



September 15, 2020

OUSD Office of Charter Schools
Oakland Unified School District
1000 Broadway, 3rd floor, Suite 398
Oakland, CA 94607

Legislative File No.: 20-2017
Introduction Date: 9/21/2020
Enactment No.:
Enactment Date:

Dear OUSD Board of Directors,

It is with pleasure and great dedication to Education for Change Public Schools students - both present and future - that Education for Change Public Schools submits the following petition for a 5-year renewal of its Achieve Academy charter, from July 1, 2021 to June 30, 2026.

The governing board has from the beginning been committed to overseeing fiscal and academic accountability at Education for Change Public Schools, and we pledge to carry that commitment forward throughout the next five years.

The governing board of Education for Change Public Schools authorizes the submission of this petition for Cox's charter renewal, and we thank the OUSD Board of Directors for its consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Nick Driver", with a large, stylized flourish at the end.

Nick Driver
President, Board of Directors
Education for Change Public Schools



Education *for* Change

Public Schools

Legislative File No.: 20-2017
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Achieve Academy

Renewal Charter Petition

Submitted to:

Oakland Unified School District

on

September 15, 2020

For a term of July 1, 2021 - June 30, 2026

Submitted by:

Larissa Adam and Education for Change Public Schools

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ELEMENT 1: EDUCATIONAL PHILOSOPHY AND PROGRAMS

“The educational program of the charter school

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

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

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

Local Control Accountability Plan (LCAP)

Charter School

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

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.

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

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

Western Association of Schools and Colleges (WASC) Accreditation

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

Mathematics Placement Policy

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

Student Enrollment and Grade Levels Served

For the term of the Charter, Charter School projects the following grade levels and enrollment:

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
TK	22	22	24	24	24
K	96	96	96	96	96
1	96	96	96	96	96
2	96	96	104	104	104
3	104	104	108	108	108
4	108	108	112	112	112

5	108	108	112	112	112
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0
Other	0	0	0	0	0
Total	630	630	652	652	652

Maximum enrollment of school during the upcoming charter term: 680

Charter School acknowledges that it is the position of the District that any deviation from the grade levels listed above shall be considered a material revision of the Charter under Education Code section 47607(a). Further, any increase in enrollment exceeding either 5% OR 20 students of the total enrollment, shall be considered a material revision of the Charter, and any decrease in enrollment exceeding 10% AND 20 students below the projected enrollment for a given year shall also be considered a material revision of the Charter.

Mission and Vision

Education for Change Mission, Vision, and Core Values

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

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

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

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

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

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

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

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

1. Connected

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

2. Inclusive

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

3. Interdependent

Our success at every level is dependent on our individual and collective sustainability. To that end,

we are transparent, creative, and collaborative problem-solvers who seek to build trusting relationships. We are curious and are open to new ideas while also putting systems in place to ensure continuity so that our employees can stay, grow, thrive, and help make good on our promise to our students and families.

4. Learners

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

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

Please see [Appendix 1 - Theory of Action](#) for the EFC 2018-21 Strategic Plan, which further details the EFC Theory of Action.

Achieve Academy Mission and Vision

Achieve Vision

The Achieve community supports all students to become lifelong learners and critical thinkers who are prepared to reach their fullest potential. Achieve students are empowered partners in their education, advocates for their community, and confident in their sense of self and their own agency.

Achieve Mission

The Achieve community fosters a rigorous learning environment that recognizes the brilliance of every student by creating intentional opportunities for growth, developing the whole child, cultivating socio-emotional wellness, and valuing the identities of all community members.

Core Values



Students to be Served

Age, Grade and Student Enrollment

Achieve Academy serves students in Transitional Kindergarten through Fifth Grade, with an average enrollment of 660 students. EFC may adjust this enrollment within 10% of this range based on such factors as decreased funding rates or increased parent demand, and it shall not be considered a material revision of the charter.

Geographic Conditions

Achieve Academy is located in the lower Fruitvale neighborhood of East Oakland, which has a long, proud history of activism and has served as an incubator of many political and social movements, particularly during the 1960s and 70s. Over the 1980s and 90s, the Fruitvale neighborhood saw an enormous growth in Latino immigrants, and the Fruitvale neighborhood to date serves as the cultural center for Oakland's Latino community with multiple celebrations and events throughout the year. The Fruitvale neighborhood also contains a vibrant and active commercial area filled with locally-owned stores and restaurants and several well-established community-based organizations that provide a range of health, housing, legal, economic, and educational resources for Fruitvale residents.

Achieve Academy is the former Hawthorne Elementary School located in Census Tract 4062.02. According to the Census Reporter, this is a very densely populated census tract, encompassing 0.2 square miles at a density of 31,375 people per square mile, the most dense in the city. There are on average more children and youth (0-9 and 10-19 year olds) in the Achieve census tract than Alameda County. The population is 61% Hispanic/Latinx, 13% African-American, 10% White, 3% Native American, 2% two or more races, and 12% Asian/Pacific Islander. Both median household income and income per capita is approximately two-fifths of the average in Alameda County. 37.1% of residents live below the poverty line, more than double the rate in Alameda County with 51% of children under 18 living in poverty.⁶¹

The area in which Achieve Academy is located continues to experience numerous community stressors as reported by the City of Oakland and Urban Strategies Council. Urban Strategies Council developed a stressor model that uses multiple data sources. This model provides a rank for every Community Police Beat in Oakland and indicates the relatively high or low levels of 'stress' in a neighborhood. The indicators of stress include arrests, crime reports, food stamp recipients, youth incarceration and probation, violent suspensions and chronic absence for OUSD students in the East Oakland area.⁶² In 2014, police beat 20X, where Achieve Academy is located, had a rank of 18 out of 57 beats with respect to community stress, with the neighboring beats 23X and 19X where almost half of Achieve Academy students reside, ranking 8 and 15 respectively. This suggests that Achieve students reside in communities where there are higher levels of crime, poverty, high school dropouts, and accompanying health and life outcomes challenges that align.

The former Hawthorne Elementary School was built in 1939 and served the Fruitvale community since then. During the 1990s and early 2000s, Hawthorne Elementary served on average over 1,500 students each year on a multi-track year-round program. The overcrowding and underperformance at schools like Hawthorne Elementary sparked the Small Autonomous Schools Movement in the early

⁶¹Census Reporter (American Community Survey 2018 5-year estimates)

<https://censusreporter.org/profiles/14000US06001406202-census-tract-406202-alameda-ca/>

⁶² Urban Strategies Council (2014). *Violence and Stress in Oakland's Neighborhoods*. Available at:

<https://urbanstrategies.org/violence-and-stress-in-oaklands-neighborhoods/>

2000s led by family leaders who were part of Oakland community organizations. Achieve Academy has maintained the original attendance boundary, providing an absolute preference for students residing within that boundary. The vast majority of Achieve students are eligible for the Federal Free and Reduced Price School Meals program, and are therefore living below the poverty line, and they also reside in a neighborhood with significant community stressors.

Student Demographics

As required by Education Code Section 47605(e)(2)(A)-(B), EFC schools are open to all students in the State of California. Achieve Academy will serve all families that submit an application for their children in available grades up to its enrollment capacity, including the students currently attending in grades Transitional Kindergarten (“TK”)-5, their siblings, and those students in our attendance area, as well as all others, who wish to attend the school. Should applications exceed the number of available spaces, a random public lottery is held. As Achieve Academy replaced Hawthorne Elementary, the school has adopted and maintains a policy of giving an admission preference for students living within the attendance boundary. Please see **Element 8 (H)** (Admission Policies and Procedures) for details on this process, including these preferences.

Achieve Academy primarily serves the same student population as the former Hawthorne Elementary School and is similar in demographic composition as the OUSD schools, Think College Now, and International Community School, which share the same attendance boundary as Achieve Academy (as demonstrated in Figure 1a). Achieve Academy students are largely Latinx, with a growing Mam and Arabic speaking population and a high proportion of English Learners. Internal data indicates that there are 203 Mam-speaking students (32%) and 28 Arabic speaking students (5%) at Achieve Academy. Many of the Mam-speaking students are mislabeled as Spanish as their primary language because Mam is not an option in the student information system. Additionally, Achieve serves 55 newcomers (9%), the largest proportion of newcomers across Education for Change. We do not have access to comparative data for OUSD for these student populations.

Figure 1.a. Demographics for Achieve Academy, OUSD, TCN, ICS (OUSD schools that share the same attendance boundary)

Demographic Subgroups	Achieve Academy (TK-5)	OUSD (TK-12)	TCN (TK-5)	ICS (TK-5)
Ethnicity / Race	2019-20	2019-20	2019-20	2019-20
Latinx	88.8%	47.1%	70.7%	90.4%
African American	3.4%	22.4%	11.9%	0.7%
American Indian or Alaskan Native	0.2%	0.3%	0.3%	0.4%
Native Hawaiian or Pacific Islander	0.2%	0.9%	0.3%	0.0%
Asian	2.0%	11.8%	6.5%	1.4%
Two or More Races	0.6%	4.3%	1.7%	0.7%
White	3.8%	10.3%	2.0%	3.5%
Filipino	0.8%	0.9%	3.1%	0.4%

Program Participation				
Low-income	89.7%	74.4%	87.4%	87.2%
English Learner	74.0%	31.2%	60.2%	83.0%
Special Education	9.0%	11.9%	8.8%	12.4%
Homeless	6.0%	2.1%	1.7%	0.0%

Source: Data for OUSD is from www.ed-data.org. Achieve data is from EFC Schoolzilla (SIS)

In summary, the majority of Achieve Academy students, and EFC students, are and have been:

- ❖ Students from low-income families
- ❖ Students who are English Learners (“ELs”) and Newcomers
- ❖ Students who reside in communities with a high degree of community stress
- ❖ Students who would be the first in their families to attend college, and perhaps the first to graduate from high school

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

Community Interest

The Achieve Academy site has served the Hawthorne community as an elementary school since 1939. The neighborhood has the highest density of children in the city of Oakland, so it is definitely in the interest of the community to house a neighborhood school at this location.

Additionally, Achieve Academy, in response to the needs of the community indicated above, has partnered with La Clinica de la Raza, the East Bay Agency for Children, Alameda Food Pantry, and the Unity Council to build and staff on site health clinics and resource centers that provide invaluable services to a very high need community. Achieve acts as a hub for essential services and ensures there are systems in place to identify and provide services to families in need.

The great majority of Achieve students do not come to Achieve “ready for kindergarten” as evaluated on a recognized kindergarten readiness tool. The high school graduation rate at the neighborhood high school hovers around 60%. To ensure students made accelerated progress towards grade level proficiency in English Language Arts and Mathematics and to ensure English Language Learners redesignate to Fluent, Achieve Academy as part of Education for Change has prioritized early literacy, mathematical proficiency and reading comprehension. This focus has shifted resources to ensure steady growth in these areas including kindergarten and first grade tutors in all classes, reading and math interventions for all students, and significant coaching resources for teacher improvement. As such, Achieve has made steady progress in all areas. In English Language Arts, the percent of fifth grade students who left Achieve in 2019 who were proficient on the CAASPP was 20% higher than the same students as third graders in 2016. While Achieve has not achieved the level of proficiency overall, steady annual progress over the past four to five years suggests the school continues to be an important educational asset to the community in the lower Fruitvale.

Academic Day and Year

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

- ❖ For students in Transitional Kindergarten and Kindergarten: 36,000 instructional minutes.
- ❖ For students in 1st, 2nd, and 3rd Grade: 50,400 minutes.
- ❖ For students in 4th to 8th Grade: 54,000 minutes.

The academic calendar and instructional minutes will be approved by the EFC Board of Directors (“Board of Directors” or “EFC Board”) annually and will be sent to the District and EFC families.

School Year

EFC schools run on a calendar similar to that of the District with the exception of additional Staff Development days. This is done in order to accommodate families who may have a student at an EFC school and another student at a District school.

The calendar for 2020-2021 is included below as **Figure 1.c**, which EFC intends to adhere to as state and federal funding allows. EFC retains the right to modify this draft calendar to coordinate with the calendar of the district and the calendars of EFC’s professional development partners and such modification shall not be considered a material revision of the charter.

Key features of this calendar include the following:

- ❖ 177 Instructional Days
- ❖ 15 Paid Staff Development and Prep Days
- ❖ 5 Days Fall Recess
- ❖ 10 Days Winter Recess
- ❖ 5 Days Spring Recess
- ❖ Other Holidays throughout the Year
- ❖ Minimum Days, to Provide School Site and Organization Wide Teacher Professional Development

Figure 1.c 2020-2021 School Calendar

Update the calendar below:							FY21 Student Calendar						
							0 = students not in school						
							1 = full day						
							2 = minimum day						
							Instructional Days in Month						
JULY 2020							JANUARY 2021						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
						0						0	2
			0	0	0	4	3	0	1	2	1	1	9
5	0	0	0	0	0	11	10	1	1	2	1	1	16
12	0	0	0	0	0	18	17	0	1	2	1	1	23
19	0	0	0	0	0	25	24	2	2	2	2	0	30
26	0	0	0	0	0		31						
August 2020							FEBRUARY 2021						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
						1		1	1	2	1	1	6
2	0	0	0	0	0	8	7	1	1	2	1	1	13
9	2	2	2	2	2	15	14	0	1	2	1	1	20
16	1	1	2	1	1	22	21	2	2	2	2	0	27
23	1	1	2	1	1	29	28						
30	1												
SEPTEMBER 2020							MARCH 2021						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
		1	2	1	1	5		0	1	2	1	1	6
6	0	1	2	1	1	12	7	1	1	2	1	1	13
13	1	1	2	1	1	19	14	1	1	2	1	1	20
20	1	1	2	1	1	26	21	1	1	2	1	1	27
27	2	2	2				28	2	2	2			
OCTOBER 2020							APRIL 2021						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
				2	0	3					2	0	3
4	1	1	2	1	1	10	4	0	0	0	0	0	10
11	0	1	2	1	1	17	11	0	1	2	1	1	17
18	1	1	2	1	1	24	18	1	1	2	1	1	24
25	2	2	2	2	2	31	25	2	2	2	2	2	
NOVEMBER 2020							MAY 2021						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
1	1	1	2	0	0	7							1
8	1	1	0	1	1	14	2	1	1	2	1	1	8
15	2	2	2	2	2	21	9	1	1	2	1	1	15
22	0	0	0	0	0	28	16	1	1	2	1	1	22
29	0						23	2	2	2	2	2	29
							30	0					
DECEMBER 2020							JUNE 2021						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
		1	2	1	1	5			2	2	0	0	5
6	1	1	2	1	1	12	6	0	0	0	0	0	12
13	1	1	2	1	2	19	13	0	0	0	0	0	19
20	0	0	0	0	0	26	20	0	0	0	0	0	26
27	0	0	0	0			27	0	0	0			

*In the event that disasters reduce our # of school days below the state minimum of 175 days AND/OR we are not meeting the required number of instructional minutes.

School Day

The instructional day at Achieve Academy is currently from 8:30 am until 3:00 pm for TK, 8:30 am until 3:15pm for K - 1st, and 8:30 am until 3:30 pm for 2nd - 5th grades, Monday, Tuesday, Thursday and Friday. On Wednesday, the instructional day is 8:30 am until 1:20 pm for all grades, as students are dismissed early to provide professional development time for teachers and staff. Each grade level has a unique bell schedule. Sample bell schedules are provided in **Figure 1.d** for lower and upper grades. EFC retains the right to modify this bell schedule and such modification shall not be considered a material revision of the charter.

Figure 1.d 2019-2020 Bell Schedules

KINDER	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:45 (15)	IDR/Morning Bins	IDR/Morning Bins	Morning Meeting/SEL	Morning Meeting/SEL	Morning Meeting/SEL
8:45-9:10 (25)	Phonics & Morning Meeting	Phonics & Morning Meeting	Phonics & Morning Meeting	Phonics & Morning Meeting	Phonics & Morning Meeting
9:10-9:45 (35)	BAR (2 rotations)	BAR (2 rotations)	BAR (2 rotations)	BAR (2 rotations)	BAR (2 rotations)
9:50-10:00	Recess	Recess	Recess	Recess	Recess
10:00-10:40 (40)	BAR (2 rotations)	BAR (2 rotations)	BAR (2 rotations)	BAR (2 rotations)	BAR (2 rotations)
10:45-11:25 (40)	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
11:30-12:20 (50)	Math	Math	Math	Math	Math
12:25-1:15 (50)	Specials	Specials	SEL	Specials	Specials
1:15-1:30 (10)	Recess	Recess		Recess	Recess
1:30-2:05 (35)	Being a Writer/ Handwriting	Being a Writer/ Handwriting		Being a Writer/ Handwriting	Being a Writer/ Handwriting
2:05-2:20 (15)	Making Meaning/ Shared Reading	Making Meaning/ Shared Reading		Making Meaning/ Shared Reading	Making Meaning/ Shared Reading
2:20-3:05 (45)	ACT	ACT		ACT	ACT
3:05-3:15	Closing/Home	Closing/Home		Closing/Home	Closing/Home

THIRD	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:40 (10 min)	SEL	SEL	SEL	SEL	Specials 8:30-11:35
8:40-9:45 (65 min)	Eureka Math	Eureka Math	Eureka Math 8:40-9:45 (65 min)	Eureka Math	
9:45-10:50 (65 min)	A2 Differentiation Blocks	A2 Differentiation Blocks	A2 9:45-10:25 (40 min)	A2 Differentiation Blocks	
10 min	Recess	Recess	Recess	Recess	
11:00-11:35 (35 min)	ELA Modules	ELA Modules	ELA Modules	ELA Modules	
11:35-12:15 (40 min)	Lunch	Lunch	Lunch	Lunch	
12:15-12:45 (30 min)	ELA Modules	ELA Modules	ELA Modules	ELA Modules	ELA Modules
12:45-1:50 (65 min)	A2 Differentiation Blocks	A2 Differentiation Blocks	SEL Block B 1:05-1:20	A2 Differentiation Blocks	A2 1:20-1:50 (30 min)
1:50-2:15 (25 min)	PE	PE		PE	ELA Modules
2:15-3:30 (75 min)	ACT/ SEL	ACT/ SEL		ACT/ SEL	A2 3:00-3:30 (30 min)

Basic Learning Environment

Achieve Academy offers a site-based learning environment. If circumstances require (e.g. individual health needs or a public health event or disaster), independent study or distance learning is offered to existing students as necessary and appropriate.

Attendance Requirements

Students are expected to attend school daily. This is due not only to California law, but because regular and punctual attendance contributes to student success. The EFC Student and Family Handbook, included in [Appendix 10 - Handbooks](#), is disseminated to families annually and outlines the policies and procedures surrounding student attendance.

EFC implements a student attendance recording and accounting system which complies with state law, to ensure contemporaneous record keeping, support for state average daily attendance claims, and to satisfy audits related to attendance that may be conducted.

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

At Achieve Academy, we recognize that we live in a world of increasing technological, economic, environmental, and social change, requiring a set of emerging skills to navigate successfully. Information is multiplying at an accelerating pace, while the realization of our interdependence becomes more pronounced. We live in a time that requires great flexibility and great creativity. Citizens of this millennium must have a strong foundation of knowledge and skills to engage in the constantly evolving world of ideas and must be able to analyze and synthesize this information. They must have a strong sense of curiosity and engagement in the world and the creative intelligence and self-confidence to take action.

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

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

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

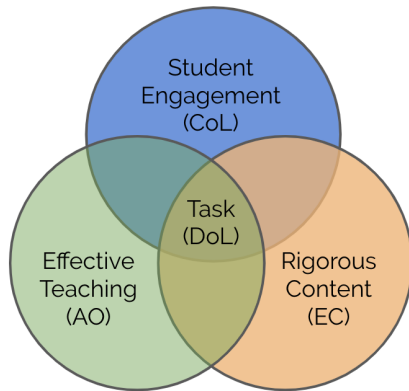
Educational Philosophy

Theory of Action

The EFC theory of action is grounded in Richard Elmore's⁶³ concept of the instructional core, as seen in **Figure 1.e**, which states that increases in student learning occur only as a consequence of improvements in the levels of content, teacher knowledge and skill, and student engagement.

Figure 1.e Elmore's Instructional Core

⁶³ City, Elizabeth; Elmore, Richard; Fiarman, Sarah; Teitel, Lee (2009). *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*.



Further, our theory of action builds on Jim Collins’s concept of “the flywheel”— namely, that good-to-great transformations do not occur in one fell swoop, but through a consistent, disciplined focus on the key actions that drive outcomes.⁶⁴

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

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

Strategic Drivers

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

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

Please see [Appendix 1 - Theory of Action](#) for the EFC 2018-21 Strategic Plan, which further details the EFC Theory of Action.

How Learning Best Occurs

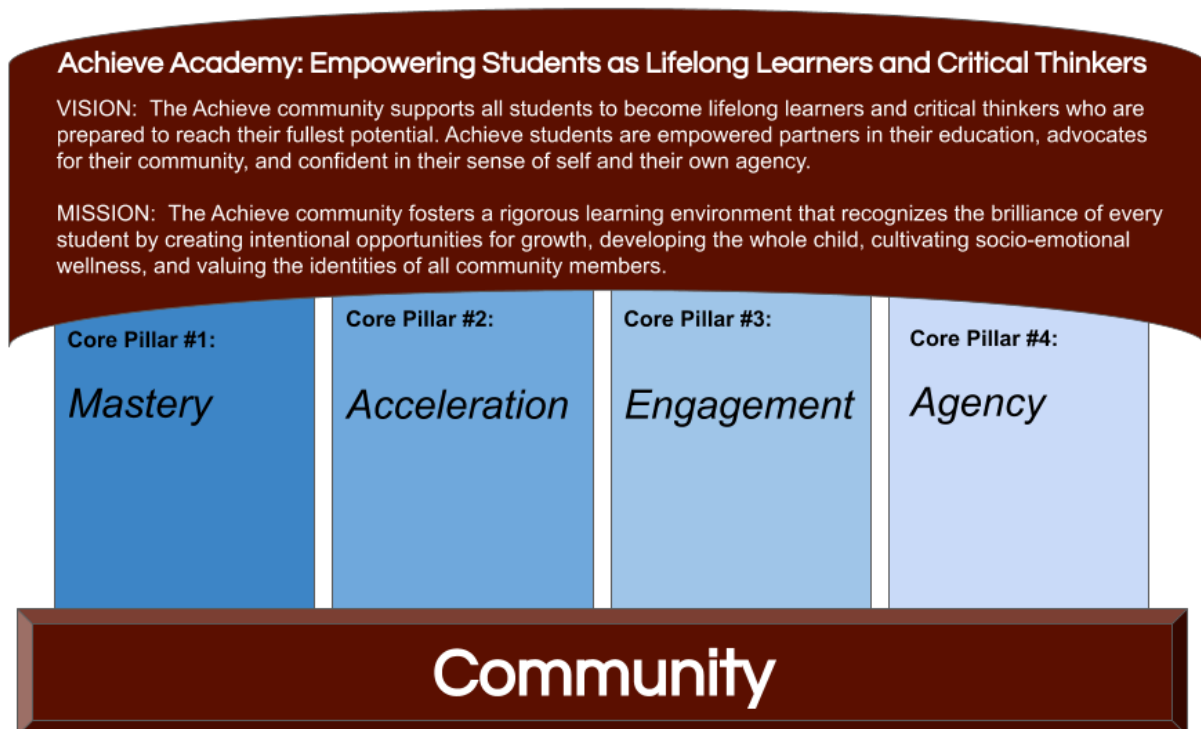
Because our students in East Oakland face very real challenges in becoming 21st Century learners and leaders, Education for Change and the Achieve Academy community have built upon our existing model to strategically address those very specific challenges.

⁶⁴ Collins, Jim (2001). *Good to Great*.

The EFC instructional principles define, at a high level, what we believe must be true for all students to meet our mission. Over time, these principles will help to align our instructional frameworks and approach and inform our decisions related to program development and instructional support.

As seen in **Figure 1.f**, four principles, or core pillars, define our instructional vision: mastery, agency, acceleration and engagement. These instructional principles are interconnected. For example, student agency requires active engagement, and true engagement cannot be obtained without rigorous instruction, and accelerated student outcomes require the habits and mindsets of self-direction. The beliefs and definitions below provide some clarity on what these priorities are in theory and practice.

Figure 1.f. Achieve Academy Mission and Vision



Pillar 1: Mastery Of Knowledge And Skills

We believe a core task of educators is to ensure that each student builds the knowledge and skills necessary to reimagine and transform our world, and succeed and thrive within it.

Specifically, students must:

1. **Apply learning:** transfer skills and content knowledge to authentic and meaningful situations by designing, constructing, and creating new models and solutions
2. **Think critically:** apply tools and techniques to formulate and solve problems, synthesize and question complex ideas, consider multiple perspectives and revise thinking
3. **Communicate effectively:** clearly write, speak, and present ideas through a variety of media, within and across disciplines, for diverse audiences and purposes

Pillar 2: Student Agency

We believe that to succeed in the 21st century, students must develop “agency,” or the capacity to originate and direct actions for a given purpose. Empowering students with agency is complex work, as agency requires we focus on a set of foundational habits to be internalized.

Specifically, students must:

1. **Demonstrate growth mindset:** readily take risks, recognize and build on personal strengths, consistently work to improve skills through practice and effort, and actively seek resources and feedback
2. **Feel a strong sense of self-efficacy:** believe in one’s own capabilities to organize and execute strategic action to attain identified goals
3. **Self-regulate as learners:** set goals, plan, organize, self-monitor, and reflect; maintain awareness of oneself and one’s surroundings; and manage one’s emotions, attention and behaviors to reach identified goals

Pillar 3: Academic Acceleration

We believe that all of our students, regardless of background, must make accelerated progress towards mastery of rigorous standards. Because each child has their own unique learning trajectory, we must provide a targeted and strategic program designed to accelerate their learning. To this end, EFC schools provide a Multi-Tiered System of Support that combines universal access to the state standards with coherent supplemental and intensive supports.

Specifically, all students must have ACCESS to:

1. Rigorous grade-level content:
 - Multiple opportunities to engage in learning
 - Multiple opportunities and formats to demonstrate learning
 - Appropriate language and concept scaffolds to support content accessibility
2. Supplemental and intensive supports, as needed:
 - Flexible and responsive direct instruction in rapid data cycles focused on highest leverage skills
 - Data-informed pedagogy that includes progress monitoring and instructional mitigations towards clear learning targets
 - Behavioral and social-emotional supports that facilitate student engagement and access to classroom instruction
 - A strong asset orientation and seeks to acknowledge and celebrate academic growth focus and build student confidence

Pillar 4: Active Engagement

We believe that when students are challenged in meaningful, rigorous and relevant tasks, learning at its core is a joyful experience. Relevant learning requires inclusivity of the diverse backgrounds of all students, social processes that promote collaborative interpretation of ideas, and authentic tasks that mirror the world at large.

Specifically, students must:

1. **Sustain attention on rigorous learning tasks:** explore all dimensions of a complex problem to build on existing schema and deepen understanding of the world

2. **Demonstrate a passion for learning:** broaden curiosity through inquiry into authentic, content-integrated tasks

Curriculum and Instruction

As detailed in the Educational Philosophy and visualized in **Figure 1.g**, Education for Change believes that having a coherent instructional program, informed by a data-driven practice and driven by strong instructional leaders, is essential for student success. Instructional Coherence ensures that students experience a program that builds on previous knowledge and skills, and has uniformly high expectations to allow students to focus on the new content in their Zone of Proximal Development (ZPD).⁶⁵

Figure 1.g EFC Strategic Drivers



The standards movement was “developed out of the common sense notion that student effort and achievement are directly affected by expectations set by parents, teachers, schools and society at large” and that by setting clear objectives for each grade level and content area, all students could achieve at high levels.⁶⁶ All curricular areas within EFC schools and at Achieve Academy are aligned with the Common Core State Standards (“CCSS” or “Common Core”), Next Generation Science Standards (“NGSS”), California State Standards (“CSS”), English Language Development Standards (“ELDS”), and the California frameworks (collectively referred to herein as the “State Standards”). Clear and specific academic objectives are set at each grade level in alignment with these standards, with intensive intervention provided for those not at grade level. Achieve Academy believes that when a coherent standards-driven instructional program is delivered with high quality instruction and is assessed with standards-aligned assessments, the results are high academic outcomes for students.

⁶⁵ Vygotsky, L.(1978) *Mind and Society*. Cambridge, MA: Harvard University Press, 79-91.

⁶⁶ McLaughlin, M. and Shepard, L. (1995). *Improving Education through Standards*.

The following section provides detailed descriptions for the following content areas: Transitional Kindergarten, English Language Arts, Mathematics, Science-Engineering, History-Social Studies, Physical Education/Health, Social and Emotional Learning, and English Language Development.

Transitional Kindergarten Program

As part of teaching the whole child and starting students as early as possible with both academic and social-emotional skills, Achieve Academy provides a modified kindergarten program that is both play-based and teaches fundamental and foundational numeracy, literacy, and social-emotional skills. Research has demonstrated that early childhood education is key to later success in both education and in life. It can significantly reduce the achievement gap and the “30 million word gap” for disadvantaged youth.⁶⁷ The Common Core standards require students to have a strong vocabulary as a basis for literacy skills, most of which is taught in the early years. Equally as important, research shows that the life skills taught in TK programs are also indicators of future success. Students in heavily studied programs, such as the Perry Preschool project, had lower rates of suspension and expulsion, unemployment, and arrests as well as higher levels of schooling, higher monthly earnings, higher home ownership, and received a lower percentage of social services.⁶⁸ Based on overwhelming success in the states of Oklahoma and New Jersey, the state of California and the federal government are considering legislation for universal preschool to improve access and achievement for all students, particularly low-income students. The TK program at Achieve Academy uses best practices from programs across the nation.

Goals

The TK team at Achieve Academy works closely with the Kindergarten team to implement the SEEDS Framework and create supplemental content units in alignment with the California TK standards. The social-emotional and school readiness goals include:

- ❖ Identify and write first and last name (SEEDS Sign-In)
- ❖ Participate in conversation with peers and school adults
- ❖ Be able to follow school-wide expectations for behavior within the classroom and around campus
- ❖ Build emotional capacity to be in a classroom and away from home
- ❖ Demonstrate basic conflict resolution skills and developmentally appropriate skills in self-regulation

Descriptions of TK goals for each of the content areas, as applicable, are listed in those sections below.

Curriculum

The program at Achieve is based on the California Preschool Learning Foundations standards. It includes content and skills from ELA, math, PE, art, and science. Achieve Academy has formally partnered with the Rainin Foundation around building the capacity of our TK teachers and

⁶⁷ Rich, M. (2013) Language Gap Study Bolsters a Push for Pre-K. New York Times.

⁶⁸ Heckman, J., Moon, S., Pinto, R., Savelyev, P., Yavitz, A. “The Rate Of Return To The High/Scope Perry Preschool Program, National Bureau Of Economic Research, Cambridge, MA 2009.

implementing the SEEDS of Early Literacy Program. Descriptions of TK curriculum for each of the content areas, as applicable, are listed in those sections below.

Instructional Strategies and Materials

The TK program focuses on academic centers that are discovery-based, in order to teach content, letter and number recognition, as well as the other key school readiness goals and goals within discrete content areas. Students participate in rotating stations that may be water-based to teach science, math games to teach counting, or letters to teach ELA. There are significant amounts of choice play to assist in social-emotional learning, including the development of self-awareness, self-management, positive social interactions, and relationship building.

The TK program also has its own schedule, which is developmentally appropriate for the students. Each block of time is broken down into approximately 15 minute activities.

A sample schedule for Transitional Kindergarten is provided in **Figure 1.h**.

Figure 1.h Sample TK Schedule

Time	Activity
8:30-10:40	Morning Meeting, ELD, Reading, Centers, Snack
10:40-11:00	Recess
11:00-11:20	Lunch
11:20-12:55	Math, Centers
12:55-1:15	Recess
1:15-3:00	Social Studies, Science, Closing Circle

Assessment

In addition to teacher-created, standards-based benchmark assessments, TK students take FastBridge earlyReading three to five times annually, one-on-one with their teacher. The following foundational skills are assessed:

- ❖ Concepts of Print
- ❖ Phonological Awareness (Onset Sounds)
- ❖ Letter Names
- ❖ Letter Sounds

English Language Arts

A Vision of Excellence

Our vision at Education for Change is a lofty one: EFC students challenge the predictable patterns of performance and access to opportunity in this country by demonstrating the essential academic competencies, personal agency, and integrated identity necessary to be prepared for a meaningful and productive life. We realize this vision through relentless focus on achieving fluency of knowledge and skill, building student agency, fostering relevant engagement, and ensuring academic acceleration. This vision is intricately tied to our literacy program; our students must be critical, compelling and thoughtful readers, writers, speakers and listeners. Indeed, our literacy program must serve not just to promote foundational skills to ensure that scholars are well-prepared for a rigorous college experience, but stretch their knowledge, perspective and character to deeply understand themselves and the world around them. It is important to note that the critical work of our literacy program does not simply happen within the confines of ELA classrooms.

Standards and Research Alignment

The EFC Reading Program is aligned with the Common Core in Literacy and grounded in research that points to six key grammatic elements that intertwine to develop strong literacy. These are:

1. **Developing strong foundational decoding reading fluency skills.** Elementary educators must address the foundational skills needs of students to foster access to grade-level text. This work is emphasized in grades K-2, but continues until students are able to read grade-level text with enough fluency to grapple with parsing comprehension challenges. Foundational literacy is addressed in parallel with attending to the rest of ELA standards.
2. **Developing and maintaining a standard for coherence for evaluating our models of meaning.** The term “standard for coherence” refers to an expectation that what one reads should make sense. Providing students opportunities to practice reading complex text carefully, closely, and on a regular basis, parsing language and syntax to make meaning, fosters the development of this expectation.
3. **Employing cognitive strategies to repair comprehension when it breaks down.** Reading strategies should be in service of understanding what is being read, not an end in itself. Reading strategies should be taught sparingly and reinforced from time-to-time to ensure readers are monitoring for understanding. These include summarization, self-questioning, re-reading when confused, and monitoring comprehension, and are best applied after students have achieved strong reading fluency.
4. **Building models of what we think texts say and mean.** Standard 1 of the CCSS in Reading requires students to read closely to determine what the text says explicitly. In order to successfully master this, students must construct a genre-aligned model that integrates knowledge students bring with information from the text to build a coherent understanding. In this way knowledge drives comprehension which in turn drives knowledge.
5. **Using knowledge to propel and assess comprehension.** Knowledge of words and knowledge about the world are tightly connected. We must ensure that students gain world and word knowledge both by direct instruction, voluminous reading at a range of complexity, and exploring conceptually coherent topics over time.
6. **Synthesis and application of learning.** Throughout the day, students have multiple opportunities to gather evidence and develop and express complex ideas related to readings and discussions. These opportunities consist of authentic discourse, quick writes, narratives, informational pieces, and argument or opinion work.

Keys to implementation of these programmatic elements are the convergence of quality curriculum and professional development for implementation of this curriculum.

School districts across the country are searching for evidence-based pathways to improve student outcomes. Faced with rigorous state standards and persistent racial and economic educational inequalities,⁶⁹ as well as three decades of stagnant reading skills,⁷⁰ many leaders have embraced professional development as a means of improving teacher practices and student learning.

Yet, studies show that professional development initiatives alone often do not correspond with better teacher performance or higher student outcomes.⁷¹ In response, the field is now converging in a new direction: grounding professional learning in engaging, standards-aligned, content-rich curriculum.⁷²

A rigorous evaluation of the Teacher Potential Project by Mathematica Policy Research found that higher student literacy achievement was achieved from combining EL Education's top-rated English Language Arts curriculum, implemented at Achieve Academy in Grades 3 - 5, with actionable professional learning for teachers.⁷³

Goals

The ELA program is designed to support students in becoming:

❖ *Fluent Decoders (TK - 2)*

- Build the foundation for decoding by mastering the **alphabetic principle** and critical **phonemic awareness** skills
- Strengthen **decoding** skills through the application and manipulation of **spelling patterns** and **word recognition** strategies in reading and writing
- Foster strong academic habits to ensure that scholars tackle texts and tasks with **increasing independence and awareness**

❖ *Critical Consumers of Complex Text: Academic Independence and Thinking Skills*

- Build **critical thinking skills** by asking and answering oral and written **text dependent questions** that allow access to the big ideas of the text and core comprehension and engagement with critical text demands, including author's purpose and craft
- Build ability for students to **navigate texts of different purposes, genres and styles**
- Foster strong academic habits of close reading to ensure that students tackle complex texts and tasks with **increasing independence and awareness**
- Where applicable, thoughtful accommodations and modifications – such as audio books – further foster critical consumption of text

⁶⁹ Musu-Gillette, L., de Brey, C., McFarland, J., Hussar, W., Sonnenberg, W., and Wilkinson-Flicker, S. (2017). Status and Trends in the Education of Racial and Ethnic Groups 2017 (NCES 2017-051). U.S. Department of Education, National Center for Education Statistics. Washington, DC

⁷⁰ McFarland, J., Hussar, B., Zhang, J., Wang, X., Wang, K., Hein, S., Diliberti, M., Forrest Cataldi, E., Bullock Mann, F., and Barmer, A. (2019). The Condition of Education 2019 (NCES 2019-144). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

⁷¹ TNTP (2015) The Mirage: Confronting the Hard Truth About Our Quest for Teacher Development. New York: TNTP.

