



Education *for Change*



ASCEND

A SCHOOL CULTIVATING EXCELLENCE, NURTURING DIVERSITY

CHARTER CONVERSION PETITION

RE-SSUBMITTED TO
OAKLAND ~~UNIFIED~~ SCHOOL DISTRICT
ON
OCTOBER 26, 2014 **FEBRUARY 22, 2012**

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

Submitted by:
Hae-Sin Kim Thomas and La rissa Adam
Lead Petitioners

File ID Number: 12-0596
Introduction Date: 2/22/12
Enactment Number: _____
Enactment Date: _____
By: _____



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

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ASCEND – Red-lined changes to charter petition

Pg 20: *Students to be served section aligned with OUSD attendance boundaries*

Pgs 105-110: *Table of assessments reflects openness with respect to assessments used*

Pg 113: *Ability to opt into OUSD assessments*

Pg 115: *Added a line to communicate greater flexibility with assessment platforms*

Pg 137: *Deleted a line about waiting lists as the Enrollment Center does not maintain waiting lists*

Pg 139: *Rewrote the section to reflect the use of OUSD's enrollment system*

Pg 141: *Reflects the possibility of purchasing the OUSD liability coverage*

Pg 144: *Reflects the commitment to purchase services from OUSD*



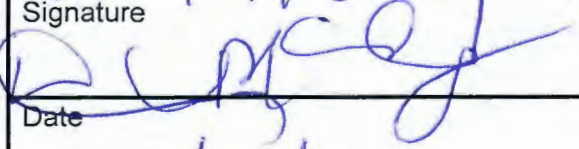
Pg 165: *Reflects the possibility of purchasing OUSD liability coverage*





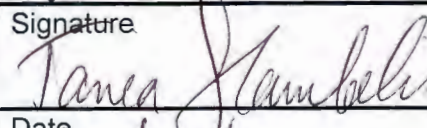
Pg 165: *Indicates the Facilities and Operations Agreement determines terms of occupancy with respect to the facility; deleted language indicating anything otherwise*

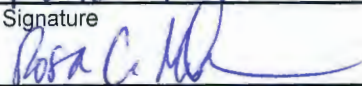

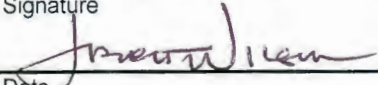
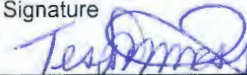

Petition for a Charter School Conversion
ASCEND

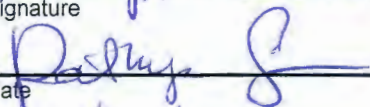
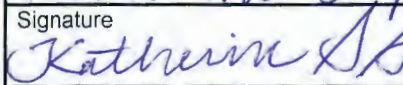
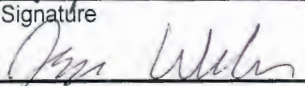
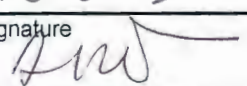
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AFFIRMATIONS

As the authorized lead petitioners, we, Larissa Adam and Hae-Sin Thomas, hereby certify that the information submitted in this petition for ASCEND School (the "School"), located within the boundaries of the Oakland Unified School District (OUSD), is true to the best of our knowledge and belief; we also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded this charter, ASCEND:

- Shall meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605 and 60851 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of ASCEND for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend ASCEND, and who submit a timely application, unless ASCEND receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Admission to ASCEND shall not be determined according to the place of residence of the student or his or her parents within the State except as provided in Education Code Section 47605(d)(2). Preference in a public random drawing shall be provided as described in Education Code Section 47605(d)(2)(B). In the event of a drawing the chartering authority shall make reasonable efforts to accommodate the growth of the School in accordance with Education Code Section 47605(d)(2)(C). and Education Code Section 51747.3. [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers at ASCEND hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- Shall at all times maintain all necessary and appropriate insurance coverage.

- Shall, for each fiscal year, offer, at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- Shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves ASCEND without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. ASCEND shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- Will follow any and all other federal, state, and local laws and regulations that apply to ASCEND, including but not limited to:
 - ❖ ASCEND shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - ❖ ASCEND shall on a regular basis consult with parents and teachers regarding ASCEND's education programs.
 - ❖ ASCEND shall comply with any jurisdictional limitations to locations of its facilities.
 - ❖ ASCEND shall comply with all laws establishing the minimum and maximum age for public school enrollment.
 - ❖ ASCEND shall comply with all applicable portions of the No Child Left Behind Act.
 - ❖ ASCEND shall comply with the Public Records Act.
 - ❖ ASCEND shall comply with the Family Educational Rights and Privacy Act.
 - ❖ ASCEND shall comply with the Ralph M. Brown Act.
 - ❖ ASCEND shall meet or exceed the legally required minimum of school days.
 - ❖ ASCEND shall comply with Article 5.5 (sections 51745–51749.3) of Chapter 5 of Part 28 of the Education Code and implementing regulations adopted thereafter for the purpose of implementing short term independent study.

Larissa Adam, Principal, ASCEND

Hae-Sin Thomas, CEO, Education for Change

EXECUTIVE SUMMARY

The staff and community of ASCEND, an Oakland Unified School District K-8 school, are submitting a petition to convert the school into a K-8 charter school. As a charter conversion, ASCEND will continue to provide the Fruitvale community a quality educational option, building upon the demonstrated success of their current program to ensure all ASCEND students exit their doors prepared for the path to college.

ASCEND Mission Statement

The mission of ASCEND is to close the achievement gap in Oakland. To make a positive difference in the lives of young people, we offer engaging and rigorous instruction and build strong relationships between parents, staff, students, and community. At ASCEND we are dedicated to developing leaders and mentors who create a more compassionate, equitable and just society.

Education for Change Mission Statement

The mission of Education for Change is straightforward. We will provide a superior public education to Oakland's most underserved children by creating a system of public schools that relentlessly focuses on our students' academic achievement. We believe that high quality instruction, and its continuous refinement, will lead to success for our students. When our students succeed, they will be prepared to make thoughtful and informed choices that will set them on a path for a successful life. Through the success of our students, we will create a catalytic change across the country that will help to transform urban public schools into high performing organizations for the children that are most dependent upon them.

ASCEND Vision

ASCEND aims to be a safe, dynamic, and motivating place where students develop the creative problem-solving skills, knowledge, and habits of mind to become strong, confident leaders and mentors for their community. We will use multidisciplinary, arts-integrated Learning Expeditions and units to develop life-long learners who think critically and succeed in college and career. Opportunities for parents and families to participate abound through all grades and parts of our school.

What Children at ASCEND Experience

- ❖ High standards aligned with the California state frameworks communicated clearly to staff, students, and families
- ❖ Authentic assessments conducted on a regular basis to monitor student progress

- ❖ A variety of instructional and interventions strategies for a diverse population of learners
- ❖ A multicultural curriculum integrated with the arts
- ❖ Curriculum organized and presented as learning expeditions where children learn through inquiry and guided discovery
- ❖ Balanced literacy across the curriculum
- ❖ Looping where students remain with their teachers for two years
- ❖ Academic and social/emotional interventions
- ❖ An after-school program that extends student learning
- ❖ Family and community as critical partners

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

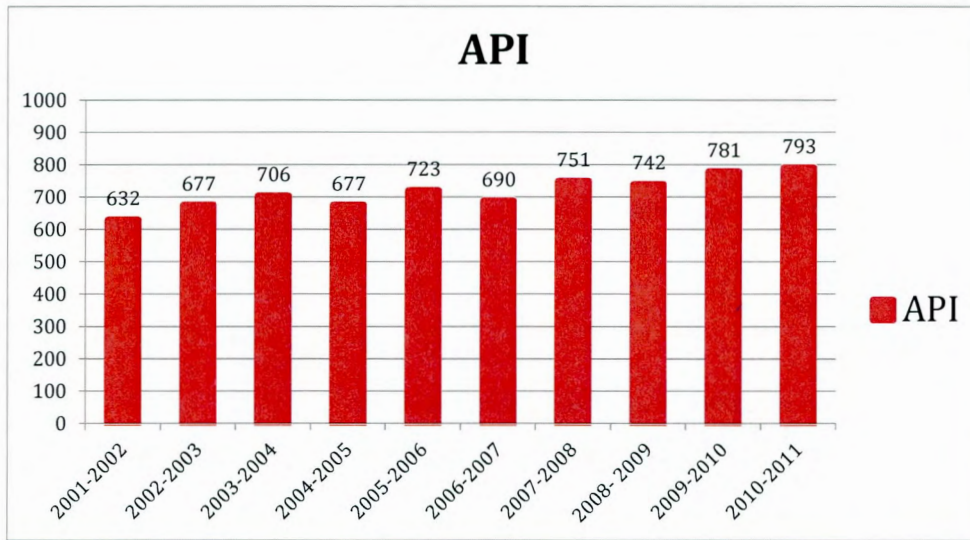
TEAM APPROACH

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

History And Accomplishments – ASCEND

ASCEND's Academic Success

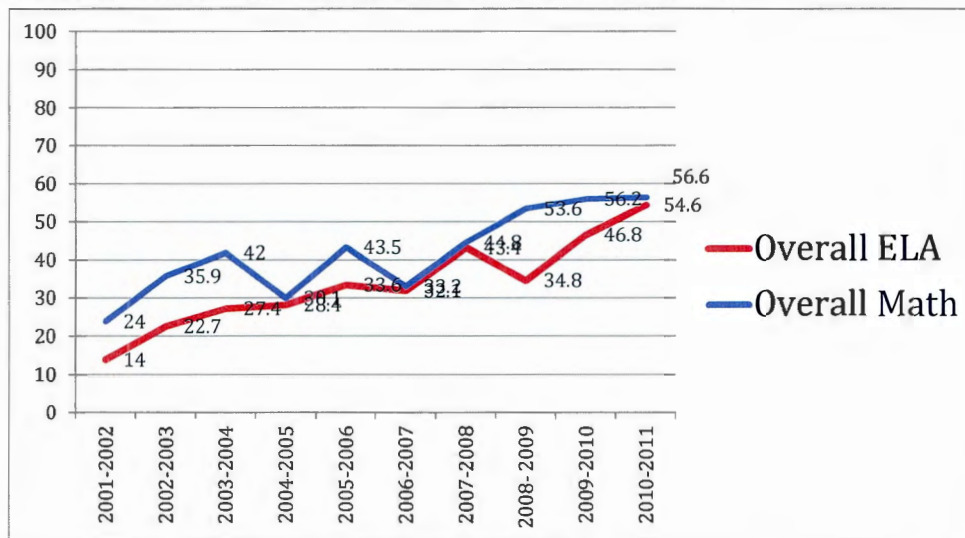
ASCEND has made academic gains since it opened in 2001, increasing 161 API points, moving from an API of 632 to an API of 793, on the cusp of breaking 800. Recognizing that moving the API with a greater grade span can be more challenging, the ASCEND community is committed to accelerating those gains to reach 900 and beyond.



As seen in the chart below, ASCEND has had some fluctuations in its data as they have risen to their current level. A significant factor in the fluctuations has been ASCEND's growth pattern. ASCEND started with grades K, 2, 4, and 6, and due to facilities limitations, was not able to add in all of its missing grades until 2009. As a result, ASCEND did not have a 5th grade every other year, and thus brought in an entire class of 6th graders from outside the school during every even year (eg. 2004-2005, 2006-2007, and 2008-2009). In those years, two thirds of the middle schoolers did not attend the ASCEND elementary grades, and entered our school with significantly lower CST performance than students who had attended ASCEND K-5. Even though those students grew significantly while in our middle school, our 6th-8th grade CST performance was often skewed by the incoming 6th graders' coming into ASCEND at lower performance levels.

Since opening its doors in 2001, ASCEND has moved from having 14% of the students being proficient or above in English Language Arts to 54.6% in 2011, a 40.6 percentage point increase. ASCEND attributes these gains to its engaging multi-disciplinary curriculum as well as a strong focus on developing English Learners' academic English skills. It is significant to note that in the early years of ASCEND, only 50% of the students identified themselves as Latino, and their lack of academic success was masked by the higher scores of Asian and African American students; in 2002, only 6.9% of Latino students were Proficient/Advanced on the CST ELA. In 2011, 53% of Latino students scored Proficient/Advanced on the CST ELA, a gain of 46 percentage points. In Mathematics, ASCEND has seen gains as well, increasing the percentage of students proficient or above from 24 percent to 56.6 percent, a 32.6 percentage point gain. ASCEND attributes these gains to their development of a more balanced mathematics program. In the early years of ASCEND, math instruction was purely based on a constructivist model. In the past three years, the school has developed a model that includes both direct instruction and constructivist strategies, and heavily utilizes a gradual release of responsibility model that incorporates small-group and one-on-one instruction immediately following guided practice time.

