hearing this news. We are enclosing a list of
suggestions to help you talk with your child about _____'s death and/or the
death of any loved one. If you feel that your child would benefit from talking with our
guidance counselor or our school psychologist, please call us at the school and share
your concerns.

The faculty, staff and students extend our heartfelt sympathies to the _____
family and to all their friends. We at the school will miss _____ very much. He
was our friend and we loved him.

Sincerely,
School Principal

INITIAL ANNOUNCEMENT OF A CRISIS EVENT

TO:
FROM:

We have just been advised of a tragedy involving a member(s) of our school. I am sad to announce that _____ has died/has been in a serious accident. As soon as we have more information, we will pass it on to you.

People will be available to help those of you who need extra support in dealing with this situation. Your teachers will advise you of the location and times available for this support.

As soon as we know the family's/families' wishes regarding _____ we will share that information with you. We ask that all students remain in their classrooms and adhere to their regular schedules."

POSITION ACTIVITY LOG			
POSITION:	**LOCATION:**	**PAGE ___ OF**	
SECTION/TEAM LEADER:		FROM: TO:	
TIME	**INCIDENTS, MESSAGES, NOTES**	**ACTION TAKEN**	**INITIA**
Completed by:		**Position Title:**	**Date:**

Emergency Preparedness Orientation

Incident Command System

Education for Change schools have adopted emergency plans that utilize the Incident Command System (ICS) and comply with California's Standard Emergency Management System (SEMS) and the federal government's National Incident Management System (NIMS). Compliance with these systems is required to qualify for disaster relief funding. All staff should complete the introductory course, ICS-100, to familiarize themselves with the structure and vocabulary required. This course is online at http://training.fema.gov/EMIWeb/IS/IS100a.asp. Two of the primary elements of ICS are:

- Common terminology and the division of response activities into functional units that eliminate the duplication of efforts.
- An approach and structure that allows multiple responders (fire, police, utility companies, etc.) to manage and coordinate efforts efficiently and effectively.

School ICS Organizational Chart

Review the chart from the school's emergency plan. These are the primary roles assigned during an emergency and the responsibilities of each are covered in the plan's Concepts of Operations section. Briefly, they are:

Incident Commander-normally the principal, but note the alternate selections in the plan if the principal is unavailable. The position is responsible for the overall response to the emergency.

Public Information Officer-handles all media inquiries and coordinates the release of information.

Safety Officer-monitors safety conditions at the site and ensures measures are taken to protect all staff.

School Liaison-is the contact for other agencies responding to the incident.

Documentation-records all the responses at the site and maintains a log.

The **Operations Officer** coordinates search and rescue, first aid, the assembly area where those evacuated are located, and the student/parent reunification process

Disaster Service Workers Legal Requirements

Under California law, whenever the Governor declares a "state of emergency," all public employees may become "Disaster Service Workers" and may not leave their school site until

formally released. Failure to comply can threaten teaching credentials and may be criminally charged as a misdemeanor. All employees should have family emergency plans that anticipate this possibility.

School Site Maps

Each classroom has an emergency clipboard with a school site map indicating evacuation routes. All staff should familiarize themselves with the map. Each master plan in the school office has a map with the key utility shutoff locations marked.

Emergency Procedures Flipchart

The clipboard also contains an emergency procedures flipchart staff can refer to as a reminder during an event. This is not a substitute for the ICS-100 certification or regular emergency procedure drills, but is a valuable supplement to both.

Emergency Drills

Experience has repeatedly demonstrated that personnel respond during an emergency according to how they have practiced and prepared. Each school will hold fire, earthquake, and lockdown drills during the year to ensure that staff is prepared for these possibilities.

Emergency Backpacks

The schools are in the process of providing emergency backpacks in classrooms that contain basic supplies (water, food, flashlight, first aid materials, etc.)