⁷² Darling-Hammond, L., Hyler, M.E., Gardner, M. (2017) Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute; Learning Forward. (2018). High-Quality Curricula and Team-based Professional Learning: A Perfect Partnership for Equity. Oxford, OH: Learning Forward.; Wiener and Pimental. (2017). Practice What You Teach: Connecting Curriculum and Professional Learning in Schools. Washington, DC: Aspen Institute.

⁷³ EL Education. *Landmark Study Finds Pathway to Literacy Equity and Excellence*. Available at: <https://eleducation.org/uploads/downloads/EL-Education-Teacher-Potential-Project-Impact-Summary.pdf>

- ❖ **Encourage Rigorous, Evidence-Based Thinking to Ensure Students Communicate Persuasively: Clear, Concise Communication**
 - Demonstrate the ability to clearly plan and communicate strong ideas and produce **argumentative, informative, and other types of writing** across the curriculum
 - Write **fluently** and with **clarity** through attention to the **rhetorical situation, word choice, and sentence composition** (grammar, syntax, and punctuation)
 - Find, evaluate, and incorporate **evidence** from literature, informational texts, and external resources
 - **Utilize technology** for both research and production of writing
 - **Incorporate feedback and revise work** accordingly
- ❖ **Encourage Rigorous, Evidence-Based Thinking to Ensure Students Communicate Persuasively: Academic Language Development**
 - Develop a robust academic vocabulary by building **word knowledge** through direct acquisition of roots and words and through indirect acquisition by volume of reading in all classes
 - Deepen understanding of syntax, namely how **sentences are put together** and the author's intent in doing so
 - Build thinking, listening and speaking skills through rich **discussion of text** and application of the **habits of discussion**; adapt conversation to the demands of the situation
 - Ensure the constant development of oral **language** through expression and synthesis of ideas in **presentation and conversation**
- ❖ **Build Knowledge of Words and the World Grounded in Critical Topics and Transferable Themes**
 - Build **world knowledge** intentionally and systematically to deepen student understanding of essential and relevant topics across the day;
 - Where applicable, intervention texts selected should reinforce critical topics and themes being discussed in ELA, history, science, etc.
- ❖ **Foster Voracious, Lifelong Readers and Writers**
 - Build a **love of reading** through exposure to rich, relevant high-interest text and genuine enthusiasm for the discipline
 - Enhance student capacity and motivation to **sustain a volume of engaged reading**
 - **Creatively engage** with self-discovery as well as new worlds and ideas while exploring text and their own writing
- ❖ **Support All Students in their Endeavors to Become Stronger Readers, Writers, and Speakers**
 - **Thoughtfully bridge connections** between reading intervention and core humanities classes, both via programmatic clarity and teacher-to-teacher discourse about student needs (e.g., the Reading Interventionist and the ELA Teacher know how to support their shared students and communicate frequently about reinforcing strong literacy habits)

Curriculum

EFC has clearly articulated a vision for ELA instruction, with recommended instructional components, curricular resources, and daily time allocations as detailed in **Figure 1.i**.

Figure 1.i ELA Curricular Framework and Resources

Component	Description	Resources	Grades K-5
Foundational Literacy (TK-2)	<ul style="list-style-type: none"> Phonemic awareness, explicit phonics, morphology Reading fluency 	<ul style="list-style-type: none"> TK-2 Being a Reader, SEEDS EFC Whole-Group Phonics Reteach EFC Literacy Centers Michael Heggerty Phonemic Awareness 	60-80 min (K-2)
Complex Text Work	<ul style="list-style-type: none"> Repeated readings of and discussions about complex texts through close listening and close reading 	<ul style="list-style-type: none"> TK-2 Being a Reader Shared Reading / Making Meaning / Being a Writer / SEEDS 3-5 EL Modules Achieve Project-Based Learning Playlist 	60-90min
Writing	<ul style="list-style-type: none"> Systematic approach to mastering language standards Authentic application of genre-based performance tasks grounded in units of study 		
Vocabulary Instruction	<ul style="list-style-type: none"> Direct instruction on content-based academic vocabulary 		
Accountable Independent Reading	<ul style="list-style-type: none"> Independent reading of range of genre and text levels to build volume of words read and love for reading 	<ul style="list-style-type: none"> TK-2 Making Meaning / SEEDS Being A Reader controlled texts Classroom libraries aligned to content units 	30-60min
Supplemental Reading/ Designated ELD Intervention and Support	<ul style="list-style-type: none"> Supplemental, based on individual need and ELD levels Systematic, mastery-based personalized instruction in foundation reading skills 	<ul style="list-style-type: none"> SIPPS SEEDS Reading Plus Lexia 	30min

	<ul style="list-style-type: none"> • Small group or individual practice through interventions and/or personalized online learning programs 		
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Instructional Practices

Core instructional practices within the EFC ELA program are as follows:

- ❖ **Foundational Literacy (K - 2)** - All students must be able to read fluently, defined as the ability to decode with accuracy, rate and prosody, to effectively engage in the comprehension and analysis of complex texts. We believe that students must have a strong foundation in literacy to engage in critical thinking and analysis inside the classroom and beyond. A strong foundation in decoding and language comprehension are precursors to reading comprehension. To achieve fluency, explicit data-driven instruction and accountable practice in phonemic awareness, phonics, and language are required.
 - **Small Group Differentiated Reading** - The purpose of the differentiated reading block is to provide targeted and systematic instruction in the National Reading Panel's components of later reading success. Differentiating this instruction allows teachers to eliminate content and skill gaps and move toward proficiency at an appropriate rate.
 - **Phonics and Word Work/Word Study**
 - Build the foundation for decoding by mastering the alphabetic principle and critical phonemic awareness skills.
 - Strengthen decoding skills through the application and manipulation of spelling patterns and word recognition strategies in reading and writing.
 - Phonics instruction teaches students to match sounds with their corresponding written representation. Fluency in decoding and encoding is typically developed in grades K-2.
 - **Literacy Centers** - Literacy centers provide students with targeted, differentiated practice in foundational literacy, including phonics, word study, and writing.
- ❖ **Complex Text Work** - In ELA classrooms, students will have the opportunity to deeply analyze and grapple with complex texts and ideas in a shared setting. They will flex their reading, writing, discussing, and thinking muscles as they explore texts they may not be able to access completely independently. In this setting, students learn to:
 - Distill the meaning of any text and to articulate the central message in oral and written form.
 - Analyze the choices an author makes to convey the central idea and to articulate this connection to the central meaning of text in oral and written language.
- ❖ **Writing** - As a scholar's ability to write is the single greatest predictor of college success, the development of this skill is critical. Through writing instruction, students learn to:
 - Write Common Core-aligned argumentative, explanatory, and narrative texts over both extended and shorter periods of time to build clarity of thought, independence, stamina, and fluency.
 - Build not only writing skills but also the habits necessary to independently manage the writing process.

- Improve the quality of their writing, including writing conventions, through whole class methods, such as direct instruction and mentor text analysis, and more targeted methods like feedback, conferring, individual progress goals, small group instruction, and metacognitive reflections.
- ❖ **Vocabulary Instruction** - Vocabulary acquisition is key to our students becoming stronger readers and writers and understanding the world. EFC teachers ensure students can analyze morphology, context, and use resources to determine the meaning of unknown words. Additionally, key vocabulary that unlocks the meaning of a text or the content of a unit is explicitly taught.
 - To explicitly teach key Tier 2 vocabulary to students so that they may access complex text and new content.
 - To teach students morphological rules, patterns, and cognates (when available) to discern the meaning of unknown words.
 - To teach students to utilize contextual clues (when available) to determine the meaning of unknown words.
 - To build skill in efficiently utilizing resources to determine the meaning of an unknown word.
- ❖ **Accountable Independent Reading** - Independent reading develops readers who enjoy reading, gain a wider world knowledge and vocabulary base, increase interests, and increase fluency. Students not only get miles on the page during this time, they also develop their preferences for genres, topics, and authors. Independent reading is meant for a larger group of students who already read on or above grade level. These students are generally highly motivated and will engage in sustained reading with strong accountability and access to highly engaging text.
- ❖ **Supplemental Reading** - The purpose of supplemental reading is to ensure that all students have the appropriate level of structure and support to complete a volume of reading over the course of a year. Supplemental reading activities often occur in conjunction with AIR or literacy centers. Students might be placed into groupings, with the purpose of the block varying depending on student need.
 - *Book Clubs* - Book Clubs are designed to ensure that students show reading growth and have a sacred space to practice reading in an accountable and collaborative way.
 - *Guided Reading* - In K-2, differentiated reading is designed to support students in quickly internalizing habits of decoding and fluency at grade-level. In 3-8, differentiated reading is for students who have near-grade level decoding and fluency skills but continue to demonstrate difficulty with reading comprehension. At this level differentiated reading frontload key vocabulary and world knowledge using leveled text sets so that students internalize the schema necessary for success in an upcoming complex text unit. Additionally, students in this grouping might practice reading strategies so that they remember to monitor for understanding.
 - *Phonics Intervention* - Wilson and SIPPS exist as interventions, meant to ensure that students show reading growth and work on decoding and encoding strategies specific to their needs and their decoding abilities. It is a time for students to learn and practice effective phonics skills to become independent and fluent decoders and encoders.
 - *Adaptive Software* - Students struggling with decoding and fluency can also benefit from consistent accountable time on research-based adaptive software, such as Lexia's Core6 and Reading Plus.
- ❖ **Differentiated Reading** - The purpose of the differentiated reading block is to ensure that all scholars have the appropriate level of structure and support to become fluent decoders. As a result, a dedicated daily block of 60-80 minutes is devoted to students reading controlled texts

aligned to a research-based phonics scope and sequence. Within the reading block, scholars are placed into one or more of the following groupings, with the purpose of the block varying based on need:

- *Shared Reading* - Shared reading provides scholars the opportunity to engage in dialogic reading and observe modeled fluency. Students practice concepts about print, read high-frequency words, and participate in phonological awareness exercises. Students also discuss the text, make connections and develop a shared understanding of the stories and concepts.
- *Differentiated Small Group Instruction* - At this level, structured differentiated reading exists as Tier 1 instruction, meant to ensure that scholars show reading growth. In addition, this is time for reinforcing foundational reading strategies. In essence, it is a time for students to “bring it all together” – and dive into texts to apply phonemic awareness, phonics, and irregular word reading instruction.
- *Intervention* - At this level, SIPPS exists as intervention, meant to ensure that scholars show reading and English language growth and work on decoding and encoding strategies specific to their language needs and their decoding abilities. It is a time for students to learn and practice effective phonics skills to become independent and fluent decoders and encoders. Teachers and Interventionists collaborate to ensure the Tier 1 instruction and Interventions are aligned.

Achieve, additionally incorporates an additional practice across all of its grade levels to deepen ELA and ELD instruction and authentically integrate Social Studies.

- ❖ **Project Based Learning** - PBL at Achieve is leveraged to provide an opportunity for students to authentically apply their skills and content learning in deeper multidisciplinary projects. PBL builds student capacity to gather and evaluate information, use evidence and criteria, justify choices, work collaboratively, communicate effectively, and organize work.

Assessment Practices

Students will consistently be formally and informally assessed throughout ELA classes.

- ❖ **Foundational Literacy (K-2)**
 - **FastBridge Reading** - Students take a reading screener and progress monitoring assessments three to five times a year one-on-one with their teacher; students who are High-Risk and Some-Risk will be tested five times a year. TK-1 students take earlyReading, consisting of four foundational reading subtests, and 2nd grade students take CBMReading, consisting of three highly controlled and predictive grade-level passages. Teachers analyze and plan based on this summative data.
 - **Phonics and Word Work / Word Study** - Student work aligned to learning targets serves as the daily assessment. Teachers analyze this student work daily, provide feedback, and address student misconceptions in the moment.
 - **Small Group Differentiated Reading** - Students receive Mastery Tests roughly every three weeks to monitor progress in decoding and high-frequency word reading. Teachers administer running records every other week to monitor progress in accuracy and rate. Additionally, prosody is measured once students reach a specific section of the scope and sequence using controlled running records. This data is analyzed and used to plan reteach lessons during Data Meetings.
 - **Writing** - Teachers administer curriculum-embedded assessments twice a year.

- ❖ **Complex Text Work** Curriculum-embedded assessments and trimester interim assessment blocks (“IAB”) are administered to determine students' ability to transfer skills and habits developed during all of the ELA blocks to independently read texts and questions.
- ❖ **Writing**
 - **Mid- and End-of-Unit and Interim Block Assessments** - Curriculum embedded assessments and mid-year performance task IAB are administered to determine student ability to transfer skills and habits developed during all of the ELA blocks to writing goals. Other IABs have short constructed responses that will be analyzed using a standards-aligned rubric.
 - **Module** - Through each module, students will be completing at least one process-based piece of writing and at least one on-demand piece of writing. These are scored on an SBAC-aligned rubric, based on genre.
 - **Daily** - Daily assessment takes the form of conferences and small group interventions, written feedback on individual progress goals, peer editing, and self-evaluation through metacognitive comments to build independence. Student Work analysis also provides data on writing progress.
 - **Projects** - Student projects regularly include writing and communication tasks, and the Achieve PBL rubric specifically evaluates students' communication skills.
- ❖ **Vocabulary Instruction** - Vocabulary knowledge assessment is integrated in daily student work, curriculum-based assessments, and in interim block assessments.
- ❖ **Accountable Independent Reading** - There are no formal assessments for Independent Reading, but teachers track the volume and quality of reading by students. Over time, as readers extend their independent reading practice, we see measurable growth on their literacy and interim assessments.
- ❖ **Supplemental Reading**
 - **Book Club** - Book clubs are assessed through AR quizzes, reading journals and accountability quizzes, but require no formal assessment system. Indirectly, if students are using their Book Club time well, they will see growth on their literacy assessments and IABs.
 - **Guided Reading** - Guided reading is assessed through the literacy screener assessment and monitored through the progress monitoring tool; daily objectives are assessed through purposeful conferences and exit tickets, when appropriate.

ELA in Transitional Kindergarten

Achieve Academy aligns the TK program to the California TK Standards and measures growth for students utilizing the FastBridge literacy screener and progress monitoring tools. The TK teachers work closely with the Kindergarten teachers to develop core foundational skills and knowledge within the play-based program. Goals for ELA and literacy include the ability to:

- ❖ Identify capital and lowercase letters by name and know corresponding sounds
- ❖ Write capital/lowercase letters (appropriate letter formation)
- ❖ Introductory understanding of books (concepts of print, words and letters, reading from left to right, basic comprehension strategies, etc.)
- ❖ Write words and label pictures

Curriculum selections are detailed in **Figure 1.i** above. Please see [Appendix 3 - Curriculum and Instruction](#) for the complete EFC Vision of Excellence in ELA for TK - 8, as well as the specific articulation for TK - 2.

Mathematics

EFC ensures all schools, including Achieve Academy, are accountable for providing students access to a high quality, standards-aligned mathematics program. Toward that end, EFC has established the following for its mathematics program:

- A Vision of Excellence
- Clearly articulated standards alignment
- Curriculum
- Instructional Practices
- Assessment Practices

Vision of Excellence

We develop student agency by fostering students who have strong mathematical mindsets, who have confidence in making sense of math problems, and who apply what they learn in their math classrooms, not only in order to become college-level mathematicians, but also to their lives and the world around them. We are student focused by promoting instruction where teachers place the demand on the students, allowing them to make their own sense of mathematical ideas. We endeavor to support teachers in their ceaseless mission to deliver rigorous math content, using strong instructional practices, and grounding all their instructional decisions in data in order to support students to mastery. We stay rooted in our community by supporting all adult stakeholders as lifelong learners of mathematics.

Standards Alignment

EFC ensures all schools, including Achieve Academy, are accountable for ensuring students have access to standards-aligned content in mathematics. Toward that end, it has established a Vision of Excellence (“VOE”) that supports schools in meeting each of the three shifts in the CCSS for Mathematics (“CCSSM”).

1. **FOCUS** - Focus strongly where the standards focus
 - o Significantly narrow the scope of content and deepen how time and energy is spent in the math classroom.
 - o Focus deeply on what is emphasized in the standards, so that students gain strong foundations.
2. **COHERENCE** - Across grades and linked to major topics
 - o Carefully connect the learning within and across grades so that students can build new understanding on foundations built in previous years.
 - o Begin to count on solid conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.
3. **RIGOR** - In major topics, pursue conceptual understanding, procedural skill and fluency, and application. The CCSSM require a balance of:
 - o Solid conceptual understanding
 - Conceptual understanding supports the other aspects of rigor (fluency and application).
 - o Procedural skill and fluency
 - The standards require speed and accuracy in calculation.

- o Application of skills in problem solving situations
 - Students can use appropriate concepts and procedures for application even when not prompted to do so.

Curriculum

EFC and Achieve Academy have adopted the research-based Eureka Math program for the base of its mathematics instruction, as it supports each of the key shifts illustrated above. Math Story Problems and additional supplements are added, to meet the five core pillars of the program as described below.

Goals

EFC grounds its math program in the eight Standards for Mathematical Practice (“SMPs”), rooted in CCSSM:

- ❖ SMP1: Make sense of problems and persevere in solving them
- ❖ SMP2: Reason abstractly and quantitatively
- ❖ SMP3: Construct viable arguments and critique the reasoning of others
- ❖ SMP4: Model with mathematics
- ❖ SMP5: Use appropriate tools strategically
- ❖ SMP6: Attend to precision
- ❖ SMP7: Look for and make use of structure
- ❖ SMP8: Look for and express regularity in repeated reasoning

The five core pillars of the mathematical program define how these standards come to life in the program:⁷⁴

1. **Conceptual Understanding** (Eureka) - Comprehension of mathematical concepts, operations, and relations.
 - While developing conceptual understanding, students make meaning of mathematics and make connections across mathematical ideas which allows for rapid acquisition of new knowledge, greater retention, and ability to apply in novel contexts.
 - Focus SMPs 1, 2, 3, 4, 5, 6, 7, 8
2. **Procedural Fluency** (Eureka and Supplements) - Skill in carrying out procedures flexibly, accurately, efficiently, and appropriately.
 - The development of procedural fluency allows students to focus mental energy on flexibly approaching and thinking through problems, rather than the steps to perform an accurate calculation.
 - Focus SMPs 5, 6, 7
3. **Strategic Competence & Adaptive Reasoning** (Math Story Problems) - Ability to formulate, represent, and solve mathematical problems; capacity for logical thought, reflection, explanation, and justification.

⁷⁴ Conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition are adapted from Kilpatrick, Swafford, and Findell (2001), *Adding It Up: Helping Children Learn Mathematics*.

- The development of these habits of mind prepares students to solve mathematical problems that they may encounter throughout the rest of their academic and social lives.
 - Focus SMPs 1, 2, 3, 4, 5, 7, 8
4. **Productive Disposition** (Eureka and Math Story Problems) - Habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.
- Students approach challenging situations as opportunities to learn and mistakes made along the way as times for feedback and reflection, not representations of personal failure. This productive disposition is the hallmark of having a growth mindset as opposed to one that is fixed.
 - Focus SMPs: 1
5. **Problem Solving** (Eureka and Math Story Problems) - The umbrella under which all the opportunities to increase proficiency and expertise with the mathematical practices fall
- While students engage in problem solving they are making sense of problems, thinking strategically about concept and skill applications, planning and executing a viable approach, and reflecting on process and solutions.
 - Focus SMPs: 1, 2, 3, 4, 5, 6, 7, 8

Instructional Strategies

1. Math Lesson (Eureka)

- Purpose - Through the use of guided inquiry, students develop conceptual understanding of math topics and strategies to persevere by making connections to previously learned content, applying mathematical practices, and solving real-world problems.
- Key Indicators of Excellence
 - *Aligned to Eureka Curriculum* - Eureka curriculum has a clear lesson structure for K-5. The lesson starts with fluency practice, then dives deeply into the concept that is being taught. Concepts are sequenced so that students build on their own learning from previous years, previous modules, and previous lessons. Each lesson is structured so that teachers engage students in a new concept, students have an opportunity to practice the concept with the teacher, and then students independently practice solving problems aligned with the concept. The problems they are attempting to complete grow more rigorous. Each lesson ends with students completing an exit slip and then debriefing the days learning with the whole class.
 - *Aligned Objectives and Questions* - Teachers backwards plan in order to plan lessons. Teachers start their planning process by doing the math in the exit slip and problem set. Then teachers plan purposefully to make sure that the students are being asked to complete student work that is aligned to the objective. In addition, the questions that are chosen to pose to students throughout the lesson are aligned to the objective and the intended outcome. Students are asked to collaborate with peers throughout the lesson in different formats. Teachers create specific opportunities for students to have productive student-to-student interactions where students actively listen to each other.

- *Collecting and Responding to Data* - Throughout the lesson, students respond to oral and written questions of varying levels of cognition. The teacher gauges student understanding of the key concepts and skills being taught through checks for understanding during the lesson, monitoring academic work, and collecting data at the end of the lesson. During the lesson the teacher responds effectively, including a follow-up check for understanding (“CFU”) or required revision to ensure a misconception has been clarified.
- *Student Practice* - Students are given time and multiple opportunities to engage with grade-level problems and activities independently or in pairs. There are opportunities to solidify conceptual understanding, develop fluency in application, and engage in novel problems.
- *Alignment of Time to Activity* - The appropriate amount of time is spent introducing new material, giving students practice time, and discussing learned content. While this may vary from lesson to lesson, combined student practice time should be at least 40% of the block.

2. Math Fluency

- Purpose - Skill & Fact: Students develop automaticity over time with repeated exposure and practice with grade-level content. Students will develop flexibility and strategies to solve all problems.
- Key Indicators of Excellence
 - *Based on Grade Level Fluency Standards* - Lessons are based on ensuring mastery of fluency standards by the end of the year. Teachers strategically check for mastery of the standard to be able to target specific instruction.
 - *Collecting and Responding to Data* - During the fluency routine teachers are actively monitoring and responding to data. Teachers also regularly collect data points and plan strategically to support students based on the data.

3. Math Stories

- Purpose - Students develop conceptual understanding of math stories by representing problems, making connections to previously learned content, applying mathematical practices, and solving real-world problems.
- Key Indicators of Excellence
 - *Funneled and Scaffolded Questioning* - Questions asked of students encourage them to think critically and flexibly about the problems presented as well as to share their developing thinking about the content of the lesson. Funneled questions are used as a tool to focus student observation and contemplation to the most important ideas of the day while ensuring that students do the heavy lifting and make connections to previously acquired skills and knowledge. Scaffolded questions are used as needed to break down complex, demanding questions to develop student understanding.
 - *Aligned to Problem Solving Approach* - When attempting problems individually, in groups or as a class, students utilize the thinking behind the MSP grade-level problem solving approach (Visualize, Represent & Retell, Solve in ES) in order to make sense of, represent, and solve a problem. While solving problems, students choose and use appropriate tools.
 - *Representations* - Teacher and student representations are aligned to the story problem type and representations sequence. Students can articulate why they are using the representation and what it links to in the problem.
 - *Discussion* - Students are explaining their thinking to one another in large and small groups as a means of processing new information, exploring patterns and structures as they emerge, and sharing variations in solution methods in order

to strengthen students' understanding of the content. Habits of discussion emphasize making sense of mathematics, constructing arguments, and critiquing the reasoning of others. Through this, students also develop presentation and public speaking skills. The teacher facilitates this discussion in a fashion that promotes student heavy-lifting and leads towards a summary of the mathematics discussed and used in student work.

- *Alignment of Time to Activity* - The appropriate amount of time is spent in each part of the agenda based on the focus of the particular agenda (early, middle, later). Student thinking, discussion, and work are the vast majority of the agenda time. The teacher is a facilitator following a protocol.
- *Progression of Learning: Concrete, Pictorial, Abstract ("CPA")* - The story problem fits into a sequence that moves from and makes connections between the concrete, pictorial, and abstract. For example, while one lesson may focus on the pictorial, links should be made back to the concrete to solidify the understanding for students. As students struggle with and learn new problem types, they should fluidly move between different CPA representations as needed. CPA representations should target aspects of rigor called for by the standard and as appropriate within the sequence of learning.
- *Increasing Efficiency* - Over time and with greater exposure to a type of story problem, students become more efficient – needing less questioning support. They can articulate why and how they are representing and solving in the way they've chosen, and get to a solution in increasingly less time and with more abstract representations.

4. Math Flex Days

- Purpose - Lessons are devoted to concepts and skills for which students have previously demonstrated unacceptable levels of mastery (<65%), evidenced by exit slips, fluency checks, End of Module assessments, or IAB data.
- Key Indicators of Excellence -
 - *Building on Skills/Concepts/Procedures Taught* - Lessons being taught are based on data and are backwards planned to ensure students mastery of the concept. Lessons are building on what students know and allow students opportunities to have discourse with peers and the class, and also individually engage in the math.
 - *Appropriate Visual Anchor ("VA")* - Visual anchors are created and discussion prompts to illustrate any combination of core concepts, strategies, vocabulary and criteria for success ("CFS"). VAs remain posted as long as appropriate to facilitate connections between concepts. Throughout the lesson, students respond to oral and written questions of varying levels of cognition. The teacher gauges student understanding of the key concepts and skills being taught and responds effectively, including a follow-up CFU or required revision to ensure a misconception has been clarified.
 - *Student Practice* - Students are given time and multiple opportunities to engage with grade-level problems and activities independently or in pairs. There are opportunities to solidify conceptual understanding, develop fluency in application, and engage in novel problems.
 - *Alignment of Time to Activity* - The appropriate amount of time is spent introducing new material, giving students practice time, and discussing learned content. While this may vary from lesson to lesson, combined student practice time should be at least 40% of the block.

Assessment

Math teachers use a combination of formative and summative assessments to inform instruction. Formative assessments that are embedded in the Eureka curriculum are used to inform daily instructional decisions and include daily exit tickets, quizzes, assigned independent and collaborative work, and performance on math discussions. Teachers provide frequent feedback using these formative assessments and students have opportunities to set goals and revise their work. Teachers also give end of unit assessments, mid-unit assessments (when included in curriculum), and SBAC IABs to assess and benchmark students progress toward mastery.

Math in Transitional Kindergarten

Achieve Academy aligns the TK program to the California TK Standards. The TK teachers work closely with the Kindergarten teachers to develop core foundational skills and knowledge within the play-based program. Goals for mathematics and numeracy include the ability to:

- ❖ Count 20 objects
- ❖ Count by rote to 30
- ❖ Identify numbers 0-20
- ❖ Write numbers 0-20
- ❖ Understand vocabulary pertaining to size
- ❖ Know basic shapes by name and attribute

Please see [Appendix 3 - Curriculum and Instruction](#) for the complete EFC Vision of Excellence in Mathematics.

Science and History/Social Studies

Overview - Integrated Learning

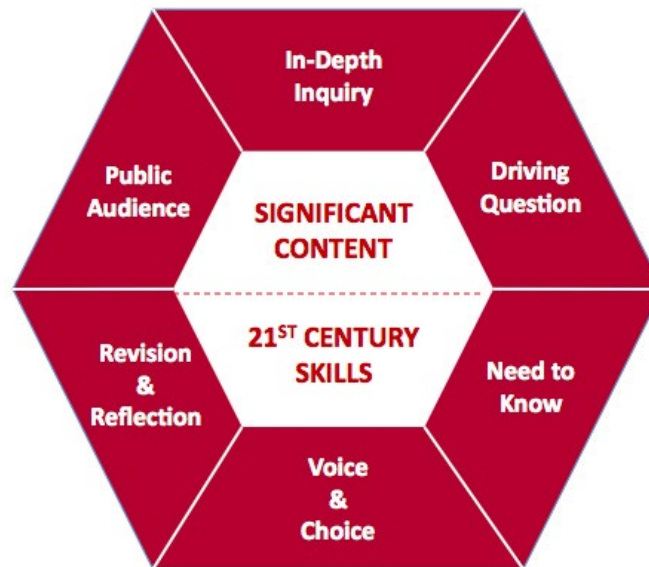
In order to best prepare students for a 21st century world, as well as to provide opportunities for deeper, more engaging and relevant learning, Achieve Academy implements multidisciplinary integrated learning opportunities through the daily Achieve Critical Thinking (“ACT”) instructional block. During this instructional block, teachers facilitate student inquiry through projects that create authentic and relevant opportunities to apply skills and knowledge across English Language Arts, Science, and Social Studies. Leveraging resources and exemplars from the Buck Institute and High Tech High, Achieve Academy has developed a Project-Based Learning Playbook that details the professional learning required for teachers, project exemplars, planning tools and resources, and a CCSS-ELA aligned student rubric that guides project planning. Moving forward, Achieve Academy seeks to improve the quality and consistency of project-based learning by creating school wide themes or guiding questions and a universal unit and lesson planning document and process.

“There is forty years of accumulated evidence that the instructional strategies and procedures that make up standards-focused Interdisciplinary learning are effective in building deep content understanding, raising academic achievement and encouraging student motivation to learn.”⁷⁵ The Buck Institute, a leading research institute and provider of curriculum for Interdisciplinary Learning, has found that inquiry learning is proven to be more effective in preparing students for standardized tests, in assisting students to integrate and explain concepts, and in improving students’ mastery of 21st-century skills. It has also been found to be particularly effective with lower-achieving students,

⁷⁵ The Buck Institute is considered an expert on Project Based Learning: <http://www.bie.org/>.

because of the focus on personalization and the larger, long-term projects focus on a wider range of skills and interests. As Jeff Robin from High Tech High states, students “get to work on what is sticky for them,” or what they are most interested in and what best aligns with their competencies. Perhaps most importantly, students and teachers seem to be more satisfied with cross-curricular learning than traditional instruction, due to the element of choice and the opportunity for deeper learning. The process is outlined in **Figure 1.j** below. the graphic below from the Buck Institute.

Figure 1.j Buck Institute Framework for Integrated Learning



Furthermore, integrating Science and History/Social Studies with English Language Arts in a more inquiry-based project enables students to then learn and apply the Common Core reading standards using informational text. Reading complex text lies at the heart of these standards, with the text complexity demand growing steadily over the course of a student’s K-12 education. A key requirement of the Anchor Reading Standard 10 of the CCSS in ELA & Literacy is that all students must be exposed to texts of steadily increasing complexity. Close reading is the methodical investigation of a complex text through answering text dependent questions geared to unpack the text’s meaning. Close reading directs students to examine and analyze the text through a series of activities that focus students on the meanings of individual words and sentences as well as the overall development of events and ideas. It calls on students to extract evidence from the text as well as draw non-trivial inferences that logically follow from what they have read.

This sort of careful attention to how the text unfolds allows students to assemble - through discussion and in writing - an overarching picture of the text as a whole as well as grasp the fine details on which that understanding rests. It prepares students for the kinds of detailed reading tasks they will encounter after graduation while leveling the playing field for all students by not privileging background knowledge. It motivates students by rewarding them for reading inquisitively and discovering the meaning and insight within the text that makes it worthy of attention.

Please see [Appendix 3 - Curriculum and Instruction](#) for the Achieve PBL Playbook and PBL Rubric.

Science

Providing all students with hands-on science experiences that are appropriate to their cognitive stage of development and serve as a foundation for more advanced ideas is a central tenet in Achieve Academy's science instruction.

Goals

- ❖ Students will develop 21st Century Skills that will prepare students for higher education, rewarding careers, and the challenges of an ever-changing world
- ❖ Students will cultivate an appreciation of the vital role of science in today's world and they will be able to apply their analytical skills to their daily lives
- ❖ Students will demonstrate the process of scientific inquiry through experimentation, data collection and analysis, and problem solving.
- ❖ Students will apply mathematics in authentic learning experiences within the science curriculum.
- ❖ Students will recognize the role of Science in the world and use that knowledge to solve challenging engineering tasks
- ❖ Students will use technology as a tool to strengthen science learning
- ❖ Students will relate the design process with the scientific method when investigating a phenomenon

The application of mathematics content and skills in science and engineering provides authentic learning experiences for students. The recognition of scientific principles enables students to make creative choices when solving engineering problems.

Curriculum

In line with the integrated learning approach, science is taught in an inquiry-based method integrating English Language Arts and mathematics as appropriate. Because science is such a critical content area, in addition to the integrated science, Achieve Academy also provides supplemental science instruction facilitated by science specialists. The foundation of the Achieve Academy's science curriculum is the Amplify Science Curriculum, which is aligned to the NGSS. Additionally, Achieve leverages the Lawrence Hall of Science's Full Options Science System ("FOSS") for hands-on learning. The Boston Public Schools has developed curriculum maps for FOSS that further align these units of study to the CCSS for ELA & Literacy in Science. To support this integration, supplemental resources are used, including non-fiction (or expository) science texts.

Instructional Strategies and Materials

Achieve's science specialists and academic subject matter teachers develop their science lessons and integrate science content into projects adhering to both CCSS in ELA & literacy for science and the NGSS. Teachers may use the following instructional strategies:

- ❖ Cooperative learning groups
- ❖ Inquiry-based learning
- ❖ Hands-on scientific inquiry and fieldwork
- ❖ Applying the scientific method to questions about the world around them
- ❖ Researching related science topics
- ❖ Writing research reports based on their findings

Assessment

Students' mastery of key science standards will be assessed through a combination of formative and summative assessments that are standards-aligned and taken from the *FOSS and Amplify* curricula, as well as science projects and research reports that are embedded in inquiry projects.

Student performance expectations will be assessed in multiple ways taking into consideration the practices, disciplinary core ideas, and cross cutting concept expressed in the NGSS. These practices will include but not be limited to students formulating a hypothesis, finding the logical connections among hypotheses, conducting experiments, developing and using models, and collecting and interpreting data.

History and Social Studies

History and social studies at Achieve Academy is primarily designed to develop students' curiosity and awareness about the world around them, both past and present, while developing student mastery of key grade level content standards. Students construct their understanding of historical themes in theme-related units. EFC's social studies program is designed to develop the key social science skills of historical empathy and the ability to see multiple perspectives.

Goals

- ❖ Students demonstrate mastery of fifth grade level state standards for history/social studies and ELA & literacy in history/social studies
- ❖ Students apply literacy skills, particularly those for non-fiction and expository texts to the discipline of social studies.
- ❖ Students develop knowledge of history, cultural and historical empathy, an understanding of democracy and constitutional heritage and the critical thinking skills to prepare them for American citizenship
- ❖ Students develop a better understanding of themselves from the literature they read and the history they study
- ❖ Students are prepared to succeed in middle school, high school, college and beyond as highly literate and civic-minded citizens

Curriculum

Achieve Academy integrates social studies into the ELA curriculum, using content-integrated units of study, such as EL Education's Modules. The program is designed in alignment with the CCSS for English Language Arts & Literacy in History/Social Studies, as well as the California History-Social Science Content Standards. EFC also continually explores new curricula being developed to ensure Achieve Academy teachers have access to strong Common Core-aligned curricular resources. Achieve Academy teachers integrate History/Social Studies content with ELA and Science in the development of hands-on multidisciplinary projects.

Assessment

Students' mastery of key history/social studies standards is assessed through a combination of formative and summative assessments that are standards-aligned, as well as cumulative teacher-created inquiry projects and research reports.

Visual Arts

As part of preparing students to be well-rounded, 21st century learners, and to help reach the goal of teaching the whole child, Achieve Academy provides both explicit arts instruction as well as arts integration into the larger curriculum. The art teacher works with students directly to support mastery of standards in alignment with the CSS in Visual Arts, as well as working with other classroom teachers to assist in integrating art into the regular curriculum and the interdisciplinary cross-curricular learning activities.

Arts instruction is an important component in supporting multiple learning styles and interests, and can be more hands on and engaging than many other subjects. The impact is especially important for traditionally underserved students. As reported in the *New York Times* on how “art can make you smart[er],” arts education has been found to be particularly important for low-income students and students of color as it exposes students to multiple perspectives and increases empathy and tolerance, critical thinking skills, and knowledge and interest in art and culture.⁷⁶

Goals

- ❖ Students will demonstrate mastery of fifth grade level state standards in visual arts
- ❖ Students apply artistic skills to core disciplines of ELA, science, and social science.
- ❖ Students engage in artistic pursuits to cultivate the skills of creativity and collaboration.