School-wide CST results: Percent Proficient and Advanced 2001-2011



Founding of ASCEND: A Community Educator Partnership

In 1998, families with children in the Oakland public schools started working with Oakland Community Organizations (OCO) to begin organizing for smaller and better schools for their children. The parents felt that some of their children were getting lost in huge schools with a thousand or more children. A visit to the small schools in New York and Chicago inspired these organizers to push for small and safe schools in Oakland. In response, in March of 2000, the Oakland Unified School District passed the New Small Autonomous Schools policy, granting the schools autonomy over curriculum and instruction, calendar and schedule, budget (and thus class size and position control), facilities, and staffing. In its planning stages, ASCEND was "The School of Inquiry," and an inquiry lens has continued to inform curriculum, instruction, professional development and all ASCEND decision-making.

Data-Driven Change To Support Student Learning

The history of ASCEND has been one of academic growth and increased API scores. When the school opened, about two thirds of the students came from Jefferson Elementary, and about one third came from Manzanita Elementary. The API for Latino students at Jefferson and Manzanita in Spring 2001 (right before ASCEND opened) was 438 and 486, respectively, for an average of 462. In the early years, the school as a whole showed academic growth, however, Latino students were not succeeding. At that time, 50% of the students were Latino. The lack of progress of Latino students was masked by the scores of other student populations, such as Asians. Today ASCEND is 90% Latino and ASCEND's API is 792, a gain of more than 300 points when compared to the performance of Latino students in the Fruitvale district 10 years ago.

Mission: Equity of Opportunity

In August 2005, the fourth year of the school, the parents, students, and staff gathered for

several emotionally charged days to draft a new mission and vision statement.

The mission of ASCEND is to close the achievement gap in Oakland. To make a positive difference in the lives of young people, we offer engaging and rigorous instruction and build strong relationships between parents, staff, students, and community. At ASCEND we are dedicated to developing leaders and mentors who create a more compassionate, equitable and just society.

Equity of opportunity, implicit in the mission statement is a second lens for all decision making at ASCEND.

The founders of ASCEND wrote guidelines for students' academic, social/civic and emotional development. The guidelines are known as the *Six Ways to ASCEND*:

- ❖ Take charge of your own learning
- ❖ Be kind and considerate
- ❖ Help each other
- ❖ Persevere
- ❖ Be responsible for yourself, your family, and your community
- ❖ Be reflective

These tenets are simple but profound. They are introduced in kindergarten and reinforced each year.

ASCEND's successes over the last 10 years are the result of a rich and engaging academic curriculum fostering academic, social/civic, and emotional development; an excellent and dedicated staff; a strong and committed community of family leaders; extensive partnerships with community; and intensive collaboration at the school among teachers, parents and the community.

History and Accomplishments – Education for Change

Founded in 2005 by experienced educators and entrepreneurs, Education for Change (EFC), a nonprofit public benefit corporation, created a home for schools who were seeking to become charters. As a Charter School Management Organization, EFC operates public elementary schools designed to offer a high quality education to ethnically and economically diverse student bodies. EFC currently operates three schools in Oakland, California: Achieve Academy, Cox Academy, and World Academy, all originally OUSD elementary schools that converted to become EFC charter schools.

The mission of Education for Change is straightforward. We provide a superior public education to Oakland's most underserved children by maintaining a system of public schools that relentlessly focuses on our students' academic achievement. Our high quality instruction and its continuous refinement leads to success for our students.

When our students succeed, they will be prepared to make thoughtful and informed choices that will set them on a path for a successful life. Through the success of our students, we will create a catalytic change across the country that will help to transform urban public schools into high performing organizations for the children that are most dependent upon them.

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

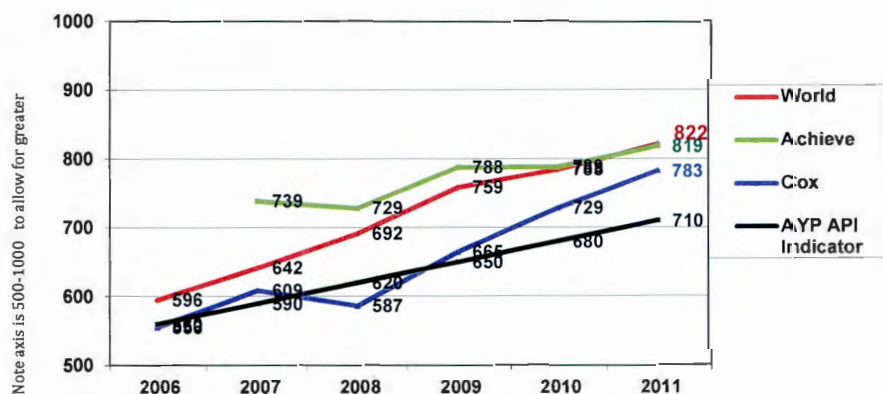
Through a shared set of core beliefs, we are building one community of adults across multiple schools that share responsibility for the EFC mission. Our core beliefs are the following:

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

EFC's Academic Success

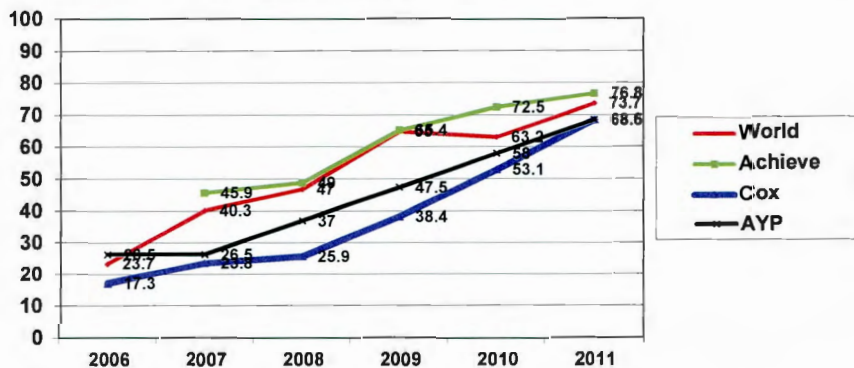
All of current schools in the Education for Change portfolio have experienced academic success. While EFC recognizes that there still are many areas in need of growth, the three schools have made steady gains that propel more and more of our students into grade-level mastery of California standards. As seen in the chart below, World and Achieve both have APIs of over 800, with Cox Academy having grown 196 API points in the past three years to be on the cusp of 800. Through a relentless focus on instruction and building content, pedagogical and assessment knowledge, all three schools have sustained academic growth. EFC is proud of these accomplishments and feels that these accomplishments set the stage for further growth.

EFC Schools API Growth: 2006 to 2011



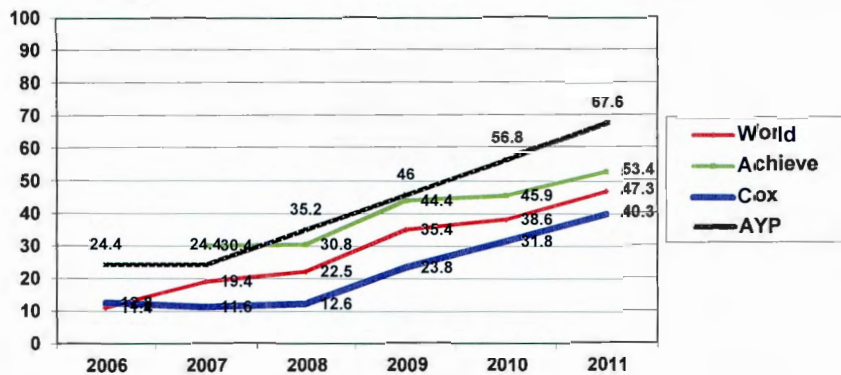
As seen in the chart below, Mathematics has been a particular strength of Education for Change. Through our work with Phil Gonsalves and Drew Kravin of the Mathematics Consortium, teachers have dramatically built their content and pedagogical knowledge of mathematics instruction. Utilizing the relational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

Mathematics CST scores: Percent Proficient and Advanced



While the English Language Arts trajectory has not been as dramatic as in mathematics, there has been consistent growth in the percent of students scoring Proficient and Advanced on the CST. There has also been a significant reduction in the percentage of students in the Far Below Basic and Below Basic categories. For instance when World Academy first opened, it had close to 60% of the students in the Far Below Basic and Below Basic category, and it has reduced that percentage to approximately 20%. We believe the gains in English Language Arts are a result of a strong focus on building content knowledge and assessment knowledge (formative and summative) supported by literacy coaches.

English Language Arts CST scores: Percent Proficient and Advanced



Management Team

The founding team of Education for Change came together with the goal of blending a diverse background of professional and personal experience. The Education for Change management team blends professional experience across public education, the public sector, for-profit and nonprofit organizations, business, and the philanthropic world. Our team brings the best practices from these many sectors to accomplish our ambitious goals and our mission. Our team members have extensive experience opening, operating, and managing schools in East Oakland and a track record of accelerating student outcomes in K-8 Oakland schools. We also have several advisors and board members with strong experience in developing, managing, growing and operating both district and charter public schools.

In its sixth year, Education for Change is still committed to operating quality public schools in the City of Oakland that will share one support infrastructure across all EFC schools. A shared infrastructure helps us achieve our most important organizational objectives:

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

EFC Management Team Members for ASCEND

Hae-Sin Thomas

Hae-Sin Kim Thomas is the Chief Executive Officer of Education for Change, and was the founding Principal of ASCEND, one of the first five small autonomous schools created in Oakland. Ms. Thomas has 18 years of K-12 public education experience, culminating in her selection as Education for Change CEO in June, 2011. She was the lead organizer and co-founder of Great Oakland Public Schools, an Oakland-based education advocacy group and watchdog. Hae-Sin worked for the Oakland Unified School District as a teacher, principal, school developer, and executive officer. She led a team charged with designing and leading two foundational tenets of OUSD's nationally-recognized reform effort – creating quality school options for families in every neighborhood and ensuring high-performing, more personalized communities of learning for children. She facilitated the design and opening of 22 new schools, replacing 18 chronically-failing schools. A recent external evaluation of the new schools reform

work in Oakland found that new schools more frequently accelerated math and English-language arts performance when compared to other district schools and that new schools significantly outperformed the schools they replaced in academic achievement, suspension rates, attendance rates, and overall student, teacher, and parent satisfaction.

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

Jessica Evans, Chief Academic Officer

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

Fabiola Harvey, Chief Operating Officer

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

Larissa Adam, Principal, ASCEND

Larissa Adam is the Principal of ASCEND. Ms. Adam was named "Elementary Principal of the Year" at Oakland's Expect Success Awards Ceremony in October 2008. The award honors school leaders who significantly increased student performance in their schools and who set the bar for strong, effective leadership. A graduate of UC Davis (B.A. in Spanish and International Relations) and UC Berkeley (MA in Educational Leadership), Ms. Adam taught 3rd-6th grades at Manzanita Elementary School for eight years. Ms. Adam co-founded ASCEND in 2001. After teaching at ASCEND for two years, she became Assistant Principal in 2003, and has been principal there since 2004.

ELEMENT 1: EDUCATIONAL PHILOSOPHY AND PROGRAMS

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

ASCEND Mission Statement

The mission of ASCEND is to close the achievement gap in Oakland. To make a positive difference in the lives of young people, we offer engaging and rigorous instruction and build strong relationships between parents, staff, students, and community. At ASCEND we are dedicated to developing leaders and mentors who create a more compassionate, equitable and just society.

Education for Change Mission Statement

The mission of Education for Change is straightforward. We will provide a superior public education to Oakland's most underserved children by creating a system of public schools that relentlessly focuses on our students' academic achievement. We believe that high quality instruction, and its continuous refinement, will lead to success for our students. When our students succeed, they will be prepared to make thoughtful and informed choices that will set them on a path for a successful life. Through the success of our students, we will create a catalytic change across the country that will help to transform urban public schools into high performing organizations for the children that are most dependent upon them.

When we succeed in building a high performing system of public schools serving the most underserved students, we will make the changes necessary for success to be replicated across every urban public school.

ASCEND Vision Statement

ASCEND aims to be a safe, dynamic, and motivating place where students develop the creative problem-solving skills, knowledge, and habits of mind to become strong, confident leaders and mentors for their community. We will use multidisciplinary, arts-integrated Learning Expeditions and units to develop life-long learners who think critically and succeed in college and career. Opportunities for parents and families to participate abound through all grades and parts of our school.

Students to be Served

As a converted charter school, ASCEND will continue to serve the same student population being served by the current Oakland Unified School District school in alignment with the District's attendance boundaries. We are presently a K-8 combined elementary and secondary school, and our charter school will serve a K-8 population of approximately 436 students in 2012-2013. There will be 12 K-5 classrooms of approximately 24 students and 6 classrooms of approximately 24 6th-8th graders each. Budgetary constraints notwithstanding, ASCEND aspires to keep class sizes low.