EFC Teacher Salary Schedule
FY12 School Year
185 Work Days

STEPS	BA	BA + 30	BA + 45	BA + 60	BA + 75	BA + 90
1	$ 44,546	$ 44,908	$ 45,256	$ 45,988	$ 47,706	$ 52,822
2	$ 45,256	$ 45,628	$ 45,988	$ 47,706	$ 49,411	$ 54,528
3	$ 45,988	$ 46,852	$ 47,706	$ 49,411	$ 51,116	$ 56,221
4	$ 47,706	$ 48,571	$ 49,411	$ 51,116	$ 52,822	$ 57,938
5	$ 49,411	$ 50,264	$ 51,116	$ 52,822	$ 54,528	$ 59,632
6	$ 51,116	$ 51,969	$ 52,822	$ 54,528	$ 56,221	$ 61,337
7	$ 52,822	$ 53,675	$ 54,528	$ 56,221	$ 57,995	$ 63,032
8	$ 54,575	$ 55,380	$ 56,221	$ 57,938	$ 59,632	$ 64,748
9	$ 56,221	$ 57,074	$ 57,938	$ 59,632	$ 61,337	$ 66,443
10	$ 57,938	$ 58,780	$ 59,632	$ 61,337	$ 63,032	$ 68,147
11	$ 59,632	$ 60,485	$ 61,337	$ 63,032	$ 64,748	$ 69,865
12	$ 61,337	$ 62,178	$ 63,032	$ 64,748	$ 66,443	$ 71,859
13	$ 61,337	$ 62,178	$ 63,032	$ 66,443	$ 68,147	$ 73,263
14	$ 61,337	$ 62,178	$ 63,032	$ 66,443	$ 69,865	$ 74,970
15	$ 61,337	$ 62,178	$ 63,032	$ 66,443	$ 69,865	$ 76,674
16	$ 63,032	$ 63,895	$ 64,748	$ 68,147	$ 71,558	$ 78,369
17	$ 64,748	$ 65,589	$ 66,443	$ 69,865	$ 73,263	$ 80,085
18	$ 65,720	$ 66,572	$ 67,438	$ 70,912	$ 74,363	$ 81,286

Education for Change

EFC Teacher Salary Schedule - Daily Rate
FY12 School Year
185 Work Days

STEPS	BA	BA + 30	BA + 45	BA + 60	BA + 75	BA + 90
1	$ 241	$ 243	$ 245	$ 249	$ 258	$ 286
2	$ 245	$ 247	$ 249	$ 258	$ 267	$ 295
3	$ 249	$ 253	$ 258	$ 267	$ 276	$ 304
4	$ 258	$ 263	$ 267	$ 276	$ 286	$ 313
5	$ 267	$ 272	$ 276	$ 286	$ 295	$ 322
6	$ 276	$ 281	$ 286	$ 295	$ 304	$ 332
7	$ 286	$ 290	$ 295	$ 304	$ 313	$ 341
8	$ 295	$ 299	$ 304	$ 313	$ 322	$ 350
9	$ 304	$ 309	$ 313	$ 322	$ 332	$ 359
10	$ 313	$ 318	$ 322	$ 332	$ 341	$ 368
11	$ 322	$ 327	$ 332	$ 341	$ 350	$ 378
12	$ 332	$ 336	$ 341	$ 350	$ 359	$ 388
13	$ 332	$ 336	$ 341	$ 359	$ 368	$ 396
14	$ 332	$ 336	$ 341	$ 359	$ 378	$ 405
15	$ 332	$ 336	$ 341	$ 359	$ 378	$ 414
16	$ 341	$ 345	$ 350	$ 368	$ 387	$ 424
17	$ 350	$ 355	$ 359	$ 378	$ 396	$ 433
18	$ 355	$ 360	$ 365	$ 383	$ 402	$ 439

Education for Change

Health Benefits-Employee Share

Kaiser	Monthly Premium 10/2011-9/2012	Employee Monthly Cost Share 10/2011-8/2012
Employee Only	$491.35	$49.14
Employee + Spouse	$1,179.25	$117.93
Employee + Children	$859.87	$85.99
Family	$1,498.63	$149.86

Healthnet	Monthly Premium 10/2011-9/2012	Employee Monthly Cost Share 10/2011-8/2012
Employee Only	$633.52	$95.03
Employee + Spouse	$1,520.42	$228.06
Employee + Children	$1,108.64	$166.30
Family	$1,932.21	$289.83

Delta Dental	Monthly Premium 10/2011-9/2012	Employee Monthly Cost Share 10/2011-8/2012
Employee Only	$72.94	$7.29
Employee + 1 dependent	$136.60	$13.66
Employee + 2 or more dependents	$197.55	$19.76

VSP	Monthly Premium 10/2011-9/2012	Employee Monthly Cost Share 10/2011-8/2012
Member Only	$10.37	$1.04
Member + 1	$22.12	$2.21
Member + Child(ren)	$22.58	$2.26
Family	$36.40	$3.64

Note: We also provide $10,000 in Life Insurance and an EAP (Employee Assistance Program) at no charge to employees

Education *for* Change

Category	Amount ($)	Amt (%)-STRS	Standard Company ($)	Amt (%)-PERS
Health Care				
Retirement (STRS/PERS)		8.25%		10.923%
FICA (Social Security)		0.00%		6.20%
Medicare		1.45%		1.45%
Works Comp		1.53%		1.53%
SUI/Other		0.58%		0.58%