Curriculum

Achieve Academy leverages a variety of resources to support arts integration, in alignment with the Visual and Performing Arts standards and with a focus on arts integration into core content.

Instructional Strategies and Materials

The Visual Arts program at Achieve Academy consists of two parts: to provide explicit arts education and to integrate and infuse the arts into the curriculum where it is possible, in order to augment skills and concepts.

Achieve Academy invests in an art teacher, and all students receive formal art instruction during their years at Achieve Academy. The art teacher works collaboratively with classroom teachers to develop units of study in art that integrate the content lessons taking place in all classrooms. The ultimate goal is for classroom teachers to integrate the arts into content areas where applicable, and for the art teacher to support the classroom teacher in planning that integration and in teaching the “hard art” skills required for that particular unit of study. For instance, this could include using art to bring a social studies or science lesson to life, as in the making of topographical maps of California, or a painting of a cell. For instance, during the astronomy unit, students typically create a visual representation of the solar system. Students learn how to create the illusion of depth from an artistic perspective and then apply it to their visual representation of the solar system. In the arts class, students are given specific visual arts instruction based on the California Visual and Performing Arts standards and the National Core Arts standards. Our goal is that approximately once a week, the art teacher provides specific skills, content and curriculum to students, which we believe should be applicable to their larger interdisciplinary cross-curricular learning activities.

⁷⁶ Kisida, Green and Bowen. “Art Makes You Smart.” *New York Times*, November 24, 2013.

Visual Arts in TK

The TK program art program focuses on supporting the growth of gross and fine motor skills as well as reinforcing basic shape and color language, in addition to building a foundational understanding of the elements of art. Art is regularly integrated into reading and writing lessons.

Assessment

Student artwork is used as an authentic assessment of arts learning, and students are given a scaffolded series of vocabulary tests and quizzes related to the elements of art and design. Student learning will be assessed through direct observation of student artwork, including a student's development over time and their application of form and content taught. Students may participate in discussions analyzing works of art and connecting art to the themes of study. Together, these modes of assessment take into account a student's artistic ability, as well as their comprehension of and the critical analysis of the visual arts. We hope that eventually our larger interdisciplinary learning assignments will include an art component in the final project.

Physical Education

Achieve Academy's physical education ("PE") program is designed to provide students with the tools and knowledge to be healthy both physically and emotionally for the rest of their lives.

Goals

- ❖ Students will demonstrate mastery of grade level standards in physical education
- ❖ Students will demonstrate an understanding of the ways nutrition and exercise impact their physical and emotional health
- ❖ Students will make healthy choices with respect to their diet and exercise
- ❖ Students will identify at least one fitness activity which they enjoy.

Curriculum

Achieve Academy's health, wellness, and life skills program form the components of a Coordinated School Health Program ("CSHP") as outlined by the Centers for Disease Control and Prevention ("CDC"). Respectively, the program seeks to:

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 affect the school community
3. Develop emotional awareness, conflict resolution techniques, high-self-esteem and self-control

Achieve Academy has adopted the ACHIEVE! Elementary PE program, which emphasizes fitness over sports skills and athletic ability.⁷⁷ Explicit time for PE is provided at least twice per week during the regular school day, as well as after school via our partnership with East Bay Agency for Children ("EBAC").

The PE program will follow the National Standards & Grade-Level Outcomes for Elementary School Physical Education as provided by the National Association for Sport and Physical Education.

⁷⁷ More information available at: <https://www.gophersport.com/achieve-pe>

Instructional Strategies and Materials

The ACHIEVE! Elementary PE curriculum is designed to support all ages and abilities in an organized, grade-specific format. Just as students progress throughout the school year and to the next grade, so does ACHIEVE!, providing activities that increasingly challenge students both physically and mentally as they developmentally progress. This theme is carried throughout the curriculum, advancing children's skills every year while consistently developing a commitment to lifelong health and fitness with grade-specific content. The PE program at Achieve Academy holds a two-pronged focus: Sports and Physical Fitness, as well as Social-Emotional Learning.

Sports and Physical Fitness

The PE program facilitates sports-related activities and exercises to enhance physical fitness. Students develop competency in a variety of sports techniques, develop motor skills and coordination, and learn different strategies for different sports. The physical education program teaches students the essential skills for a variety of sports, beginning with the motor skills necessary and then building on those skills with the ultimate goal of students engaging in the sport itself. Achieve Academy will include the following in its physical education program:

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

EFC believes that competency and excellence in athletics can lead to confidence and mental well-being in life, and that team sports instill dedication and a sense of working for the collective good. The PE program therefore focuses on improving the physical and mental health of the students as well as on building an understanding of and appreciation for collaboration and shared outcomes through structured recreational activities. Organized sports activities such as dance, running club, or soccer will be provided as an option for after-school activities.

Social-Emotional Learning

PE class will also assist students in recognizing the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction. Students will engage in cooperative play that requires problem solving, decision-making, and game strategies. Students will be given opportunities to develop leadership skills while risk-taking within the safe environment of team activities. In addition, character education traits such as following rules, knowing equipment safety procedures, respect for others, sportsmanship, and self-discipline will be reinforced.

Physical Education in TK

Achieve Academy's TK program integrates PE into the daily schedule. Students focus primarily on movement, leveraging Lakeshore Activity Equipment Tools.

Assessment

Achieve Academy students will be assessed by the FITNESSGRAM test in 5th grade.

Technology

Students at Achieve Academy will leverage technology in support of their coursework, as well as develop their ability to use specific software and hardware effectively.

Goals

- ❖ All students will be able to use technology to effectively communicate, collaborate, conduct research, and find and evaluate information on the internet (National Educational Technology Education Standards or “NETS Standard”)
- ❖ Students will learn basic computer skills such as word processing, arranging presentations, basic communications, and using Google Drive (NETS Standard)
- ❖ Students will learn basic keyboarding skills
- ❖ Students will learn the basic expectations around digital citizenship
- ❖ Online adaptive programs will be leveraged as part of our MTSS academic interventions at tiers 1 and 2 to facilitate differentiated and personalized instruction and support to struggling students, including students with Individualized Education Programs (“IEPs”), English Learners and students performing below grade level.
- ❖ Technology is integrated throughout the curriculum and is used to enhance instruction, including allowing students to have a more global perspective and experience

Curriculum

There is no formal technology course or curriculum for Achieve Academy students. Instead, the technology goals and standards are woven into the core curriculum to ensure students learn and master the specific technology goals in service of learning, applying, and demonstrating understanding of core content. In conjunction with State technology standards, Achieve Academy will use two sources to develop the technology lessons:

- The International Society for Technology in Education Standards (“ISTE”)
- NETS

The NETS, in particular, stresses preparing students “to learn throughout their lives in settings far beyond classrooms.”

Instructional Strategies and Materials

Achieve Academy leverages technology to support student learning in the core content areas, as well as to develop students’ digital literacy. Just as technology is now infused throughout our day-to-day lives, Achieve Academy seeks to infuse technology seamlessly throughout the school day with a focus on areas in which it can enhance student learning.

In the core classroom, examples of this technology use may include to:

- Support differentiated learning using a blended learning rotational model for ELA and math.

- Enhance writing skills through collaborative writing activities and production for an authentic audience.
- Develop organized lists and tables to support multi-step mathematical problem solving.
- Expand student access to primary and secondary sources of information from across the globe, including learning from experts and engaging in virtual field trips.

Core technological skills such as digital citizenship, research, locating and evaluating information, and use of word processing, data management, and presentation applications and skills will be taught as mini-lessons integrated into larger units of study in core content classes.

As technology and in particular, educational technology, is continually evolving, we plan to regularly research new ways to integrate technology into curriculum and instruction as well as new tools, and new blended learning and online curriculum.

Assessment

Technology assessments will primarily be formative. Teachers will conduct adaptive and non-adaptive computer-based assessments as well as performance tasks that can provide immediate feedback.

Social-Emotional Learning

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

Research has demonstrated that akin to Maslow's hierarchy of basic needs, there is also a hierarchy of learning needs, with mindsets, learning strategies, and habits coming before high-quality instruction. One such key mindset is the Growth Mindset, popularized by Carol Dweck at Stanford University:

Students with a growth mindset realize that their abilities to think and do are a result of their past behaviors. They see effort as what makes people smart, they are motivated to focus on continued growth, and they persist in the face of setbacks. On the other hand, when students see intelligence or abilities as fixed, they see effort as something only incapable people need, they shy away from challenge, and they disengage when things get hard.⁷⁸

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

⁷⁸ Mueller and Dweck, 1998

Other key mindsets for success include a sense of belonging in the community, a belief that they can succeed, and an understanding that their work is relevant.⁷⁹ Our focus on cross-curricular integrated learning aims to focus on the mindset of relevance. School culture, a strong sense of community, and teacher coaching focus on the other mindsets.

The key learning habits are a mix of both the 21st century skills of collaboration, creativity, critical thinking, and communication as well as the key social and emotional skills of self-awareness, self-management, and social awareness detailed below. Essentially, “we must teach kids how to learn,” including how to learn independently and collaboratively, as well as what to do when they have not mastered a skill or content.⁸⁰ Both integrated learning through ACT and the increased rigor that occurs with the transition to the Common Core aid in this goal. Finally, the explicit teaching of social-emotional learning (“SEL”) content and skills, which we detail below, enable students to learn key learning habits. It is also important to note that we believe that these skills are important for *all* students to show long-term success, and not just those that are struggling.

Goals

The Collaborative for Academic, Social, and Emotional Learning (“CASEL”) advocates for development of the following skills in terms of SEL:

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

⁷⁹ Briceño, E. “Mindsets and Student Agency,” *UnBoxed*, 2013.
http://www.hightechhigh.org/unboxed/issue10/mindsets_and_student_agency_contributors

⁸⁰ Briceño, 2013

Curriculum

Achieve Academy implements Second Step, a specific TK-12 SEL curriculum, a research based and community-tested, curriculum that fosters the development of resilience, self-mastery, and empathy in TK–12 students and beyond.

The goals of the curriculum are as follows:

Second Step gives students the tools to excel in and out of the classroom. Our easy-to-teach program garners outstanding reviews from educators who've noticed schoolwide improvement and see even the most challenging students make progress in emotion management, situational awareness, and academic achievement.⁸¹

The program is relatively simple to implement and provides a common language across the school for behavior and SEL. Second Step has been endorsed by CASEL and the U.S. Department of Education, for the quality of its research, training, and teacher and family support.

Additionally, Achieve leverages the ACT sessions to guide and encourage students around collaboration and to provide authentic opportunities to practice the SEL skills taught through Second Step. ACT sessions provide students opportunities to identify areas of passion and interest and pursue personal inquiries. They provide ways for students to lead and facilitate their own learning.

Please see [Appendix 3 - Curriculum and Instruction](#) for an overview of the Second Step curriculum.

Instructional Strategies and Materials

The scope and sequence for Second Step aligns carefully and thoughtfully to SEL developmental milestones. The program for each grade level is composed of targeted units of study focused on foundational skills for learning, empathy, emotion management and problem solving. The curriculum is designed to be highly engaging, with age-appropriate games, activities, and media. The activities are designed to be interactive, collaborative and applicable to multiple settings. ACT sessions provide authentic opportunities for students to practice and internalize these skills.

TK Program

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

Assessment

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

Full Service Community School

Supporting Families

The U.S. Department of Education defines a full service community school as - Full-Service Community Schools provide comprehensive academic, social, and health services for students,

⁸¹ <https://www.secondstep.org/second-step-social-emotional-learning>

students' family members, and community members that will result in improved educational outcomes for children. Achieve Academy houses one of the city's original school-based family resource centers - the Hawthorne Family Resource Center - in partnership with East Bay Agency for Children ("EBAC") and La Clínica de la Raza. This three-decades old partnership was born because the level of need experienced by families in the Hawthorne community created persistent barriers to children's school success. This partnership continues today at the Achieve Academy campus, providing invaluable programming for families with the explicit goal of removing barriers to students' learning and helping families access the support and resources needed to do so.

Over the past five years, Achieve has worked with their partners to successfully create and implement the following programs -

- 0-5 program for early childhood learning and parenting education
- Consistent childcare offered during family engagements
- Food bank currently providing weekly support to over 300 families
- Language supports, interpretation and translation in Mam, Spanish, and Arabic
- Mental health services for students and families
- After School program and alligator camp
- Attendance task force with case management
- Family financial and food support during COVID-19
- Flexible and responsive programming
- Dental care
- On-site medical clinic
- Housing and rent assistance through the Unity Council
- A Family Center where EBAC staff provides referrals for legal, financial, housing, employment, nutrition, and health resources
- Opportunities to recruit and retain families as staff for the family resource center and the school as a whole
- Facilitating family access to computers and internet with a video bank to support families in leveraging technology

Moving forward, Achieve Academy aspires to provide preschool programming, summer programming, increased parent education offerings (especially around leveraging technology and English as a Second Language), mentoring programs, jobs training, and additional social services programming.

Family Involvement

Research shows that strong home-school partnerships are important for student academic achievement,⁸² and for teacher retention.⁸³ There is a perception, however, that low-income parents of color are too busy, too overwhelmed or too apathetic to get involved in their children's school. More than a dozen years of community organizing in Oakland schools by EFC has proven this perception to be false. As such, EFC has developed a structure for encouraging close relationships between parents and educators, promoting shared decision-making within schools, and leveraging the strengths and resources of the community in service of the students.

Parents in affluent neighborhoods are involved in every aspect of their child's school experience, and low-income families can be as well. Two core beliefs provide the foundation of EFC's approach:

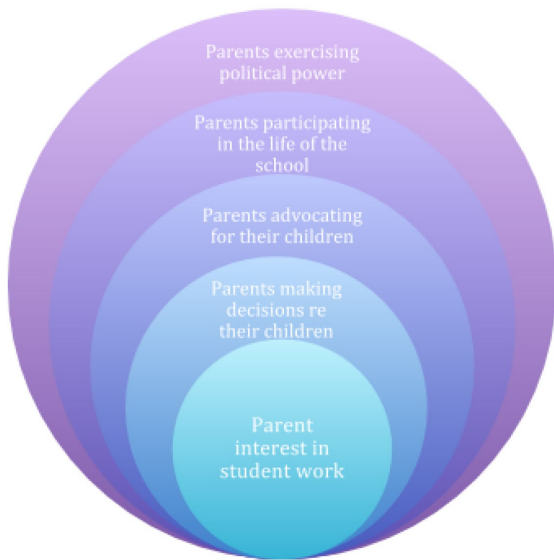
⁸² Henderson and Mapp, A New Wave of Evidence

⁸³ Futernick/West Ed Study

- ❖ All parents have hopes and dreams for their children
- ❖ All families have the capacity to support their student’s learning

We also believe that it is important to support a variety of parent partnership practices, and to link parent activities to student learning. We expect parents to show interest in their student’s work, to make decisions about their children’s education, to advocate on behalf of their children, to share in the day to day life of the school as volunteers and decision makers, and to build political will in the larger community to protect and advance the interests of our students and the school, as seen in **Figure 1.k**.

Figure 1.k The Bullseye of High Leverage Family Involvement



Goals

- ❖ Create empowered families that actively participate in school decisions and support learning
- ❖ Build strong family and school relationships
- ❖ Maintain clear, consistent, regular communication
- ❖ Galvanize community partners to best serve the students at Achieve Academy

Necessary Conditions

EFC and Achieve Academy believe all parents can play a critical role in their children’s education if the following conditions exist:

1. The entire school staff - administrators, teachers, support staff, office team, cafe and custodial teams, etc. - value parents as partners and collaborate with them as “the number one educators of their children”
2. Teachers, administrators and classified staff adopt behaviors that are welcoming to families, and reach out when things are going well, as well as when there is a problem
3. The school creates structures to support family leadership development
4. The school allocates resources for parental involvement, such as funding for a parent coordinator position, routine translation of written communications, translation for parent

- meetings, childcare for meetings, and scheduling meetings/events at times when parents are able to come
5. The school intentionally connects families to resources and services designed to support and promote healthy families and communities

Strategies and Structures

Achieve Academy operates under the premise that the teachers, parents/guardians, and students, by their own choice, must work together as partners to create the potential for a quality education. Parents are a vital part of this partnership, and accordingly, Achieve Academy will work 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 Achieve Academy will make families welcome, know them well, and engage them actively in the life and decision making of the school. Regular communication and multiple opportunities for participation encourage families to be strong partners in their children's learning.

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

- ❖ **Student-led family conferences** - These conferences take place two to three times annually, depending on student academic/social-emotional need. At these conferences, teachers facilitate students presenting their progress, learning, and challenges to their families. The conference is also an opportunity for students to practice being reflective, celebrating what they have learned and setting new goals.
- ❖ **Parent Education on Curriculum and Academic Standards** - The Principal and teachers facilitate regular meetings with the parents on the curriculum and academic standards at each grade level. In addition, Achieve Academy works to ensure that parents can access the content students are learning and monitor student progress. Many of the programs used provide important information to parents about how their child is progressing.
- ❖ **Parent Volunteer Opportunities** - Led by our Family Resource Center, Achieve Academy offers families multiple opportunities to volunteer in classrooms, on our playground, in our cafeteria, and to support school wide initiatives.
- ❖ **Family Resource Room** - As mentioned above, Achieve Academy has a comprehensive family resource center that offers a wide array of services for families and youth.
- ❖ **School Site Council (“SSC”)** - The Achieve Academy School Site Council is an elected body that has a balance of representative family and school staff members (5 parents, 3 teachers, one classified staff member, and the Principal). The purpose of the SSC is to give guidance to the Administration on school policy and budget decision making. The other main purpose of the SSC is to vote on and recommend the School Plan for Student Achievement (“SPSA”) to the EFC Board for ultimate approval. This team meets monthly and is an open meeting session for all families, unless otherwise stated.
- ❖ **English Learner Advisory Committee (“ELAC”)** - The Achieve Academy English Learner Advisory Committee is another elected body that has at least 50% of its parent members with a student who is classified as an EL. The purpose of the ELAC is to advise the Administration on initiatives and programs that support the success of EL students.
- ❖ **The Family Leadership Council (“FLC”)** - The Family Leadership Council, which consists of two representatives from each classroom, is a vital voice in every important decision made at

Achieve Academy, in areas such as budgeting, student programs, and curriculum. Representatives from the Achieve Academy Family Leadership Council are members of the Education for Change Family Leadership Council, which has representation on EFC's Board.

- ❖ **School and Family Communications** - Achieve Academy will publish a weekly almanac in Spanish, English, Arabic and Mam and put forward a video version in all of these languages to ensure, regardless of family literacy levels, all families have access to valuable information.
- ❖ **Staff Training** - Achieve will facilitate regular staff training around effective and culturally responsive methods of communications. Additionally, Achieve will, when available, offer Spanish language classes to their non-Spanish speaking staff.

Please see [Appendix 8 - Family Engagement](#) for the EFC Family Leadership Council Guidebook, Family Coordinator Job Description, and a Sample Family Learning Presentation.

Community Partnerships

Building strong links with the local community is critically important to the school's success. Achieve Academy 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.

As a full-service community school, Achieve Academy presently has partnerships with Alameda Food Bank, La Clinica de la Raza, Alameda County Behavioral Health Services, East Bay Agency for Children, Unity Council and Centro Legal to provide critical wraparound services for families and youth. Additionally, Achieve has partnerships with Families in Action and Faith in Action Network to facilitate family leadership and engagement at the community and city level. Achieve Academy 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.

Professional Development

Our professional development ("PD") approach leads our teachers to:

- ❖ Deepen content knowledge and instructional pedagogy aligned to instructional priorities
- ❖ Analyze formative student data to create data-drive action plans meet the needs of all students and address gaps in content knowledge or skills
- ❖ Utilize observation data to drive teacher development in individual coaching and team professional development sessions
- ❖ Implement strategies for Integrated ELD to successfully scaffold instruction, so all students can access to the core curriculum
- ❖ Collaboratively plan lessons and units that maximize the engagement of all students

Goal/Mission

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

Strategies and Structures

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

We define professional development broadly, not simply as workshops that deliver new content, although they are one form of professional development, but all professional learning community activities (grade-level meetings, data analysis, enhancement planning, mitigation planning, formative assessment), coaching, observing colleagues, teacher inquiry.

There are four primary structures that Achieve Academy leverages towards our teacher development goals:

1. Observation, Feedback and Practice and Real-Time Coaching

EFC utilizes The New Teacher Project (“TNTP”) rubric of teacher effectiveness to more systematically align teacher observations and evaluations and to collect data on practice to inform schoolwide professional development and teacher practice. Our teacher evaluation tool aligns with content-specific walkthrough tools that are utilized at least weekly. These tools allow Achieve Academy to collect and monitor data on identified high priority practices. They also allow site leadership to provide immediate feedback on teacher practice and track growth over time.

Instructional leaders regularly observe teacher practice and utilize in-the-moment coaching strategies to adjust instruction. At the start of the year, coaching focuses on setting a strong foundational classroom culture. Once strong culture is established, individual coaching focuses on implementation of coherent, rigorous and engaging instruction. Resources such as *No Nonsense Nurturer* and *Get Better Faster* are leveraged to differentiate coaching stances and activities in a responsive way.

2. Intellectual Engagement and Preparation

With the support of instructional leaders, teachers regularly come together to engage in protocols that unpack units of instruction and intellectually prepare for lessons. During these protocols, teachers deconstruct learning targets, analyze student work and assessment for potential misconceptions, and internalize pedagogy. Prior to lesson delivery, teachers often practice facilitation moves, providing and receiving feedback.

3. Building of Knowledge and Skill through Weekly Professional Development

EFC has developed a strong instructional management team that includes a Chief Academic Officer and Chief of Leadership Development. This team, in addition to our Superintendent of Schools, supports Achieve Academy in building and implementing a strong core program in ELA/ELD, mathematics, science, and engineering. These leads work closely with site-level Instructional Deans and teachers at the school to analyze student growth data, assess the implementation and effectiveness of the instructional program, identify strengths and gaps in practice and programming, align professional development, and facilitate inquiry.

Instructional leaders design and deliver high-impact professional development aligned to school priorities for teachers in department, grade-span or school-wide configurations. The focus of these meetings is to experientially build teacher knowledge and skill aligned to instructional priorities. After PD, instructional leaders assess “uptake” of PD by collecting low inference observational data and following up in coaching conversations and one-on-one coaching conversations.

4. Data Driven Instruction

A core team practice is to monitor ongoing achievement data at the weekly, unit, and interim levels to ensure all scholars, including scholars with IEPs, make ambitious and achievable academic progress each year. Teachers and instructional leaders utilize these data to inform programmatic, structural, and intervention decisions. Student work analysis and curriculum embedded assessments drive the intellectual preparation cycle, while analysis of interim assessments drive teacher and school-wide action planning that work to adjust interventions, teacher development, and classroom differentiation to ensure the needs of all students are met.

All EFC schools participate in frequent data inquiry cycles. Time is allotted for teachers to analyze their data, develop targeted instructional responses, and then reflect on the results of those instructional plans. Assessments are analyzed through the lens of both whole-class and individual learning gaps.

Please see [Appendix 6 - Assessment](#) for the Data Analysis Protocol, RELAY Results Meeting Protocol, and Weekly Data Meeting Template used by Teachers.

Instructional Leadership Development

EFC takes a multipronged approach to developing the instructional leadership competencies of our principals and assistant principals. We have designed a vision of excellence for our site leaders aligned to KIPP’s Leadership Competencies Rubric that puts an emphasis on instructional leadership while also capturing the breadth of the work. The KIPP Leadership Competencies are organized around four domains: Student Focus, Managing People, Building Relationships; Drive Results; Role-Specific Competencies. To support leaders in their development toward our vision of excellence, we have one-on-one leadership coaching aligned to our leadership competencies rubric; bi-monthly professional learning communities (“PLCs”) focused on our network-wide instructional priorities and on building leader capacity in relationship to our rubric; and a robust supervision process that is oriented toward developing leaders in their role as instructional leaders. Supervision includes regular observation-feedback cycles with principals to collect data in all areas of the rubric and to develop principals as needed.

Please see [Appendix 7 - Professional Development](#) for a Sample Teacher PD Agenda, Sample School Operations PD Agenda, Teacher Evaluation Model, and Principal Evaluation Process.

Supporting All Students

Philosophy

EFC’s Department of Student Support Services serves the greater EFC mission at Achieve Academy. It has two primary foci:

1. Provide quality services to students with IEPs - services that facilitate access to and success with the General Education program, accelerates growth towards personalized goals, and meets all the requirements of the law.

2. Build capacity of school site leaders to develop, manage, and implement a powerful and comprehensive Multi-Tiered System Of Supports (“MTSS”) that provides quality academic, socio-emotional, behavioral, health, and other personal interventions and mitigations for students not making adequate progress in the General Education program.

Our work is grounded in the following set of beliefs:

- We believe that ALL students are general education students first! We believe that Special Education is a service, not a place, and therefore all students have the right to be fully included in the General Education classrooms with their peers for the greatest extent possible, and receive the targeted interventions programs that all general education students have access to (least restrictive environment)
- We believe that the focus of our work as educators should be ensuring children get what they need to be successful in school
- We believe that a school-based support team can achieve tremendous success for students if they collaborate to develop and implement an appropriate plan that documents areas of need and outlines culturally relevant supports and goals to address the areas of need
- We believe that through thoughtful planning and collaboration, all students can access a rigorous curriculum
- We believe that real accelerated growth in academic, social-emotional and behavioral areas requires students having a strong sense of hope and self-efficacy
- We believe that family engagement and partnership facilitate acceleration in academic and SEL learning

Our general belief is that ALL children are able to excel and succeed if instruction is aligned and differentiated to their needs and designed to accelerate and individualize.

Therefore, the best way to support the great majority of students who qualify for Special Education services is through differentiated, scaffolded, and individualized instruction in general education settings where children have access to appropriate content and concepts and are provided the support and accommodations many of our other populations also require to access the curriculum. Our MTSS addresses academic, behavioral, and social-emotional learning in a fully integrated system of support. Our interventions system, in partnership with our comprehensive assessment system, supports students with disabilities by providing them maximum interventions and supports through the general education program. We offer a full continuum of services and supports for students with disabilities at Achieve Academy and truly craft and execute IEPs to meet the needs of each learner with a disability.

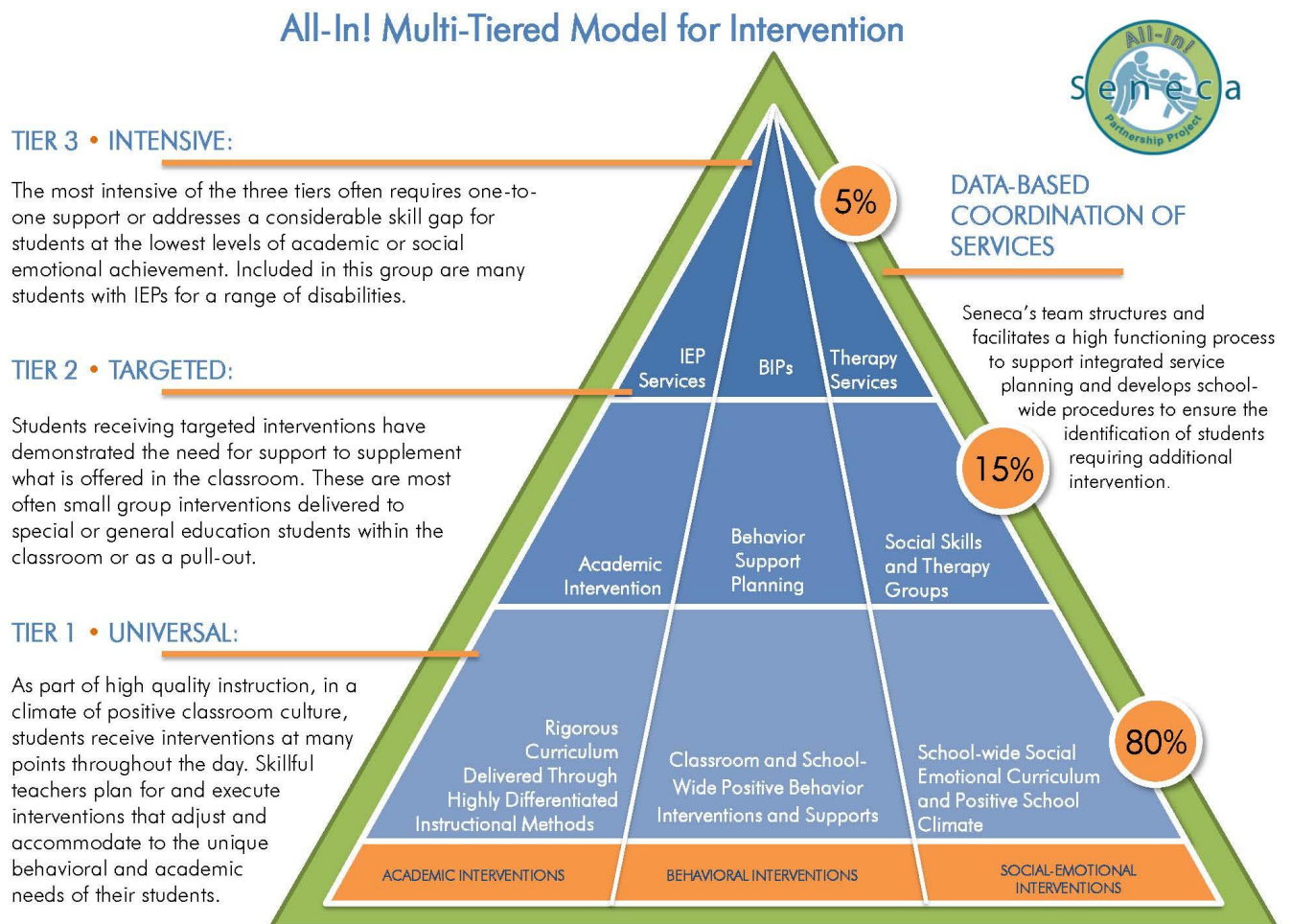
EFC is proud of its Special Education programs. Our belief is that the great majority of Special Education students can be served effectively in a general education setting with targeted support. EFC has leveraged county mental health, MediCal and SELPA low incidence resources to effectively serve students with moderate to severe disabilities. EFC is the only charter school operator in Alameda County that has a memorandum of understanding with Alameda County Behavioral Health services to leverage MediCal reimbursement for mental health services, and we are the only charter operator with Early Periodic Screening, Diagnosis, and Treatment (“EPSDT”) contracts in place at most sites.

Multi-Tiered System of Supports (MTSS)

In 2012, EFC collaborated with the Seneca Family of Agencies (“Seneca”) to develop the All In! Partnership, a nationally-recognized MTSS approach that merited a federal Invest in Innovation (I3) grant at four of six schools. The Unconditional Education model (“UE”) focuses its resources on using data to coordinate early intervention, supporting students before they fail, and facilitating the provision and coordination of both academic and non-academic services, thereby removing barriers to student success. Although the grant funding has ended, Achieve Academy continues to implement the MTSS model that was developed.

MTSS establishes criteria for decision-making around three tiers of services, with Tier 1 services implemented school-wide, and Tier 2 and 3 targeting students who require additional services to succeed as seen in **Figure 1.1**.

Figure 1.1 Seneca All-In! Multi-Tiered Model for Intervention



	Academic	Behavioral	Social Emotional
Tier 3	Special Education and Related Services	Behavior Intervention Planning (“BIP”) and Case Management	Individual and Family Therapy
Tier 2	Academic Intervention	Behavior Support Planning (“BSP”) and Case Management	Social Skills and Therapy Groups
Tier 1	Rigorous Curriculum delivered through Highly Differentiated Instructional Methods	Classroom and School-wide Positive Behavior Interventions and Supports	School-wide Social Emotional Curriculum and positive School Climate

The integrated, data-driven approach of MTSS has been shown to be effective in enhancing student achievement school-wide, but its implementation is often hindered by the level of expertise required for implementation, coordination, and provision of the different levels of service. Over the first five years, EFC leveraged the capacity of Seneca, whose core competency lies in service coordination and the delivery of more intensive education and social emotional services, as the primary lead in managing the MTSS system. Together, Seneca and EFC have created and implemented a MTSS model, and EFC has worked with Seneca to bring MTSS leadership into EFC. Beginning in 2017-18, EFC launched a Department of Student Support Services which formally manages the implementation of MTSS across all of its schools. Seneca continues to be a significant partner, particularly around behavioral health systems for our youth, and Seneca leadership continue to sit on the EFC Department of Student Support Services leadership team.

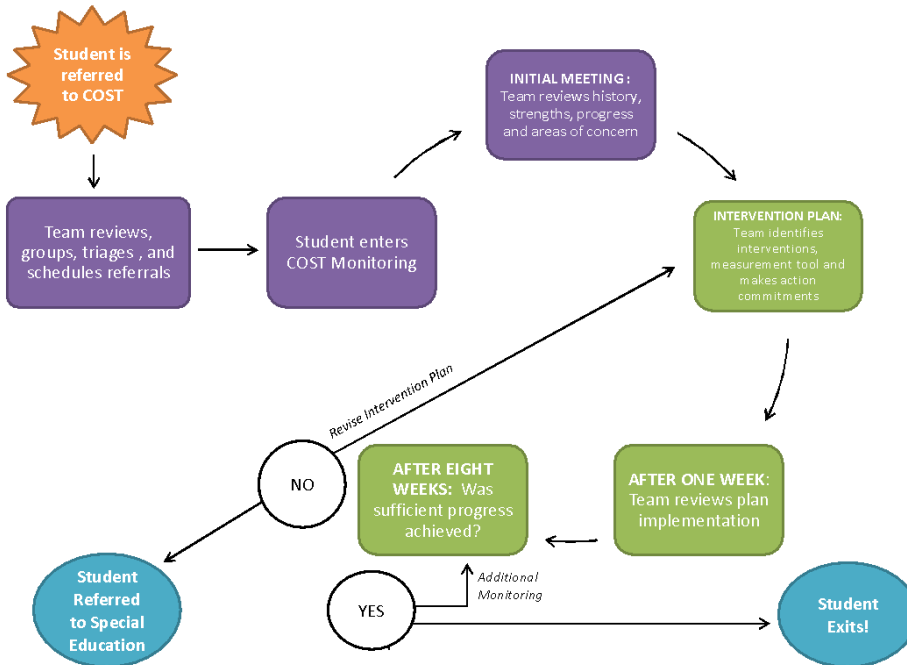
Please see [Appendix 4 - Multi-tiered Support Systems](#) for the EFC MTSS Overview and MTSS Plan for 2019-20.

Coordination of Services Team (“COST”)

Achieve Academy facilitates a COST that oversees the implementation of the MTSS, as seen in **Figure 1.m**. This team consists of 4-5 key stakeholders, including administration, intervention staff (representatives delivering Tier 2 and 3 interventions including members of the special education and mental health teams), and classroom teachers. The team creates a uniform, comprehensive referral form for teachers to use when concerns arise about a student’s academic, behavioral, or social-emotional challenges. Each week, the team discusses teacher referrals, triaging students for more in-depth discussion and matching them with correct support services, including supportive interventions that can be implemented by teachers within the classroom. Teams also spend time focusing on school-wide academic, behavioral, and social-emotional data (including academic assessment scores, office discipline referral data, and attendance rates) to determine priorities, establish thresholds for different levels of intervention, and match resources to needs.

Figure 1.m COST Process

COORDINATION OF SERVICES TEAM (COST) PROCESS



Students with the most critical need for support, including those with disabilities, are often served by multiple providers both on and off site in more restrictive settings as dictated by their IEPs. The MTSS program and COST structure ensures that expertise and services provided by mental health and educational experts. Child welfare and probation agencies are seamlessly integrated into a student's school-based intervention plan. This includes providing education to teachers and school staff around the role of these public agencies and coaching them around their responsibility and opportunities for coordination on individual cases.

Please see [Appendix 4 - Multi-tiered Support Systems](#) for the COST Referral Form and COST Implementation Stages.

Tiered Services

The primary focus of MTSS is to ensure that high quality, universal interventions are implemented at Tier 1, through the provision of training and support in school-wide academic, behavioral, and social-emotional curricula. Tier 2 and Tier 3 services are managed by a team of credentialed and licensed service professionals (i.e., special education providers, school psychologists, reading specialists, tutors, therapists, social workers, speech-language pathologists, occupational therapists, physical therapists, and behavioral analysts) as well as parents, EFC staff, administrators, and other skilled adults.