Grade	Number of Classes	Number of Students Per Class
Kindergarten	2	24
1 st Grade	2	24
2 nd Grade	2	24
3 rd Grade	2	24
4 th Grade	2	24
5 th Grade	2	24
6 th Grade	2	24
7 th Grade	2	24
8 th Grade	2	24

The ASCEND campus is located at 3709 E. 12th St. in an area distinguished by significant racial, cultural and ethnic diversity. As of the 2000 Census, 49% of Fruitvale residents were from Mexico, Nicaragua, Guatemala, El Salvador and other Latin American countries. Nineteen percent were from Vietnam, Laos, the Philippines and other Asian nations, 20% were African-American and 8% were Caucasian.

In the Fruitvale neighborhood, the student population is disproportionately low-income and English Learners, compared to the district overall. In addition, some of the schools in the area are academically low-performing (based on the State's API), indicating that many students have not mastered grade level standards and in some cases, may be far below grade level or have serious skill gaps. Therefore, ASCEND's educational program has been especially designed to dramatically increase academic performance and college-going rates for students who have historically been under-represented in college and who face barriers accessing a college education, specifically:

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

The target student population for ASCEND includes the students currently attending ASCEND in grades K-8, their siblings, and those students in our attendance area, as well as all others, who wish to attend the school, subject to capacity. Enrollment typically comes from the Fruitvale District, but students who live in other parts of Oakland also attend. Since the school shall adopt and maintain a policy of giving admission preferences to pupils who reside within the existing district school boundary, we anticipate that the demographic profiles presented in the table below will be generally consistent with the school's future enrollment.

ASCEND 2009-2010 Enrollment by Ethnicity

Group	ASCEND Percent	OUSD Percent
African American	3.4%	32%
Asian	4.1%	13%
Filipino	0.5%	0.8%
Hispanic or Latino	90.1%	40%
White (not Hispanic)	0.7%	8%
Socioeconomically Disadvantaged	85%	62%
English Learners	62%	41%
Students with Disabilities	7.6%	10%
Total Number of Students	436	

The Academic Needs of Our Students

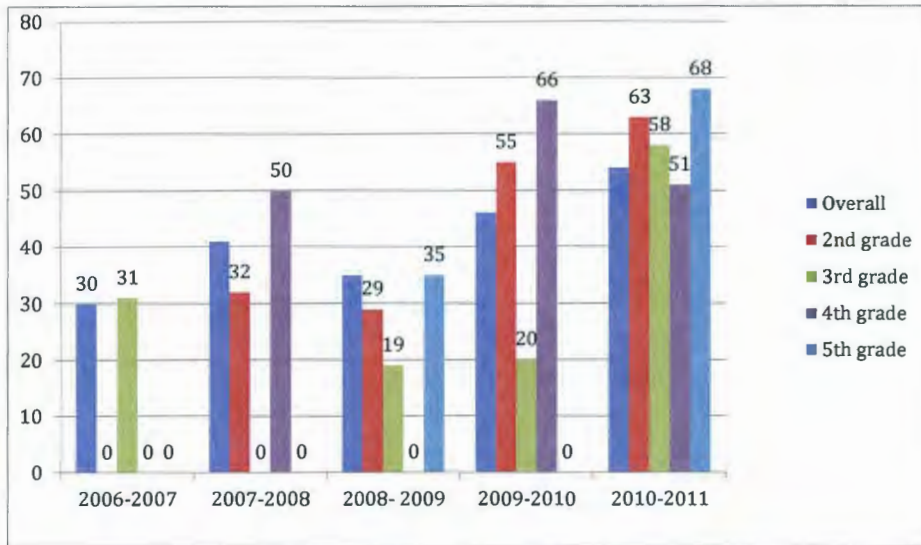
There have been significant gains at ASCEND over the years. The top 3 factors to attribute ELA growth to are:

- Implementation of Results for English Learner strategies:
- More targeted vocabulary instruction (eg. teacher identifying Tier 1, Tier 2, and Tier 3 words in the text, and using a variety of strategies to help students learn those words)
- Use of more robust frontloading methods prior to reading a text
- Use of sentence frames specific to a variety of language functions to support students in internalizing academic language structures.

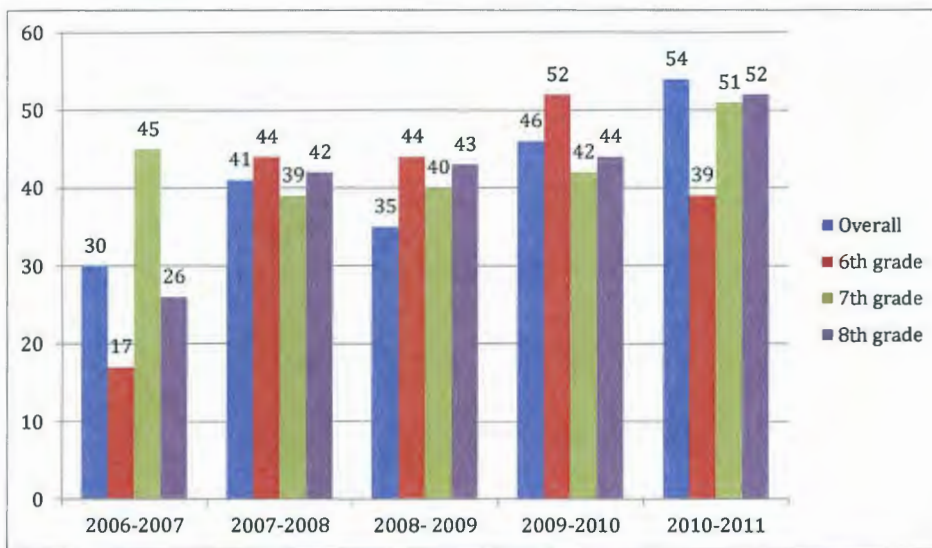
The top 3 factors to attribute Math growth to are:

- Implementation of gradual release of responsibility instruction model.
- Use of Si Swun pacing guide to accelerate learning of standards.
- Use of data-based inquiry professional development to support teachers in targeting specific standards and students for re-teach lessons.

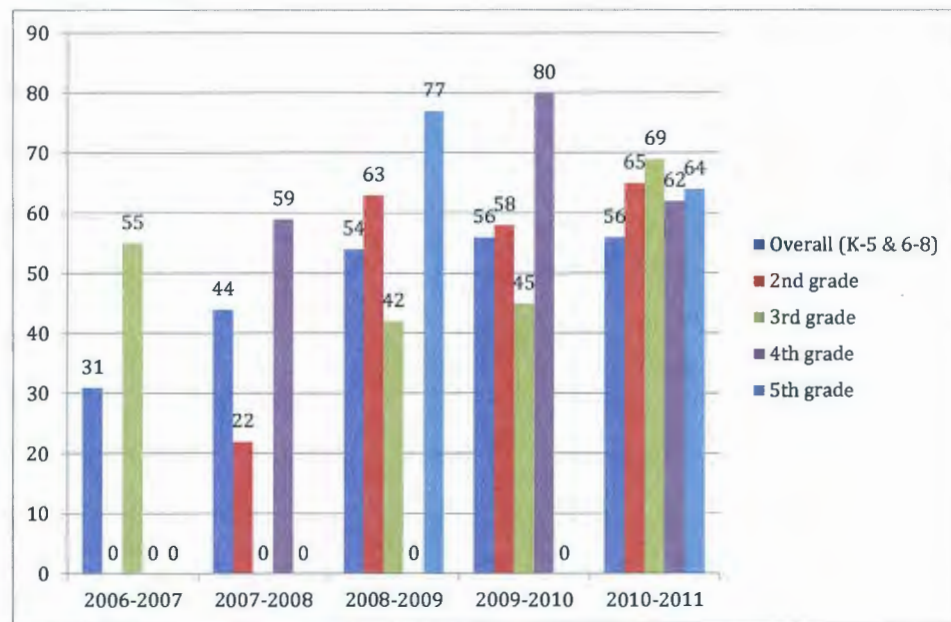
ELA 2nd-5th Grades



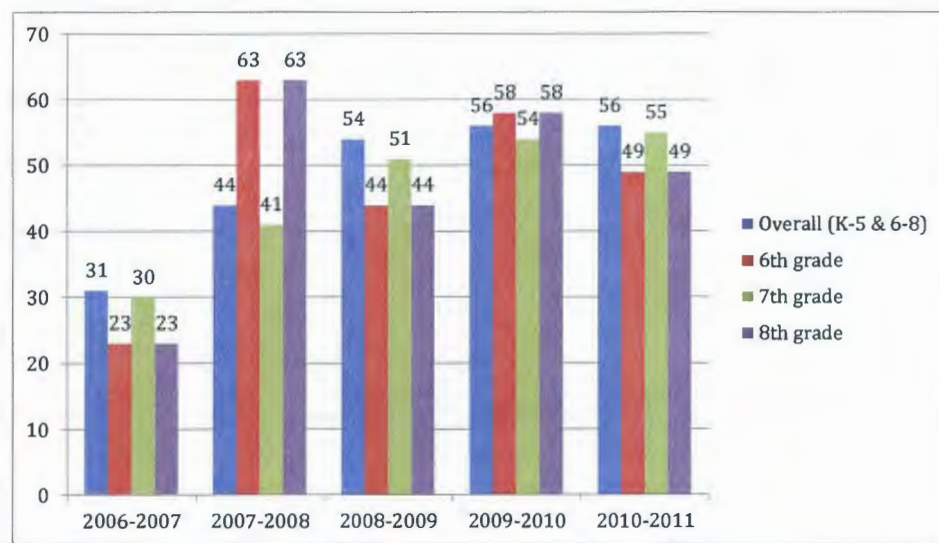
ELA 6th - 8th Grade



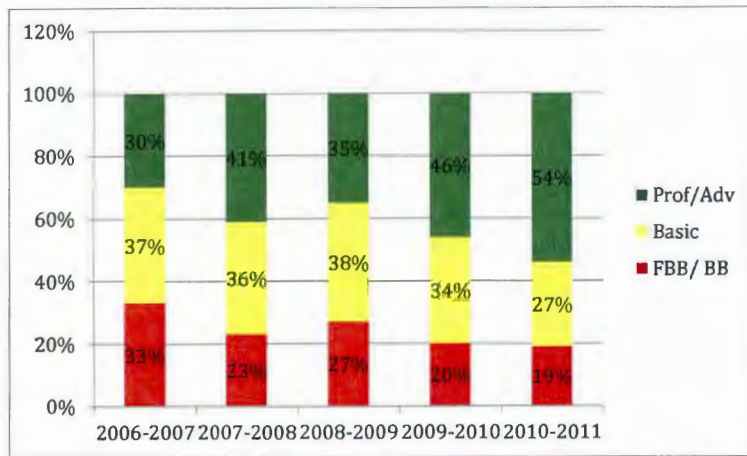
Math 2nd-5th Grade



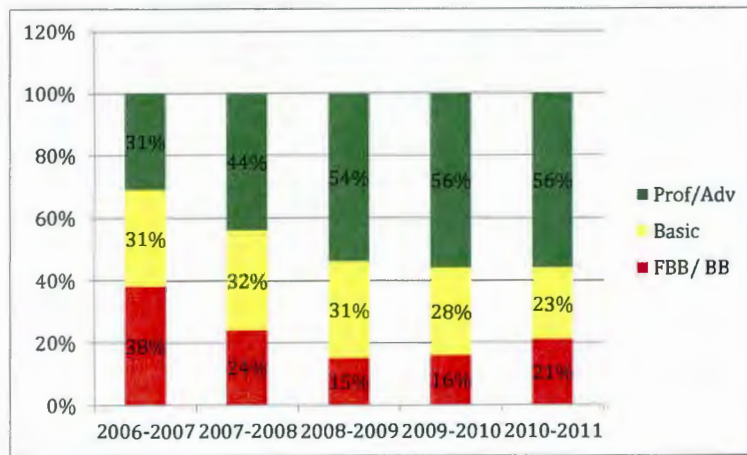
Math 6th-8th Grade



ELA Performance Bands (past 5 years of operation)



Math Performance Bands (past 5 years of operation)



ELA Performance Bands –past 5 years

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
% Adv/Prof	30%	41%	35%	46%	54%
% Basic	37%	36%	38%	34%	27%
% FBB/BB	33%	23%	27%	20%	19%

Math Performance Bands-past 5 years

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
% Adv/Prof	31%	44%	54%	56%	56%
% Basic	31%	32%	31%	28%	23%
% FBB/BB	38%	24%	15%	16%	21%

ELA % Proficient/Advanced by Grade Level

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
OVERALL	30	41%	35%	46%	54%
2 nd	N/A*	32%	29%	55%	63%
3 rd	31%	N/A	19%	20%	58%
4 th	N/A*	50%	N/A	66%	51%
5 th	N/A	N/A	35%	N/A****	68%
6 th	17%	44%	44%	52%	39%
7 th	45%	39%	40%	42%	51%
8 th	26%	42%	43%	44%	52%

Math % Proficient/Advanced by Grade Level

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
OVERALL	31%	44%	54%	56%	56%
2 nd	N/A*	22%	63%	58%	65%
3 rd	55%	N/A**	42%	45%	69%
4 th	N/A*	59%	N/A***	80%	62%
5 th	N/A*	N/A**	77%	N/A****	64%
6 th	23%	63%	44%	58%	49%
7 th	30%	41%	51%	54%	55%
8 th	15%	36%	45%	45%	31%

*ASCEND did not serve grades 2, 4, and 5 in 2006-2007.