High quality, customized, data-driven interventions are designed to reduce the need for later referral to higher levels of service. The multi-tiered framework serves as a vessel for the delivery of evidence-based practices that are selected based on the unique needs of the school and students. Students identified for Tier 2 services engage in six to ten-week cycles of intervention focused on remediating specific gaps. All intervention specialists engage in regular progress monitoring to evaluate the effectiveness and to gain valuable information about adjustments needed. With such prompt and targeted intervention, many students quickly improve and can be sufficiently supported by school-wide

or classroom-based Tier 1 interventions. Students who do not respond to Tier 2 interventions are considered candidates to receive support at the third tier of intensive services.

Tiered Academic Services

Tier One, Academic

Our academic leadership team, composed of administrators, coaching staff, Instructional Leadership, and the Special Education Leadership Team, works to build the capacity of Achieve Academy teachers to implement research-based curricula, instructional methods, and assessments focused on differentiation and the engagement of diverse learners. Fidelity to the implementation of identified curricula and assessments are monitored by regularly observing classrooms and helping the school to establish systems to track classroom data. Use of data to personalize instruction is a focus at Achieve Academy. Teachers leverage the multiple access points and diverse instructional strategies inherent in inquiry-based learning to facilitate student engagement and investment, leverage heterogeneous grouping to facilitate scaffolding and peer support, technology for modification, adaptation and text access, and targeted project-aligned mini-lessons to provide strategic direct instruction.

Achieve recently launched a program called Achieve Accelerates (A²) for ELA and math, which schedules dedicated times during the school day for students to strengthen their reading and numeracy skills. Based on assessment data, students are placed in different tiers of support to personalize their experience and provide the appropriate level of intervention. A² provides targeted remediation for students who need it and time for extension for students already at or above grade level. Based on assessment data, students are placed in different tiers of support to personalize their experience and provide the appropriate level of intervention. During A² ELA, students read independently or in small groups to practice specific literacy skills. Depending on their reading level, students may use a blended learning program, such as Lexia or Imagine. While students are reading, teachers check in with students, read alongside them, and ask questions. The online programs provide teachers with data that they use to monitor student progress, target specific instruction, and differentiate reading materials to meet student needs.

During A² Math, students work with targeted math curricula based on their skill level. Teachers provide each student the right level of support. While students are working on the targeted curricula, teachers coach them on relevant learning strategies. Instruction is often supplemented with small group learning or other instructional strategies designed to give students quick, targeted feedback. Depending on their level, students may use a program designed for targeted math remediation or acceleration including, e.g., ZEARN and ST Math.

Tier Two, Academic

The A² program provides targeted academic interventions multiple times per week in both ELA and math. For students who are not making adequate progress and require additional support, teachers make a COST referral to the COST team.

The COST works to develop thresholds for the initiation of Tier 2 services, considering data gathered from formative and summative assessment measures. Students are identified to participate in 6-10 week cycles of push-in or pull-out academic groups, targeting the specific content gaps revealed through assessment data. Progress is measured through appropriate, standardized tools. Each student's progress is assessed at the end of the cycle and reviewed by the COST team to determine if they are ready to return to Tier 1 levels of support, if they need an adjustment to the intervention or an alternative type of intervention, or if they may be candidates for Tier 3 services.

With regard to the assessment and identification of students with dyslexia, the assessments administered through a tiered intervention process can be completed in the general education setting, before referral for a special education assessment, to determine whether a student may meet eligibility criteria for special education services under the category of a specific learning disability (“SLD”). Achieve uses a tiered assessment process:

Tier 1 Universal Screening. All students are screened in kindergarten. Subsequently, students participate in high-quality, research-based reading instruction in the general education setting.

Tier 2 Progress Monitoring. Targeted Small-Group Intervention. Students with targeted skill needs in the areas of reading, spelling, and writing receive more intensive instruction. If a student has been referred to Tier 2 interventions because of her dyslexia screening, the student receives an evidence based, multisensory, direct, explicit, structured, and sequential approach to instruction. In addition, evidence-based techniques and strategies designed to target specific language deficits (e.g., phonological awareness) may be implemented.

Tier 3 Individualized Intervention with Intensified Progress Monitoring. Students with the most intensive needs receive even more intensive instruction. Students who are not showing growth may require instructional adjustments beyond the core curriculum and may need special education assessment.

Tier Three, Academic

Tier 3 academic services are provided for students who require intensive intervention. This includes students who are not making adequate progress in an evidence-based Tier 2 program, students with IEPs who require intensive intervention/support, and students who have persistently low academic achievement. Achieve’s approach to intensive intervention is Data-Based Individualization (“DBI”). DBI is a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies. The DBI process is used by both COST and IEP teams. The first step of the DBI process is identifying a validated intervention program or instructional practice that provides targeted instruction in a specific skill or set of skills (e.g., phonemic awareness, vocabulary, math problem solving, social skills) matched to students’ needs and delivered with fidelity. Within a DBI process, this serves as a “platform” (or starting point) that the teacher will modify to meet the student’s unique needs through DBI.

When evaluating the validated intervention program that will represent the platform, teachers consider a series of dimensions that are part of a *Taxonomy of Intervention Intensity* to help guide the initial intervention selection:

- **Strength:** the evidence of effectiveness for students with intensive needs;
- **Dosage:** the number of opportunities the student has to respond and receive feedback from the teacher;
- **Alignment:** how well the intervention matches the targeted academic skills or behaviors of concern, as well as incorporates grade-appropriate standards or behaviors we would expect for a particular context;
- **Attention to transfer:** whether the intervention is explicitly designed to help students make connections between the skills taught in the intervention and skills learned in other contexts and environments;
- **Comprehensiveness:** how well the intervention incorporates a comprehensive array of explicit instruction principles; and

- **Behavioral or academic support:** whether an academic intervention incorporates behavioral strategies that may support students with self-regulation, motivation, or externalizing behaviors that may impact their ability to learn, or whether a behavioral intervention considers academic components as part of the intervention.

The final dimension of the taxonomy, **individualization**, focuses on the ongoing use of progress monitoring data and other diagnostic data sources to intensify and individualize the intervention based on student need. This approach mirrors the remaining steps of the DBI process that consist of data collection and modification in an iterative process until improvement is seen.

Progress monitoring occurs throughout the DBI process to assess responsiveness to the validated intervention platform, as well as adaptations to the intervention.

Prior to delivering the validated intervention platform, intervention teams develop a progress monitoring plan that outlines the progress monitoring tool, student goal, and frequency of data collection and review.

During delivery of the validated and adapted intervention, educators should collect and graph frequent progress monitoring data.

After sufficient data are collected, they are graphed and evaluated against the student's instructional goal to determine whether the student is making sufficient progress. If so, the teacher continues to implement the validated or adapted intervention. If the student's progress is insufficient, the teacher consults with a team to determine how to further intensify the intervention. This cycle repeats regularly throughout the DBI process, with adaptations to the intervention indicated using phase change lines on the progress monitoring graph.

Progress monitoring data also may be reviewed along with other diagnostic data to assist teams in developing a hypothesis about why the student may not be responding. As part of the diagnostic data review, the team may conduct an error analysis or look for other trends in the progress monitoring data.

When a student fails to respond to a validated intervention, teams need to identify why the student is not responding to determine how to adapt the intervention. Diagnostic data can assist teams in this process. They may be used to understand a student's specific skill deficits and strengths.

Diagnostic data may be collected through various formal and informal approaches. These may include standardized tools available through publishers; more informal approaches, such as error analysis of frequent progress monitoring data; or review of class assessments and work samples. Other sources of diagnostic data may include feedback from parents, teachers, and others who work with the student.

Educators use diagnostic data to develop a hypothesis about the potential cause(s) of the student's academic difficulties. This hypothesis drives the team's decisions about how best to support the student and adapt the intervention.

Using multiple data sources, the teacher or team makes a decision to adapt the intervention program to better meet the student's individual needs. The teacher or team outlines these adaptations in an individual student plan (created by the Student Study Team, "SST," or pursuant to an IEP). The plan may include adaptation strategies along several dimensions. These strategies may include quantitative changes, such as providing more opportunities for a student to respond by increasing the length or frequency of the intervention, or decreasing the size of the intervention group. The strategies also may include qualitative changes, such as altering the way content is delivered (e.g., more carefully selecting instructional foci aligned with students' needs), changing how a student responds

(e.g., providing more opportunities to practice orally and in writing), arranging environmental variables (e.g., arranging for instruction in a setting that allows students to focus without distractions), or adjusting the type of adult feedback and error correction a student receives. Often, a qualitative adaptation in combination with a quantitative change is necessary to meet a student's unique needs. In some cases, the diagnostic data may indicate that the student requires a different intervention program or approach.

When making decisions about adaptations, the teacher or team may consider the dimensions of the Taxonomy of Intervention Intensity (strength, dosage, alignment, attention to transfer, comprehensiveness, behavioral or academic support, and individualization). The dimensions help provide a systematic approach to intensification.

In addition to using the DBI process, there are some students with IEPs who require intensive daily instruction in a curricular program that replaces the general education curriculum in a specific content area because the general education curriculum even with modification is not appropriate based on the individual student's needs. These may be push-in and/or pull-out services and are provided by trained special education teachers as indicated by the students' IEP and progress on IEP goals are closely monitored over time. IEP goals are reviewed at least annually and students are reassessed for special education every three years.

Please see [Appendix 4 - Multi-tiered Support Systems](#) for the Academic Interventions Menu and an overview of A².

Tiered Behavioral Services

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

Achieve Academy utilizes School-Wide Positive Behavioral Interventions and Supports ("SWPBIS"), an evidence-based practice that has proven effective at reducing behavioral challenges for students, including students with disabilities.⁸⁴ SWPBIS provides the architecture for building system change within a school that is aimed at bringing about a positive school climate. A Culture and Climate Team is formed, consisting of six to ten key stakeholders with representation from administrative leadership, intervention and support staff, general education teachers, and family/community liaisons. The team is supported in building their understanding of the model's core features, exploring various behavioral intervention strategies at each tier, and learning about the tools and process of monitoring progress and fidelity.

⁸⁴ Bradshaw et al., 2010; Cheney & Walker, 2004; Eber et al., 2002.

Tier One, Behavioral

The Cultural and Climate team plays a key role in the development and implementation of Tier 1 practices. Through a collaborative process that takes into account the unique culture and climate of the school, the team works to (1) identify school-wide behavioral expectations, (2) create a clear picture of what these expectations look like and (3) ensure that these behavioral expectations are explicitly taught to students. Once these expectations are clearly articulated and taught to the entire school community, the team creates a system in which students can be positively acknowledged for demonstrating these behaviors. Another important role of the Culture and Climate team is to review the school's disciplinary practices for clarity and consistency and to ensure that discipline referral information is collected in such a way that data can be easily monitored and aggregated for the purpose of tracking outcomes and making informed decisions about referring students to higher levels of intervention.

Tier Two, Behavioral

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

Tier Three, Behavioral

Achieve Academy uses the DBI process described in the *Tier Three, Academic* section above for students who need more intensive behavioral intervention. Intensive behavioral intervention supports may include Functional Behavioral Analysis ("FBA"), and wraparound services. FBAs identify antecedents to problem behaviors, the purpose or function of the problem behavior, possible replacement behaviors that could be taught to the student, and strategies for ensuring that desirable behaviors are reinforced and problem behaviors are not. The process culminates in the development of an individualized behavior plan that is carried out and closely monitored by the team. This plan outlines support staff, de-escalation techniques, incentives, consequences, and communication protocols. Trained staff deliver Behavior Intervention Services to aid students in utilizing replacement behaviors, remaining engaged in class activities, and accessing classroom curriculum. Achieve uses the DBI process (detailed above) to monitor the effectiveness of intensive interventions and respond to student needs/make adaptations to the intervention as needed.

Please see [Appendix 4 - Multi-tiered Support Systems](#) for the Behavior Interventions Menu and a Sample Behavior Support Plan.

Tiered Social-Emotional Services

Tier One, Social-Emotional

To assess school-wide climate and social-emotional needs, Achieve Academy collects data annually through the School Climate Assessment Instrument (“SCAI”). The Achieve Academy leadership team develops and coordinates action steps toward improving identified areas for growth highlighted by SCAI survey results. These steps may include implementing trauma-informed school-wide social emotional curriculum, conflict resolution strategies, and/or bullying prevention policies and procedures. Research supports that children growing up in communities with higher levels of stress and high poverty are more likely to experience a level of stress that limits their abilities to excel academically. Research also supports that adolescents’ developmental struggles can become barriers for academic success. Therefore, Achieve Academy has identified Tier 1 social emotional-learning as an area of need.

Once needs are identified, curricula and/or interventions are chosen that align with the school’s culture and current practices. Achieve Academy currently utilizes Second Step, described under the section on Social-Emotional Learning above, to provide Tier 1 services. Throughout the year, the Achieve staff seeks to identify both internalizing and externalizing behaviors exhibited by students, and provides the opportunity to consider any contextual and/or traumatic experiences that may impact the student’s social-emotional well-being.

Tier Two, Social-Emotional

The COST works to develop thresholds for initiation of Tier 2 social-emotional services, considering office discipline referral and attendance data, as well as information gathered through the social-emotional screener. Teachers and Tutors also provide referrals and qualitative data on students who are struggling. Students are identified to participate in 6-10 week cycles of group therapy, targeting the specific risk-factors revealed through assessment data. EFC has a Memorandum of Understanding with Alameda County Behavioral Health Services to leverage Medi-Cal match dollars for mental health services. East Bay Agency for Children provides a variety of clinical services to support our most struggling students. Student Support Assistants (“SSA”) also work with small groups of students and are trained to provide mentoring and coaching to struggling students. Progress is measured through appropriate, standardized tools such as the Strengths and Difficulties Questionnaire. Each student’s progress is assessed at the end of the cycle to determine if they are ready to return to Tier 1 levels of support, the intervention should be continued/adapted/changed, or if they may be in need of intensive Tier 3 services.

Tier Three, Social-Emotional

Achieve Academy uses the DBI process (described in the *Tier Three, Academic* section above) for students in need of more intensive social-emotional interventions. These services include individual and family therapy, provided by licensed clinical professionals. Clinicians collaborate with youth and families to complete the Children and Adolescent Needs and Strengths (“CANS”) assessment to identify the domains of greatest need for intervention. The assessment provides a basis for the development of an individualized treatment plan, which consists of measurable goals that are used to monitor treatment progress. Clinicians also utilize the Partners for Change Outcome Measurement System to track clients’ own view of their progress throughout the course of treatment. Should students require more intensive supports, the clinicians will work with Alameda County Behavioral Health Services to access wraparound support for families.

Assessment

The COST utilizes multiple data sources to evaluate student progress. At Tier 1, we look at data to track student engagement, suspension, reading growth, math growth, benchmark and SBAC performance, attendance, and grades. At Tier 2, we evaluate reading and math growth, growth in targeted SEL areas, attendance, office referrals and suspensions. At Tier 3, every student has his/her individualized plan that outlines the targets and goals for that specific student, and we progress monitor to ensure growth (frequency of progress monitoring determined on individual basis by COST, SST, or IEP Team but ranges from every 2-12 weeks).

In addition, assessment data is used to support continuous improvement of our MTSS program. On an annual basis, the EFC's Student Support Services (the Home Office team that supports sites in managing their students support services programming) leadership examines the current status of student supports and creates an intervention plan that builds on the particular strengths, challenges and aspirations of the school community. The assessment process provides the opportunity to dive deeply into the culture of the school, build trusting relationships with staff, and posing questions that inform the collaborative creation of shared goals and strategies for the following school year.

The leadership team ensures that systems are in place to promote continuous performance improvement through the collection and analysis of multiple sources of data and feedback. Tools used in the past have included:

1. Key Performance Indicators (ELA SBAC, Math SBAC, Reading Proficiency, Attendance, and Suspension).
2. Data on statewide special education performance indicators.
3. An annual staff survey, to gather insight from staff members regarding the effectiveness of current interventions, including whether or not services are integrated, data-driven, and youth-centered.
4. Data on the distribution of staff and student time across the three tiers of service, to inform decisions about the future allocation of resources.
5. The School Wide Positive Behavioral Interventions and Supports Self-Assessment Survey ("SAS"), to identify staff perceptions of the status and priority for improvement in behavioral interventions at the school-wide, classroom, and individual student levels.
6. The SCAI, which considers climate across eight dimensions - physical environment, faculty relationships, student interactions, leadership and decisions, management and discipline, learning and assessment, attitude and culture, and community relations - effectively encompassing the critical components of school climate identified in current research.⁸⁵

All of these assessment components are synthesized into a summative report and the Student Support Services leadership team uses this information to create a responsive implementation plan that contains prioritized goals and strategies for each new school year.

MTSS in Transitional Kindergarten

The TK program leverages clinicians and student support assistants for its behavioral interventions. For academic interventions, the TK program uses 1:1 instruction as well as differentiated instruction, activities, and homework provided by the TK tutor, trained in Systematic Instruction in Phonological Awareness, Phonics, and Sight Words ("SIPPS") interventions.

⁸⁵ Austin et al., 2011; Zulig et al., 2010.

Professional Development and Coaching

An essential goal of the Student Support Services team is to build internal capacity for sustained implementation within each school community. This is done in large part through ongoing and responsive professional development on a wide range of topics. Some topics in the past have included *Recognizing and Responding to the Effects of Trauma* and *Self-care for Teachers Experiencing Vicarious Trauma*. All trainings are aimed at supporting teachers' capacity to meet the needs of struggling students and students with disabilities within the classroom/school setting. A customized professional development structure is set each school year, with additional content adjustments made throughout the year to respond to the emerging needs of teachers. At Achieve Academy, student support staff participate in select trainings provided by the Student Support Services team as appropriate.

Caregiver Involvement

In a review of the literature, the National Center for Family and Community Connections with Schools found that parent involvement has been shown to benefit students' academic, behavioral, and social outcomes.⁸⁶ EFC works to promote active caregiver involvement both at the school-wide community level, and the individual student level. Processes are in place to enable family members to experience themselves as active participants in the education of their children. In some cases, this might include building bridges, by supporting leadership in establishing welcoming environments (family resource centers, communication in parents' primary language, etc.) and events (parent meetings, cultural performances, fairs, etc.), and working with active parents to serve as family liaisons and perform outreach work with the larger parent community. Based on the expressed need of each school community, EFC provides trainings and workshops for parents to address such topics as child development, positive parenting, and behavior management.

Support for Students with Disabilities

Overview

Achieve Academy assures that a Free Appropriate Public Education ("FAPE") shall be provided to all enrolled students. Achieve Academy complies 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 Education Improvement Act ("IDEA"). California law gives schools various options on how to deliver special education and related services either as (1) a public school of the chartering authority, (2) an independent local education agency, or (3) as a charter SELPA. Achieve Academy is its own local education agency ("LEA") for purposes of special education, in conformity with Education Code Section 47641(a). Achieve Academy is a member of the El Dorado County Office of Education ("EDCOE") Charter Special Education Local Plan Area ("SELPA").

Please see [Appendix 4 - Multi-tiered Support Systems](#) for the memorandum of understanding between EFC and the EDCOE SELPA (the "SELPA MOU").

Achieve complies with all state and federal laws related to the provision of special education

⁸⁶ Henderson & Mapp, 2002. National Policy Forum for Family, School, & Community Engagement. New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Available at: https://www.sedl.org/connections/engagement_forum/resources.cgi?item=29

instruction and related services and all EDCOE policies and procedures and utilizes appropriate SELPA forms. Achieve does not discriminate against any pupil with a disability in the admission process or any other aspect of operation. Achieve recognizes its responsibility to enroll and support students with disabilities. It is understood and agreed that all children shall have access to Achieve Academy and no student shall be denied admission nor counseled out of Achieve Academy due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Since Achieve operates as an LEA of the EDCOE SELPA in accordance with Education Code Section 47641(a), the District shall have no responsibility to ensure that the students who attend Achieve Academy are provided FAPE. In accordance with state and federal law, each student eligible under the IDEA will be provided FAPE in the Least Restrictive Environment ("LRE"). The decisions regarding the specific services each student will receive are the responsibility of the IEP team. The team includes the involvement of parents and the decisions are formulated in a written plan (i.e., an IEP).

As discussed above, Education for Change Public Schools has a strategic partnership with Seneca and Alameda County Behavioral Health Services. Our Special Education program is in alignment with a larger schoolwide student support system. The foundation of this system is a comprehensive assessment program that regularly assesses students using a variety of tools to track progress and growth every six-eight weeks. The MTSS program in alignment with the COST process integrates with this assessment calendar. Teachers and the administration receive regular data reports communicating student growth, and a lack of progress is flagged immediately. Through the MTSS program, teachers are coached and supported in developing both behavioral and academic interventions plans for their students. Students not making adequate progress through the in-class Tier 1 interventions within six to eight weeks can receive either a revised Tier 1 intervention plan or more intensive supports called Tier 2 services. Should the team observe evidence that a child may be eligible for Special Education services after numerous Tier 1 and Tier 2 interventions, they can submit a referral for Special Education to the Special Education team who will develop an assessment plan if appropriate.

A student with an IEP has access to ALL of the services and supports delineated in their IEP as well as interventions available schoolwide. The Coordination of Services team partners strategically with IEP teams to ensure students with IEPs are getting both the services outlined in their IEPs, as well as access to other school-wide interventions and supports as necessary. For example, a student with an IEP could have as part of their IEP specialized academic instruction in reading, receive strategic instruction from the Education Specialist twice a week specific to organizational and processing skills, and participate in a counseling group to address socio-emotional goals. This same student may also participate in a cycle of a Tier 2 math intervention available to all general education students to address some gaps that his/her teachers recently noticed in mathematics. While this student is receiving strategic services from designated and appropriately-credentialed special education providers, s/he is also receiving services and interventions available to all general education students as part of his plan. The EFC Special Education program is designed specifically to accelerate a student's growth in target areas and ensure that student's ability to succeed in the General Education setting both academically and socially.

EFC and Achieve Academy are proud of their Special Education program. We have been recognized for implementing quality special education programming and integrating resources from special education, mental health, and general education to ensure special education students receive the services and supports they need to be successful. Our belief is that the great majority of special education students can be served effectively in a general education setting with targeted support. Achieve Academy has leveraged county mental health and SELPA low incidence resources to

effectively serve students with low incidence disabilities. Achieve Academy has committed to training special education paraprofessionals in the Tier 1 and 2 interventions programming in addition to disability-specific training. One example is a young man we have renamed Joseph Starr who entered an EFC school as a fourth grader scoring Far Below Basic (on the now-defunct API) in both mathematics and ELA with an IEP indicating he required a non-public school placement for extreme behavior challenges. We supported him in the general education setting with targeted support services, and he ultimately graduated from the school proficient in both mathematics and ELA and meeting all of his academic and behavioral goals.

Please see [Appendix 4 - Student Support](#) for the Joseph Starr story.

The following description regarding how special education and related services shall be provided and funded is being proposed by Achieve Academy for the sole purpose of providing a reasonably comprehensive description of the special education program in this charter renewal petition, and is not binding on the District. The specific manner in which special education and related services shall be provided and funded shall be as set forth in the SELPA MOU.

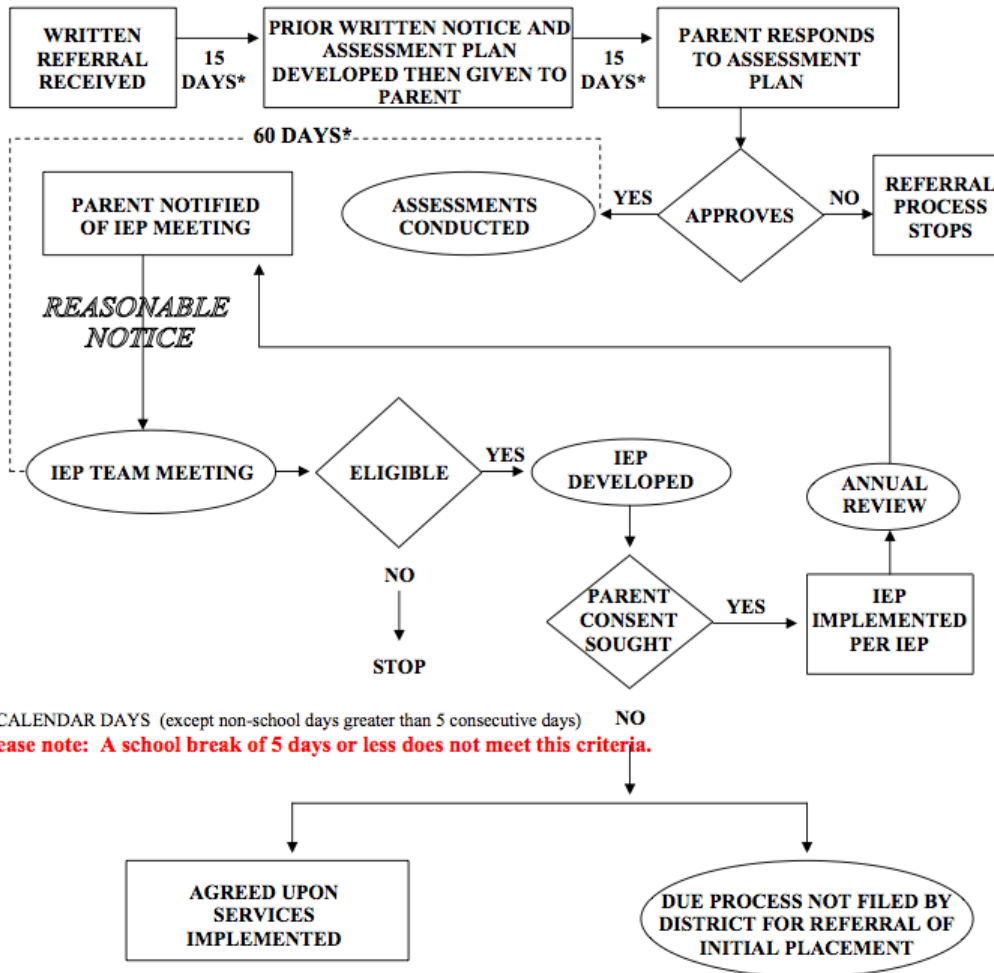
Achieve Academy agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Achieve Academy students, staff, facilities, equipment and records as required or imposed by law.

Identification and Referral

Achieve Academy actively and systematically seeks out all individuals with exceptional needs and provides for the identification and assessment of an individual's exceptional needs and the planning of an instructional program to meet the assessed needs in a timely method, in accordance with the policies and procedures of the EDCOE SELPA. Identification procedures include systematic methods of utilizing referrals of students from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Identification procedures are coordinated with school site procedures for referral of students with needs that cannot be met with modification of the general instructional program. Achieve Academy obtains the cumulative files, prior and/or current IEP and other special education information on any student upon completion of the enrollment process.

A student shall be referred for special education instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Parents have the right to request in writing that their child be assessed to determine eligibility for special education services. Through the COST process, a student may be referred for assessment to determine eligibility for special education services. The flowchart in **Figure 1.n** below outlines the process once a referral has been.

Figure 1.n EFC Referral Process



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The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by Achieve Academy within fifteen (15) days. Parents will be informed via the Student Support Services Coordinator that special education and related services are provided at no cost to them.

Upon receiving a parent request for assessment, Achieve Academy contacts the parent to inform them of receipt of the written requests and schedules a meeting with the parent to further discuss the request (meeting to take place within 15 days of receiving the request). If Achieve Academy and the parent determine they want to move forward with granting the request for assessment, the parent will receive a written Assessment Plan within fifteen (15) days (of the original request). The parent will be given at least fifteen (15) days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an IEP meeting held within sixty (60) days of receipt of the parent's written consent for assessment.

If for any reason Achieve Academy determines assessment is not appropriate, Achieve meets with the parent to discuss the request and responds in writing with a Prior Written Notice ("PWN") documenting why the assessment request is not being granted. If Achieve Academy determines an

assessment is **not** appropriate, in addition to providing a PWN documenting why the AP is not being granted, Achieve Academy also provides information to the parent regarding COST/SST and how their student may benefit from this process as well as information about Section 504 plans (and the possibility of eligibility for a Section 504 plan).

Assessment

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

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

Unless conflicting with EDCOE SELPA policies and procedures, Achieve will follow the following assessment guidelines. If a conflict with EDCOE policies and procedures exists, then EDCOE SELPA policies and procedures will govern.

- ❖ Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment
- ❖ The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent’s written consent for assessment
- ❖ The student must be evaluated in all areas related to his/her suspected disability
- ❖ Assessments must be conducted by a person with knowledge of the student’s suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist
- ❖ Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory
- ❖ Assessments will be delivered in the student’s primary language, and a qualified interpreter will be provided if needed
- ❖ Assessment tools must be used for purposes for which the assessments or measures are valid and reliable
- ❖ Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills
- ❖ A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student’s need for special education. Achieve Academy will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided

with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

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

Moving forward, Achieve is committed to adopting a Dyslexia screening tool to ensure we are identifying students and their specific needs and addressing those needs.

Development and Implementation of IEP

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services. Achieve will ensure that all aspects of the IEP and school site implementation are maintained.

Achieve Academy will provide modifications and accommodations (outlined within each student's IEP) in the general education environment taught by the general education teacher. In this way, students at the school who have IEPs will be served in the LRE, to ensure students with disabilities are educated with students who are not disabled to the maximum extent appropriate. All students with disabilities have access to the full range of programs available to non-disabled students

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

- ❖ The parent or guardian of the student for whom the IEP was developed
- ❖ The student, if appropriate
- ❖ The principal or administrative designee
- ❖ At least one special education teacher
- ❖ A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment
- ❖ If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results
- ❖ Others familiar with the student may be invited as needed

Achieve Academy views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. Achieve Academy will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home. ^(SEP)A copy of the IEP will be given to the parent in accordance with state laws and SELPA policies. Upon the parent or guardian's written consent, the IEP will be implemented by Achieve Academy, in cooperation with the EDCOE SELPA in which Achieve Academy is a member. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- ❖ A statement of the student’s present levels of academic achievement and functional performance
- ❖ The rationale for placement decisions
- ❖ The services the student will receive and the means for delivering those services
- ❖ A description of when services will begin, how often the student will receive them, who will provide them, and where and when they will be delivered
- ❖ Measurable annual goals and short-term objectives focusing on the student’s current level of performance
- ❖ A description of how the student’s progress toward meeting the annual goals will be measured and monitored and when reports will be provided
- ❖ Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments
- ❖ For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals

Please see [Appendix 4 - Multi-tiered Support Systems](#) for the IEP Checklist.

Achieve Academy understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Achieve Academy students in accordance with the policies, procedures and requirements of the SELPA and state and federal law.

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

IEP Meetings, Review, and Reporting

The IEP team will formally review the student’s IEP at least once a year to determine how the IEP is meeting his/her needs and make any necessary changes. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student’s progress. If a parent or faculty member feels the student’s educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, Achieve Academy will have thirty (30) days, not including school vacations greater than five days, to hold the IEP meeting in alignment with state and federal laws.

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

Unless otherwise specified on the student’s IEP, parents will be informed three times a year (which is the same frequency as progress is reported to all students and parents) of the student’s progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student’s progress toward achieving the annual goal is measured, the student’s progress during the relevant period, the extent to which it is anticipated the

student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal. Parents will receive additional reports on their individual student's progress at student-led conferences.

In addition, Achieve Academy complies with the EDCOE Local Master Plan and performs all corrective actions deemed necessary by the EDCOE SELPA. The principal will work with EFC Student Support Services department and Finance team to manage the budget and contract for appropriate services and take responsibility for meeting the special education compliance and quality requirements.

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

Achieve Academy will attract, recruit, and hire appropriately trained and credentialed personnel or agencies to provide special education services for students with disabilities as required by the Education Code and the IDEA. Achieve Academy shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. Achieve Academy shall ensure that all special education staff hired or contracted by Achieve Academy is qualified pursuant to SELPA policies, as well as meet all legal requirements. Achieve Academy shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Achieve Academy students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

The Student Support Services Coordinator and other team members will work with the EDCOE leadership to provide regular professional development that builds the capacity of the special education and general education staff in the areas of evidence based instructional practices, compliance with state and federal statutes, reporting requirements and use of instructional data. Achieve Academy will send its Special Education staff to the Education for Change SPED trainings, in addition to strategic EDCOE trainings. In addition, all staff members will be provided a personalized professional learning plan that will identify high leverage capacity-building learning activities for the teacher. Special Education teachers will receive training to ensure they have research-based instructional strategies specific to supporting Special Education students – strategies like 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.

In addition, all General Education teachers receive annual trainings on MTSS and the COST process, assessment and identification of students with disabilities, accommodations and modifications in the classroom and other topics as needed (identified through the COST Process). For example, this year, the Achieve Academy team received intensive professional development on PBIS to build capacity around Tier 1 behavior support. Additionally, all staff have access to a number of PD/workshop series personalized to teachers as appropriate.

Interim and Initial Placements of New Charter School Students

Achieve Academy shall comply with Education Code Section 56325 with regard to students transferring into Achieve Academy within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in Achieve Academy from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, Achieve Academy shall provide the pupil with FAPE, including services comparable to those described in the previously

approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Achieve Academy shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

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

For students transferring to Achieve Academy with an IEP from outside of California during the same academic year, Achieve Academy shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until Achieve Academy conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by Achieve Academy, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

Achieve Academy shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Parent/Guardian Concerns and Complaints

Achieve Academy shall adopt policies for responding to parental concerns or complaints related to special education services. Achieve Academy shall receive any concerns raised by parents/guardians regarding related services and rights.

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

Due Process Hearings

Achieve Academy may initiate a due process hearing or request for mediation with respect to a student enrolled in Achieve Academy if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, Achieve Academy shall defend the case.

SELPA Representation

Achieve Academy understands that it shall represent itself at all SELPA meetings.

Funding

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

Section 504 of the Rehabilitation Act

Achieve Academy 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. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Principal of Achieve Academy and includes the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and its impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- ❖ Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel
- ❖ Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- ❖ Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills
- ❖ Medical diagnosis and doctor's recommendations

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives FAPE. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the 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.

Please see [Appendix 4 - Multi-tiered Support Systems](#) for the Section 504 Administration Manual.

Parents with Disabilities

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

Support for Students Who Are Academically Low-Achieving

EFC utilizes the MTSS tiered framework, described in detail above, to provide aligned academic, behavioral, and social emotional approaches to prevent student struggle and remedy existing gaps. EFC assesses all students every trimester using formal interim assessments. Additionally, teachers can at any time identify through the COST process students who are struggling to make gains in class. The school’s Instructional Leadership reviews student progress data quarterly to identify students who require additional support. The rigorous prevention system provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. This system includes three levels of intensity or three levels of prevention, which represent a continuum of supports. More than one intervention is often used within a given level of prevention.

- Primary (*Tier 1*) - High quality core instruction that meets the needs of most students.
- Secondary (*Tier 2*) - Evidence-based intervention(s) of moderate intensity that addresses the learning or behavioral challenges of most at-risk students.
- Tertiary (*Tier 3*) - Individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention

EFC has established a Department of Student Support Services which manages the MTSS and Special Education for the organization. Please see the sections on MTSS, COST, and Tiered Services above for a full description of these systems and how they are leveraged to support students who are academically low-achieving.

3 levels of A²

All Achieve students access the A² block, a daily instructional period where students receive targeted differentiated instruction. The table below outlines what diagnostic assessments we use to target support, and what types of learning activities can be assigned during this block to students.

A² ELA	A² Math
Diagnostic Data <ul style="list-style-type: none"> ● DRA/Lexia Placement Level 	Diagnostic Data <ul style="list-style-type: none"> ● Singapore Math
Level 1: At or Above Grade Level <ul style="list-style-type: none"> ● Blended Learning: Lexia 	Level 1: At or Above Grade Level <ul style="list-style-type: none"> ● Blended Learning: ZEARN

<ul style="list-style-type: none"> ● IR or Book Club at correct DRA level ● 1:1 check-ins with teachers on self-directed learning 	<ul style="list-style-type: none"> ● 1:1 check-ins with teachers on self-directed learning
<p>Level 2: One to Two GLs Behind</p> <ul style="list-style-type: none"> ● Blended Learning: Lexia ● IR or Book Club at correct DRA level ● Small group check-ins with teachers to goal-set and progress monitor ● Small group workshops to address specific needs/ misconceptions from EL Modules and/or IABs 	<p>Level 2: One to Two GLs Behind</p> <ul style="list-style-type: none"> ● Blended Learning: ZEARN ● Correcting math misconceptions ● 1:1 check-ins with teachers to goal-set and progress monitor ● Small group workshops to address specific needs/ misconceptions from Eureka, MSP, and/or IABs
<p>Level 3: Far Below (MTSS teachers)</p> <ul style="list-style-type: none"> ● Blended Learning: Imagine ● Small group instruction with MTSS teachers using LLI or BAR, to address foundational literacy skills ● Teaching Academic Literacy Strategies ● 1:1 check-ins w/ interventionists to goal-set, progress monitor, & teach study habits 	<p>Level 3: Far Below (MTSS teachers)</p> <ul style="list-style-type: none"> ● Blended Learning: ST Math ● Small group instruction with MTSS teachers to address/ cultivate foundational numeracy skills ● Teaching Academic Literacy Strategies ● 1:1 check-ins w/ interventionists to goal-set, progress monitor, & teach study habits

Support for Students Who Are High-Achieving

Achieve Academy believes that all children possess gifts and talents that are unique and precious. The high-achieving students at Achieve Academy will benefit from all the same programmatic structures that low-achieving students will. Achieve’s Instructional Leadership team reviews trimester benchmark data to identify students who are performing above grade level who might benefit from challenge activities. The curricula selected in all content areas has multiple opportunities for the high-achieving students to expand their knowledge and skills through higher level inquiry and small group instruction. As student capabilities expand, the state content standards will be met at an ever-increasing rate and the pace of the rigorous curriculum will accelerate.

Most of the curriculum for high-achieving students will be within core instruction. Lessons and assessments will be designed for different levels of performance with high-achieving students expected to stretch and reach for the more demanding work. There are two structures at Achieve Academy that facilitate learning targeted towards high-achieving students - ACT and A², both described in detail above. The major pedagogy that will serve high achieving students is inquiry learning, mostly through cross-curricular learning during the ACT period. The inquiry model of instruction utilized in all classrooms incorporates many strategies specific to high-achieving students. Inquiry learning offers students the opportunities to pursue topics to greater depth through both individual and small group work, giving students the opportunity to become experts on a particular subject. This inquiry model also offers the element of choice, as students are able to choose a particular focus (e.g. which animal habitat to develop expertise in, which historical artifacts to recreate and interpret for their Ancient Egypt museum exhibit). Finally, inquiry learning offers multiple opportunities for students to self-assess and make judgments about their work as they engage in group and individual projects. Additionally, during the A² block, as specified in the table above,

students performing at or above grade level have the opportunity to identify individual goals and reflect on their progress.

Support for Students Who Are English Learners

English language proficiency is critical for our children. English proficiency in our society serves as a powerful gatekeeper, opening doors to opportunity for those who reach proficiency and limiting or closing doors to opportunity for those who do not. Access to high quality English instruction for EL students is an issue of equity. Achieve Academy is committed to effectively serving children who are ELs through a comprehensive approach to language instruction.

The EL program outlined below addresses the process for student identification, curriculum, assessments, reporting, and redesignation as well as professional development and teacher qualifications for working with EL students. EFC and Achieve Academy will comply with all applicable legal requirements for EL students, including long-term ELs or ELs at risk of becoming long-term ELs, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Achieve Academy will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. In addition, EFC and Achieve Academy will meet all requirements of federal and state law relative to equal access to the curriculum for EL students.

Our Commitment to Language Diversity

The Achieve Academy team believes that having fluency in multiple languages, including English, is critical to 21st Century success. We anticipate that a significant percent of Achieve Academy students will continue to be classified as “ELs when they enroll at Achieve Academy, who then become multilingual citizens of an increasing global world. We recognize the importance of valuing students’ native languages, and will actively reinforce an appreciation for the cultures, customs, and languages of all our students.

The goal of the Achieve Academy EL plan is to utilize high-quality instructional programs and services for ELs that allow them, as quickly as possible, to achieve at the same challenging grade level standards as native English-speaking students. The school is dedicated to providing these students with an exceptional education, facilitating English proficiency as soon as possible.

Introduction and Vision

Achieve Academy aims to ensure educational equity for English Learners, which means that each child receives what he or she needs to develop his or her full academic and social potential. In order to effectively educate ELs, Achieve Academy strives to create an educational program that:

- Promotes the students’ sociocultural integration
- Cultivates their language proficiency
- Holistically supports their academic achievement

Achieve Academy’s approach to supporting English Learners is based on the understanding that children who have recently immigrated to the United States, arriving with limited proficiency of English are emergent bilingual citizens and have a large array of abilities, knowledge, and experiences - linguistic, cognitive, artistic, social - in many other spheres. Achieve Academy’s instructional model recognizes the importance of focusing on emergent bilinguals’ social, emotional, and academic

development beyond that of just learning English, leveraging the many gifts they bring to their classrooms. Building on the students' existing strengths, Achieve Academy's approach focuses on preparing English Learners to succeed in secondary school, college and careers in the United States, and on the development of the complex language practices required in both.

Achieve Academy will meet all state and federal requirements for English Learners as pertains to annual notification to parents, student identification, placement, program options, English Language Development ("ELD") and academic content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. English Learners have access to all programs, services and resources described in this document.

Please see [Appendix 5 - English Language Development](#) for the EFC Master Plan for EL Programs and Services.

Identification, Designation, and Notification

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessment for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an EL, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment ("SA")

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In grades K-2, all domains are administered individually. In grades 3–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an EL by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled ELs shall be assessed by administering the test during the annual assessment window. EFC will notify families of the school’s responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Upon receipt of initial scores, students are designated as either Initial Fluent English Proficient (“I-FEP”) or EL using the guidelines in **Figure 1.o** based on the initial ELPAC as the tool for assessment for English Language proficiency. Should the State of California adjust its recommendations for initial classification of EL and I-FEP, Achieve will adopt the state recommendations and this change will not be considered a material change of the charter.

Figure 1.o Designation Criteria

English Learner (EL)	Initial Fluent-English Proficient (I-FEP)
Overall ELPAC Proficiency Level is level 1 through 3	Overall ELPAC Proficiency Level is at or above the threshold between level 3 and 4

Achieve Academy’s notification to parents or guardians regarding their child’s EL status shall include: :

- Annual English language proficiency level and how it was assessed
- Official language classification
- Instructional program placement
- Progress expectations for the student’s program option
- Reclassification, or program exit criteria
- Instructional program for ELs with a disability (with an IEP) and how such program will meet the objectives of the IEP

Parents and guardians of ELs and IFEP students are informed of the above information via Achieve Academy’s Initial Parent Notification of Language Test Results letter and the Parent Notification of Reclassification Criteria. Achieve Academy translates materials as needed to ensure that parents and guardians of ELs understand all communications and are involved in all processes related to the English language development of their child. Parents and guardians are advised to contact the school if they need additional information.

In addition, EFC provides parent outreach services and meaningfully informs parents with limited English proficiency of other important information regarding Charter School matters to the same extent as other parents.

Please see [Appendix 5 - English Language Development](#) for sample letters regarding Notification and Classification that are sent to families.

Ongoing Assessment, Monitoring, And Reclassification Procedures and Criteria

EFC will comply with all applicable state and federal laws in regard to the testing and service requirements for English Learners. Students who are identified as ELs will take the assessment for English Language proficiency annually to determine growth in English Language proficiency until they are reclassified. A combination of annual assessment for English Language proficiency scores; teacher and staff input and evaluation; parental opinion and consultation; and a comparison of pupil performance in basic skills as compared to English proficient students are used to determine eligibility for reclassification of students, as detailed in **Figure 1.p**. This will include use of the Observation Protocol for Teachers of English Learners (“OPTEL”) for Criterion 2 and 3, following completion of field testing in 2020. Should the State of California change its tools and/or recommendations for reclassification, EFC will adopt the state tools and/or recommendations and this change will not be considered a material change of the charter.

Achieve Academy recognizes that English Learners might also have additional challenges learning to read. Therefore, Achieve Academy will collect weekly data on reading progress targeting English learners specifically, to ensure students not making progress receive targeted interventions during A¹.

Figure 1.p Reclassification Criteria

Criterion 1: Assessment of English Language Proficiency	Criterion 2: Teacher Observation & Assessment	Criterion 3: Parental Opinion & Consultation	Criterion 4: Mastery of Basic Skills
Assessment of language proficiency, including but not limited to performance on the ELPAC.	Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery and use of the OPTEL.	Parental opinion and consultation, including, but not limited to, a review of the pupil's curriculum mastery and use of the OPTEL.	Analysis of basic skills mastery to determine if the student is sufficiently proficient to participate effectively in the curriculum without EL supports and scaffolds (e.g., FastBridge).

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

Please see [Appendix 5 - English Language Development](#) for sample letters regarding Designation and Redesignation that are sent to families.

Strategies for Supporting English Learners

EFC and Achieve Academy have adopted the California ELD Standards, which focus on ELs interacting in meaningful ways with the content as well as learning about how English works. Anchored in these standards and framework, Achieve Academy’s strategy for supporting ELs takes a dual pronged approach:

- Integrated English Language Development
- Designated English Language Development

Teachers are involved in program development, and families are informed of the plan and provided opportunities for feedback through existing parent leadership structures.

Integrated ELD

Achieve Academy practices a full inclusion model for all students, including ELs, in which teachers engage students in standards-aligned curriculum. Embedded within grade-level instruction are core pedagogical practices grounded in research on English language acquisition and academic literacy, ensuring ELs receive consistent Integrated ELD strategies.

Instructional Model

Achieve Academy utilizes an Integrated ELD model in which all students are instructed in English by teachers who are specially trained in methods and strategies that promote rapid acquisition of English as well as academic knowledge in academic subjects. These methods and strategies, drawn from such resources as Guided Language Acquisition Design (“GLAD”) and Quality Teaching for English Learners (“QTEL”), front load the content vocabulary and the forms and functions of language students will need in order to explore and express their understanding of content. Students then practice these within such classroom structures as heterogeneous cooperative grouping and inquiry-based learning, which each provide an authentic context and desire for the production of English. Teachers are supported in analyzing formative and summative assessment data to inform instruction for ELs based on English language level in alignment with ELDS and California Framework for ELD.

EFC emphasizes the following core tenants in implementation of practices to serve ELs:

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

Key Principles

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

1. Leveraging Heterogeneity & Collaboration
2. Experiential Learning

3. Language and Content Integration

Leveraging Heterogeneity & Collaboration

Achieve Academy's approach to supporting ELs is based on the understanding that children who are emergent bilinguals and arriving with limited knowledge of English, still have a large array of abilities, knowledge, and experiences - linguistic, cognitive, artistic, social - in many other spheres. Achieve Academy's instructional program is designed to leverage cultural and linguistic diversity by using heterogeneous and collaborative structures that build on the strengths of every member of the school community. Students who are not proficient in English or who have low literacy skills generally do not lack cognitive or intellectual capacity and come to school with rich and varied experiences and perspectives to offer. The challenge for teachers is how to leverage this diversity for all students in the classroom.

It is for this reason that heterogeneity and collaboration are inextricably linked. Well-designed collaborative groupings enable students of different levels to access material, learn from one another, and broaden their perspectives. Heterogeneity in a classroom is not only a challenge to be overcome; it is an asset to be leveraged. If students are not organized into collaborative groupings and not working on projects that require joint effort, there is little opportunity for them to benefit from the diversity their classmates bring. In contrast, when students work on collaboratively structured projects, they have the opportunity to study a problem in depth, and to work in an environment in which variety is expected.

Collaborative structures of the classroom can also be useful for students who need native language support to grasp the content. Through small group discussions, students have the opportunity to first comprehend the content in their native language (thereby developing their native language) before needing to articulate their understanding (through discussions, projects, presentations) in English. Research indicates that content knowledge in one language transfers to another, and that developing students' native languages supports growth in English.

Strategies for leveraging Heterogeneity & Collaboration for ELs at Achieve Academy include, but are not limited to, the following:

- Students are grouped heterogeneously with respect to English proficiency level, academic background, native language, and literacy level.
- Lessons are carefully structured but are also open-ended enough to provide multiple access points for different levels of students to meaningfully engage.
- Instruction is student-centered, draws on students' prior experiences, including their experience of immigration and knowledge of their native languages and countries, and provides ample room for student discussion and collaborative work.
- Native languages of students are acknowledged positively and used as a resource. Projects that require students to read and write in their native languages are incorporated into the curriculum.
- Instruction is collaborative so that students have multiple opportunities to interact with one another using oral language (both English and native languages) to discuss content.
- Teachers are organized in teams and have time on a weekly basis to collaborate to plan curriculum, review student data, and address the academic and social needs of students.

Experiential Learning

The experiential learning component of Achieve Academy's model is supported by language acquisition research that indicates conceptual understanding precedes language. Accordingly,

language emerges most naturally in purposeful, language-rich, interdisciplinary study. Conceptual understanding often cannot come just from reading words off a page, especially when those words are not in a student's first language. Providing students with rich experiences offers multiple entry points into texts, engaging them in ideas and learning, from which language and content understanding can emerge. Classroom experiences provide students with the opportunity to apply and extend their developing linguistic, socio-cultural, and cognitive skills in meaningful settings.

The following language acquisition research informs the design of Achieve Academy's experiential learning:

- Merrill Swain's work⁸⁸ highlights the importance of meaningful output. According to Swain, meaningful output is central to language acquisition because it provides learners with opportunities to work with developing language in contextualized, meaningful situations. At Achieve Academy, ELs have rich context and authentic purposes for their interactions. They regularly engage in group tasks which allow them to negotiate meaning and produce meaningful output in English. In short, our students are constantly engaged in conversations with peers and teachers that foster meaningful output.
- Researcher Jim Cummins⁸⁹ underscores the importance of embedding academic language in context, making academically demanding content easier for ELs to understand. At Achieve Academy, academic content is regularly embedded in rich context. Students frequently engage in hands-on learning, with materials, tools, and manipulatives that give ELs context for their academic learning.
- Stephen Krashen⁹⁰ asserted that learners have an affective filter that influences how much learning can take place. Students who have high learner anxiety, low self-confidence, and low motivation are said to have high affective filters that can prevent them from learning. ELs are especially prone to having a high affective filter. At Achieve Academy, the design principle of personalization, as well as our focus on social-emotional learning, creates a school culture in which our ELs can experience a lower affective filter, making the learning more accessible to them. The high motivation that results from engaging in relevant learning also reduces this filter for ELs.
- Krashen also hypothesized that English learning requires comprehensible input - meaningful input based on real communication that is immediately comprehensible to the language learner. His theory is represented by the formula $i + 1$, with the "i" representing the input and "+1" representing the next level where language is advanced just enough so that the learner is challenged but able to learn. Embedded within Achieve Academy's program are ample opportunities for students to receive comprehensible input. English Learners are strategically grouped with peers who can provide this $i + 1$ input.

Language and Content Integration

The practice of integrating language and content is connected to experiential learning and collaboration. Providing ELs with rich experiences and tangible, hands-on ways to access materials builds their knowledge of a content area and provides a need to develop the language to explain the

⁸⁸ See Swain, M. (1985), "Communicative competence: Some roles of comprehensible input and comprehensible output in its development".

⁸⁹ See Cummins, J. (1984), "Bilingualism and special education: Issues in assessment pedagogy".

⁹⁰ See Krashen, S. (1982), "Principles and practice in second language acquisition."

acquired knowledge. Language in this sense is an outgrowth of content. However, when ELs negotiate the meaning of the content and clarify understanding, the language becomes a vehicle for deepening content comprehension. In order to discuss the content effectively, teachers need to provide support for students to develop the necessary vocabulary and language structures. These are acquired through multiple opportunities to apply them in conversations and activities.

Practices that support language and content integration for ELs include, but are not limited to, the following:

- Every teacher teaches content, and every teacher teaches language.
- Teachers proactively seek language learning opportunities in all content (e.g. identifying language features of content and eliciting or explaining rules and providing students with opportunities to apply them in context).
- Projects/activities during academic instruction and ACT include clear content and language objectives.⁹¹

CCSS and NGSS

The CCSS and NGSS raise the expectations for all students and require a higher level of expertise and support for our ELs. Achieve Academy will use the English Language Development Standards in tandem with the CCSS and NGSS. Teachers will use research-based instructional strategies to support ELs in the content areas.

Common Core English Language Arts

Specific strategies will be used to support ELs as they tackle the CCSS in ELA and the English Language Development Standards. Teachers will provide instruction in units of study to assist students in building vocabulary. Different sources on one topic help build context and accelerate vocabulary acquisition. To support writing, students will be exposed to different types of writing, assignments will be meaningful to the student, and assessment will focus on content and not only mechanics. Speaking and listening for English learners will require other conversation protocols.

Common Core Mathematics

During mathematics instruction, the overall focus will be on mathematical thinking. This oral discourse is key for ELs as noted in the ELA/ELD Framework. Just as teachers focus on meaningful and engaging activities designed to build content knowledge before strategically delving into specific information about the language of this content, the California ELD Standards are organized with the focus on meaning and interaction first and the focus on knowledge about the English language and how it works afterward.⁹² The Mathematical vocabulary will be taught within context and not in isolation. Finally, the software used in our blended learning program allows students to manipulate models and hear feedback orally in a differentiated way.

Next Generation Science Standards

In science integrated instruction will involve support through extensive models and diagrams. This strategy will allow learners to describe functions and relationships before acquiring the technical vocabulary. Additionally, ELs will have extensive academic discourse to build their ability to reason orally before moving onto writing. As ELs progress along the ELD continuum, teachers can adjust the

⁹¹ See Internationals Network for Public Schools (2012), "Great Minds Think Differently: Strategies for Helping ELLs Thrive in Heterogeneous Classrooms".

⁹² See p.80, Chapter 2, California Draft ELA/ELD Framework.

level of support they provide students in the academic vocabulary of science. Finally, examples of journaling, reports and other written assignments along with opportunities to revise language will support learners as they master the NGSS.

Social Studies

Although the California Social Science Standards have not been changed, Achieve Academy will build the competence of students in ELD and content in anticipation of a rigorous set of expectations aligned with the CCSS. This preparation includes practice with academic discourse, units of study, extensive use of maps and graphic organizers.

Please see [Appendix 5 - English Language Development](#) for ELD Program Materials.

Designated ELD

EFC's Designated ELD program recognizes that academic language proficiency is a separate skill from everyday speech and writing. It is the language of texts, of academic discussion, and professional writing. Without it, students will not achieve long-term success in school and beyond. Formal, academic English is used to problem-solve, weigh evidence, and think critically. It is required to negotiate the dense-print paperwork associated with adult independence, such as: banking, healthcare, and property rental. Yet, once many students reach the Intermediate and Advanced levels of ELD, they no longer receive formal language instruction. When students learning English transition into core content courses, increased emphasis on subject matter knowledge allows little time for language instruction.

Achieve Academy's Designated ELD model supports English Learners with daily, explicit language instruction targeted at their developmental level. Teachers are trained in designated ELD approaches, to provide differentiated targeted ELD instruction in alignment with students' English proficiency levels and areas of need. Additionally, EFC's designated ELD focuses on teaching language that explicitly prepares ELs to engage in learning across all subject areas and in real-life situations.

As part of designated ELD, EL students receive explicit Academic English language instruction. Academic English language instruction at Achieve Academy includes three components: cognitive tasks, academic language, and proficiency.

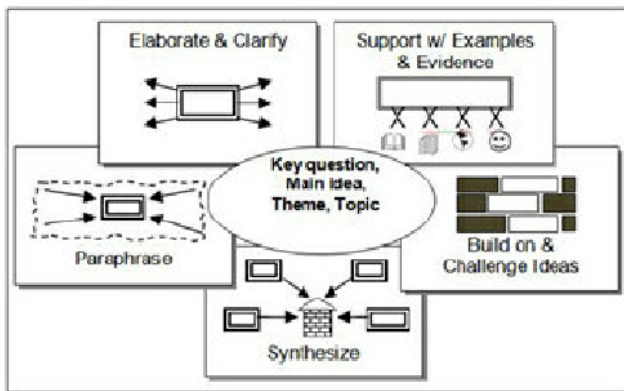
- ❖ Cognitive tasks include explicit teaching of language functions. Achieve Academy will teach language functions by explicitly teaching ELs to:
 - Describe
 - Ask questions
 - Estimate
 - Infer
 - Identify cause & effect
 - Predict
 - Compare & contrast
 - Persuade
 - Summarize
- ❖ Academic language includes linguistic functions. Achieve Academy will teach linguistic elements by teaching ELs:
 - Academic vocabulary

- Domain-specific and general
 - Morphology
 - Syntax and grammatical features
 - Sentence structures
 - Parts of speech
 - Verb tense/mood
 - Subject/verb agreement
 - Discourse patterns
- ❖ Proficiency includes language fluency. Achieve Academy will maximize student opportunity to practice Listening, Speaking, Reading and Writing to accelerate the development of fluency in each of these areas and emphasizes receptive and expressive related to academic tasks.

Instructional Strategies

EFC’s Designated ELD instructional strategies include:

- ❖ Teachers re-teach strategies through modeling, think-alouds, and guided practice across a variety of appropriate-level texts
- ❖ Teachers use grade-level texts and, when at a student’s frustration level, they read the content to the student, and guide and practice comprehension orally
- ❖ Students have multiple opportunities throughout the day to build their oral language by engaging in accountable talk protocols like think-pair-share
- ❖ Facilitate academic discussions using resources from Jeff Zwiers’ *Academic Conversations* (see diagram below)



Please see [Appendix 5 - English Language Development](#) for ELD Program Materials.

ELD Interventions

EFC’s MTSS system is designed to target the root cause of a student’s individual challenges. Students not making progress academically because there are specific challenges with their English language development, will receive a targeted ELD intervention at Tier 1.

The teacher will be able to pinpoint language development gaps and provide targeted direct instruction in the gap area. Should that student not make adequate progress and require additional

ongoing Tier 2 support in addition to the Tier 1 targeted ELD instruction, he or she would receive Tier 2 ELD interventions during the A² block.

Achieve uses blended learning and will continue to research and seek out strong English Language Development programs that are online and adaptive. In addition to finding a strong online adaptive program to supplement and support our interventions programming, Achieve Academy will provide targeted Tier 2 instruction using a research-based comprehensive interventions curriculum like Lexia, SIPPS Plus, and Wilson Reading.

Achieve Academy currently resources an additional tutor across all of its general education classrooms (Board approval required annually). K-2 tutors are trained in early literacy interventions like SIPPS and developing academic language. 3-5 tutors are also trained in programs like SIPPS. Developing academic language, and targeted vocabulary instruction leveraging programs like Flocabulary.

Monitoring Reclassified Students

Achieve Academy will use the CAASPP/CMA/CAA, Multiple Measure scores, and teacher assessments and observations to semi-annually monitor the progress of R-FEP students for a period no less than four years after reclassification. Student performance shall be reviewed at least at each semester. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need.

Monitoring and Evaluation of Program Effectiveness

Achieve Academy evaluates the effectiveness of its education program for ELs by:

- Adhering to Achieve Academy-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Newcomers

Students brand new to the country and/or English have unique and personal needs. Achieve generally attracts a large Newcomer student population relative to Oakland at large. Newcomers at grades TK-2 are generally supported in classrooms by trained General Education teachers, with a focus on oral and written language development. They receive targeted interventions in class from the TK-2 tutors and from teachers during the A² block. Newcomer students in grades 3-5 receive targeted ELD support from a trained Newcomer tutor or ELD specialist and from the classroom teacher during the A² block. All 3-5 classrooms staff an additional Americorps tutor (Board approval pending) who is trained to support Newcomer students. Research on students new to the country identifies a few important elements for their success. The way Achieve Academy addresses those elements is listed below.

1. Systematic Support of Students

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

2. Heterogeneous Grouping

Informed by best practices from the International Network of Public Schools, which serve 100% newcomers, Achieve Academy's approach to serving newcomers will be to group students heterogeneously with other students at varying levels of language acquisition during core content instruction. They will be supported by classroom teachers and supplemental staff, but the learning of English from peers will be a core part of their program for part of their day.

3. Personalized, adaptive language learning

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

Charter School Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Section 47605(c)(5)(A)(ii), please refer to Achieve Academy's Local Control and Accountability Plan ("LCAP"), attached as [Appendix 1- Theory of Action](#) for a reasonably comprehensive description of the Charter School's annual goals and specific annual actions to achieve those goals, for all pupils (i.e., schoolwide) and for each subgroup of pupils as identified in Education Code Section 52052, for each of the eight (8) state priorities identified in Education Code Section 52060(d).

ELEMENT 2: MEASURABLE STUDENT OUTCOMES
ELEMENT 3: METHOD OF MEASURING PUPIL OUTCOMES

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” – Ed. Code § 47605(c)(5)(B)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” – Ed. Code § 47605(c)(5)(C)

Increases in Student Academic Achievement, Overall and by Subgroup In accordance with Education Code section 47605(c)(5)(B), Charter School’s pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in paragraph (4) of subdivision (c) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Charter School’s LCAP goals will serve as the goals for this section unless Charter School’s LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below.

Charter School hereby grants authority to the State of California to provide a copy of aggregated (by school, numerically significant subgroups, etc.) test results directly to the District. Test results for the prior year, if not provided directly to the District by the State in a timely manner, will be provided by the Charter School to the District, upon request, no later than September 1 of each year.

Additional Measurable Pupil Outcomes

ACADEMIC MPOs

Category	Measure	Target
Student proficiency in ELA	Distance from Met (DFS) on the SBAC,	Improve annually overall and for all significant subgroups, using the following criteria: <ul style="list-style-type: none"> ● DFS < -90, then annual target = -70 average DFS ● DFS = -90 to -50, then annual target = increase of 20 points ● DFS = -49 to -20, then annual target = increase of 15 points ● DFS = -19 to -8, then annual target = -5 average DFS ● DFS = -7 to +7, then annual target = increase of 3 points ● DFS > +8, then annual target = +10 average

		DFS
Student proficiency in Mathematics	DFS on the SBAC	<p>Improve annually overall and for all significant subgroups, using the following criteria:</p> <ul style="list-style-type: none"> • DFS < -115, then annual target = -95 average DFS • DFS = -115 to -70, then annual target = increase of 20 points • DFS = -69 to -40, then annual target = increase of 15 points • DFS = -39 to -28, then annual target = -25 average DFS • DFS = -27 to -3, then annual target = increase of 3 points • DFS > -2, then annual target = +0 average DFS
Progress towards English fluency	English Language Proficiency Assessments for California (ELPAC)	At least 45% of ELs make annual progress toward English fluency, as reported on the California Schools Dashboard

CULTURE MPOs

Category	Measure	Target
Student Satisfaction with Academic Program	SCAI Survey, Domain 6 (Learning & Assessment)	In grades 3+, average 3.5 or higher
Family Satisfaction with Academic Program	SCAI Survey, Domain 6 (Learning & Assessment)	Average 3.5 or higher
Attendance Rate	P2-ADA	94% or higher
Chronic Absenteeism	CBEDS and reported on the CA Schools Dashboard	<p>Decrease annually overall and for each numerically significant subgroup, using the following criteria:</p> <ul style="list-style-type: none"> • If > 25.9%, then annual target = 20% • If 20% to 25.9%, then annual target is a 6% reduction. • If 13% to 19.9%, then annual target is a 3% reduction • If 10% to 12.9%, then annual target is a 1.7% reduction • If 4.6% to 9.9%, then annual targets is a 0.5%

		reduction <ul style="list-style-type: none"> • If < 4.6%, then annual targets is to maintain
Suspension rate	CBEDS and reported on the CA Schools Dashboard	Decrease annually overall and for each numerically significant subgroup, using the following criteria: <ul style="list-style-type: none"> • If > 9%, then annual target = 6% • If 6% to 8.9%, then annual target is a 3% reduction • If 4% to 5.9%, then annual target is a 1% reduction • If 0.6% to 3.9%, then annual target is a 0.3% reduction • If < 0.6%, then annual target = 0.5%
Expulsion rate	CBEDS and reported on the CA Schools Dashboard	0%

Application of Education Code section 47607.3

Under Education Code section 47607.3, if Charter School meets certain criteria outlined in section 47607.3(a), the following shall apply:

- Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The entity providing technical assistance may request assistance from the California Collaborative for Educational Excellence, which may, after consulting with the Superintendent and with the approval of the State Board, provide advice and assistance to the charter school.
- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

Pupil Outcomes

The Charter School has clearly defined schoolwide and student outcome goals in compliance with Education Code sections 47605(c)(5)(B) and 52060(d).

Preparation for Success

EFC and Achieve Academy place a high priority on measurable pupil outcomes that value academic achievement and preparation for high achieving secondary 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 their next school.

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

Achieve Academy will pursue schoolwide and subgroup outcome goals, as measured by multiple and varied interim assessments that are aligned to state and federal standards, including the Common Core, and reflect proficiency measures required by the CAASPP, as well as grade-level applicable state priorities detailed in Education Code Section 52060(d) that apply for the grade levels served, or the nature of the program operated, by the charter school. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup is defined as:

- The subgroup consists of at least 30 pupils each of whom has a valid test score.
- For a subgroup of pupils who are foster youth or homeless youth, a numerically significant pupil subgroup is one that consists of at least 15 pupils.

Actions intended to ensure that the Charter School meets its goals and targets are delineated throughout this charter petition (e.g., Element 1: Educational Program; Element 4: Governance and parental involvement; etc.)

Accomplishments in each of the goals and outcomes directly support our mission to provide a distinguished, pre-professional experience in performing arts within a college and career preparatory setting.

The Charter School will continue to examine and refine details of student outcomes to reflect any changes to state or local standards and better serve our school mission, students and community.

21st Century Learning

To be an educated person in the 21st century demands nothing less than global citizenship. Our students are entering a world undergoing technological, cultural, linguistic, climatic, economic, and social disruption. The world students will face when they graduate looks dramatically different than our world today, both in terms of challenges and opportunities; the jobs of tomorrow look different than the jobs of today. In addition, the world is increasingly global and interconnected, requiring interdisciplinary, knowledgeable global citizens who can negotiate questions of justice and morality while grappling with the most complex problems facing our world from climate change, to economic inequities, to international terrorism and conflict.

To be prepared for this evolving world, the vision for EFC's students exceeds common notions of educational attainment and academic outcomes for students. Our vision of the school's graduate is inclusive of college and career readiness. However, we have broader aspirations in which college and career readiness serve as means to deeper life outcomes we hold for all of our students. These outcomes include being able to articulate goals for themselves and having the ability to fulfill them. It also includes the ability to have agency and influence the world around them. This broader definition of a successful young person is informed by the study, "Foundations for Young Adult Success: A Developmental Framework"⁹³ which details a broad range of outcomes necessary for success not just in school, but life.

⁹³ Foundations for Young Adult Success

Informed by this research, EFC has set the following goals to ensure Achieve Academy students are competitive and prepared for success in the 21st century:

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

Academic Content and Performance Standards

Aligned with the State Standards, students will achieve appropriate age- or grade-level mastery of the goals below:

Outcome 1: English Language Arts Goals

- ❖ Students will demonstrate mastery of fifth grade level State Standards in ELA
- ❖ Students will apply literacy skills, particularly those for non-fiction and expository texts to all disciplines, including math, science, and social science
- ❖ Students will develop a better understanding of themselves from the literature they read
- ❖ Students will be prepared to succeed in middle school, high school, college and beyond as highly literate and civic minded citizens

Outcome 2: English Language Development Goals

- ❖ ELs will meet the annual EL growth targets until they are reclassified.

Outcome 3: Mathematics Goals

- ❖ Students will demonstrate mastery of fifth grade level State Standards in math, which will prepare them for higher mathematics in middle school, high school, college, and the workplace.
- ❖ Students will utilize a conceptual understanding of mathematics to solve problems using multiple strategies.
- ❖ Students will communicate an understanding of mathematical logic in the problem-solving process
- ❖ Students will apply mathematical concepts to real world scenarios
- ❖ Students will exchange mathematical ideas, collaboratively solve problems, and engage in peer teaching

Outcome 4: History/Social Science Goals:

- ❖ Students demonstrate mastery of fifth grade level State Standards History-Social Science and English Language Arts & Literacy in History/Social Studies
- ❖ Students apply literacy skills, particularly those for non-fiction and expository texts to the discipline of social studies
- ❖ Students will develop knowledge of history, cultural and historical empathy, an understanding of democracy and constitutional heritage and the critical thinking skills to prepare them for American citizenship
- ❖ Students develop a better understanding of themselves from the literature they read and the history they study
- ❖ Students are prepared to succeed in middle school, high school, college and beyond as highly literate and civic minded citizens

Outcome 5: Science Goals

- ❖ Students will demonstrate mastery of fifth grade level State Standards in science.
- ❖ All students will develop 21st Century Skills in alignment with the Frameworks for 21st Century Learning⁹⁴ that prepare them for higher education, rewarding careers, and the challenges of an ever-changing world
- ❖ All students will cultivate an appreciation of the vital role of science in today's world and be able to apply their analytical skills to their daily lives
- ❖ Students will demonstrate the process of scientific inquiry through experimentation, data collection and analysis, and problem solving
- ❖ Students will apply mathematics in authentic learning experiences within the science curriculum
- ❖ Students will recognize the role of science in the world and use that knowledge to solve difficult engineering tasks

Outcome 6: Technology Goals

- ❖ Students will demonstrate mastery of fifth grade level ISTE and NETS standards:
 - Creativity and Innovation
 - Communication and Collaboration
 - Research and Information Fluency
 - Critical Thinking, Problem Solving, and Decision Making
 - Digital Citizenship

⁹⁴ For more information, see <http://www.battelleforkids.org/networks/p21/frameworks-resources>

➤ Technology Operations and Concepts

- ❖ Students will use technology to effectively communicate, collaborate, and conduct research
- ❖ Students will learn basic computer skills such as word processing, arranging presentations, creating spreadsheets, developing simple websites, basic communications, and using Google Drive
- ❖ Students will learn basic keyboarding skills

Outcome 7: Visual Art Goals

- ❖ Students will demonstrate mastery of fifth grade level State Standards in Visual Arts
- ❖ Students will apply artistic skills to core disciplines of ELA, science, and social science
- ❖ Students will engage in artistic pursuits to cultivate the skills of creativity and collaboration

Outcome 8: Physical Education

- ❖ Students will demonstrate mastery of fifth grade level physical education State Standards
- ❖ Students will demonstrate an understanding of the ways nutrition and exercise impact their physical and emotional health
- ❖ Students will make healthy choices with respect to their diet and exercise
- ❖ Students will identify at least one fitness activity which they enjoy

Outcome 9: Social-Emotional Goals

- ❖ Students will develop self-awareness and self-management skills to achieve school and life success, through:
 - Identifying and managing one's emotions and behavior
 - Recognizing personal qualities and external supports
 - Demonstrating skills related to achieving personal and academic goals
- ❖ Students will use social-awareness and interpersonal skills to establish and maintain positive relationships, through:
 - Recognizing the feelings and perspectives of others
 - Recognizing individual and group similarities and differences
 - Using communication and social skills to interact effectively with others
 - Demonstrating an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways
- ❖ Students will demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts, through:
 - Considering ethical, safety, and societal factors in making decisions

- Applying decision-making skills to deal responsibly with daily academic and social situations
- Contributing to the well-being of one’s school and community

Annual Academic Goals Aligned to State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), **Figure B.1** describes the Charter School’s annual goals and outcomes that align with the skills, knowledge, and attitudes as identified above and in **Element 1** of the charter, which align with the state priorities.

Toward this end, five core goal areas have been identified. Within each of these long-term goals the following have been identified: anticipated average annual outcomes, metrics for assessing progress, and actions and services to support achievement of the goals. These Goals, Outcomes, Metrics/Measures, and Actions/Services as listed shall be reviewed and revised, as needed, on an annual basis as part of the LCAP process and as dictated by the state-adopted LCAP template.⁹⁵ This annual update will specifically include “a description of any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics” in alignment with the LCAP process and state mandated LCAP template. Revisions to the goals, outcomes, metrics, or actions and services stated above that are necessary to implement the LCAP and to maintain alignment with the California Schools Dashboard as it evolves shall not be considered a material revision to the charter, shall be submitted to the authorizer on an annual basis in accordance with Education Code Sections 47604.33 and 47606.5, and shall be maintained by the Charter School at the school site.

In accordance with Education Code Section 47605(c)(5)(B), the Charter School’s pupil outcomes are set related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the Charter School, as that term is defined in subparagraph (B) of paragraph (4) of subdivision (c) of section 47607. As detailed in **Element 1**, these subgroups include: Latinx, African American, Low-income, English Learners, and Students with Special Needs.

In setting goals for student achievement, EFC has taken into consideration the California Dashboard/Accountability System and its desire to see ever improving results for students. In cases where the Charter School is meeting or exceeding the standard for a particular measure, goals are set that maintain that level of accomplishment. In areas where the Charter School is not yet meeting the standard, annual growth goals are established to ensure continuous improvement and work to achieve subgroup parity in alignment with the state’s 5 x 5 grids.