**ASCEND did not serve grades 3 and 5 in 2007-2008.

***ASCEND did not serve grade 4 in 2008-2009.

****ASCEND did not serve grade 5 in 2009-2010.

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

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

Therefore, graduates of ASCEND possess the following characteristics necessary for success

in the 21st century:

- ❖ 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
- ❖ Effective and confident communication skills and comfort utilizing a wide range of technologies
- ❖ Critical thinking and problem solving skills
- ❖ A deep appreciation for humanity and respect for diverse cultures
- ❖ A lifelong love of learning
- ❖ A strong desire to serve the community in which they live
- ❖ The desire, discipline, and dedication to achieve their highest aspirations and dreams

To be an educated person in the 21st century also means living at a time when the environment is constantly evolving and opportunities for young people are limited. To succeed, our students will need several types of intelligence. ASCEND believes that the *Six Ways to ASCEND* prepare them in three key intelligences: academic intelligence, emotional intelligence and civic/social intelligence. ASCEND students who have internalized the *Six Ways to ASCEND* will have these intelligences. The *Six Ways to ASCEND*, written in language a child can understand, and explicated with child-friendly examples in the ASCEND Community Values and Policies document, are lifetime values equally relevant for adulthood. They are:

- ❖ Take charge of your own learning
- ❖ Be kind and considerate
- ❖ Help each other
- ❖ Persevere
- ❖ Be responsible for yourself, your family and your community
- ❖ Be reflective

Be reflective, the last on the list of Ways on the list, is thematic in the other five. To be reflective one needs self-knowledge and must be capable of meta-cognition, both explicitly taught at ASCEND. Creativity is implicit in reflection and creativity is also thematic in the Ways to ASCEND. The ability to reflect and be creative makes ASCEND graduates strong in the other five Ways to ASCEND.

[See Appendix A1 for ASCEND values and policies](#)

Academic and Learning intelligence

Take Charge of Your Own Learning

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

Persevere

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

Emotional intelligence

Be kind and considerate; Help each other

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

Civic/Social Intelligence

Help each other; Be responsible for yourself, your family and community

The last sentence in ASCEND's mission statement is: At ASCEND we are dedicated to developing leaders and mentors who create a more compassionate, equitable and just society. The skills ASCEND students learn in extensive pair and small group work provide a lifetime foundation for working with and helping others. As ASCEND students move to the middle school, they take on the role of mentors for younger students. Social justice is thematic throughout the ASCEND curriculum. For nine years students in myriad ways study and think about what is right in the world and what needs change. As adults this training will prepare them to be thoughtful and productive citizens in their communities and the country.

The founders of ASCEND wrote the following paragraph and it continues to be a metaphor for our hopes for ASCEND graduates. "When we think of the word ASCEND, we think of a young bird learning to fly for the first time. Flight is incredibly challenging and requires self-discipline, commitment, and good teaching. The achievement of flight gives that young bird the independence to find his/her own way, opportunities to explore and see the world, and a variety of perspectives from which to judge it. At our school, we believe every child must strive to ASCEND every moment s/he is with us, so that when s/he leaves us, s/he can fly."

How Learning Best Occurs

The ASCEND team holds that learning best occurs when our team aligns expectations, curriculum, assessment, and interventions with research-based instructional practices. We do so by providing each student with access to cultural and creative diversity in order to increase opportunities for students to authentically engage in learning. The following ten elements, which are described in detail later in the petition, include six practices and four structures that

comprise the core of our approach at ASCEND. The overarching guiding practice, inquiry-based learning through expeditions, interweaves our other five practices to create a coherent, cross-curricular instructional program for students. Central to ASCEND's philosophy is the idea that students' social and emotional growth is critical in their ability to succeed academically and to navigate the world around them. The key structures we have identified support students both in their social-emotional growth and in their academic growth.

Six Key ASCEND Practices

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

ASCEND teaches through quarter-, semester-, or year-long learning expeditions; we are a school that believes all children learn skills best through integrated and deep exploration of content, using an inquiry-based approach, and as part of a larger community which they actively explore and provide service to. Our approach promotes student meta-cognition and reflection. We believe this is a particularly effective approach for a largely English Language Learner population most of whom will be first-in-family college-goers. EL students need a lot of exposure to academic and content language and instructional approaches that enable them to learn, practice and apply that language authentically. Learning expeditions and inquiry-focused learning authentically builds academic and content language and develops the higher order thinking and the college-readiness skills our students need to be academically, socially, and emotionally competitive with peers from every background.

2. Balanced literacy instruction is cross-curricular.

At ASCEND, we do not believe that all students can learn to read proficiently and become lifelong reading learners through one defined method. Therefore, a large part of our inquiry as a school centers on literacy and how to best enable individual students into becoming skilled lovers of reading and writing. Our school uses the practices outlined in *Strategies that Work* (Harvey and Goudvis), a program with a heavy emphasis on reading comprehension strategies that help build meaning so children can truly read to learn as well as learn to read. Our second through fifth grades use Accelerated Reader to build student capacity to monitor their own development as readers, and our 6th-8th graders set individual reading goals (to read a variety of genres, to read a high volume of pages, etc.). Currently, we are focusing our energies on academic English development as demonstrated in oral and written expression; in K-5 classes we utilize the strategies developed by the CRLP's *Results for English Learners* project to support our students to quickly acquire academic English, and in the 6th-8th grades we use Constructing Meaning to support Academic English Development.

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

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

Therefore, ASCEND teachers at each grade level collaborate to prioritize and integrate standards to maintain focus on depth of learning over breadth of curriculum. The focus of the ASCEND instructional program is mastery of high-leverage state standards and pushing past skills and knowledge acquisition to application, synthesis, analysis, and evaluation. Both teachers and students are regularly reviewing students' goals and reflecting on mastery of prioritized standards, and there are multiple imbedded structures to communicate to families about the students' expectations and their performance against those expectations, including school-wide expositions of student learning and student-led report card conferences.

4. Core curriculum is multicultural and arts integrated.

ASCEND harnesses the power of visual arts- and music-integration to maximize student engagement and achievement. The arts provide additional means through which students can gain deep understanding of content, and also an opportunity to creatively demonstrate their learning. ASCEND is recognized as a demonstration school for arts integration; we have received funding to support visual arts- and music-integration specialists who collaborate with and coach teachers to meaningfully integrate arts into our expeditions.

Meaningful learning can only take place if the objectives taught in classes are extended into children's lives outside the classroom. Therefore, ASCEND emphasizes fieldwork and curriculum that involves families and community in learning (eg. student interviews that lead to a written family history).

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

Our educational program maintains high expectations for every child. The standards are the same for every child, the expectations for achievement remaining constant. What is then constantly evaluated and therefore constantly evolving is the instruction that enables mastery. We recognize that students will listen, process, and respond in many different ways. Therefore, our teachers differentiate instruction and use a variety of strategies to make sure every student has access to the objective being taught. The use of learning expeditions and the integration of the arts play key roles in providing greater access and enabling greater success for a variety of learners.

6. Authentic assessments administered regularly monitor student progress.

The diversity of our student population demands an assessment system that truly analyzes the growth of children in multiple ways while holding all children to the same high expectations. Students are given multiple opportunities to show what they know, including through tasks, performances/demonstrations, presentations, and assessments. Learning Expeditions provide students with multiple entry points for engaging with content, learning, and demonstrating what they understand. EXPO presentations to parents and community members require students to authentically demonstrate what they've learned in a real life context, with a real audience. Both are described in greater detail below. Furthermore, students at ASCEND are actively involved in what Stiggins calls assessments for learning, setting goals, articulating what it takes to meet those goals and leading report card conferences.

In order to more formally monitor student progress, teachers use both summative and formative assessments. Teachers utilize the CST Blueprints and the Curricular Pacing Guides/Assessment Blueprints to inform the sequence of and context within which the

standards will be taught. Three times during the school year we formally benchmark our students against these standards to monitor progress and determine the need for interventions. Teachers also create interim assessments that measure students' growth throughout the benchmark period, so our teachers can better target interventions and accelerate learning, and equally important, so that students can monitor their progress following what they have mastered and what they need to work on. Finally, a variety of diagnostic assessments (eg. the BPST-III, the IWT, Math Navigator placement tests, etc., depending on the subject matter and grade level) are administered in order to ensure that teachers understand where each student's Zone of Proximal Development is, and where students may be struggling.

Four Key ASCEND Structures

7. Students loop with teachers as part of a K-8 program.

Looping enables a child to be "known" and nurtured by one teacher, providing students a longer period of time to adjust and make targeted growth. Transitions are difficult for children, but they are particularly difficult for more at-risk children who need personal connections to thrive. The K-8 structure minimizes these transitions, especially during a period when children as preadolescents are particularly vulnerable. The 2-year looping model also enables families and teachers to make deep connections with each other and to develop a stronger more supportive relationship than we commonly see between families and teachers.

8. Students receive academic and social/emotional interventions.

Differentiated support also takes place at a school-wide level. Our Response to Interventions process ensures students are regularly assessed, and that that assessment data is analyzed. Students who need additional support beyond the general education classroom are provided research-based, high-quality interventions, and the effectiveness of all support is evaluated using data. This ensures children do not "fall through the cracks." ASCEND employs a part-time reading interventions specialist who provides one-on-one and small group reading interventions to targeted K-5 students. In our middle school, students who need acceleration attend an extra period of "math support" or "reading support/ELD" regularly. ASCEND also recognizes that our students are growing up in neighborhoods with numerous community stressors. In order to provide students with social/emotional support, ASCEND collaborates with La Clinica de la Raza to provide students with free one-on-one and/or small group counseling at the school site.

9. The after-school program extends student learning.

Through a strong partnership with the Oakland Leaf Foundation, we are able to provide a comprehensive after-school program that provides both students and families social, recreational, and educational opportunities. Students participate in homework support classes, math and literacy tutoring, and arts, music, gardening and sports programs after school five days a week. These opportunities provide valuable opportunities for supporting struggling students and families and for further engaging them as well; and the program creates a safe and supportive space for children during the after-school hours.

10. Family and community partnerships are prioritized.

Family involvement and community partnerships are fundamental to meeting the needs of the

whole child. When we refer to ASCEND, we mean equal participation of and appreciation for all the individuals and organizations who work for and with our children. We recognize the challenge of developing a culture and program that is authentically inclusive of families and community members. Towards our goal of valued and integral partnership, we implement the following:

Parent/teacher conferences: Teachers spend extra time with parents and students in order to ensure that there is time for quality dialogue on student progress towards ASCEND standards. These conferences are mandatory for every family and can last as long as an hour. There is 100% parent participation. Teachers review the standards-based report cards and show student work to demonstrate student progress towards these standards. Students are expected to participate actively in this process. The conference is an opportunity for students to practice being reflective, celebrating what they have learned and setting new goals.

Parent education on curriculum: Teachers in the primary grades run regular class meetings with parents to review what children are learning and how they are learning it, give suggestions on helping with homework, and reviewing future units. Our Family Resource Center provides parents with early literacy and college preparedness workshops.

Family/community center: ASCEND has created a warm and welcoming central space on campus to serve as a Family Resource Center, which is run by our three Family Resource Center coordinators. Open every morning it provides coffee and food and place for parents to meet. We provide a variety of services to our families through this center. The center has a computer, printer, Internet access, phone, kitchen facilities, parent resources, and a community bulletin board with opportunities for parent education, community opportunities, important meetings, and job opportunities.

The Family Leadership Council: The Family Leadership Council, which consists of two representatives from each classroom, is a vital voice in every important decision made at ASCEND such as budgeting, student programs, and curriculum. Representatives from the Family Leadership Council are currently part of the School Site Council and will become members of the Education for Change Family Leadership Council.

Schoolwide Program Overview & Methods of Instruction

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

In both the elementary and middle school programs, there are nine curricular areas that link into this inquiry approach: English Language Arts, English Language Development, Mathematics, Science, History-Social Science, Arts and Music Integrated Learning Expeditions (Visual and Performing Arts), Physical Education/Health, Social and Emotional Learning, and Technology. In the middle school program, English Language Arts and History/Social Science are cored

Grade level state content standards are taught to mastery in each curricular area, so that children in all grades, kindergarten through eighth grade receive standards-based instruction across all content areas.