Please see **Appendix 1 - Theory of Action** for the full Achieve Academy LCAP, which is incorporated herein, in addition to Figure B.1 below, to provide a reasonably comprehensive description of Achieve Academy’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B).

Figure B.1 Goals, Outcomes, Actions, and Alignment to State Priorities

Goal 1: Core Instruction				
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⁹⁵ LCAP Template is available at <https://www.cde.ca.gov/fg/aa/lc/documents/approvedlcaptemplate.doc>

Goal & Alignment	Outcomes
<p>Goal 1: Provide engaging, high-quality, rigorous, standards-aligned curriculum in a broad course of study that incorporates 21st century learning opportunities, including math, science, social studies, targeted ELD and ELA; further, teachers will receive high-quality professional development aligned to high priority instructional practices that positively impact student academic achievement and social-emotional development.</p> <p>This work is aligned to the following State Priorities:</p> <p><u>State Priority #2 - Implementation of State Standards</u> Implementation of State Standards, including how the programs and services will enable ELs to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.</p> <p><u>State Priority #4 - Student Achievement</u> Pupil Achievement as measured by all of the following: statewide assessments, the percentage of EL pupils who make progress toward English language proficiency as measured by the ELPAC; the English learner reclassification rate.</p> <p>State Priority #7: <u>Course Access</u> The extent to which pupils have access to and are enrolled in: a broad course of study including courses described under Education Code Sections 51210 and 51220(a)-(i), as applicable; programs and services developed and provided to unduplicated pupils; and programs and services developed and provided to individuals with exceptional needs.</p>	<ul style="list-style-type: none"> ❖ The school will meet EFC academic requirements, as measured by EFC annual evaluation ❖ The school will meet EFC curricular requirements, as measured by EFC annual evaluation ❖ Student proficiency in ELA, as measured by Distance from Met (DFS) on the SBAC, will improve annually or maintain proficiency, overall and for all significant subgroups, using the following criteria: <ul style="list-style-type: none"> ➤ DFS < -90, then annual target = -70 average DFS ➤ DFS = -90 to -50, then annual target = increase of 20 points ➤ DFS = -49 to -20, then annual target = increase of 15 points ➤ DFS = -19 to -8, then annual target = -5 average DFS ➤ DFS = -7 to +7, then annual target = increase of 3 points ➤ DFS > +8, then annual target = +10 average DFS ❖ Student proficiency in Mathematics, as measured by DFS on the SBAC, will improve annually or maintain proficiency, overall and for all significant subgroups, using the following criteria: <ul style="list-style-type: none"> ➤ DFS < -115, then annual target = -95 average DFS ➤ DFS = -115 to -70, then annual target = increase of 20 points ➤ DFS = -69 to -40, then annual target = increase of 15 points ➤ DFS = -39 to -28, then annual target = -25 average DFS ➤ DFS = -27 to -3, then annual target = increase of 3 points ➤ DFS > -2, then annual target = +0 average DFS ❖ Student satisfaction (Grades 3 and above) with the academic program, as measured by responses on the SCAI Survey for Domain 6 (Learning & Assessment), will average 3.5 or higher. ❖ Family satisfaction with the academic program, as measured by responses on the SCAI Survey for

	<p>Domain 6 (Learning & Assessment), will average 3.5 or higher.</p> <ul style="list-style-type: none"> ❖ Teacher satisfaction with the academic program, as measured by responses on the SCAI Survey for Domain 6 (Learning & Assessment), will average 3.5 or higher.
Actions	
<p>The Charter School will engage in the following actions to support achievement of the goal, as set forth and subject to annual revision as defined in the Charter School's LCAP:</p> <ul style="list-style-type: none"> ❖ Identify, develop, and/or purchase curriculum materials to ensure alignment to the State Standards ❖ Conduct an annual evaluation of curriculum to evaluate alignment to the State Standards and make adjustments as necessary ❖ Implement small group reading instruction integrated with adaptive online software to provide dedicated time for students within their Zone of Proximal Development (ZPD) ❖ Develop teacher practice by providing regular, high-quality instructional coaching and feedback, site-based professional development, structured collaboration time, and cycles of inquiry to support: <ul style="list-style-type: none"> ➢ Standards-aligned units of study ➢ Literacy rich learning units, complex text and academic discourse, and writing across the curriculum, with an emphasis on claim/evidence structure ➢ High priority instructional practices ➢ Data driven instruction ❖ Provide Induction Coaching to all teachers holding a preliminary credential as needed to keep them on course to clear their credential during the term of their licensure. ❖ Retain teachers by: <ul style="list-style-type: none"> ➢ Building ample time into the daily and yearly schedule for planning, preparation, and collaboration ➢ Creating opportunities for teacher leadership to continue career growth ➢ Providing a competitive salary and benefits proposal ❖ Instructional leaders and the Principal receive one-on-one coaching on a bi-weekly basis and participate in an Instructional Leader Professional Learning Community (PLC) monthly to develop and advance instructional leadership practice. ❖ Administer an assessment system, including formative assessments (i.e., performance tasks, internal benchmarks, SBAC IABs) and summative assessments (i.e. SBAC, CAST, ELPAC) that allows students to demonstrate subject-area mastery, aligned to the State Standards ❖ Align and leverage data management systems to track student progress toward proficiency in relation to growth targets ❖ Support ongoing analysis of student work and benchmark data by teachers during professional development and one-on-one instructional coaching, to inform instruction. ❖ Monitor student proficiency data on an ongoing basis in the School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in the State Standards. Actions and distribution of resources specifically include coaching to elevate teacher practice. 	

<ul style="list-style-type: none"> ❖ Engage stakeholders - staff, families (including FLC/SSC and ELAC), and Board - in analyzing qualitative and quantitative data to evaluate the effectiveness of actions in achieving goals, then adjusting goals, actions to achieve goals, measurable outcomes, and methods of measurement for these outcomes as needed to address gaps 				
Goal 2: Multi-tiered Systems of Support				
Goal & Alignment		Outcomes		
<p>Goal 2: Implement a rigorous whole child approach that not only meets the basic needs of our students, but also takes into consideration their socio-emotional, academic, behavioral, and linguistic needs.</p> <p>This work is aligned to the following State Priorities:</p> <p><u>State Priority #2 - Implementation of State Standards</u> Implementation of State Standards, including how the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.</p> <p><u>State Priority #4 - Student Achievement</u> Pupil Achievement as measured by all of the following: statewide assessments, the percentage of English learner pupils who make progress toward English proficiency as measured by the ELPAC; the English learner reclassification rate.</p>		<ul style="list-style-type: none"> ❖ Student proficiency in ELA, as measured by DFS on the SBAC, will improve annually or maintain proficiency, overall and for all significant subgroups, using the following criteria: <ul style="list-style-type: none"> ➤ DFS < -90, then annual target = -70 average DFS ➤ DFS = -90 to -50, then annual target = increase of 20 points ➤ DFS = -49 to -20, then annual target = increase of 15 points ➤ DFS = -19 to -8, then annual target = -5 average DFS ➤ DFS = -7 to +7, then annual target = increase of 3 points ➤ DFS > +8, then annual target = +10 average DFS ❖ Student proficiency in Mathematics, as measured by DFS on the SBAC, will improve annually or maintain proficiency, overall and for all significant subgroups, using the following criteria: <ul style="list-style-type: none"> ➤ DFS < -115, then annual target = -95 average DFS ➤ DFS = -115 to -70, then annual target = increase of 20 points ➤ DFS = -69 to -40, then annual target = increase of 15 points ➤ DFS = -39 to -28, then annual target = -25 average DFS ➤ DFS = -27 to -3, then annual target = increase of 3 points ➤ DFS > -2, then annual target = +0 average DFS ❖ At least 45% of will make annual progress toward English fluency \as measured by the English Language Proficiency Assessments for California (ELPAC) and California Schools Dashboard. 		

Actions				
<ul style="list-style-type: none"> ❖ Implement and refine a Multi-Tiered System of Support program and Coordination of Services Team (COST) process to identify students and align supports for Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELs, services for foster youth, and services for students from low-income families). ❖ Implement small group reading instruction and leverage adaptive online software to provide dedicated time for students to work within their Zone of Proximal Development (ZPD) ❖ Provide wrap-around social-emotional support to students through case managers who support relationships among students, families, and staff. ❖ Provide individual and group therapy by school counselors through the MTSS program. ❖ Provide all English Learners with designated ELD instruction targeted to their proficiency level, aligned to the new ELD standards, and designed to move them toward English proficiency. ❖ Provide teachers and leaders with professional development on the use of Integrated ELD practices within core subjects, with ongoing coaching and feedback to support implementation. ❖ Provide teachers and leaders with professional development on Universal Design for Learning to support a range of learners ❖ Conduct additional Learning Team meetings, as needed, to support families of migratory children prior to or upon return of an extended absence. ❖ Support homeless students and families in the application and enrollment process, to ensure barriers do not exist for these children. Once enrolled, utilize reservation funds for homeless education to support individualized services. 				

Goal 3: Community & Culture

Goal & Alignment	Outcomes
<p>Goal 3: All students and families feel welcome at school. Students attend school in a safe, engaging and nurturing environment. Families are empowered to participate in decisions regarding implementation of curriculum, school culture, and community engagement.</p> <p>This work is aligned to the following State Priorities: <u>State Priority #3 - Parental Involvement</u> Parental involvement and family engagement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation in programs for unduplicated pupils and individuals with exceptional needs. <u>State Priority #5 - Student Engagement</u> Pupil engagement, as measured by school</p>	<ul style="list-style-type: none"> ❖ Attendance rate, as measured by P2-ADA, will be 94% or higher on annually on average ❖ Chronic Absenteeism, as measured by CBEDS and reported on the CA Schools Dashboard, will decrease annually overall and for each numerically significant subgroup, using the following criteria: <ul style="list-style-type: none"> ➢ If > 25.9%, then annual target = 20% ➢ If 20% to 25.9%, then annual target is a 6% reduction. ➢ If 13% to 19.9%, then annual target is a 3% reduction ➢ If 10% to 12.9%, then annual target is a 1.7% reduction ➢ If 4.6% to 9.9%, then annual targets is a 0.5% reduction ➢ If < 4.6%, then annual targets is to maintain ❖ Annual year-to-year return rate of students, as measured by enrollment audit, will be 80% or

<p>attendance rates and chronic absenteeism rates</p> <p><u>State Priority #6. - School Climate</u></p> <p>School climate, as measured by all of the following, as applicable:</p> <p>A. Pupil suspension rates</p> <p>B. Pupil expulsion rates</p> <p>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p>	<p>higher</p> <ul style="list-style-type: none"> ❖ Suspension rate, as measured by CBEDS and reported on the CA Schools Dashboard, will decrease annually overall and for each numerically significant subgroup, using the following criteria: <ul style="list-style-type: none"> ➢ If > 9%, then annual target = 6% ➢ If 6% to 8.9%, then annual target is a 3% reduction ➢ If 4% to 5.9%, then annual target is a 1% reduction ➢ If 0.6% to 3.9%, then annual target is a 0.3% reduction ➢ If < 0.6%, then annual target = 0.5% ❖ Expulsion rate, as measured by CBEDS and reported on the CA Schools Dashboard, will be 0% ❖ Student satisfaction with school culture, as measured by responses on the SCAI Survey for Domain 7 (Attitude and Culture), will average 3.5 or higher. ❖ Family satisfaction with school culture, as measured by responses on the SCAI Survey for Domain 7 (Attitude and Culture), will average 3.5 or higher. ❖ Teacher satisfaction with school culture, as measured by responses on the SCAI Survey for Domain 7 (Attitude and Culture), will average 3.5 or higher.
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Actions

	<ul style="list-style-type: none"> ❖ Provide a healthy meal program to ensure students have the nourishment necessary to learn. ❖ Annually refine and implement attendance team structure and systems to promote positive attendance and decrease chronic absence. ❖ Provide an after-school program that provides students with safe harbor until 6 pm daily, with academic support and enrichment opportunities. ❖ Leverage a Positive Behavior Intervention System (PBIS) that takes proactive action in establishing a strong school 			
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	<p>culture and focuses on increasing the positive incentive systems in classrooms and school wide.</p> <ul style="list-style-type: none"> ❖ Align SEL work throughout the school and provide support for teachers on Tier 1 strategies for behavior intervention. ❖ Use morning meeting structures to provide a small venue in which students are supported socially, emotionally, and academically. ❖ Expand and engage families in community events (i.e. back to school nights, celebrations of learning) and capacity-building learning experiences built around parent interests, assets, and inquiries. ❖ Hold quarterly Learning Team meetings with parents, students, teachers and guides that engage families as full partners in their child's education. ❖ Expand parent communication, including increased Spanish translation services and working in good faith with families with special needs to provide accommodations (i.e., sign language) to decrease barriers to participation. ❖ Actively recruit bilingual staff when hiring new staff members. ❖ Provide opportunities for families to advise the school through informal broad-based structures (i.e. annual survey, Learning Team meetings, workshops) and formal parent leadership structures (i.e., FLC/SSC and ELAC). ❖ Recruit Parent Representatives and provide leadership training to develop their capacity to 			
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	<p>facilitate the FLC committee aligned to clear, defined goals.</p> <ul style="list-style-type: none"> ❖ Support Family Leadership Committee FLC in developing parent understanding of grade level standards, strategies for supporting their child, implementation of restorative practices, and the Achieve Academy graduate profile. ❖ Engage FLC in jointly developing, reviewing, and agreeing upon the annual plan for family engagement. 			
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Goal 4: Operations

Goal & Alignment	Outcomes
<p>Goal 4: All students have access to a safe and clean learning environment and appropriate educational resources, learning opportunities and services.</p> <p>This work is aligned to the following State Priorities: <u>State Priority #1 - Basic Services</u> The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</p>	<ul style="list-style-type: none"> ❖ Teachers meeting the California credentialing requirements for the subject area and grade level assigned will be 95% or higher, as measured by CBEDS and reported on the SARC ❖ The school will meet EFC facilities requirements, as measured by EFC annual evaluation ❖ Student satisfaction with the facility, as measured by responses on the SCAI Survey for Domain 1 (Physical Appearance), will average 3.5 or higher. ❖ Family satisfaction with the facility, as measured by responses on the SCAI Survey for Domain 1 (Physical Appearance), will average 3.5 or higher. ❖ Teacher satisfaction with the facility, as measured by responses on the SCAI Survey for Domain 1 (Physical Appearance), will average 3.5 or higher.

Actions

<ul style="list-style-type: none"> ❖ Recruit teachers with authorizations and credentials appropriate for their assignment by: <ul style="list-style-type: none"> ➢ Developing a recruitment plan each Fall, with implementation beginning each Winter ➢ Partnering with teacher preparation programs and teacher recruitment programs to attract new teachers ➢ Incentivizing referrals within the organization ➢ Providing a competitive salary and benefits proposal ➢ Utilizing a signing bonus incentive as needed ❖ Annually refine and implement a safety plan prior to the first day of school. ❖ Implement facilities walkthroughs four times annually using a walkthrough rubric. ❖ Hire and train custodial, clerical, technical, and office staff to ensure effective and efficient school operations and clean and safe facilities.
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- ❖ Ensure the school has adequate materials, supplies and equipment
- ❖ Provide a safe, clean, well-equipped and inspiring learning environment for children
- ❖ Jointly develop, monitor, and review a school improvement plan as part of the annual Site Planning process, which provides the foundation for the LCAP and LCAP Federal Addendum, to ensure a unified approach to serving students and across programs, including Title I, Part A and Title II Part A. This includes a needs assessment in the Fall, monitoring of outcomes over the year, and review, revision (as needed), and approval of the following year's plan in the Spring.

The plan above, which lists measurable pupil outcomes, will drive work at Achieve Academy and collaboration between Achieve Academy and EFC. Teachers will be provided regular dedicated time to review their plans for the achievement of the outcomes outlined above, 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 Achieve Academy 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 secondary 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.

In addition to the goals stated above, the Charter School will develop additional outcomes to meet state and federal accountability requirements as they may be developed in the future, as applicable to the Charter School.

Methods To Measure Pupil Outcomes

Summary

The Charter School will meet all statewide standards and will conduct all pupil state assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

Please refer to the LCAP (Appendix 1) for a complete description of the assessments the Charter School shall utilize in its educational program, which are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area. The Charter School affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in its LCAP, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(c)(5)(C).

Theory of Action on Assessments

EFC will support teachers at Achieve Academy (in providing instruction that develops student mastery of grade-level content standards. EFC and Achieve Academy believes 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 informs educators on progress towards grade-level mastery. Through strengthening our data practice:

- Teachers are able to adjust instruction to meet student needs and design instruction for achievement of the measurable pupil outcomes.
- Students are able to monitor and reflect upon their progress toward learning targets.

- Families are able to understand their child’s needs and how to support growth at home.

Taken together, measurable pupil outcomes and student performance on assessments are at the heart of our collective accountability for student learning.

Assessment is not always a formal scheduled activity. In fact, in teaching and learning, assessment takes place constantly through observation of student learning, teacher and student reflection, collection of student work, discussion between teacher and student, and formal and informal testing. Our goal is to capture as much of that data as possible so teachers, instructional support staff, and students have as much information as possible to guide their learning and decision-making. The integration of technology exponentially increases the quantity and quality of accessible assessment data, and Achieve Academy will leverage technology to formally capture and track assessment data on academic, social-emotional, physical, and college-ready skills development.

Multiple Measures/Assessments Selected

The Assessment Matrix provided in **Figure 3.a** below includes multiple forms of assessments to be used at Achieve Academy 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 Achieve Academy and administrators and staff at EFC can monitor that progress for each student. Teachers will use numerous other assessments on a regular basis that are specific to their content areas. In addition, students who are dramatically academically behind may be assessed more frequently in their intervention areas as part of their tier 2 interventions plan.

Figure 3.a Assessment Matrix

Subject	Grade Levels	Assessment	Annual Frequency
ELA	K-5	Curriculum Embedded Assessments	8 - 10x
	K-5	Writing Performance Tasks	2 - 4x
	K-5	FastBridge Literacy Screener and Progress Monitoring	3 - 4x
	3-5	CAASPP Summative Assessment	1x
	3-5	SBAC Interim Assessment Blocks	2 - 3x
	K-5	Blended Learning usage a progress data (e.g., Lexia and Reading Plus)	Ongoing
Math	K-5	Curriculum Embedded Assessments	8 - 10x
	3-5	CAASPP Summative Assessment	1x

	3-5	SBAC Interim Assessment Blocks	2 - 3x
	K-5	Blended Learning usage a progress data (e.g., Zearn)	Ongoing
ELD	K-5	ELPAC	1 - 2x
Science	5	California Science Test (CAST)	1x
Physical Fitness	5	Physical Fitness Test (PFT)	1x
Multiple	K-5	Report Cards	3x

The measurable pupil outcomes draw upon the State Standards. They are specific, measurable, 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.

The assessment landscape is rapidly changing, with new and innovative products emerging in alignment with the State Standards. As such, with the exception of assessments mandated within the California Assessment of Student Progress and Proficiency (CAASPP), assessment tools as listed are to be considered iterative and EFC and Achieve Academy do not commit to using the specific assessment tool listed. Rather, 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.

Please see [Appendix 6 - Assessment](#) for the 2020-21 Assessment Calendar.

Criterion-Referenced and Formative Assessments

Criterion-referenced/standards-aligned assessments and diagnostic/formative assessments are key parts of the EFC and Achieve Academy 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 to inform instruction and track and monitor student growth and learning. Achieve Academy distinguishes between three types of formative assessments as distinct from organization-wide benchmark assessments.

- Checks for understanding will take place frequently and give teachers immediate information about student understanding to allow for in-the-moment feedback to students and instructional adjustments.
- Common Formative Assessments are connected to individual learning targets deconstructed from standards and/or groups of targets.

- Interim benchmark assessments are cumulative common formative assessments that give teachers information not just about the most recent unit of study, but about all major content and skills covered in the year up to the time of administration.

Achieve Academy teachers will regularly use checks for understanding, common formative assessments, and interim assessments. Additionally teachers will utilize blended learning data to track usage and progress on blended learning programs. Teachers will use collaborative time to analyze the results of common formative assessments, share best practices surfaced by the results of assessments, and make plans to intervene on behalf of students who have not yet mastered the covered material.

In addition, all assessment data will be captured in student report cards. Achieve Academy's report cards will report on student progress on grade-level mastery of standards.

EFC has revised its report cards to align with the Common Core standards. Report card scores are not based on cumulative averages, but rather against the criteria of whether the student has demonstrated mastery of the standard.

Please see [Appendix 6 - Assessment](#) for the Data Analysis Protocol, RELAY Results Meeting Protocol, and Weekly Data Meeting Template used by Teachers, as well as a Sample Report Card.

State Assessments

Pursuant to California Education Code Section 47605(d)(1), Achieve Academy with support from EFC, will annually administer and/or report each of the following assessment measures under CAASPP, or legal equivalent, to all applicable students, i.e., SBAC, CAA, CAST, ELPAC, and PFT:

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

EFC will adjust this list as changes are made at the state and federal level, to ensure continued compliance with accountability requirements as set forth in the Education Code, and federal accountability law to the extent applicable. Any changes in assessments conducted by Achieve Academy to comply with state and federal mandates shall not be considered a material revision of the charter

State Assessment Modifications and Accommodations

Children with disabilities either under the IDEA or Section 504 are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate..

Additional Assurances

The Charter School shall meet all State Standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools.

The Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. The Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. The Charter School hereby grants authority to the State of California to provide a

copy of all test results directly to the District as well as the Charter School. Upon request, the Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Use of Assessment Data

Data Management System

Education for Change uses the Illuminate Education as a technology platform to house student information and assessment data. Additionally, we use Tableau and Google Sheets to create reports for teachers, coaches, and principals. All EFC standards-based benchmark assessment data, CAASPP data, and ELPAC data is housed in Illuminate and imported into Tableau for reporting. All assessments are scanned into Illuminate and the data is available instantly. In addition, teachers are able to create scan sheets for teacher created formative assessments and create standards-based formative assessments. These reports allow teachers and administrators to analyze growth, conduct detailed item analysis, and create intervention groups to monitor performance of intervention groups.

EFC is committed to the importance of data inquiry cycles and sharing data with parents and community. Data is shared regularly with the Family Leadership Council and the Staff Leadership Council and shared more broadly with all parents through newsletters released throughout the school year. In addition, schools facilitate data accountability and inquiry sessions at the classroom level.

Use and Reporting of Data - Students, Teachers, and School

EFC leverages cycles of inquiry to support practice at Achieve Academy. Teachers and administrators at Achieve Academy are engaged in on-going cycles of inquiry into their practice and its connection to the measurable pupil outcomes described above. A new cycle of inquiry begins every 6 to 8 weeks and includes review of benchmark data in ELA and mathematics, and performance in writing, science, history/social Studies, ELD, and social emotional learning. Teachers are 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 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 are coached in using various inquiry protocols to ensure Achieve Academy is building teacher capacity to facilitate and conduct cycles of inquiry both formally and informally.

The instructional leadership team also uses walkthrough data collected in Teachscape Reflect to determine whether high priority instructional practices as identified in the school's site plans are being implemented or improving in implementation. This data supports leadership in aligning coaching resources, focusing administrative attention, and revising professional development as appropriate.

Please see [Appendix 6 - Assessment](#) for the Data Analysis Protocol, RELAY Results Meeting Protocol, and Weekly Data Meeting Template used by Teachers.

Use and Reporting of Data - School Stewards and Stakeholders

Students and Families

It is the goal of EFC and Achieve Academy to ensure every family has access to student performance data on a regular basis. EFC will support Achieve Academy in communicating student progress and attainment of measurable pupil outcomes regularly with students and their families. This will include

school-wide meetings for families, and learning team meetings with students, families, advisors, and mentors on a quarterly basis. Families will have constant access to student performance through the use of an online platform that tracks student progress against the competencies and archives student work.

Formal reporting to families includes Report Cards, Assessment Results, and Student-Parent-Teacher Conferences as detailed in **Figure 3.b**. Reports are provided in both English and Spanish and designed to be easily accessible by families. In addition, parents have access to all internal assessments listed in **Figure 3.a** upon request and at Student-Parent-Teacher conferences.

Figure C.2 Formal Reporting to Caretakers

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

Please see [Appendix 6 - Assessment](#) for a Sample Report Card.

Achieve Academy, EFC, and Board of Directors

EFC and Achieve Academy will utilize multiple streams of data to review program effectiveness and inform programmatic decisions on a regular basis. Sources of data include, but are not limited to, CAASPP results, interim 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 Achieve Academy with disaggregated data by subgroups, grade-level, individual class, and student. Data will be collected, analyzed, and disseminated in a transparent manner that promotes accountability and continuous improvement amongst members of the school community.

EFC and Achieve Academy will employ a universal inquiry cycle to review the various types of data generated about the school program.

EFC and Achieve Academy will continuously review academic content and instruction in light of the data 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 as part of the annual Site Planning process.

Charged with stewardship of public school funds, the EFC Board will systematically review Achieve Academy'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 Achieve Academy leadership and community to make necessary changes in response to identified needs as reflected in the Charter School's data streams.

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

Use and Reporting of Data - Broader Community

Local Control Accountability Plan

The Charter School will use the multiple forms of data to assess progress toward the goals outlined for **Element 2** of this charter, above, and consistent with its annual development and implementation of the LCAP, as discussed above.

School Accountability Report Card

EFC will compile data for the charter school each academic year to produce a School Accountability Report Card (SARC). Student achievement data will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). This report will include required school data for the District, families, Board of Directors, FLC/SSC, ELAC, and community at large.

District Visitation/Inspection

The Charter School will comply with a District requested visitation process to enable the District to gather information needed to validate the Charter School's performance and compliance with the terms of this charter. The Charter School agrees to and submits to the right of the District to make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Education Code Section 47607.

Response to Inquiries

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

Promotion and Retention Policies

Education for Change has a board-approved policy called the EFC Student Intervention and Promotion Policy. It is aligned with California's Education Code Section 48070-48070.5.

Theory of Action

There is very little research to support retention as a strategy for academic acceleration should a student be academically behind. In general, EFC does not believe retention without a targeted and strategic acceleration program is of benefit to a struggling student. In addition, it is opposed to formulaic retention triggers that do not take into consideration individual circumstances, age of child, access to strategic programming, and the student's individual perspective.

Retention Policy

As such, EFC's retention policy is as follows:

Students will be promoted from Kindergarten through grade eight unless they meet the retention criteria outlined below. No student will be retained within Achieve Academy more than one time in that student's TK through grade eight progression. No student will be retained unless a comprehensive intervention plan (must include interventions in ELA, ELD, mathematics, and social/emotional health) has been implemented and failed to support the student's mastery of grade level English/Spanish Language Arts and Math power standards. No student will be retained for non academic reasons.

If a student has received comprehensive academic and social/emotional interventions and fails to make adequate progress and if all of the retention criteria are met, then a site may consider that student for retention. Final retention decisions for students meeting the indicated criteria will be made at the site level by the COST team with Home Office final approval.

Criteria:

1. The COST team must conclude that retention is in the best interests of the student and consider emotional and social consequences.
2. Schools must have provided a retained student with a comprehensive interventions plan the year prior and followed the interventions requirements outlined in the intervention policy (including parent contact and progress reporting in the timeline outlined).
3. There must be a distinct and targeted retention plan developed for that student - one that provides a master teacher with a track record of accelerating instruction, a comprehensive interventions plan that includes summer school, before/after school programming, in-school interventions, and social/emotional support that academically motivates the student.
4. Identification of students at risk of retention must take place at least eight weeks prior to the end of the school year. Parent(s)/guardian(s) of identified students must be notified in writing at least six week prior to the end of the school year. Retention plans must be developed by the COST team and approved by the Home Office at least three weeks prior to the end of the school year.

Retention decisions will be reversed in the fall if the student scores at levels 3 or 4 in either English Language Arts or Mathematics on the CAASPP.

Retention of English Learners

English Learners at EL levels 1, 2, or 3 who have been enrolled in schools in the United States three years or fewer may not be retained. Should a teacher or parent feel that retention would benefit a student who meets this criteria, they must make a formal request to the Home Office.

Retention of Students in the Programs for Exceptional Children

Special education students can only be retained as part of their IEP.

ELEMENT 4: GOVERNANCE STRUCTURES

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” – Ed. Code § 47605(c)(5)(D)

Operation by or as a Nonprofit Public Benefit Corporation

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School. Charter School shall comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a charter school.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amend the bylaws to change the number of governing board members, Charter School shall provide a copy of the amended bylaws to the OUSD Office of Charter Schools (“OCS”) within 30 days of adoption.

Charter School will respond to Public Records Act requests in a timely manner and in compliance with the California Public Records Act (Government Code section 6250 et seq.).

Indemnification of District

Charter School through this Charter agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School’s performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

Governing Board Operation

Charter School shall follow Education Code section 47604.1, and comply with the Ralph M. Brown Act (Government Code section 54950 et seq.); the California Public Records Act (Government Code section 6250 et seq.); Government Code section 1090 et seq.; and the Political Reform Act (Government Code section 81000 et seq.) Charter School shall also comply with the provisions of Education Code section 47604.1(c) with respect to the location of its meetings, and broadcasting its meetings on a two-way teleconference where required.

Charter School shall publicly post all governing board meeting agendas in accordance with the Brown Act. Charter School shall keep accurate records of all governing board meetings, whether they were canceled, rescheduled, or held, and make board meeting documents, including board meeting minutes, available to the public either upon request or by posting on the charter school’s website.

The District reserves the right, but is not obligated, to appoint a single representative of the District's choosing to the Charter School governing board pursuant to Education Code section 47604(c).

Required Notifications to the District

Charter School shall notify OCS in writing of any citations or notices of workplace hazards; investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, regarding any aspect of Charter School's operations, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff. This 24-hour notification applies to any allegations of serious misconduct related to student safety or child abuse by any student or adult that occurred on campus.

Charter School Records

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records, and Education Code section 49069.3 and 49069.5 regarding transfer of records for youth in foster care.

Charter School acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Charter School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Charter School and of the District. Charter School further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that Charter School does not have that Charter School needs in order to meet its obligations, the District shall provide the same to Charter School in a reasonably timely manner upon request under Education Code section 47604.3.

Charter School in accordance with Education Code section 47604.3, shall promptly respond to all reasonable inquiries from the District, including but not limited to, inquiries regarding financial records, and shall consult with the District as needed regarding any such inquiries. Charter School acknowledges that it is subject to audit by District. If the District seeks an audit of Charter School, the District shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Charter School by law or charter provisions.

Overview

The governance structure of Achieve Academy will have the following components:

- ❖ California Non-Profit Public Benefit Corporation, Education for Change
- ❖ Education for Change Board of Directors

- ❖ Superintendent of Schools and Assistant Superintendent of Schools
- ❖ EFC Staff Leadership Council
- ❖ EFC Family Leadership Council
- ❖ School Site Leadership
 - Principal
 - Achieve Academy Family Leadership Council / School Site Council
 - English Learner Advisory Committee

In accordance with Corporate Bylaws, the Superintendent, subject to the control of the Board of Directors, supervises and controls the affairs of the corporation and the activities of the staff.

Education for Change, as the non-profit operating the Charter School, is responsible for overseeing the operations of the Charter School. The EFC Board of Directors (“Board of Directors” or “EFC Board”) makes corporate and policy-level decisions and delegates management powers to its Superintendent of Schools (“Superintendent”). Under the policies established by the Board of Directors, the Principal reports to the Assistant Superintendent of Schools or to the Superintendent of Schools for day-to-day management issues at the site level. The Principal coordinates all Charter School-level planning and decision making that involves the Charter School’s professional staff, parents/guardians, and community members in establishing and reviewing the Charter School’s educational plans, goals, performance objectives, and major classroom instructional programs. This allows the Principal, teachers, parents/guardians, and community members to make school-based decisions within the boundaries of the decisions and policies set by the Board of Directors. Beyond the Superintendent, the EFC Home Office has numerous positions designed to support the Principal in the management and operation of the Charter School.

In addition, EFC believes that students are best served through a distributive leadership structure that involves and includes parents, teachers and site leadership. To that end, EFC created the EFC Staff Leadership Council (“EFC SLC”) and the EFC Family Leadership Council (“EFC FLC”).

An Organizational Chart for the EFC “Home Office” is provided in **Figure 4.a** and an Organizational Chart for the Charter School is provided in **Figure 4.b**. Please see [Appendix 12 - Human Resources](#) for these charts in full page format.

Figure 4.a EFC Home Office Organizational Chart

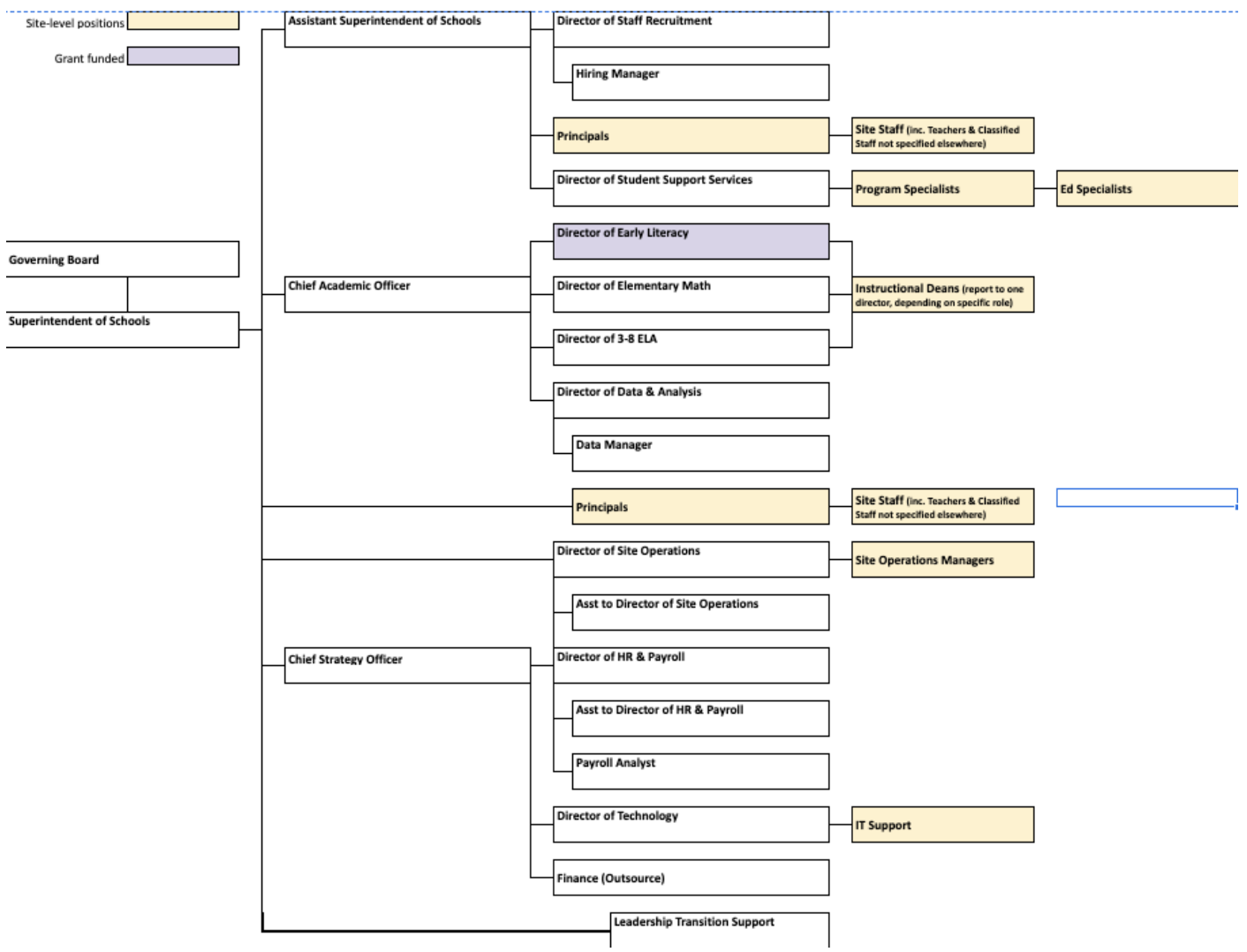
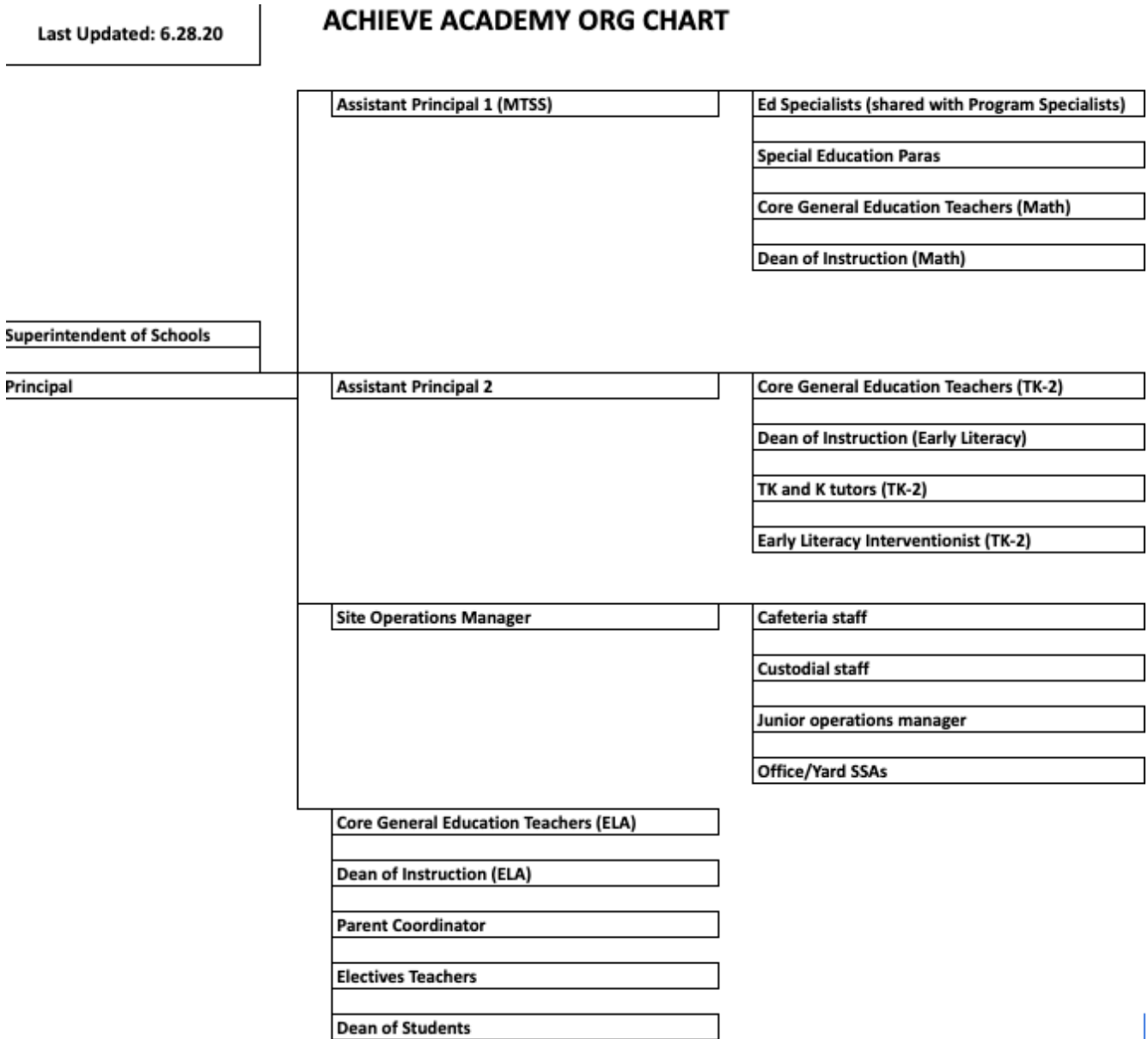


Figure 4.b Achieve Academy Organizational Chart



The Charter School shall operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated with the District. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, Achieve Academy, operated by Education for Change, a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

The governing structure of EFC may be revised. Material revisions shall be submitted to OUSD in accordance with Education Code Section 47607 and are governed by the standards and criteria of Education Code Section 47605.

Non-Profit Public Benefit Corporation

Achieve Academy shall be a directly funded charter school and will be operated by the California non-profit public benefit corporation, Education for Change, pursuant to Education Code Section 47604(a).

Education for Change is a California nonprofit, 501(c)(3) tax-exempt corporation, incorporated in 2005 which operates seven charter schools, each separately authorized by the Oakland Unified School District, Alameda County Office of Education (“ACOE”) and the State Board of Education (“SBE”). The charter applicant and holder for all EFC schools is the Board of Directors of Education for Change, which operates in accordance with its adopted corporate bylaws. The District is expected to be the chartering authority for all EFC schools with the exception of Epic Middle School, Cox Academy and Lazear Charter Academy, all authorized by ACOE, and Latitude 37.8, authorized by the SBE. Each EFC school maintains a separate budget and is audited as part of the organization's annual financial audit. EFC also creates combined financial statements annually.

EFC complies with all state, federal and local regulations and laws applicable to its operation, and will comply with the District guidelines and requirements for charter schools. It will retain its own counsel when necessary. It has purchased and will maintain as necessary general liability, workers compensation, property, errors and omissions and unemployment insurance policies. EFC ensures compliance with all **Assurances** put forth within this petition, at the onset of the petition and within each individual element.

Please see [Appendix 9 - Corporate Documents](#) for the EFC Articles of Incorporation, Bylaws, and Conflict of Interest Code. Please see **Assurances** for a summary list of assurances.

Education For Change Board of Directors

The Charter School will be governed by the EFC Board of Directors, a policy-making board that oversees the fundamental aspects of the Charter School. The Board of Directors will consist of directors from a variety of professional and academic backgrounds to ensure that the Charter School has the necessary expertise to maintain a high-quality program. This includes experience in one or more areas critical to charter schools success: education, school administration, school finance, corporate structure, accounting, legal compliance, leadership or fundraising, or other areas that are determined necessary and timely.

Role and Responsibilities

The mandate of the Board of Directors and stakeholders of EFC is to promote the guiding mission of the Charter School as articulated in this charter. In order to do so, the Board of Directors is empowered to operate as the decision-making body in regard to school-wide policies. The governing structure is designed to foster participation by all stakeholders and assure the effectiveness of local school control and accountability. As such, the Board of Directors will exist to affirm or reject policy recommendations and to evaluate the Superintendent.

The Board of Directors of EFC is responsible for:

- ❖ Overseeing the legal and fiscal well-being and compliance of the organization and each EFC school.
- ❖ Hiring and evaluating the EFC Superintendent.
- ❖ Oversight in hiring, evaluation, and, when necessary, termination of the Superintendent
- ❖ Long-term strategic planning for EFC

- ❖ Approving and monitoring the implementation of the organization's Bylaws, resolutions, and policies and ensuring the terms of the charter are met.
- ❖ Performing all 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.
- ❖ Approving charter amendments as necessary and submitting material revisions as necessary for District consideration
- ❖ Developing and monitoring an overall operational business plan that focuses on student achievement.
- ❖ Approving and monitoring the organization's annual budget and fiscal policies.
- ❖ Acting as fiscal agent. This includes the receipt and management of funds for the operation of the organization in accordance with all applicable laws and the mission statement of the organization.
- ❖ Contracting with an external auditor to produce an independent annual financial audit according to generally accepted accounting practices.
- ❖ Participating in and approving Charter School programmatic audits, including annual independent fiscal audit, and LCAP
- ❖ Regularly measuring both student and staff performance.
- ❖ Encouraging active involvement of students, parents/guardians, grandparents, and the community.
- ❖ Approving admission requirements.
- ❖ Participating as necessary in dispute resolution.
- ❖ Appointing an administrative panel or act as a hearing body and take action on recommended student expulsions.
- ❖ Overseeing school facilities and safety.
- ❖ Ensuring there are policies to enable student behavior and performance including but not limited to academic achievement and mitigation, attendance, dress and decorum, maintenance of a clean campus, open campus and other privileges, participation in extracurricular activities, and discipline proceedings.

The Board of Directors may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of its schools any of those duties with the exception of budget approval or revision, approval of the fiscal audit, hiring and evaluation of the Superintendent, termination of employees, and the adoption of board policies. These delegated duties will focus on implementation rather than policy setting as this is the responsibility of the Board of Directors. The Board of Directors, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Delegation of said duties will be in writing, specify the entity designated, describe the specific tasks to be delegated, any conditions on the delegated authority and the timeframe of these duties, and require an affirmative vote of a majority of Board members.

All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance at the Board meeting, based upon the presence of a quorum.

EFC has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within Appendix 9. As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval.

Composition

The Board of Directors shall consist of no fewer than five (5) and no more than thirteen (13) members. EFC recruits qualified and appropriate candidates for the board to ensure:

- ❖ Diversity in skill sets, perspectives, and backgrounds.
- ❖ Full and responsible governing of the organization and schools.
- ❖ A unifying and passionate commitment to the vision and mission of EFC.

Two of the seats on the Board of Directors will be reserved for representatives from the EFC Family Leadership Council. The Family Leadership Council membership will elect two representatives to be recommended to the Board of Directors. In addition, in accordance with Education Code Section 47604(c), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Directors of the nonprofit public benefit corporation. If the chartering authority designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors shall be appointed by the Board of Directors, except for the chartering authority representative, if any.

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

The Board of Directors reserves the right to expand its board member seats should a law change or the need arise. Should a law change or desire for additional skill sets necessitate a change in Board composition, such change may be made by the Board of Directors in alignment with the bylaws and the articles of incorporation.

Please see [Appendix 9 - Corporate Documents](#) for a Matrix of Expertise and Summaries of Experience for the EFC Board of Directors and Home Office Staff.

Terms

Each EFC Board member serves a term of three (3) years, with the opportunity to renew for an unlimited number of terms. Directors who are representatives from the Family Leadership Council will serve a one-year term. There shall be no term limit for either (number of consecutive times a member may run for election).

Board members' terms will expire in accordance with the Bylaws. Terms for the current Directors shall expire as stated in **Figure 4c**.

Figure 4.c Board Members, Positions, and Term Expirations

Member	Position	Term Expiration
Nick Driver	Board Chair, Chair Executive Committee	June 20, 2022
Mike Barr	Board Member, Chair Finance Committee	November 2, 2020

Roy Benford	Board Member	June 20, 2022
Eva Camp	Board Member	June 20, 2022
Aurora Gonzalez	Board Member, Family Leadership Council Representative	November 30, 2020
Carmen Ryan	Board Member, Family Leadership Council Representative	November 30, 2020
Dirk Tillotson	Board Member, Chair Student Outcomes Committee	June 20, 2022
Lauren Weston	Board Member	November 2, 2020
Rosalvia Leyva	Board Member	August 15, 2022

Recruitment and Selection of Board Members

New board members are recruited and selected based on the provisions of EFC's Bylaws, which states that directors in office shall elect successors to the directors. The Superintendent of Education for Change works closely with the Board of Directors to ensure that members are in full alignment with the organization's mission, culture, and goals. The qualifications sought in candidates interested in serving on the Board of Directors include but need not be limited to:

- ❖ Dedication to furthering the vision and mission of EFC
- ❖ Willingness to volunteer for one or more board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks
- ❖ Ability to work within a team structure
- ❖ Expectation that all children can and will realize high academic achievement
- ❖ Specific knowledge, experience, and/or interest in at least one element of governance for EFC

Development of Board Members

All board members receive an annual training on topics to include, at a minimum, open meeting laws, conflict of interest policy, the Brown Act, ethics, essential policies and procedures, legal and financial responsibilities, charter school oversight, and other trainings as needed or requested by Board Members. EFC also ensures new board members receive training on basic roles and responsibilities, committees, board recruitment, public relations and marketing, evaluating the board and Superintendent, running an effective meeting, expulsion policies, human resources policies, and Special Education. Training may include attending conferences whereby relevant governance training is available and additional trainings and workshops to be held at special and regularly scheduled

Board meetings each year. Trainings may be provided by EFC’s legal counsel, the California Charter Schools Association, or other experts.

Governing Board Meetings

The Board of Directors shall meet at least every other month or more often as needed to review and act on its responsibilities. Each year, the Board of Directors shall approve a schedule for regular meetings to be held during the following year.

The Board of Directors solicits the participation of members of the community who do not have a direct stake in or accountability for the Charter School’s educational mission and outcomes as expressed in this charter. Members of the community are always welcome to attend board meetings consistent with open meeting requirements.

Meetings will be held at the principal office of EFC, which is within the physical boundaries of Alameda County, unless the Board of Directors designates another location within Alameda County.. In the event EFC operates charter schools outside of Alameda County, it shall hold meetings in the county in which the greatest number of pupils enrolled in those charter schools managed by that entity reside. The Board Chair will lead the meetings of the Board of Directors.

Please see [Appendix 9 - Corporate Documents](#) for the 2020-21 Board of Directors Meeting Calendar.

Standing Committees

The Board of Directors has both standing and temporary (ad hoc) committees to focus on specific tasks and/or policies such as those listed earlier in the description of the Board’s Role and Responsibilities. All Board committees shall be composed of board members serving as chairs. EFC may appoint faculty, parents, community members or other members of the public with varying areas of expertise to its advisory committees. The purpose of a committee is to provide advice, expertise and resources as necessary related to charter schools, finances, facilities, and other areas relevant to the success of the Charter School. All non-board member committee members will be selected by the Board of Directors upon recommendation of the Superintendent.

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

- ❖ **Finance** - All finance-related matters are handled first on this committee, as well as fundraising.
- ❖ **Student Outcomes** - Performance, curriculum, instructional delivery, professional development, and technology are all monitored by this committee.
- ❖ **Executive** - This committee is responsible for recruiting and making recommendations for selection of new board members and leading the evaluation and selection of the Superintendent.

The Board of Directors has clearly defined the purpose and decision-making authority of each standing committee. Consistent with legal requirements, standing committees will continue to make it a practice to seek input 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 conducted in accordance with the Brown Act.

The Board of Directors has the option of establishing Board policy through recommendations by standing committees or Board-established ad hoc committees that can draft policy recommendations

to submit to the Board. In non-policy decisions, whenever possible, and appropriate, the Board of Directors will seek input from standing or Board-established ad hoc committees. The Board of Directors will not be required to seek input on any matter that would legally be heard in closed session pursuant to the Brown Act.

Changes to standing committees (e.g., composition, purview, etc.) may be made at any time by the Board of Directors and shall not be considered a material revision to the charter.

Fiscal Management

The Superintendent is the corporate officer responsible for all budgetary matters, subject to oversight by the Board of Directors. On a day-to-day basis, the Chief Strategy Officer (“CSO”) operates and makes recommendations to the Superintendent regarding the Charter School budget, with input from the Principal, Instructional Leadership Team, and Family Leadership Council. The CSO works closely with an outside CPA for the audit of the school’s end of year financial statements and for appropriate review of procedures and internal control. The Board of Directors may authorize the Finance Committee to make final financial decisions regarding portions of the schools’ budget.

Compensation

Directors may not receive compensation for their services as directors or officers, but may receive reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that such resolution is adopted.

Superintendent

As specified above, the Board of Directors delegates day-to-day management responsibilities of EFC to the Superintendent. The position of EFC Superintendent is designed to lead and manage the entire non-profit organization and all schools. This person is responsible for administering all of the aspects of day-to-day operations of EFC, working with the Board of Directors, the Authorizer, children, parents and families, and community members. The Superintendent is the leader of EFC, and reports directly to the Board of Directors, and is responsible for the orderly operation of the EFC charter schools and the supervision of management team members at Home Office who directly supervise principals who directly supervise all staff in the Charter School. Duties include:

- ❖ The Superintendent will be responsible for overseeing the 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.
- ❖ The Superintendent will address the strategic challenges EFC will face and will consider specific strategic questions including the following:
 - How does EFC maintain a focus on improving academic outcomes?
 - How will the organization secure the financial resources necessary to fund itself in an increasingly tight economic environment?
 - What types of human capital systems are necessary to support the organization and ensure that there are enough high quality teachers and administrators?
- ❖ The high-level responsibilities of the Superintendent include:
 - **Strategic Planning:** In partnership with the Board of Directors, the Superintendent will execute on the existing strategic plan, then spearhead a new one when the current one is completed.
 - **Team Building:** The Superintendent will be responsible for creating the team necessary to carry out the mission of the organization and provide ongoing operations and instructional support to schools;

- **Advancement:** The Superintendent will further advance the mission of the organization by identifying and securing new sources of funding from foundations, corporations and individual donors, and by forming additional strategic partnerships;
- ❖ **Governance:** The Superintendent will work with the Board of Directors and the Board Chair to support the Board of Directors in its fulfillment of its governance functions. The Superintendent will be responsible for supporting and executing the directives of the Board of Directors;
- ❖ **External Relations:** The Superintendent will serve as the chief spokesperson for EFC, ensuring proper representation of the organization to the local civic, business and political community, the greater education reform sector and other external constituents, including parents and families;
- ❖ **Financial Management:** The Superintendent will oversee the financial systems of the organization, including the development of the annual budget, subject to approval and oversight by the Board of Directors;
- ❖ **School Support:** The Superintendent will provide support to the instructional team as needed in the areas of staff management and evaluation, hiring, HR issues, and other tasks that are necessary to ensure that the mission of EFC is fulfilled.
- ❖ **Compliance –** The Superintendent will ensure all necessary compliance requirements applicable to EFC and the Charter School are met.

EFC Staff Leadership Council

The EFC Staff Leadership Council (“EFC SLC”) was formed so that staff members from each charter school operated by EFC could effectively communicate and coordinate with the Home Office. EFC SLC members are nominated by their respective 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. Principals are also encouraged to nominate at least one teacher and one operations staff person. Typically, administrators do not participate in EFC SLC meetings, to ensure that staff members feel free to discuss any and all issues.

The agenda for each EFC SLC is developed at the end of each meeting for the next meeting by the Staff Leadership Council members. The EFC SLC meeting notes are distributed to all staff after each 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 EFC SLC is to:

1. 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. Assist the Home Office leadership in developing proposals to address issues faced by EFC.
3. Aid in the implementation of the new initiatives amongst the entire organization.

In addition, EFC SLC members are encouraged and able to participate on Board Committees to help inform board policies and provide valuable input to the Board of Directors in execution of their responsibilities.

EFC Family Leadership Council

Parent involvement is a key success factor at all charter schools operated by EFC, and one of the foundational elements of the Charter School. EFC therefore established an EFC Family Leadership Council (“EFC FLC”) to ensure ongoing, consistent involvement and training for parent leadership development. Each EFC school site FLC (described below under School Site Leadership) will elect

two representatives to the EFC FLC. The EFC FLC participates in the ongoing evaluation of EFC's programs and operations, schools and community concerns and priorities for improvement.

EFC has instituted a governing board structure that mandates parent leadership on the governing board, as well as a clear pathway for the election of parents to the governing board. Two seats on the governing board shall be reserved for family representatives nominated by the EFC FLC. These parent Board Members will be recruited with the same criteria as for other board members: each parent board member shall possess one or more of the board-desired backgrounds, such as community, education, legal and finance. These members shall serve terms of one (1) year each, with no term limits.

Please see [Appendix 8 - Family Engagement](#) for the EFC Family Leadership Council Guidebook.

School Site Leadership

As stated in the overview, EFC believes that students are best served with a distributive leadership structure that involves and includes parents, teachers and site leadership. To that end, the following individuals and bodies at the school site have a role in the leadership and governance of the school:

- ❖ Principal
- ❖ Family Leadership Council / School Site Council
- ❖ English Learner Advisory Committee

Principal

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

The Achieve Academy Principal's primary responsibilities are:

- ❖ Lead the Charter School in accordance with the EFC vision and mission
- ❖ Lead and manage the planning and implementation of Achieve Academy'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 charter school stakeholders
- ❖ Supervise, evaluate, and ensure discipline of all other employees according to the mission, philosophy, and obligations defined in the charter petition. Provide overall supervision of student teachers, interns, and other unpaid classroom and school volunteers at the school.
- ❖ Oversee the day-to-day operations of the Charter School
- ❖ Report to the school's stakeholders, especially the COO but also to the Superintendent and the EFC Board, on the progress of the Charter School in achieving educational success
- ❖ Oversee and support the development and implementation of all programs

- ❖ Involve parents and the larger community
- ❖ Develop a sense of community while respecting and responding appropriately to the strengths and needs of staff. Be available to staff on a consistent daily basis to help address their individual and collective needs. Act as a liaison, when necessary and appropriate, between parents and staff. Actively seek parent, student and staff input and involvement in key decisions that affect the Charter School.
- ❖ Be available to parents on a regular basis. Keep parents informed of and involved in policy changes at the school. Encourage parent support and cooperation and enlist their efforts to sustain well-kept school structure. Plan and conduct interesting and informative parent meetings.
- ❖ Attend EFC's administrative meetings as necessary and stay in direct contact with EFC changes, progress, etc.
- ❖ Communicate and coordinate as necessary with EFC staff on Board meeting agendas, including professional development scheduling, grant writing and fundraising, policies and procedures, documenting and sharing of best practices, and annual budgeting
- ❖ Participate in the dispute resolution procedure and the complaint procedure when necessary
- ❖ Collaborate with other EFC principals and Home Office staff

Parental Involvement in Governance

Family Leadership Council / School Site Council

The Charter School and all other EFC schools have active school site FLCs composed of two family members from each classroom. The Charter School's school site Family Leadership Council has between 24 and 36 members, or up to two for each classroom. Each year, the Charter School's Family Leadership Council elects two representatives to serve on the EFC FLC.

The school site Family Leadership Councils are expected to present feedback and information to the EFC Board of Directors, giving family members two types of meaningful input on the strengths and weaknesses of all of its schools, programs and operations. The EFC FLC and the school site FLCs serve in an advisory role to the EFC Board of Directors.

EFC promotes parent engagement programs at all of its schools. As enrollment at EFC is based on student and parental choice, consistent and continual communication with parents about the expectations the school has for their children is critical. Parents/guardians are expected to actively engage in their children's education by being active in school events, assisting their children to achieve at the highest levels, scheduling specific homework time, and providing a quiet environment for their children's studies.

Please see [Appendix 8 - Family Engagement](#) for the EFC Family Leadership Council Guidebook.

English Learner Advisory Committee

For as long as there are more than 21 ELs in attendance, the Charter School will have an English Learner Advisory Committee ("ELAC"). The ELAC is open to all families, with parents of ELs comprising at least the same percentage of the ELAC membership as ELs constitute of the Charter School's total student population. The ELAC serves in an advisory capacity to:

- ❖ Advise the Principal and staff on programs and services for English learners
- ❖ Advise the School Leadership on the development of the LCAP and LCAP Federal Addendum as they relate to English Learners
- ❖ Help make parents aware of the importance of regular school attendance.

ELEMENT 5: QUALIFICATIONS FOR SCHOOL EMPLOYEES

“The qualifications to be met by individuals to be employed by the charter school.” – Ed. Code § 47605(c)(5)(E)

Equal Employment Opportunity and Nondiscrimination

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. Charter School further acknowledges that it shall not retaliate against any employee for engaging in protected activity, exercising a protected right, or initiating or pursuing any claim, proceeding, charge or complaint based upon an allegation of discrimination.

Teacher Credentialing Requirements

Charter School shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Reporting Educator Misconduct to the California Commission on Teacher Credentialing

Charter School shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.

Employment of Felons

The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the submission of fingerprints to the Department of Justice and the employment of persons convicted of violent or serious felonies.

Overview

Achieve Academy is driven by its own mission and vision, as well as the EFC Mission to provide a superior public education to Oakland's **most underserved children** by creating a **system** of public schools that relentlessly focuses on the **continuous refinement of high quality instruction**. In order to achieve excellence and nurture diversity, the Charter School and EFC must have a strategy and a plan to ensure the School has the human capital and talent necessary to realize its vision.

Immunization And Health Screening Requirements

EFC shall require all employees, and any volunteer or vendor/contracting entity employee who may

have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined (if necessary) and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service and working with students, and for employees at least once each four years thereafter, in accordance with Education Code section 49406. EFC shall maintain TB clearance records and certifications on file.

Code of Professionalism

In order to ensure the effectiveness of our programs and the success of students in meeting learning outcomes, all staff members must be committed to our collective mission and vision. Every stakeholder is accountable for the academic and social growth of our students.

Members of EFC's Board of Directors, any administrators, managers or employees, and any other committees of the EFC Board shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

All EFC and Charter School staff commit to:

- ❖ Abide by federal, state, and local laws
- ❖ Maintain a professional relationship with all students
- ❖ Refrain from the abuse of alcohol or drugs during the course of professional practice
- ❖ Exemplify honor and integrity in the course of professional practice, particularly in the use of public funds and property
- ❖ Comply with state, federal, and local laws regarding the confidentiality of student records
- ❖ Fulfill the terms and obligations detailed in the charter
- ❖ File necessary reports of child abuse
- ❖ Maintain a high level of professional conduct

Employee Recruitment and Selection Process

EFC and the Charter School are dedicated to hiring professional and qualified staff. All staff to be hired at the school must demonstrate an understanding and commitment to EFC and the Charter School's mission, vision, and educational philosophy.

EFC provides equal employment opportunity for all qualified applicants and staff. Employment decisions are based on qualifications, abilities, and work performance.

Recruitment

EFC is dedicated to hiring professional and qualified staff. All staff to be hired at the school must demonstrate an understanding and commitment to EFC's mission, vision, and educational philosophy. The Director of Staff Recruitment and the Superintendent of Schools at the EFC Home Office will be responsible for staff recruitment, as follows:

- ❖ Posting the position in strategic websites and publications
- ❖ Working with the principal on presenting at career fairs, conferences, and appropriate events
- ❖ Reaching out to and networking at events with innovative and experienced educators

- ❖ Utilizing print and news media, as appropriate

Selection

Selection and appointment of employees at EFC will be the exclusive prerogative of EFC. As such, the EFC Board of Directors shall set the terms and conditions of employment by establishing personnel policies. Decisions relative to the selection, employment, and release of the Superintendent rest with the Board of Directors. Decisions relative to the selection, employment, and release of the executive management employees rest with the Superintendent in consultation with the Board of Directors as needed.

The Principal is responsible for the selection, employment, and release of all school-site staff, with support from the EFC Home Office. The Principal will establish a Selection Committee composed of site staff, students (as appropriate), and parents that will work with the Principal to select staff.

To ensure the selection of the highest quality staff, the following selection process will be implemented:

1. Request resumes, cover letters and written responses to essay prompts (Home Office Recruitment team),
2. Utilize pre screening tools for all staff (Home Office Recruitment team),
3. Leverage brief screening interviews (by phone) as needed (Home Office Recruitment team),
4. Conduct a follow-up interview, including a sample teaching lesson or other demonstration of job-related abilities (site level selection team),
5. Verify credentials and past employment, state and federal background checks, and professional and personal reference checks (Home Office Human Resources Manager),
6. Finalize a selection (Home Office Recruitment team),
7. Finalize contract and extend offers of employment (Home Office Human Resources Manager).

Employee Qualifications

All employees must meet the state and federal legal requirements for employment, including relevant credentialing requirements, background checks, TB clearance, immunizations, and any additional position-specific requirements.

The HR department maintains on file and available for inspection current copies of:

- ❖ Teacher credentials, as required by position
- ❖ Documentation of TB clearance, in accordance with Education Code Section 49406
- ❖ Verification of state and federal criminal background check clearance
- ❖ Criminal background summaries, which will be maintained by the HR Department in a confidential secured file separated from personnel files, as required by law
- ❖ Documents establishing legal employment status, most commonly in the form of an I-9 Employment Eligibility Verification form and acceptable forms of identification
- ❖ All other relevant employment documentation

Except for unionized certificated employees whose employment relationship with EFC, rights and obligations, and service to the Charter School shall be subject to a collective bargaining agreement, all other employees' job classification and work basis will be specified in individual employment

agreements, unless they also become subject to a collective bargaining agreement. These agreements may take the form of employment contracts, at-will employment agreements, or other agreements. All agreements not specifically stating that they are employment contracts will be deemed to be at-will employment agreements. Agreements may be renewed based on demonstration of meeting or exceeding the requirements of individual agreements and adhering to policies, procedures, and expectations. These expectations will be designed to support the mission and vision of the school and to comply with state laws.

For further details on employee qualifications as they relate to the health and safety of students and staff, please see **Element 6**.

Qualifications and Job Descriptions for Key Positions

Education for Change as a charter management organization has an experienced Home Office team responsible for supporting the Charter School and its team in implementing a quality instructional program in alignment with the charter petition.

The following positions are EFC Home Office positions that will support the Charter School in its operations:

Management Team

- ❖ Superintendent - Manages the strategic direction of EFC
- ❖ Assistant Superintendent of Schools - Supervises and coaches all Principals
- ❖ Chief Strategy Officer - Manages strategic priorities
- ❖ Director of Site Operations - Leads the site-based Operations teams
- ❖ Chief Academic Officer - Leads the Instructional Leadership Team

Instructional Leadership Team

- ❖ Assistant Superintendent of Schools - Supervises and coaches all Principals
- ❖ Chief Academic Officer - Leads the Instructional Leadership Team
- ❖ Director of Student Support Services - Manages and leads the Division of Student Support Services
- ❖ Director of Data Systems and Analysis

Finance and Operations Team

- ❖ Chief Strategy Officer - Manages strategic priorities and leads central Operations and Finance teams
- ❖ Director of Human Resources
- ❖ Director of Staff Recruitment
- ❖ Director of Site Operations
- ❖ Director of IT

The following job descriptions outline the Charter School positions, including qualifications and responsibilities. They will be revised as necessary to reflect the needs of the Charter School. Please see [Appendix 12 - Human Resources](#) for full Job Descriptions of key roles at the Home Office and School Site.

Principal

Under direction of the Superintendent of Schools, the Principal is responsible for the day-to-day operations of the Charter School. The Principal's responsibilities include management and oversight of all instruction and operations. In collaboration with the EFC Home Office, the Principal develops and implements school level policies in compliance with EFC's organization-wide policies, administers and supervises the school and its employees, supports staff and parent leadership and a model of shared decision making, manages the implementation of the instructional program in alignment with the school's approved instructional frameworks and annual site plans, fosters a culture of positive, engaged learners, and serves as a strong advocate for the school's philosophy.

- ❖ 3+ years teaching experience
- ❖ Experience as a teacher leader, instructional coach, or site leader
- ❖ Experience working with children in an educational or youth development setting
- ❖ Training and/or experience with conflict management
- ❖ Excellent organizational, project management and time management skills
- ❖ Spanish Bilingual preferred
- ❖ Masters Degree preferred
- ❖ Outstanding problem solving skills
- ❖ Effective oral and written communication skills with an ability to communicate with various constituencies and to work comfortably with a variety of staff at all levels within the organization
- ❖ Proactive, independent thinker, goal oriented
- ❖ Excellent team player with a high degree of willingness to be hands-on and do whatever it takes to support the success of Education for Change

Please see [Appendix 12 - Human Resources](#) for the full Job Description for the Principal.

Assistant Principal/Deans of Instruction

The Assistant Principal is viewed as a future principal. As such, the Assistant Principal role is intended to provide a wide range of experiences that will successfully prepare individuals to eventually serve as Principal. S/he supports the principal in the roles described above under Principal.

The Dean of Instruction under the supervision of the Principal or Assistant Principal provides instructional coaching and professional development to targeted teachers. The Dean role is intended to provide instructional leadership experiences that will prepare the individual for Home Office and site administration responsibilities.

The qualifications for an assistant principal include:

- ❖ 3+ years teaching experience
- ❖ Experience as a teacher leader, instructional coach, or site leader
- ❖ Spanish Bilingual preferred
- ❖ Masters Degree preferred
- ❖ Knowledge of the Common Core standards and instructional practices aligned to those standards
- ❖ Strong data analysis skills
- ❖ Experience working with English Language Learners
- ❖ Experience coaching, mentoring or developing teachers

- ❖ Strong community building skills
- ❖ Outstanding communication and organization skills

The qualifications for a dean of instruction include:

- ❖ 3+ years teaching experience
- ❖ Experience accelerating student learning and achievement in low-income communities
- ❖ Knowledge of curricula and instructional best practices
- ❖ Content knowledge in Common Core Standards
- ❖ Strong Data Analysis Skills
- ❖ Demonstrated success as an instructional leader and in the professional development of teachers
- ❖ Strong interpersonal skills
- ❖ Able to work effectively with diverse communities
- ❖ Outstanding communication and organization skills
- ❖ Must possess a growth mindset and be able to use feedback to refine practice.

Please see [Appendix 12 - Human Resources](#) for the full Job Description for the Assistant Principal and the Instructional Dean.

Teachers/Interventionists

As with students and parents/guardians, teachers make a specific choice to be part of the Charter School Academy team, as well as part of the non-profit Education for Change team. EFC teachers meet the requirements for employment as stipulated by Education Code section 47605(l). Teachers are responsible for delivering instruction aligned to the instructional guidelines at Education for Change

Selection of teachers is based on their teaching experience, the degree of subject matter expertise, their “fit” with the team and the organization at large, their ability to develop strong relationships with colleagues, students, and families, and their ability to demonstrate effective classroom instructional capabilities. Inexperienced or emergency credentialed teachers are hired on educational experience, work experiences deemed beneficial to education, and résumés with good references. All teaching staff must meet guidelines and standards set by the school and EFC.

Essential qualities for the teachers include:

- ❖ Bachelor’s degree
- ❖ Valid California Multiple Subject Teaching Credential or ability to attain one based on out of state certification
- ❖ CLAD, BCLAD, or English Language Learner Authorization
- ❖ Must possess a growth mindset and be able to use feedback to refine practice
- ❖ Experience with Positive Behavior Interventions & Supports preferred
- ❖ Experience accelerating student learning and achievement in low-income communities preferred
- ❖ Spanish language proficiency preferred
- ❖ Experience and desire to use data and technology as levers to drive instruction

Please see [Appendix 12 - Human Resources](#) for the full Job Description for Teachers and Interventionists.

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.

Please see [Appendix 12 - Human Resources](#) for the full Job Descriptions for other certificated staff.

Non-instructional Staff

Other staff member qualifications depend on the open position but, at a minimum, candidates must demonstrate experience or a strong desire in supporting the mission of EFC and the Charter School. All employees should possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description.

Please see [Appendix 12 - Human Resources](#) for the full Job Description for non-instructional staff.

Services Provided via Contractors

The Charter School will receive additional services from employees of organizations with which the Charter School contracts. The Charter school will ensure that the qualifications of employees of contractors are consistent with the expectations for the Charter School's employees.

Professional Development

EFC and the Charter School staff participate in extensive professional development prior to and throughout each school year. Professional development is aligned to the school's established annual educational priorities. Staff are also provided additional professional development and coaching related to their individual growth areas and needs.

Please see **Element A** for more detail on the Professional Development practice at Achieve Academy. [Appendix 7 - Professional Development](#) for a Sample Teacher PD Agenda and Sample School Operations PD Agenda.

Performance Evaluation

The Principal and Assistant Principal are responsible for evaluating all teachers and support staff. School staff evaluation is performed at least annually. The Principal may request support from the EFC Instructional Leadership Team to observe teachers in the classroom in order to determine their effectiveness as facilitators of learning and their ability to reach children using various modalities. A critical part of teacher evaluation and retention will be based on their growth as a teacher, student achievement, professionalism, and "fit" with the larger organization and school.

Just as staff are expected and encouraged to grow and achieve at high levels, so are these expectations applied to the principal and the school. The EFC Home Office staff work with the sites to ensure that the mission of the school is being met, that all students are meeting high levels of achievement, that staff are well supported, and that the sites are safe learning environments.

EFC shall comply with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees.

EFC will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.

Please see [Appendix 7 - Professional Development](#) for the Teacher Evaluation Model and Principal Evaluation Process.

ELEMENT 6: HEALTH AND SAFETY

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” – Ed. Code § 47605(c)(5)(F)

Site Safety Plan

Charter School shall develop a school safety plan, which shall include the following topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year:

(A) Child abuse reporting procedures;

(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities;

(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;

(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079;

(E) A discrimination and harassment policy consistent with the prohibition against discrimination set forth in Education Code section 200;

(F) The provisions of any school wide dress code, pursuant to Education Code section 35183 that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code;

(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;

(H) A safe and orderly environment conducive to learning at the school;

(I) The rules and procedures on school discipline adopted pursuant to Education Code sections 35291, 35291.5, 47605, and 47605.6;

(J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.

Pupil Safety

Immunizations, Health Examinations, and Health Screenings

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

Suicide Prevention Policy (Grades 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, that meets the requirements of Education Code section 215, if it serves any of those grade levels. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: Youth bereaved by suicide; Youth with disabilities, mental illness, or substance use disorders; Youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth.