Our balanced literacy approach including practices such as explicit whole group reading instruction, small group guided reading of level and anchor texts, and independent reading. Mathematics instruction builds algorithmic proficiency and conceptual understanding by moving student understanding from concrete to representational to abstract depictions of mathematical concepts. Systematic support for English Learners across the content standards and the ELD standards is provided by the California Reading and Literature Project (CRLP) Results for English Learners professional development institutes and supporting resources. The description of key practice 5 (Varied instructional strategies support a diverse population of learners) begins with a detailed look at Results for English Learners, as it an important part of the elementary program. The ASCEND middle school curriculum is designed to help students fill their potential academically, learn the life skills necessary in this first step toward adulthood and support and counsel them when they make the unwise choices common at this age.

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

KEY ASCEND PRACTICE 1

Instruction is Learning Expedition-based and inquiry focused.

SCHOOL-WIDE PRACTICE

Expeditionary Learning Outward Bound

ASCEND is an Arts and Music Integrated Expeditionary Learning school. Much of what stands out to visitors at ASCEND – and to students when they describe their school – is about how what they're learning across subjects comes alive through expeditions. To understand the power of this model, the structure of the Expeditionary Learning model and how ASCEND has evolved the model to meet its students' needs is examined next.

What has become ASCEND's schoolwide arts integrated approach comes from the Expeditionary Learning Outward Bound (ELOB) model. Since it was founding in 2001, implementation of the model has evolved and includes some variation by grade. At ASCEND, what the ELOB model describes as "benchmarks," ASCEND calls "components." The term "benchmark" is commonly used at ASCEND when describing summative assessments, so the ELOB term was changed to better suit ASCEND's implementation of the model. These components make up the structure of the ELOB model, which ASCEND shortens to Expeditionary Learning (EL). This structure remains at the heart of ASCEND's curricular approach and is described here to illustrate the project-based and interdisciplinary nature of learning at ASCEND. Students at ASCEND are challenged by the high-level tasks and active roles required by Expeditionary Learning Expeditions.

[See Appendix A2 for a sample Third Grade Learning Expedition](#)

[See Appendix A3 for Expeditionary Learning Outward Bound Evidence of Success](#)

Expeditionary Learning at ASCEND: Core Practices Outline

Five Core Practices and twenty-four components outline the structure of the Expeditionary Learning model at ASCEND. These are described in detail in the Appendix and provided here briefly to illustrate the scope of the EL model.

Core Practice 1 – Learning Expeditions

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

Core Practice 2 – Active Pedagogy

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

Core Practice 3 – Culture and Character

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

Core Practice 4 – Leadership and School Improvement

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

Core Practice 5 – Structure

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

Expeditionary Learning at ASCEND: Core Practices Summary

At ASCEND, the Core Practices and Components of Expeditionary Learning have been translated into a program that deeply engages students in meaningful inquiry and rigorous standards-based and cross-curricular learning. Their learning expeditions are designed to integrate across the disciplines of English Language Arts, mathematics, science, social studies, physical education/health, and the arts. They occur either once a semester or more frequently, in the case of an expedition more bound by a specific set of subject-specific standards (e.g., California history in fourth grade). These shorter, more frequent expeditions were once called "mini-expeditions," but recently have come to be called "units," instead. These units occur more in upper elementary and middle school, where a discipline or chunk of grade level standards can best be explored through a short expedition. Since middle school teachers each lead a

different discipline, their expeditions go deep into that one discipline, with connections to others. The middle school teachers use the EL model for longer units. They also use Understanding by Design (referred throughout this document at UbD and described in detail later) model to backwards plan from grade level standards for shorter units that are more discipline-bound and might not integrate the arts.

ASCEND's teachers collaborate with their grade level partner and visual arts and music integration coaches to generate compelling topics and guiding questions for the expeditions. Collaborative planning includes use of ASCEND's Learning Expedition Planning Template, which has 18 parts and is outlined below:

- ❖ The Learning Expedition title
- ❖ Topic
- ❖ Value of the topic (What is the rationale for doing this expedition? Why is this expedition important for students in this grade developmentally, socially, academically?)
- ❖ Guiding question(s)
- ❖ Overarching objectives
- ❖ Narrative description
- ❖ Learning objectives from California Content Standards (Students will...)
- ❖ Qualities of character/community to be practiced
- ❖ Learning activity outline/timeline
- ❖ Assessments
- ❖ Major projects
- ❖ Detailed key/pivotal lesson plans
- ❖ Resources
- ❖ Arts and music integration plan
- ❖ Field work and guest speakers
- ❖ Community service
- ❖ Parent involvement
- ❖ Making the learning visible

Middle school teachers draw upon this planning template in their development of standards-based backwards-planned UbD units.

Learning expeditions have a strong literacy component, which often includes a nonfiction emphasis and a real life context for learning reading skills and strategies. Learning Expeditions provide opportunities for students to use the inquiry process to consider scientific developments and historical periods and events. Last spring, ASCEND fourth graders did a "unit" length (or shorter) Learning Expedition called "Gold Rush or Bust!" Throughout the unit, students explored guiding questions developed by their teachers: "What do we value?" "What did the 49ers value?" and "How did the 49er's values play a part in the California Gold Rush?" They made connections to their own lives: "How does the Gold Rush affect my life in Oakland?"

<p style="text-align: center;">KEY ASCEND PRACTICE 2: Balanced literacy instruction is cross-curricular.</p>
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ASCEND's elementary literacy program is rooted in the belief that all students can and will learn to read at high levels. ASCEND's program balances explicit whole group reading instruction with tailored small group guided reading instruction. These practices converge to ensure that students are strategically taught the skills they need to meet grade level standards.

ELEMENTARY PROGRAM

English Language Arts

Goals

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

Curriculum

ASCEND believes that no one method can teach all children to learn to read proficiently and become lifelong learners. Therefore, a large part of its inquiry as a school is in looking at literacy and how to best enable individual students to become skilled lovers of reading and writing. The entire school uses the practices outlined in *Strategies that Work*, a program with a heavy emphasis on reading comprehension strategies that help build meaning so children can truly read to learn as well as learn to read. Students in second to fifth grades use the computer-based Accelerated Reader to build student capacity to monitor their own development as readers. Currently, ASCEND is focused on Academic English development, as demonstrated in oral and written expression; they utilize the strategies developed by the CRLP's *Results for English Learners* project to support students to quickly acquire academic English.

ASCEND's elementary reading program is standards-based and primarily consists of teacher-developed standards-based lessons, units, and arts and music integrated Learning Expeditions. Key elements of ASCEND's English Language Arts program include:

Explicit Reading Instruction

- ❖ Reading instruction occurs in three main ways: (1) whole group, through basal readers/anthologies, leveled texts, and anchor texts, (2) small group, through leveled books/texts, Guided Reading books, and anchor texts, and (3) one-on-one, through conferences that may be teacher/student, parent/student, older student/younger student, or peer/peer.
- ❖ Whole group instruction is often scaffolded, so all students are supported to access text that may be at their instructional level or a bit beyond it.
- ❖ Small group instruction and one-on-one instruction are at each student's instructional reading level.
- ❖ Reading instruction based on the *Results for English Learners* approach, includes explicit instruction in comprehension skills and strategies, questioning routines, language functions, linguistic elements, and language fluency.

Independent Reading Time

- ❖ Students have time at school to read books and other texts at their independent reading levels. This occurs daily schoolwide during Independent Leveled Reading time.
- ❖ Additionally, students read independently during the ELA instructional block and are encouraged to read when they finish work early in any subject. These practices support students with developing reading habits they can use at home, too.

Academic English Language Instruction

Academic English Language (AEL) instruction at ASCEND is based on the *Results for English Learners* approach, and includes three parts: cognitive, tasks, academic language, and proficiency.

- ❖ Cognitive tasks include language functions

- ❖ Academic language includes linguistic functions
- ❖ Proficiency includes language fluency

The instructional implications of these three areas are described below in the section about instructional strategies.

Explicit Writing Instruction

- ❖ Writing instruction occurs in three main ways: (1) whole group, through modeled and guided writing lessons and mini-lessons (2) small group, through mini-lessons and writing conferences, and (3) one-on-one, through conferences that may be teacher/student, parent/student, older student/younger student, or peer/peer.

Independent Writing Time

- ❖ Students have time at school to write independently to prompts.

Leveled and Guided Reading

- ❖ Teachers used both leveled and Guided Reading to provide small group explicit instruction on phonemic awareness, concepts of print, letter sound correspondence, blending, rhyming, spelling patterns, sight words, vocabulary, reading comprehension, etc.

Instructional Strategies and Materials

ASCEND's elementary program uses a balanced approach to reading instruction, that draws heavily on CRLP's *Results for English Learners*. The School's ELA program systematically incorporates standards-based teaching, instruction about phonological and phonemic awareness, phonics, Academic English Language (AEL), including word study and vocabulary, the writing process, and writing genres.

Teachers use a variety of materials to teach English Language Arts at ASCEND. Primary materials used in ways that vary by classroom and grade across the elementary program include: teacher-created materials, *Results for English Learners*, *Words Their Way*, *Open Court Reading*, leveled books and texts, primary sources, anchor texts, and other readings from the Internet.

Reading

ASCEND provides students with explicit instruction in reading. *Results for English Learners* is used to support student learning in reading. In particular, ASCEND teachers incorporate a number of key elements of *Results* in their instruction. What follows is a description of each key element, followed by a description of its instructional strategies.

Reading Comprehension Strategy Instruction

- ❖ Comprehension monitoring: During comprehension monitoring, good readers are aware of whether they understand a passage with respect to their purpose for reading. When comprehension difficulties occur they determine what "fix-up" strategies to use such as rereading sections that did not make sense.
- ❖ Sentence-level integration: Sentence-level integration involves making connections within and across sentences. This includes complex grammatical structures such as passive voice, conditional sentences, and pronominal antecedents.
- ❖ Overall-text integration: Overall text organization involves understanding the main ideas in the selection, their organization, and their relationship to the genre or type of text.

Organizational elements in stories include: setting, characters, problem(s), events, and resolution. Common informational/expository structures are (a) time sequence, (b) description, (c) comparison/contrast, (d) cause and effect, and (e) problem solution.

A model of explicit instruction in comprehension skills and strategies instruction includes: (in *Results*, adapted from Duke and Pearson, 2002)

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

Questioning Routines

Text and Inference-Based Questions

Raphael (Raphael, Highfield, & Au, 2006) has developed student-friendly terminology and instructional strategies for teaching students four kinds of questions:

- ❖ Right there questions where the answer is right there in one place in the book, usually in one sentence.
- ❖ Putting it together questions where the answer is in the book, but in different parts.
- ❖ Author and you questions where the answer is not in the book. Part of the answer is in what the author said and part is in the reader's mind.
- ❖ On my own questions where the answer is not in the book. Readers rely on their own thinking and background knowledge.

Questioning routines that encourage instructional discussions include opportunities for students to use and produce academic language and thinking during classroom discussions. These student-centered, academic discussions have been variously labeled as Instructional Conversations (Goldenberg, 1992/93), Cognitive Academic Language Learning Approach (CALLA) (Chamot & O'Malley, 1996), and Questioning the Author (QtA) (Beck, McKeown, Hamilton, and Kucan, 1997). ASCEND teachers use open-ended questions like the ones below to promote rich discussions:

Initiating Queries

- ❖ What is the author trying to say here?
- ❖ What is the author's message?
- ❖ What is the author talking about?

Follow-up Queries

- ❖ What did the author mean here?
- ❖ How does this connect with what the author has told us here?
- ❖ Why do you think the author tells us this now?

Narrative Queries

- ❖ How do things look for this character now?
- ❖ How has the author let you know that something has changed?
- ❖ How has the author settled this?

- ❖ Given what the author has already told us about this character, what do you think s/he's up to? (Beck, et al., 1997, p. 45)

Instruction to Teach Language Functions

ASCEND teaches language functions by teaching students to:

- ❖ Describe
- ❖ Ask questions
- ❖ Estimate
- ❖ Infer
- ❖ Identify cause & effect
- ❖ Predict
- ❖ Compare & contrast
- ❖ Persuade
- ❖ Summarize

Instruction to Teach Linguistic Elements

ASCEND teaches linguistic elements by teaching students:

- ❖ Academic vocabulary
 - Domain-specific and general
 - Morphology
- ❖ Syntax and grammatical features
 - Sentence structures
 - Parts of speech
 - Verb tense/mood
 - Subject/verb agreement
- ❖ Discourse patterns

Instruction to Teach Language Fluency

ASCEND teaches language fluency by teaching students:

- ❖ Ease of oral comprehension and production
- ❖ Prosody in reading
- ❖ Appropriateness of discourse style
- ❖ Facility of language use for a wide range of purposes (both oral and written)

ASCEND's ELA program includes the use of other materials and instructional strategies beyond *Results for English Learners*. Due to ASCEND's use of grade-level standards as the driver of instruction, the *Open Court Reading* program, which embeds standards, but does not include all CA grade level standards and does not prioritize them or pace them to the CST, is used as a tool, and not as the primary vehicle for reading instruction.

Using *Open Court Reading* as a tool means that ASCEND teachers draw from it as it supports standards-based instruction. With the exception of phonics in the lower grades, the program is not taught sequentially, one unit after another. Instead, texts are used in alignment with standards-based arts and music integrated Learning Expeditions. As students move up through the grades, a greater percentage of instructional time in ELA is connected to Learning Expeditions. An instructional coach at ASCEND describes these two processes as "learning to read" and "reading to learn." The strong literacy component that runs through the Learning Expeditions includes reading and writing across the curriculum to leverage student motivation and deepen student understanding.

As described above, all teachers use *Results for English Learners* and create their own materials for standards-based instruction and arts and music integrated Learning Expeditions. In kindergarten and first grades, teachers use the green section of *Open Court Reading* to deepen phonemic awareness skills and to teach phonics. They also use *Words Their Way* for letter/sound sorts, word work, and phonics games. They use the computer program *Starfall* for phonics instruction support. Students meet in Guided Reading groups, and receive instruction based on their instructional reading levels.

Instruction about different aspects of reading depend on what weight the content standards at a particular grade require. For example, in early grades, phonics instruction is significant, while in later grades, word study and the use of a multisyllabic routine is significant.

Second through fifth grade students receive reading instruction as described above, with a focus on direct teaching at each student's instructional reading level and time for the student to practice applying strategies learned through independent reading at his/her independent reading level. Guided and leveled reading groups are also used in these grades. Many ASCEND teachers use either leveled or Guided Reading, literature study groups, and/or literature circles.

Teachers select books and texts for students to read based on what the best avenue to teach each standard is. Sometimes the text selected is an anchor text from a Learning Expedition. These often have a non-fiction emphasis. Or the text may come from an *Open Court Reading* anthology at that grade or another, or a text may come from the Internet, a library book, or elsewhere.

Writing

ASCEND sees reading and writing as related, or recursive processes, with one deeply impacting the other. Writing instruction builds on what's above and supports it. Writing instruction at ASCEND is standards-based, and two primary tools supplement those teacher-designed lessons: Lucy Calkin's *Units of Study for Primary Writing* (K-2) and *Units of Study for Teaching Writing* (3-5). The complete series of the *Units of Study for Primary Writing* include seven units of study and a handful of supporting materials for a year-long writing curriculum at each grade, kindergarten to second:

1. Launching a Writing Workshop
2. Small Moments: Personal Narrative Writing
3. Writing for Readers: Teaching Skills and Strategies
4. The Craft of Revision
5. Authors as Mentors
6. Nonfiction Writing: Procedures and Reports
7. Poetry: Powerful Thoughts in Tiny Packages
8. Supporting Material: Overview/Introduction: The Nuts and Bolts of Teaching Writing
9. Supporting Material: The Conferring Handbook
10. Supporting Material: Resources for Primary Writing CD-ROM

The complete series of the *Units of Study for Teaching Writing* include six units of study and a handful of supporting materials for a year-long writing curriculum at each grade, third to fifth:

1. Launching the Writing Workshop
2. Raising the Quality of Narrative Writing
3. Breathing Life Into Essays
4. Writing Fiction: Big Dreams, Tall Ambitions

5. Literary Essays: Writing About Reading
6. Memoir: The Art of Writing Well
7. Supporting Material: A Guide to the Writing Workshop
8. Supporting Material: Resources for Teaching Writing CD-ROM

Teachers draw upon other resources, including those from the Bay Area Writing Project (BAWP). A number of ASCEND teachers and coaches are BAWP trainers. The BAWP, which is housed in the University of California, Berkeley's Graduate School of Education, is a collaborative program with Bay Area schools. BAWP has been a vital resource and model of professional development, teacher leadership, and reform since 1974. A collaboration between BAWP and Oakland Unified called "Oakland Writes: The Writing Proficiency Project" resulted in the Writing Process Assessment or WPA, used at ASCEND. The Writing Proficiency Project includes information and supporting resources about:

- ❖ Assessment (PWA)
 - Administering the PWA
 - Rubrics and anchor papers
 - Reflecting, scoring
 - State assessments
- ❖ Teaching
 - Teaching the writing process
 - Teaching the genres
 - Teaching language and conventions
 - Teacher-created units
 - Writing standards
- ❖ Student Writing
 - Exemplars
 - Student publications
- ❖ Teacher Talk (including teacher writing, blogs, etc.)
- ❖ Professional Development (including conferences and other PD opportunities)

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A foundational component of the initiative included a Process Writing Assessment (PWA) for kindergarten to ninth grade. The PWA articulated a grade-level sequence for expository writing with a priority-genre for each grade level. The project provided school like ASCEND with tools and resources necessary to engage in a site-based cycles of inquiry around writing. Some of the resources developed by the WPP include: rubrics, anchor papers, training papers, protocols, and materials from professional development on how to improve instruction based on the assessments.

Assessment

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

Writing is assessed through the *Oakland Writes* Process Writing Assessment (PWA), which comes out of collaboration between the Oakland Unified School and the Bay Area Writing Project. The assessment is administered three times a year and includes a district-adopted

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rubric and anchor papers. The PWA assesses certain genres and the levels of process, K-8. After scoring, teachers and coaches develop instructional response plans. For genres not assessed on the PWA, assessments are developed as part of the arts and music integrated Learning Expeditions (e.g., research reports and other writing).

The kindergarten to third grade prompts and materials were designed with the knowledge that children in grades kindergarten to second grade are developing writers focused on expressing their ideas in print. As readers they are just beginning to encounter and differentiate between the genres. As writers their capacity to explore and express themselves using the parameters of genre emerges as their exposure to literature grows. Therefore, although the kindergarten to second grade PWA prompts do fall into the different categories of writing genres that students are expected to practice (according to the California Language Arts Standards for these grade levels), they are assessed primarily on the basis of their written expression and not their mastery of genre.

In kindergarten particularly, the PWA recognizes that genre cannot be of central concern to emerging writers. By the third grade, the lessons and prompts focus more particularly on the characteristics of the different genres that the students in kindergarten to second grade have been exposed to over the years. Therefore, the rubrics do include guidelines for assessing students' mastery of the characteristics of the genres tested. The PWA in grades four and five assesses children in a same genre all year, to allow teachers to evaluate students' progress in that particular type of writing. The kindergarten to third grade PWA instead introduces children gradually to the different writing genres over the course of four years, and therefore the prompts in any given year fall into different genres.

Six types of writing form the basis of a genre progression designed to support students in mastering a range of academic demands as well as deepen the professional practice of teachers in grades four, five, and beyond. Current research on writing instruction and demands for expository writing in the workplace and college informed the writing types (or genres) selection. The writing sequence is designed to:

- Engage early writers
- Respond to the developmental needs at each of the different grades
- Prepare students for state writing assessments
- Provide development in critical thinking that is the basis of all writing
- Link writing instruction across all grade levels

The writing types for the elementary program are:

Grade 4 - Response to Literature

Grade 5 - Expository: Description

Future Goals for ASCEND

Student performance on the Spring 2011 administration of the CST indicates that 60 percent of elementary students at ASCEND scored proficient or advanced. Strongest performance in ELA was:

Strengths in Elementary ELA Performance on the CST			
Grade 2	Grade 3	Grade 4	Grade 5
Literary Response and Analysis	Word Analysis and Vocabulary	Word Analysis and Vocabulary	Literary Response and Analysis

Word Analysis and Vocabulary	Literary Response and Analysis	Writing Applications	Written and Oral Conventions
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In a review of cumulative performance across the grades, the weakest areas of performance was Writing Strategies. However, the fourth grade writing test is an area of strength, with an average percent correct of 68.61, compared to the state average of 65 percent. To address these needs, ASCEND is engaging teachers in data-based cycles of inquiry designed to hone in on the standards students struggle with most. Teachers use benchmark data to identify these standards, theorize about the root cause(s) of students' struggles, collaboratively design lessons and assessments that address these standards, and then begin the cycle again by examining new assessment data. In the future, ASCEND seeks to offer its teachers professional development on Guided Reading, which is currently implemented differently across the school. Teachers have yet to receive formal training school-wide and are interested in more training and support.

See Appendix A2 for 3rd grade learning expedition that integrates ELA standards
See Appendix A4 for Third Grade Writing Scope and Sequence

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SECONDARY PROGRAM

Humanities (ELA and History - Social Science Core)

Goals

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

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

History - Social Science goals accompany the ELA goals. They include developing students' knowledge of history, cultural and historical empathy, an understanding of democracy and constitutional heritage and the critical thinking skills to prepare them for American citizenship. Students also develop a better understanding of themselves from the literature they read and the history they study. And they use their ELA skills to understand and express what they learn about history.

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

Reading and Writing

The middle school reading curriculum includes several novels a year. ASCEND believes immersion in a novel is a critical experience for developing a classroom community and an appreciation of reading. Genre and reading skills are taught through the novel studies and include: realistic novels, nonfiction and science fiction. As part of the history curriculum, students read historical fiction, which makes the past feel more immediate and alive in a

discipline that can, at times, feel bafflingly distant to the students. They also read many primary sources and history-related texts that teachers pull together from community members, district textbooks, books, the Internet, and other sources. Teachers draw on various partnerships to supplement curriculum. For example, ASCEND has collaborated with the UC Berkeley History and Social Science Project, the OUSD Teaching American History Grant with Stan Pesick, the De Young Museum and the Legion of Honor. Students also become skilled in using specific reading strategies to better understand and use textbooks.

The sixth grade History - Social Studies curriculum focuses on Ancient Civilizations and geography. Students study the arc of ancient civilizations: why, when and where they developed, why they thrived and why they declined. The integrated literature is *The Pharaoh's Daughter* by Julius Lester and *The Lightning Thief* by Rick Riordan. In the sixth grade ELA curriculum, students read *Maniac Magee* by Jerry Spinelli in order to build community in the beginning of the year, learn about issues of identity and race, and to learn the basic elements of plot, theme, and figurative language.

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

Eighth grade curriculum covers American history from the Constitution to World War I. A big emphasis in this curriculum is reading famous historians and diverse texts to understand the complexity of what it means to write history. This curriculum, designed by the teachers with formative assessments from OUSD, offers an enriched and textured study of what it meant to be American at the time of the founding of the nation and gives students the skills to be sophisticated consumers of history and current events. One novel the students read in conjunction with American history is *Roll of Thunder, Hear My Cry* (Taylor, 1976), which takes place in the 1930s. Students who are studying slavery see the same issues in another American setting.

Reading instruction is enriched by the Independent Reading Program (IRP), which has been designed collaboratively by the middle school teachers. The teachers spend three years supporting students' development as independent readers. A key support is conferencing with students about what they are reading, what they enjoy about reading and what they are challenged by. In all three grades students have 30 minutes of silent reading each day in class and are expected to read at home. Teachers have created a curriculum for the IRP with goals for each grade, the number of pages to be read each day, book titles, genres, authors and favorite subjects. Students have a tracking form with the name of the book they are reading and the number of pages read. Students strive to meet the state standard that by the end of middle school they will have read one million words annually on their own, including a good representation of narrative (classic and contemporary literature) and expository (magazines, newspapers, online) instructional materials. A million words translates into about 15 to 20 minutes of reading per day. (*Reading/Language Arts Framework for CA Public Schools*, 1999)

Writing instruction is focused on the teaching of academic English. Language register is explicitly taught so students understand that their vernacular or dialect is a rich and respectable language while learning what academic English is, why and where it is expected. The writing students do is informed by the genres they read and the writing skills identified in the state standards. The teaching of writing in the three years of middle school is developmental. In sixth grade, for example, students read multiple personal memoirs and write one. They are taught

expository writing skills, such as comparing and contrasting, which they apply in seventh and eighth grades.

In sixth grade, writing instruction focuses on learning to include evidence and analysis. Students spend most of their time writing expository paragraphs and essays, but also learn about persuasive writing and response to literature. In social studies students practice historical writing based on the authors they read and the history they are studying, with an emphasis on argumentation.

In the seventh and eighth grades, students continue their study of writing genres. They do in-depth genre analysis and then cycle through the writing process (collect ideas, choose an idea, develop the idea, draft, revise and edit) in the personal narrative, persuasive, response to literature, and historical writing genres. Teachers revise these writing units in an effort to build in more authentic application for students. The persuasive unit, for example, is now published on a wiki where students, friends, and family can post comments on each essay published.

Sixth grade learning expeditions focus on the ancient civilizations students study in the history curriculum. Students engage with ancient artifacts in order to learn more in-depth knowledge about ancient civilizations. Past expedition products have included a Museum focused on objects found in King Tut's tomb, an adapted play of Homer's *Odyssey*, and Digital stories that linked ancient civilizations to modern day Oakland.