Employee Training

Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Employee Screening Requirements

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237, 44830.1 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Tuberculosis Screening

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Overview

EFC will follow clear procedures to ensure the health and safety of pupils and staff. Toward this end, the EFC Board of Directors has adopted and implements full health and safety procedures and risk management policies at the school site in consultation with insurance carriers and risk management experts. These include:

- ❖ **Health and Wellness Policies**, including immunizations, health screenings, administration of medication, emergency epinephrine auto-injectors, blood-borne pathogens, a drug free and tobacco free campus, and the role of staff as mandated child abuse reporters
- ❖ **A Comprehensive Safety Plan**, including procedures for background checks, anti-discrimination and harassment policies, facility safety, and a disaster preparedness plan providing emergency procedures in case of fire, bomb threat, earthquake, flooding, crash, intrusion, or any other disaster

These policies and procedures govern the behavior of both students and staff to ensure the safety of both. They are reviewed and updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff. The policies are maintained on the school site, available for Authorizer review on an ongoing basis, and incorporated into the Student and Family and the Employee handbooks, which are included in [Appendix 13 - Handbooks](#). The Charter School shall ensure that staff are trained annually on the health, wellness, and safety policies and procedures.

The following is a summary of the health, wellness, and safety policies and procedures of the Charter School. In addition, please see [Appendix 10 - Health, Wellness, and Safety Plans](#) for the Achieve Academy Emergency Operations Plan.

Health and Wellness

Medication In School

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

Emergency Epinephrine Auto-injectors

The Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to office staff and volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Blood Borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. EFC has established a written "Exposure

Control Plan” designed to protect employees and students from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. The Blood Borne Pathogen Exposure Plan is included in **Appendix 7 - Health, Wellness, and Safety Plans**.

Nutrition, Nutritionally Adequate Free or Reduced Price Meal

The Charter School is dedicated to promoting the health and wellness of its students. All students will have access to meals during the school day that are nutritious and meet all Federal Nutritional guidelines. The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

Athletics

The Charter School complies with the requirements of Education Code section 221.9 with respect to the posting and/or disclosure requirements regarding pupil participation in competitive athletics, and complies with the requirements of Education Code section 33479 et seq. regarding recognition of signs of sudden cardiac arrest with respect to any athletic program that is offered.

The Charter School complies with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code Section 49475) offered by or on behalf of the Charter School.

Drug, Alcohol, and Smoke-free Environment

The Charter School maintains a drug-, alcohol-, and tobacco-free environment.

Safe Place to Learn Act

The Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Family Educational Rights And Privacy Act (FERPA)

EFC and the Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (“FERPA”) and Education Code section 49060 et seq. at all times.

Comprehensive Anti-discrimination and Harassment Policies And Procedures

EFC and the Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Misconduct of this nature is very serious and will be addressed in accordance with EFC policy and procedures.

EFC has established a comprehensive complaint and investigation procedure to centralize all complaints and concerns coming into the school, in order to prevent and immediately remediate any concerns about discrimination or harassment at EFC (including employee to employee, employee to student, and student to employee misconduct). Under the direction of the EFC Board of Directors, the Superintendent and/or the Chief Operating Officer or designee shall be responsible for investigation, remediation, and follow-up on matters submitted to EFC through this procedure. The EFC Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation and Complaint Forms is included in the Employee Handbook and the Student and Family Handbook, which are available in [Appendix 13 - Handbooks](#).

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Please see [Appendix 10 - Health, Wellness, and Safety Plans](#) for the EFC Uniform Complaint Policy, Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy, and Policy for Complaints Against Personnel.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code, including provisions for seismic safety.

The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

The Charter School affirms that it will comply with the federal ADA access requirements and other applicable fire, health and structural safety requirements; will maintain on file readily accessible records documenting such compliance and facility inspection records; and that the site will be secured with an appropriate Certificate of Occupancy.

School Safety Plan

EFC maintains a school safety plan appropriate for each site (on file for review), drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal which specifies responses to varied emergency situations including, but not limited to, assault and fighting, blood borne pathogens, bomb threats, campus unrest, chemical spills, shooter on campus, earthquake, explosions, utilities failure, fallen aircraft, fire, hostage situation, medical, severe weather etc. Emergency team roles and responsibilities are described in the plan and are reviewed annually. Roles include the school site responsible official, the school site safety coordinator and the Central Office responsible officials. Other roles include team leaders for the site communications, assembly area, first aid, food and water, search and assessment, student release, traffic and security, utilities and hazards teams.

Safety plans are maintained on file and available for inspection. EFC adheres to these plans to address the needs of each school site. Emergency drills are held periodically and as required for fire, earthquake and code red/lockdown scenarios. EFC requires that instructional and administrative staff receive training on emergency and first aid response, including appropriate "first responder" training or its equivalent. The training shall be conducted by a certified instructor and provided during a regularly scheduled staff development meeting. The training will occur at least bi-annually. The Charter School Safety Plan is included in **Appendix 8 - Health, Wellness, and Safety Plans**.

ELEMENT 7: MEANS TO ACHIEVE A BALANCE OF RACIAL AND ETHNIC PUPILS, SPECIAL EDUCATION PUPILS, AND ENGLISH LEARNER PUPILS

“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” – Ed. Code § 47605(c)(5)(G)

Overview

Achieve Academy will continue to serve approximately 660 students in grades TK-5. The school will maintain a waiting list to ensure the school will meet enrollment goals. It is the absolute goal of the Charter School to serve the general student population of Oakland, and the school will strive to achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils that will reflect the general population residing in the territorial jurisdiction of the Oakland Unified School District and the demographics of the neighborhood elementary schools, consistent with Education Code section 47605(c)(1).

Each fall, the Principal in conjunction with the Home Office, will review the currently enrolled student demographics. If at any time a significant disparity among the racial and ethnic demographics of our students is identified, the Principal will initiate dialogue and meetings with community leaders from the underrepresented student groups. The objective of that dialogue will be to guide the Charter School into creating more culturally inclusive and competent marketing strategies, and ultimately, a more culturally inclusive and competent school. The Director of Recruitment at the Home Office will take the lead with the Principal in developing and implementing a comprehensive recruitment and outreach strategy.

Please see [Appendix 11 - Student Recruitment, Admissions, and Enrollment](#) for the EFC Recruitment Plan.

Recruitment Strategies

Enrollment Timeline

The Charter School implements an enrollment timeline and process that allows for a broad-based recruiting and application process, enabling families throughout the district to learn about the EFC and Charter School program and make an informed decision.

Earned Media

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

Social Media Advertising

EFC has initiated social media advertising to outreach to more families across Oakland and increase brand awareness of its schools. Families can reach out to EFC through these channels and receive follow up phone calls.

Collateral Materials/Leave Behinds

Professionally designed brochures, flyers, and posters will showcase the benefits and opportunities that an education from the Charter School will provide. All materials will be created with the end-reader kept in mind and will be assured to make no false claims. These collateral materials will be printed in English, Arabic, and Spanish and will be designed to demonstrate the diversity and cultural appreciation that occur at the Charter School. All marketing material samples will be provided to OUSD upon request.

Please see [Appendix 11 - Student Recruitment, Admissions, and Enrollment](#) for Recruitment Flyers in English and Spanish.

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. The Charter School leadership will annually present to rising Kindergarteners at the local preschools and Head Starts, and with permission from OUSD, the Charter School will present and/or leave brochures or other collateral materials at the Child Development Centers. EFC will provide presentations or collateral materials to organizations that serve elementary-aged youth like recreation centers and after school programs. In addition, EFC will do targeted outreach throughout the Fruitvale community through the churches, libraries, stores, restaurants, and markets in the area, and community-based organizations like Unity Council and the Josie de la Cruz Recreation Center.

Targeted Outreach to Achieve Balance

Achieve is a neighborhood school that provides a preference or a weight for students residing in the original attendance boundary of the Hawthorne Elementary School. As such, unlike citywide charter schools, the student demographics at Achieve reflects the immediate neighborhood and attendance boundary. To ensure students across the lower Fruitvale have access to Achieve, targeted recruitment is conducted through Achieve's partners, including La Clinica de la Raza (which operates several clinics across the Fruitvale including an onsite clinic at Achieve), Unity Council (which operates preschools), East Bay Agency for Children (which provides critical services for families including a 0-5 program), and the Alameda Food Bank which operates an on-site food pantry for the neighborhood. This recruitment ensures neighbors residing around Achieve are aware of the school and its offerings resulting in a large English Language Learner, Mam-speaking, and Spanish-speaking population. Recently, we have seen an influx of Arabic families. To support Arabic and Mam speaking families and to facilitate recruitment and outreach, Achieve employs Mam and Arabic speaking personnel in the office. All online advertising includes translation, both written and oral, into all languages.

To ensure students with disabilities are getting access to Achieve Academy, EFC presents at preschool programs serving students with low incidence disabilities, including Buildings Blocks and OUSD preschool programs for students with IEPs. We also partner with Seneca Family of Agencies and outreach to their preschool clients. For students with high incidence disabilities, EFC widely

advertises its special education programming, its MTSS offerings, and our partnership with Alameda County Behavioral Health Services to provide mental health services.

Achieve Academy Open Houses

In the spring and fall of every year, the Charter School will host community informational meetings, so that interested parents or community members can come and learn about the opportunities that will be provided by the Charter School. EFC Home Office leadership will be invited to attend and participate in all open houses, especially should parents have specific questions that should be directed to Home Office personnel. Information for each of these open houses will be distributed to all current families and preschools, to all the local daily and weekly newspapers, on radio where available, and via a concerted online and word of mouth grassroots strategy. Dates and times for the open houses will be set to maximize the number of parents that are able to attend. Proposed dates include meetings in December, February, March, and April of each year. Meetings will be held on weeknights and weekends.

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

Please see [Appendix 11 - Student Recruitment, Admissions, and Enrollment](#) for the EFC Recruitment Plan.

ELEMENT 8: ADMISSIONS POLICIES AND PROCEDURES

“Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605].” – Ed. Code § 47605(c)(5)(H)

Documentation of Admissions and Enrollment Processes

Upon request, Charter School will notify the District in writing of the application deadline and proposed lottery date. Charter School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter, and a record of all written communications with parents related to admissions. These records shall be made available to the District upon request.

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).

The Charter School has provided details affirming how it will comply with the above requirements in the text that follows the DRL in this element.

Homeless and Foster Youth

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

Parent Engagement

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours or attend an orientation event, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent cannot, has not, or will not provide volunteer service to Charter School.

No child will be required to pay a fee for registering for school or classes, or as a condition of participation in class or any extracurricular activities; submit a security deposit, or other payment that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform, or other materials or equipment; or be required to make purchase to obtain materials, supplies, equipment, or uniforms associated with an educational activity. The Charter School will not establish or utilize a fee waiver policy; offer a higher educational standard that pupils may obtain through payment of a fee or purchase of additional supplies that the school district does not provide; offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a pupil or a pupil's parents or guardians; or remove course credit or privileges related to educational activities, or otherwise discriminate against a pupil, because the pupil or the pupil's parents or guardians did not or will not provide money or donations of goods or services to the Charter School.

Recruitment and Application Process

As discussed in **Element 7**, EFC implements a recruitment process aimed at ensuring the student population at the Charter School is reflective of the student population in the surrounding neighborhood.

The Charter School requires students who wish to attend the Charter School to complete an application form. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Applications are available online, via EnrollOak, or in hard copy form in both English and Spanish.

The application is comprised of the following:

- ❖ Basic contact information
- ❖ Grade level
- ❖ Eligibility for preferences, as detailed below

Applications are due in late February or early March of each year. If the number of applicants exceeds the number of available spaces, a public random drawing is held in accordance with Education Code Section 47605(e)(2)(B). The application materials will specifically identify the application deadline and the proposed lottery date. All applicants are also informed of the date and location of the public random drawing, as detailed below.

Admission and Enrollment Process

In order to ensure that all students will be placed appropriately and benefit fully from the Charter School, parents will be strongly encouraged to participate in a pre-admission meeting and a school tour. Upon admission, parents will be encouraged to attend a family orientation.

Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. All applicants will be notified via letter and phone call, and the date and time are posted publicly on the school website, at least two weeks prior to the public random drawing. This notification will also include information about the rules to be followed during the lottery. Families will be invited to attend the lottery, but are not required to do so in order to secure their spot. Unless families are notified otherwise in writing, the lottery will be held each year in March at the Charter School's location.

In conducting a public random drawing, the following applicants will be given preference in the lottery for admission preferences to the school in ranked order as follows:

1. Siblings of students admitted to or attending the Charter School
2. Children of employees of Education for Change
3. Students attending or residing within the boundaries of the former OUSD elementary school (the original Hawthorne Elementary boundary)
4. Students residing within the boundaries of the Oakland Unified School District.
5. Students residing outside the boundaries of the Oakland Unified School District.

In the event of a single weighted lottery,

- ❖ Children of EFC employees will be given five additional entries in the lottery
- ❖ Students residing within the boundaries of the former OUSD elementary school (the original Hawthorne Elementary boundary) will be given five additional entries
- ❖ Students residing within the boundaries of OUSD will be given one additional entry in the lottery

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv), that:

- Each type of preference shall be approved by the chartering authority at a public hearing.
- Preferences shall be consistent with federal law, the California Constitution, and Section 200.
- Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.
- In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Each of the above preferences are allowed pursuant to Education Code Section 47605 and is consistent with federal law, the California Constitution, and Education Code Section 200. Following the Charter School's admission preferences for siblings of students already enrolled at the Charter School and children of employees of EFC, the Charter School maintains admission preferences for students attending or residing within the boundaries of the former OUSD elementary school (the

original Hawthorne Elementary boundary) and students residing within the boundaries of the Oakland Unified School District. These preferences favor local students from historically underserved subgroups, as demonstrated by the Charter School's current demographics, which were achieved under the same preferences, and do not act to limit enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. The Charter School will seek to ensure that its student body is reflective of those living in the geographic community it serves and the District, as described in Element 7. The Charter School will monitor the outcome of its lottery on an annual basis to ensure that the admission preferences are not, in practice or effect, limiting enrollment access for pupils as identified in Section 47605(e)(2)(B)(iii) and will seek to materially revise its charter petition if necessary to modify any existing admission preferences.

Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Superintendent). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

All applications drawn after reaching capacity will be placed on a wait-list, in order in which they are drawn. Any applications submitted by the deadline and not accepted through the public random drawing due to capacity limitations will be placed on the wait-list in the order determined by lottery. Applications received after the deadline will be offered admission (or spots on the wait-list) in the order received AFTER all applicants who submitted by the lottery deadline have been served. The wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will the wait list carry over to the following school year.

EFC shall be responsible for ensuring that the Charter School maintains complete and accurate records of its annual admission and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter, and a record of all written communications with parents related to admission, by maintaining appropriate hard copy and electronic files of the same according to appropriate document collection and retention policies.

The EFC Board will ensure that the lottery process will be:

- ❖ Public, transparent, and fair
- ❖ Held in a public space large enough to accommodate all interested
- ❖ Facilitated by an uninterested party charged with conducting the process

Results will be published in Spanish and English and will be posted online and in hard copy in previously determined locations. **Results will also be mailed to all applicants and follow-up**

phone calls will be made. Families of students who are offered admission will have three weeks to confirm in writing their intent to enroll and submit an enrollment packet including proof of age, proof of address, and immunization records. Any families who decline admission or who fail to confirm will have the offer of admission rescinded. The waiting list will be kept on file at the Charter School and will be valid for the duration of the school year. If a student leaves the school, that space will be offered to the next person on the waiting list by mail and by phone. **A student who is offered a position off of the waiting list will be required to confirm in writing their intent to enroll.**

Enrollment

Upon admission to the Charter School, the registration process is comprised of the following:

- ❖ Submission of an enrollment packet
 - Student Registration Form
 - Proof of Immunization
 - Home Language Survey
 - Completion of Emergency Medical Information Form
 - Proof of minimum and maximum age requirements
 - Authorization for the school to request and receive student records from schools the student has attended or is currently attending⁹⁶
- ❖ A copy of any existing Student Study Team (SST) evaluations and recommendations for the student shall be obtained
- ❖ A copy of any existing 504 Plan or IEP for the student shall be obtained

In regard to immunizations, California law requires that parents/guardians of all children must submit completed immunization records, or exemption materials, prior to admittance of their children to school. School verification of immunizations is to be by written medical records from a physician or immunization clinic. All new and transfer students must present a current immunization record at the time of enrollment. There is no grace period. Pupils who fail to complete the series of required immunizations will be denied enrollment until the series has been completed. Exceptions will be provided only to the extent authorized under the law.

Please see [Appendix 9 – Student Recruitment, Admissions, & Enrollment](#) for the EFC Recruitment Plan, Recruitment Flyers in English and Spanish, and Registration and Enrollment Forms.

⁹⁶ The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

ELEMENT 9: FINANCIAL AUDIT

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” – Ed. Code § 47605(c)(5)(l)

Fiscal Audit

An annual independent financial audit of the books and records of Achieve Academy will be conducted as required by Education Code Sections 47605(c)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The Board of Directors will hire an independent auditor who has, at a minimum, a CPA, experience in education finance, and is approved by the State Controller on its published list as an educational audit provider familiar with the Audit Guide for Charter Schools. This auditor will complete an annual audit of the Charter School’s financial books and records. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles and the Audit Guide for Charter Schools. It will verify the accuracy of the Charter School’s financial statements (including balance sheets, income statements, and cash flow statements), attendance and enrollment reporting practices, internal controls, and any other documents or systems required by law.

EFC will prepare the necessary unaudited financial reports to be submitted to OUSD. Two interim reports and a year-end report, in a format to be provided by OUSD, that will include actual and revised budget figures, projected revenues, expenditures, and fund balances will be submitted to OUSD unless a different system is agreed to by all parties. In addition, year-end financial statements audited by a Certified Public Accountant will be submitted to OUSD within four months following the close of the fiscal year. The cost of the audit will be a fixed cost in the annual budget to ensure EFC is able to comply with this requirement.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the California Department of Education (CDE) by the 15th of December of each year. At the conclusion of the audit, any exceptions or deficiencies will be reviewed by the Audit Committee with the Chief Operating Officer. The Audit Committee will report the findings and recommendations to the Board of Directors. The Board of Directors will then report to the District to address how the exceptions and deficiencies have been or will be resolved to the satisfaction of the chartering authority. The Charter School will agree to writing a timeline for resolution of audit exceptions and deficiencies. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law. The independent fiscal audit of the Charter School is a public record to be provided to the public upon request.

EFC will be responsible for its own financial services (accounting, budgeting, and payroll) and personnel services.

EFC shall conduct all of its financial operations in a timely manner and for all programs (regular, categorical, and special education) through procedures established by the State of California and the Federal Government, as appropriate. For Federal programs, including Title I, the criteria for eligibility and fiscal guidelines will be as established by the Federal Government. In receiving this funding directly, EFC is responsible for meeting eligibility and fiscal requirements established by the Federal Government and for completing the Consolidated Application. EFC shall provide OUSD with all financial and related reports, including enrollment attendance, to enable OUSD to meet its requirements by law.

The Charter School shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding financial records, from OUSD and shall consult with OUSD regarding these inquiries.

Please see [Appendix 14 - Financial Documents](#) for the most recent approved audit.

ELEMENT 10: SUSPENSION/EXPULSION POLICY AND PROCEDURES

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” – Ed. Code § 47605(c)(5)(J)

Student Due Process Protections

Charter School’s student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(i) For suspensions of fewer than 10 days, Charter School shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, Charter School shall provide both of the following:

(I) Timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) A hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

The Charter School ensures that its disciplinary procedures comply with federal and state constitutional, procedural, and substantive due process requirements, as described in the text following the DRL.

Required Notifications

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

Code of Conduct

The goal of EFC is to operate schools that foster student self-discipline in a warm, supportive school climate that is conducive to maximum learning for all students. All EFC schools develop site-specific Codes of Conduct as general guides for behavior, but not as mechanisms for rigid control. To ensure success for ALL children, the individual personalities of students or extenuating circumstances will always be considered before corrective measures are prescribed. (Reference Education Code Section 48900 et seq. Codes of conduct will be presented in the Student and Family Handbook. Every family will receive a new copy of the Student and Family Handbook annually, which will be available in English and Spanish. Please see [Appendix 13 - Handbooks](#) for the current Student and Family Handbook.

The following policy on suspension and expulsion will be included in all EFC schools' handbooks.

Suspension and Expulsion

The following Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at Education for Change Public Schools.

EFC fundamentally believes that providing an orderly, safe, and warm classroom and school environment is the foundation for positive behavior in children and a comprehensive Response to Intervention model is the vehicle through which to support ALL children to respond positively in that environment. When children break rules in an orderly, safe and warm environment, EFC believes there is a logical root cause for that behavior which must be addressed. There is minimal research to support suspending and expelling children, and research verifies that African-American and Hispanic students are disproportionately impacted. Therefore, EFC expects its schools to develop a positive school culture, provide social emotional learning, and implement the behavioral interventions necessary to minimize the need for out-of-school suspension or expulsion.

Staff shall enforce disciplinary rules and procedures fairly, respectfully and consistently among all students while considering the needs of individual children. School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The EFC administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are available upon request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom a school has a basis of knowledge of a suspected disability pursuant to IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. EFC schools will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom EFC schools has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to school activity, 2) school attendance occurring at EFC or at any other school, or 3) a school-sponsored event. A Pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;

- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person
 - b) Willfully used force or violence upon the person of another, except self-defense
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant
 - e) Committed or attempted to commit robbery or extortion
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of 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) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases
 - l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
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
 - m) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
 - n) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
 - o) Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person,

or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- p) 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.
- q) 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.
- r) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - a. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - b. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:

1. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 2. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 3. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
1. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (a). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 2. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- c. Notwithstanding subparagraphs (a) and (b) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b)
- u) Possessed, sold, or otherwise furnished any knife, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
 - b) Brandishing a knife at another person.
 - c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

3. Discretionary Expellable Offenses: Students may be expelled or any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person
 - b) Willfully used force of violence upon the person of another, except self-defense
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant
 - e) Committed or attempted to commit robbery or extortion
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5
 - k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
 - l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
 - m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness
 - n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
 - o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
 - p) Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that

person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 3. Causing a reasonable student to experience substantial interference with his or her academic performance.
 4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - ii. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 1. A message, text, sound, video, or image.
 2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without

- consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of cyber sexual bullying.
- a. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (1) to (4), inclusive, of paragraph (i). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - iii. Notwithstanding subparagraphs (i) and (ii) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivisions (3)(a)-(b).

4. Non-Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
 - b) Brandishing a knife at another person.
 - c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Administrative Panel or the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and that student's parent/guardian and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i).

This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Expulsion by the Superintendent of EFC or their designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when EFC has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents/guardians, unless the pupil and the pupil's parents/guardians fail to attend the conference.

This determination will be made by the Superintendent upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Student Work/Homework during Out-of-School Suspension

Whenever possible, EFC tries to avoid assigning out of school suspensions to students. We do not believe that removing a student from the school community and denying them access to curriculum instruction is aligned to our vision or is an appropriate strategy to redirect unwanted behaviors. As such, in-school alternative work plans are more commonly assigned allowing students to not only complete assignments but also continue to receive instruction. When out-of-school suspensions must be assigned, EFC compiles a series of assignments (consistent with the daily hour requirements of independent study) that allows students to complete missing/incomplete assignments and practice previously taught skills. These assignments are turned in upon completion of the suspension.

This policy exceeds the minimum requirements of Education Code Section 47606.2(a), which provides that upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two or more schooldays, the homework that the pupil would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the pupil either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class.

E. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Board of Directors following a hearing before it or by the Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the pupil nor a member of the Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

F. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment
5. The opportunity for the student and/or the student's parent/guardian to appear in person and/ or to employ and be represented by counsel or a non-attorney advisor
6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses

G. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

EFC may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined only by EFC or the hearing officer in the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying
2. EFC must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony
3. At the discretion of the person or panel conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding entity finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, EFC must present evidence that the witness' presence is both desired by the witness and will be helpful to EFC. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

H. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students With Disabilities

A pupil identified as an individual with disabilities or for whom EFC has a basis of knowledge of a suspected disability pursuant to IDEA or who is qualified for services under Section 504 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. EFC will follow IDEA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom EFC has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Notification of SELPA

EFC shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who EFC or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP or 504 plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, EFC, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan

If EFC, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If EFC, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that EFC had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior
- c. Return the child to the placement from which the child was removed, unless the parent and EFC agree to a change of placement as part of the modification of the behavioral intervention plan

If EFC, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then EFC may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or EFC believes that maintaining the current placement of the child is

substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or EFC, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and EFC agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

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

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if EFC had knowledge that the student was disabled before the behavior occurred.

EFC shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to EFC's supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services
- b. The parent has requested an evaluation of the child
- c. The child's teacher, or other EFC personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to EFC supervisory personnel

If EFC knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If EFC had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. EFC shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by EFC pending the results of the evaluation.

EFC shall not be deemed to have knowledge that the student had a disability if the parent 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 of Directors or Administrative Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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 of Directors who will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

K. Written Notice to Expel

The Superintendent or designee following a decision of the Board of Directors to expel shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- a. Notice of the specific offense committed by the student
- b. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School

The Principal or designee shall send a copy of the written notice of the decision to expel to the District.

This notice shall include the following:

- a. The student's name
- b. The specific expellable offense committed by the student

L. Disciplinary Records

EFC shall maintain records of all student suspensions and expulsions at the Charter Schools. Such records shall be made available to the District upon request.

M. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Board of Directors' decision to expel shall be final.

N. Expelled Pupils/Alternative Education

Parents or guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

O. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors 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 Charter School for readmission.

P. 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 Charter School's environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

Q. Notice to Teachers

EFC shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” – Ed. Code § 47605(c)(5)(K)

Work Basis

Employee hours per week at Achieve Academy will be based upon individual employee work agreements. The standard work week for most staff is forty (40) hours per week.

Compensation

EFC provides total compensation to individual employees that is competitive with other private and public schools for comparably qualified and experienced employees, i.e., the Charter School offers compensation that assures the successful recruitment of employees that enable the school to fulfill its mission and goals. Specific salaries and stipends are identified pursuant to the collective bargaining agreement for the Charter School's certificated employees and individual employment agreements for all other employees.

Benefits

Mandatory benefits such as workers compensation, unemployment insurance, Medicare and social security (for non-STRS employees) are provided by EFC, as well as life, health, dental, vision, and related benefits as part of the total compensation package for each employee determined pursuant to the collective bargaining agreement for the Charter School's certificated employees and individual employment agreements for all other employees.

Retirement

Eligible certificated employees participate in the State Teachers’ Retirement System (“STRS”), in which the employer and the employee each contribute the statutory amount. Eligible classified employees participate in Public Employees’ Retirement System (“PERS”), in which the employer and the employee each contribute the statutory amount. All employees, with the exception of STRS participants, participate in the Federal Social Security Program. EFC also currently provides an option to participate in a 403b retirement plan with no employer match. EFC will make any contribution that is legally required of the employer including STRS, PERS, and federal social security.

Please see [Appendix 12 - Human Resources](#) for the current Salary Schedule and Benefit Package.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” – Ed. Code § 47605(c)(5)(L)

Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the District.

No student may be required to attend Achieve Academy.

ELEMENT 13: EMPLOYEE RETURN RIGHTS

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” – Ed. Code § 47605(c)(5)(M)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically and explicitly granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School, if any, will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

No public school district employee shall be required to work at EFC or Achieve Academy. Sick or vacation leave or years of service credit at the District will not be transferred to EFC, absent agreement with the District to the contrary, staff of the Charter School shall not continue to earn service credit (tenure) or sick or vacation leave at the District while employed by EFC.

ELEMENT 14: DISPUTE RESOLUTION PROCEDURES

“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” – Ed. Code § 47605(c)(5)(N)

Procedures for Complaints against Charter School

Charter School will establish complaint procedures that address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. Charter School will not, at any time, refer such complaints to the District for handling.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school’s response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. The complaint procedures will be clearly articulated in the school’s student and family handbook or distributed widely.

Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Complaints by Students and Employees

Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Disputes between the District and the Charter School

The staff and Governing Board members of Charter School agree to attempt to resolve all disputes between the District and Charter School regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and Charter School, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the Charter, except any controversy or claim that in any way related to revocation of the Charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(f), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, mail, or electronic mail. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received (a) if personally delivered, or sent by electronic mail, upon date of delivery to the address of the person to receive such notice if received by the District by 5:00 PM; (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Achieve Academy, c/o School Director:
Achieve Academy
303 Hegenberger Road Suite 301
Oakland, CA 94621

To Director, Office of Charter Schools:
1000 Broadway, 3rd Floor, Suite 300
Oakland, CA 94607

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, mail, or electronic mail.

The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 calendar days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed.

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

Intent

The intent of EFC Dispute Resolution Process is to:

- Resolve disputes within the Charter School pursuant to the Charter School's policies.
- Minimize the oversight burden on OUSD.
- Ensure a fair and timely resolution to disputes.

Should any aspect of EFC's Dispute Resolution Process be in conflict with OUSD policies or desired protocols, then the Charter School is amenable to altering said areas through the Memorandum of Understanding process to be mutually agreed upon.

Internal Disputes

EFC has established an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. If the District receives any complaints relating to the Charter School, it shall immediately refer the complaint and the complainant directly to the Charter School.

Please see [Appendix 10 - Health, Wellness, and Safety Plans](#) for the EFC Uniform Complaint Policy, Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy, and Policy for Complaints Against Personnel. Please see [Appendix 13 - Handbooks](#) for the Student and Family Handbook.

ELEMENT 15: SCHOOL CLOSURE PROTOCOL

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” – Ed. Code § 47605(c)(5)(O)

Closure Action

The decision to close Charter School must be documented in a “Closure Action.” A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(h)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of Charter School votes to close Charter School; the Charter lapses or is surrendered; or the Charter School ceases to serve students for at least six consecutive months.

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The OUSD Office of Charter Schools (OCS). Charter School shall provide OCS with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to OCS.
3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School

participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and ACOE of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to OCS.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to OCS.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to OCS.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to OCS.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to OCS in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be submitted to OCS in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with OCS for the delivery of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records,

including but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of employment, role, salary, and any other information necessary for employment verification. Both Charter School and the designee, individually and separately, shall inform OCS immediately upon the transfer of Charter School's employee records to the designee.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities, a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, start up grants, or other liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final "closeout audit" within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budget
2. Local control and accountability plan and annual updates

3. Interim financial reports
4. Second interim financial reports
5. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for closure of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
2. Make final federal tax payments (employee taxes, etc.)
3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).

This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

MISCELLANEOUS PROVISIONS

Facilities

Prior to occupancy or use of any school site or facility, Charter School shall provide OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located. This requirement shall also apply, upon request by the District, to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to OCS upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Hold Harmless/Indemnification Provision

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities including but not limited to attorneys' fees that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of supervisory oversight of Charter School not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisory oversight of Charter School not to exceed 3% if Charter School is able to obtain

substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including, but not limited to, licensing and permit requirements as well as requirements related to protection of health and safety. Charter School shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

The District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School's books, records, data, processes and procedures through the Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 business days notice to Charter School. In extreme circumstances when 30 business days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud, or abuse of power related to Charter School operations is received by the District, Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

Data and Information Reporting

Charter School shall provide the following data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:

- Fall Census Day enrollment spreadsheet
- Reports required by Education Code section 47604.33:
- Preliminary budget
- Local control and accountability plan
- First interim financial report
- Second interim financial report
- Final unaudited report
- Other audit-related, attendance, and/or enrollment information and reports:
- Annual independent audit report (Ed. Code § 47605(m))
- Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
- 20 day attendance report (Ed. Code § 47652(a))
- Monthly attendance reports
- Monthly student exit reports (Ed. Code § 47605(e)(3))
- Information/documentation related to Charter School's facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies),

Additionally, Charter School shall notify OCS in writing in a timely manner of changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

Budget And Financial Plan

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. - Education Code Section 47605(h).

To support review of this renewal petition, the following documents have been included in [Appendix 14 - Financial Documents](#).

- Projected Budget
- Projected Cash Flow
- Annotated Budget Narrative and Assumptions

The budget and cash flow projections are based on the best data available to the petitioners at the time of submission and include many key assumptions, as outlined in the annotated budget narrative.

Financial Process

EFC employs a full-time Chief Strategy Officer to perform many of the accounting and budgeting operations of the Charter School. The CSO reports directly to the Superintendent. The CSO's responsibilities include to establish, implement, coordinate, control, and maintain the Charter School's

financial accounting system; to process and maintain records of fiscal actions, other business records, and accounts; and to prepare a variety of financial reports and documents in support of school operations. The organization outsources some financial services such as payroll processing and uses a competitive bid process to select vendors with experience in charter schools or other public finance.

EFC will provide financial reports, in the manner prescribed by California's Standardized Account Code Structure (SACS) for all reports to the District including the First and Second Interim Reports, Adopted Budgets, and Unaudited Actuals as required by the Education Code. EFC will also provide an annual audit, including financial schedules in the aforementioned formats to the District, the County Superintendent of Education, the California Department of Education and to any other official or entity as required by law.

Annually, no later than December 15th, EFC shall supply the District with a statement of assets and liabilities. It is expected that this information will be included in the annual independent fiscal audit. However, in the event that it is not contained in the audit or that the audit is not completed by this date, EFC shall submit a separate document to the District containing this information.

Insurance

EFC will secure and maintain commercially reasonable general liability, workers' compensation, and other necessary insurance coverage. EFC will secure and maintain in full force and effect with an insurance company or companies admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A-/VII", very low, in the current Best Insurance Rating Guide, at a minimum, the insurance as set forth below to protect EFC from claims that may arise from its operations:

1. Workers' Compensation Insurance, as required by the California Labor Code, with not less than statutory limits
2. General Liability, Comprehensive Bodily Injury, and Property Damage Liability which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance for combined single limit coverage of not less than \$1,000,000 for each occurrence.

The Charter School will provide evidence of the above insurance coverage to the chartering authority. These amounts may be altered upon recommendation of the Insurer or as required by agreement between the District and EFC.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. - Education Code Section 47605(h)

The EFC Superintendent or designee will be responsible for ensuring appropriate administrative services are in place for EFC through its internal office personnel and if necessary, contracts with appropriate third-party contractors.

Subject to availability and agreement between EFC and the District, EFC may request District services on a fee-for-service basis.

Neither EFC nor the District is obligated to contract with one another. Any services requested from the District will be on a fee-for-service basis by separate mutual agreement. These services and fees will be determined in a separate Memorandum of Understanding (MOU) to be entered into between EFC and the District, prior to commencing services under the agreement.

Facilities

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. - Education Code Section 47605(h)

Achieve Academy intends to occupy the same facility that it currently occupies, at 1700 28th Avenue, Oakland, CA 94601, and will occupy it consistent with the requirements and obligations of Proposition 39.

Currently, EFC has an in-lieu of Proposition 39 facilities use agreement for the original Hawthorne Elementary School campus. The terms of the current agreement are from July 1, 2020 through June 30, 2021. It is our intent to negotiate a long-term agreement with the District during the 2020-21 school year to leverage a Proposition 51 award received for the Achieve Academy facility. However, we will also formally submit a Proposition 39 request by November 1, 2020 for the 2021-22 school year if necessary.

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.

Please see [Appendix 14 - Financial Documents](#) for the Joint Use Agreements/MOU between EFC and OUSD for the Achieve facility.

Transportation

EFC shall not provide home to school transportation for its students, except as may be required under the Individuals with Disabilities Education Improvement Act for students with disabilities as required by their IEP, or as otherwise required by law.

Attendance Accounting

EFC will implement an attendance recording and accounting system, to ensure contemporaneous record keeping, which complies with state law. EFC works to locate its facilities close to public transportation and central to the target student population.

Oversight

Pursuant to California law, the District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisory oversight of EFC not to exceed one (1) percent of the revenue of EFC. The District may charge up to three (3) percent of the revenue of EFC if EFC is able to obtain substantially rent free facilities from the District. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. - Education Code Section 47605(h)

EFC 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.

The Charter School 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 the California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(d), 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 Charter 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 Charter School.

Further, EFC and the District shall enter into a Memorandum of Understanding, wherein EFC shall indemnify the District for the actions of EFC and its governing non-profit public benefit corporation under this charter.

The corporate bylaws of EFC shall provide for indemnification of the School's Board, officers, agents, and employees, and EFC has purchased general liability insurance, Board Members and Officers 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 the Charter School.

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.

Term, Renewal and Indemnification

Term

The duration of the charter will be five years. In accordance with OUSD policies, the term of the charter shall start July 1, 2021.

Renewal

Renewal of the charter shall be in accordance with the standards set forth in the Education Code Sections 47605, 47607, and 47607.2.

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 Charter Schools Act or other relevant state and or federal statutes, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by OUSD and the 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.

Conclusion

By approving the renewal of this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a 5-year renewal term from July 1, 2021 through June 30, 2026.