The seventh and eighth grade expeditions are designed to connect the curriculum to the community. In seventh grade, students interview someone, often a family member, about their literacy history. They then reflect on the loved one's experience compared to their own in the form of a reflective essay. These essays are then published in a magazine entitled "Voices of Oakland" and sold to the community. The following year, in eighth grade, students do a second interview on a critical moment in their family's history. These interviews, accompanied by outside research are written and transformed into a digital project. Last year, these stories were published as podcasts in the genre of public radio's [This American Life](#). These research-based expeditions cover both ELA and history - social science standards and are projects destined to become family heirlooms. Their public presentation regularly brings tears to the eyes of anyone listening.

Listening and Oral Language

Oral language development begins in class with daily listening and speaking. Students learn to use their voices reading poetry and other texts aloud in class. This leads to a large project each year where students are responsible for a digital narration or public reading during the expedition where they read a larger piece aloud to family and friends.

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

Instructional Strategies and Materials

The three middle school humanities teachers have been trained in balanced literacy and have taught the approach for many years. Their balanced literacy curriculum includes:

- Explicit instruction in vocabulary, front loading for ELs and opportunities to apply vocabulary strategies in authentic ways
- Explicit instruction of word structure (roots, prefixes and suffixes)
- Explicit instruction of reading comprehension strategies in authentic ways and opportunities to practice reading comprehension strategies
- Explicit instruction of writing strategies in a varieties of genres including written response to literature
- Explicit instruction of conventions, and opportunities to practice and apply writing conventions in authentic ways
- Explicit instruction of oral response strategies, including the use of sentence stems and starters to strengthen academic English, and opportunities to use these strategies in authentic ways such as during discussion and presentations of literature and presenting at EXPO

Since vocabulary may be the single biggest gate-keeper for ASCEND students, much attention is paid to vocabulary instruction, a topic the teachers have been researching and studying for years. One research proven fact about teaching vocabulary is the key role of root words, prefixes and suffixes, which are taught developmentally in the three grades. This is a continuation of the study of roots, which begins in second grade. In sixth grade, students study affixes, plus content academic vocabulary, using Guided Language Acquisition Development (GLAD) strategies like gestures that go with the academic vocabulary words. For example, for bipeds the gesture is holding up two fingers and then pointing to their feet.

All ASCEND humanities teachers have had training in Dutro and E.L. Achieve's *Constructing Meaning* approach. It is used to make writing instruction and writing assessments more accessible to English Learners.

The works of Fountas and Pinnell (2001) are foundational. Other sources they use are Ralph Fletcher *Fiction and Non-Fiction Craft Lessons* and Barry Lane's *After the End* for crafting writing lessons. Much of the inspiration for the genre writing units comes from Heather Latimer's *Thinking Through Genre: Units of Reading and Writing in 4th through 12th grade*, and *Strategies that Work*, by Harvey and Goudvis. For unit and assessment planning teachers use Wiggins and McTigue and Stiggins. Other sources for teacher planning are Georgia Heard, *Awakening the Heart*, Nancie Atwell, *In the Middle and Lessons that Change Writers*, Kelly Gallagher, *Teaching Adolescent Writers* and Readicide and Donalyn Miller, *The Book Whisperer*.

Assessment

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

Future Goals for ASCEND

The Spring 2011 administration of the CST indicates that strongest performances in ELA were:

Strengths in the Middle School Performance on the CST		
Grade 6	Grade 7	Grade 8
Written and Oral Conventions	Writing Applications	Edusoft does not show us data for our former 8 th graders.
Word Analysis and Vocabulary	Word Analysis and Vocabulary	

One concern is meeting the needs of high achieving students. Teachers feel that the attention required to support low achieving students can translate into high achievers not being sufficiently challenged. In addition, although there is extensive use of the *Constructing Meaning* approach, another concern is meeting the needs of English Learners. Teachers have expressed concern that the curriculum is not sufficiently strong in strategies to support English Learners. Several years ago, Zero Period was created to address these needs; Proficient and Advanced students engage in enrichment projects, and struggling students and English Learners participate in ELA, ELD, and math support.

See Appendix A5 for a sample Understanding by Design ELA Unit and Assessment
See Appendix A6 for 6-8 Units of Study

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SCHOOL-WIDE PRACTICES

Buddy Reading – Connecting Elementary and Middle School Students

ASCEND has had a school-wide Buddy Reading program with lower grades matched with upper grades since 2008. Buddy Reading matches often stay together for two years. The program was created to establish a stronger connection between the elementary and middle school students and teachers.

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

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

Library Program

The goals of ASCEND's library program is to keep high quality literature in students' hands at all times and to increase their love of books and reading. Students from kindergarten to eighth grade come to the library with their teacher every other week to check out books. The elementary students have a read aloud, which provides them with exposure to high quality children's literature. Author and genre studies are done at the library, as is a celebration of Dr. Seuss in March. The library holds a Book Fair each year to raise money for new books and make inexpensive books available to students. Additional funding supports the library's

purchase of books, but a severe lack of books persists. This year's budget cuts have caused the library class size to double; instead of 25 students visiting at a time, now 50 come at once.

KEY ASCEND PRACTICE 3:

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

All nine curricular areas are aligned with the California frameworks and communicated clearly to stakeholders. This section includes detailed descriptions of six: Mathematics, Science, History-Social Studies, Physical Education/Health, Social and Emotional Learning, and Technology. Although the three other curricular areas, English Language Arts, English Language Development, and Arts and Music Integrated Learning Expeditions (Visual and Performing Arts), are also relevant here, they are described in detail under other Key Practices and are not duplicated here to avoid repetition and for the sake of brevity.

ELEMENTARY PROGRAM

MATH

Goals

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

Curriculum

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

Instructional Strategies and Materials

ASCEND's elementary mathematics program is designed to marry algorithmic proficiency with strong conceptual understanding. Students construct their understanding of mathematical concepts by moving through the stages from concrete to representational to abstract. Teachers support students' movement through these stages by using manipulatives and tangible representations of concepts whenever appropriate. In first through fourth grades, there is a dedicated math facts practice time to build automaticity at least three days a week. Within all parts of math instruction, consensus building, oral math development, and math reasoning are prioritized.

Explicit Direct Instruction

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

Teaching for Mastery

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

Small Group Instruction

Students have the opportunity to practice mathematical concepts within a structured small group. The math groups are created so that the teacher can work with homogeneous groups to target standards they have not yet mastered from the current or previous grade levels or to meet the needs of advanced learners. This structure allows teachers to differentiate for both skill level and learning style. When the teacher meets with homogeneous groups, other students are formed into heterogeneous groupings so that students can build their mathematical knowledge and reasoning from each other while practicing and reinforcing previously taught content.

Assessment

ASCEND teachers are skilled at using assessment data, analyzing student work samples, supporting students with reflecting on their performance, monitoring progress, communicating it to families, and developing more effective learning experiences. In tested grades (second through eighth), Blueprints from the California Department of Education have guided the identification of Power Standards, or those standards more heavily weighted on the California Standards Test (or CST). And although kindergarten and first grade are not tested grades (and do not have accompanying Blueprints from the California Department of Education), ASCEND's kindergarten and first grade teachers identify power standards, too. Incorporation of all grade level standards and priority on those Power Standards in Learning Expeditions and other standards-based lessons ensure students are being provided instruction that can lead to success on the assessments. In addition, teachers embed instruction on test language and format and provide students with exposure and practice with released test questions so that students know what to expect when they take the STAR battery of assessments. ASCEND teachers explicitly teach test taking as a genre, with the CST a specific type of test. Teachers analyze CST questions to determine the most common question structures and format patterns. They embed similar types of questions and formats in their weekly instruction and on their own teacher-written assessments.

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

Future Goals for ASCEND

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

Strengths in Elementary Math Performance on the CST			
<i>Grade 2</i>	<i>Grade 3</i>	<i>Grade 4</i>	<i>Grade 5</i>
Measurement and Geometry	Statistics, Data Analysis, and Probability	Operations and Factoring	Statistics, Data Analysis, and Probability
Multiplication, Division, and Fractions	Measurement and Geometry	Algebra and Functions	Algebra and Functions

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

Weaknesses in Elementary Math Performance on the CST			
<i>Grade 2</i>	<i>Grade 3</i>	<i>Grade 4</i>	<i>Grade 5</i>
Statistics, Data Analysis, and Probability	Addition, Subtraction, Multiplication, and Division	Measurement and Geometry	Measurement and Geometry
Algebra and Functions	Algebra and Functions	Statistics, Data Analysis, and Probability	Estimation, Percents, and Factoring

To address these needs, ASCEND is employing frequent data analysis to identify students who are not mastering key content standards and provide them with daily small group re-teach lessons to support in the development of their skills and understanding.

ASCEND is also working to develop students' ability to diagram word problems and go beyond just using key words to determine what to do to solve a problem. This is a result of many students being confused by key words, rather than helped, since they are occasionally hidden in a tricky sentence or context that requires background knowledge and grade level vocabulary skills in English. To support this challenge, ASCEND is working to help students develop the skills they need to solve problems in multiple ways and be adept at justifying their thinking with multiple types of evidence.

See Appendix A7 for sample elementary math lesson

SCIENCE

Goals

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

Curriculum

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

Instructional Strategies and Materials

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

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

Assessment

Students' mastery of key science standards is assessed through a combination of formative and summative assessments that are standards-aligned and taken from the FOSS curriculum, as well as science projects and research reports that are embedded in learning expeditions.

Future Goals for ASCEND

Student performance on the Spring 2011 administration of the CST indicates that 30 percent of fifth grade students at ASCEND scored proficient or advanced. Strongest performance by strand in science on the CST were:

Strengths in Elementary Science Performance on the Grade 5 CST
Life Science (fifth grade standards)
Physical Science (fourth grade standards)

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

Weaknesses in Elementary Science Performance on the Grade 5 CST
Life Science (fourth grade standards)
Earth Science (fourth grade standards)

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

ASCEND seeks to strengthen its science program by creating a tighter connection between the elementary and middle school science program. The School seeks to provide its elementary and middle school science teachers with extensive collaboration time to better define the skills and knowledge students must possess by the end of fifth grade in order to be fully prepared for our middle school program.

See Appendix A4 for ASCEND 3rd Grade Science Scope and Sequence

History-Social Science

Goals

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

Curriculum

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

Instructional Strategies and Materials

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

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

Assessment

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

Future Goals for ASCEND

The CST does not include a history-social science test for elementary grades. Absent that data and an accompanying California State Department of Education Blueprint, teachers must prioritize together, in grade and cross grade-level teams. Together, they must consider how to pace standards and how do address depth and breadth. As a result, ASCEND teachers engage in collaborative work prioritizes opportunities to revisit pacing, depth, and breadth. Their process of considering which standards should be taught deeply at each grade level and which should be taught more quickly is ongoing.

See Appendix A7 for sample elementary social studies lesson

Physical Education/Health

Goals

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

Curriculum

Physical education curriculum in the elementary program is developed by ASCEND teachers and backwards planned from state grade level physical education standards. In addition, ASCEND includes the following in its physical education program:

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

Instructional Strategies and Materials

ASCEND teachers provide students with standards-based instruction in physical education, health, and nutrition. The instruction may happen within the context of an integrated Learning Expedition or independently of it. Instruction in these areas meets minimum requirements for state mandated instructional minutes. Students receive healthy snacks and nutrition education through Harvest of the Month and through a partnership with Alameda County Nutrition, which provides ASCEND students with a morning snack of fresh fruits and vegetables three times a week.

Assessment

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

Future Goals for ASCEND

Given the current obesity epidemic in the United States and the alarming rate of childhood diabetes, the physical fitness, overall health, and understanding of nutrition by ASCEND students and their families is an area of the ASCEND curriculum to be strengthened.

See Appendix A7 for sample PE lesson

Social and Emotional Learning

Goals

ASCEND's mission is the big goal of the social and emotional learning curriculum.

The mission of ASCEND is to close the achievement gap in Oakland. To make a positive difference in the lives of our young people, we offer engaging and rigorous instruction and build strong relationships between parents, staff, students, and community. At ASCEND we are dedicated to developing leaders and mentors who create a more compassionate, equitable, and just society.

The underlined words above focus the social and emotional learning curriculum and are a call to action for all members of the school community.

Curriculum

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

When the school community thinks of the word ASCEND, they think of a young bird learning to fly for the first time. Flight is incredibly challenging and requires self-discipline, commitment, and good teaching. The achievement of flight gives that young bird independence to find his/her own way, opportunities to explore and see the world, and a variety of perspectives from which to judge it. At ASCEND, every child is expected to strive to ASCEND every moment s/he is part of the school community, so that when s/he leaves the school community, s/he can fly.

To ASCEND, a student must:

1. Take charge of his/her own learning.
 - a. Understand what s/he is learning and why.
 - b. Ask questions.
2. Be kind and considerate.
 - a. Be open-minded and positive.
 - b. Demonstrate integrity and decency.
3. Help others.
 - a. Support everyone's learning.
 - b. Be generous.
4. Persevere
 - a. Only accept quality work from him/herself.
 - b. Ask for help.
5. Be responsible for him/herself, his/her family, and his/her community.
 - a. Take responsibility for his/her actions.
 - b. Make his/her school and neighborhood a better place.
6. Be reflective.
 - a. Think critically.
 - b. Share his/her opinions and concerns.

The six ways to ASCEND are the foundation and the standards for our social-emotional learning curriculum. Teachers collaborate to determine what these six habits look like at every grade level and evaluate students against those expectations on every report card. There is no one curriculum that ensures that ASCEND realizes its goals around social and emotional learning. However, teachers develop lessons and particular approaches for their classrooms to support student learning in this area. They draw on other curriculums and structures including Second Step, TRIBES, morning meeting, conflict resolution, and JournaLearning. The second and third grades have implemented JournaLearning, a program developed by Arlene Shmaef, who worked at MOCHA and taught the founding ASCEND team about arts integration and making learning visible. One of the teachers implementing the program has seen students become more open to responding to each other's experiences and feelings and able to communicate more freely and cooperatively.

Instructional Strategies and Materials

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

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

Student Reflection and Metacognition

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

Maximize Student to Student Social Interaction

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

Parent and Community Support, Interaction, Involvement, and Communication

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

Multiple Teaching Approaches that Support Multiple Learning Styles

- Role playing/acting
- Hands-on experiments
- Observational drawing in science
- Writing song lyrics
- Building models

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

Positive and Supportive Community that Encourages Risk-Taking

- Risk taking and errors modeled by teacher; mistakes are gently turned into learning opportunities
- Appreciations
- Student talk facilitation (e.g., dyads)
- Opportunity to experiment with weaker skills
- Use of protocols in order to create a safe learning environment
- Small issues of how students may mistreat each other are handled quickly and standards are upheld
- Students have opportunity to share their thinking with a partner or small group before sharing with the whole group (thus lowering the affective filter)
- Behavior issues are handled in a non-humiliating way – maximum effort is devoted to helping students develop ability to self-monitor and develop

Engaged, Passionate Adult Teachers and Student Learners

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

Curriculum that is Meaningful and Connected to Students' Lives

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

ASCEND's elementary teachers facilitate classroom meetings multiple times per week. During these meetings, conflicts are resolved, students give each other appreciations, and important classroom community issues are discussed.

ASCEND uses heterogeneous grouping and homogeneous grouping strategies. Both are important and serve different purposes. Heterogeneous grouping supports the teacher's ability to facilitate students learning from one another, in addition to learning from the teacher. Heterogeneous grouping most often pertains to whole group instruction across curricular areas. Homogeneous grouping often supports the teacher's ability to deliver explicit instruction in areas of need, based on assessment results. This grouping strategy pertains to small and whole group instruction across curricular areas, and especially in English Language Arts, mathematics, and English Language Development.

Elementary students are mentored by middle school students. All students engage in weekly Buddy Reading sessions, and volunteer middle schoolers serve as formal mentors and tutors of elementary students during the after school program. Reading buddies are matched in kindergarten and many stay together for multiple years, developing lasting relationships.

Assessment

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

Future Goals for ASCEND

ASCEND's daily attendance is 97 percent, it has had zero expulsions the past several years, and zero out of school suspensions. ASCEND is excited about the JournaLearning pilot program in the second and third grades, since it integrates the visual arts and social and emotional learning. It has been a goal of ASCEND's to connect the visual arts to this discipline in a more structured way, and the school is eager to examine data from this pilot implementation

and use our learning to expand formal arts-integrated social and emotional learning to other grade levels.

See Appendix A8 for Journal Learning Summary

Technology

Goals

ASCEND's elementary technology program teaches students to begin using technology to effectively communicate, collaborate, and conduct research. This includes using computers to inspire and motivate students and to supplement what they are learning in other classes, while developing computer skills. Finally, since keyboarding is a fundamental computer skill, ASCEND seeks student mastery of keyboarding skills. For the most part, technology instruction in the elementary program is incorporated into the work the teacher is doing in the classroom. Formal technology classes begin in fourth grade.

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

Curriculum

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

Computer classes begin in fourth grade and continue through middle school. For fourth and fifth grade students, these classes meet for 180 minutes a week for six weeks, in three cycles per year. The classes follow a scope and sequence that includes basic word processing skills and computer vocabulary, spreadsheets, presentations, and web-based research.

The technology curriculum supports students' learning of technology skills as well as their learning of other disciplines. The use of computers to do research for an arts and music integrated Learning Expeditions support student understanding across multiple disciplines. Using spreadsheets to crunch numbers supports math development. Digital citizenship units address Internet conduct, including teaching about what's appropriate on the Internet and the dangers of unethical behaviors such as plagiarism and cyber bullying.

Instructional Strategies and Materials

Computer skills and office applications are taught through simulated and real problem solving situations. There is some direct instruction in basics and topics like digital citizenship that require live discussion. However, students are encouraged to seek answers to their questions, first by rereading on-line instructions or the instructional blog. Increasingly instruction is through

blogs. Students access a blog where they read directions for the tasks they are to perform. If they are still confused after rereading the instructions, they consult another student and then finally, if necessary, they ask the teacher. They are developing independence about using computers.

The computer classes are modeled on and prepare students for online learning. The instructor writes instructions for the units on blogs; samples for 2011 can be found at

<http://littclass1011.wordpress.com> and
<http://littclass4th2012.wordpress.com>

Sample blogs for 2010-2011 can be found at
<http://littclass0910.wordpress.com>
<http://littclass4thgrade.wordpress.com>

The keyboarding curriculum has improved over the years and now requires students to meet clear goals. Fourth and fifth graders are expected to be able to type at least 25 words per minute with 98 percent accuracy.

Assessment

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

Future Goals for ASCEND

ASCEND seeks to increase student and teacher collaboration using technology tools. This includes leveraging technology advances to improve its use of technology in its teaching of the core curriculum. Further, it includes extending the technology curriculum to support student collaboration with each other and with other students around the world. Such opportunities support deepening cultural understanding and global awareness.

SECONDARY PROGRAM

Mathematics

Goals

The goals of the ASCEND middle school math curriculum are for students to master grade-level state standards. Although the Common Core Standards for California don't take effect until 2013-14, math teachers have already started using them to better prepare students for high school and college math. Dispositional goals are for students to enjoy and feel confident solving difficult math-related problems connected to their lives and the world around them. This includes learning how to use decimals and proportions to accurately calculate a twenty percent tip for dinner or find the best buy on an iPod given several different prices and discounts.

Curriculum

The content of the middle school math classes follows the *California Mathematics Framework*. Frameworks for the Common Core have not yet been released, so the curriculum follows the current state standards, with emphasis on overlapping topics in the Common Core Standards. Topics not currently covered in the CST/Framework are taught either as extensions to current lessons or as new material after the CST is administered.

The sixth grade curriculum is designed to deepen student understanding of mathematical concepts taught in elementary school and to prepare students for the rigor of algebra. Topics include:

- Data analysis
- Algebraic expressions
- Equations
- Formulas
- Integers and graphing
- Number systems
- Operations with fractions and decimals
- Proportional relationships
- Percents including tips, sales tax, and simple interest
- Statistics
- Probability
- Angles, relationships and measurements
- Classifying triangles and quadrilaterals
- Area and circumference of circles

The sixth grade currently draws up the district-adopted textbook *Holt California Course 1: Numbers to Algebra* as a supporting tool. It is expected that topics and materials are likely to change with the adoption of Common Core, especially the geometry and probability/statistics strands. An attempt is made in the sixth grade to integrate math and science as much as possible. Math skills such as formulas and data analysis are applied and practiced in science labs. The goal with integrating the subjects is to convey the idea that math is not an isolated subject, but a tool that is helpful to further our understanding of the world.

In seventh grade students learn foundational math for later success in algebra, geometry and statistics, which are skills tested on the California High School Exit Exam (CAHSEE). Seventh grade math topics include:

- Data analysis
- Algebraic expressions and integers
- Operations with fractions including positive and negative
- Algebraic properties
- Solving equations
- Exponents and scientific notation
- Irrational numbers and the Pythagorean Theorem
- Percents
- Linear functions and graphing.

The text for seventh grade math is currently the district-adopted *California Pre-Algebra* by Pearson Prentice Hall.

The eighth grade goal is to master algebra so students can matriculate into geometry in high school. Eighth grade math topics include:

- Review of integers and fractions
- Algebraic properties
- Patterns and graphing
- Writing and solving equations
- Algebraic ratios
- Systems of linear equations and graphing
- Slopes and rates of change
- Factoring quadratics
- Simplifying square units
- Functions and inequalities

In 2008, ASCEND applied to OUSD for curricular flexibility for algebra and received permission to use the *College Preparatory Mathematics (CPM) Algebra I* textbook in place of the district-adopted textbook. Research indicates that use of the CPM program results in higher CST Algebra 1 scores than do use of other resources. CPM schools equal or exceed the state results for total number of students proficient and above. Results in the eighth grade average 46 percent higher and results for the ninth grade average 25 percent higher when compared to statewide scores.

<http://www.cpm.org/teachers/resSummary2.htm>

Instructional Strategies and Materials

The math curriculum balances developing problem-solving skills, automaticity in calculations, and strong conceptual understanding in order to engage students in developing a solid foundation in mathematics.

Several years ago, the eighth grade math class was split into two classes. One group includes students who score high on the Algebra Readiness test and are prepared to learn the Algebra I curriculum at an accelerated pace. The other group includes students who have not demonstrated Algebra readiness, and require greater scaffolding in order to master the Algebra I standards. The decision to split the students into two classes was made because in a mixed skills algebra class, teachers struggled to find time to cover the material higher performing students needed to be successful in algebra while also reteaching the Algebra I standards to lower performing students. All eighth graders take the CST Algebra test.

ASCEND math teachers use a variety of teaching methodologies, including direct group instruction and individual practice, guided discovery investigations, class discussions, manipulatives, partner and small group work. Students collaborate on projects and present them to the class. Instruction is generally based on a constructivist model where students work in pairs or groups to make connections that will lead them to discovering rules and algorithms on their own, rather than being given the information directly from a book or the teacher. This discovery process facilitates deeper understandings and teaches students to think like mathematicians. Direct instruction is used on an as-needed basis to ensure that students achieve mastery.

ASCEND math teachers use Kagan strategies (www.kaganonline.com/about_us.php) to increase engagement. Teacher-developed standards-based curriculum supports higher order thinking skills and language fluency in math, with an emphasis is on building confidence and

academic literacy in the discipline.

Assessment

ASCEND's math teachers use a combination of formative and summative assessment. They have a wide range of formative assessments including mid-unit quizzes, exit slips/tickets, homework, class work and participation. They have introduced Academic Conversations, peer teaching, peer checking understanding of material and Knowledge Rating as forms of self-assessment and collaborative assessment. They use MARS tasks from the Silicon Valley Math Initiative <http://www.svmimac.org/home.html>. These are used within units for teachers to gauge what students are learning and for students to self-assess their learning. Students take summative assessments at the end of each unit. Teachers design the assessments prior to completing the Understanding by Design (UbD) unit plan (Wiggins and McTigue) so they can backwards plan from the assessment and ensure that all unit activities lead students towards mastery of the standards and a deep understanding of key mathematical ideas. The sixth grade teacher helped create the district assessments for sixth grade this year—they now include short answer and performance assessments. Additionally, she creates UbD style quizzes to be used as needed between lengthy units. Students are also taught how to make their own questions and practice tests.

Future Goals for ASCEND

Student performance on the Spring 2011 administration of the CST indicates that 51 percent sixth graders and 55 percent of seventh graders scored proficient or advanced in math. In eighth grade, 35 percent of students score proficient or advanced in Algebra 1. ASCEND is working to increase the percent of students demonstrating standards mastery in seventh and eighth grade math and in Algebra 1 on the CST.

Strongest performance in middle school math on the CST were:

Strengths in Middle School Math Performance on the CST		
<i>Grade 6</i>	<i>Grade 7</i>	<i>Grade 8</i>
Operations and Problem Solving with Fractions	Statistics, Data Analysis, and Probability	Data for 2011 eighth graders no longer available on Edusoft
Algebra and Functions	Quantitative Relationships and Evaluating Expressions	

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

Weaknesses in Middle School Math Performance on the CST		
<i>Grade 6</i>	<i>Grade 7</i>	<i>Grade 8</i>
Measurement and Geometry	Measurement and Geometry	Data for 2011 eighth graders no longer available on Edusoft
Ratios, Proportions, Percentages, and Negative Fractions	Exponents, Powers, and Roots	

Professional development in math at the middle school level is focused on those strands above where student performance was weakest. Teacher inquiry around instructional strategies and practices to improve instructional effectiveness and student learning and achievement in these areas is prioritized in the middle school professional development sessions.

Math units often do not build upon one another because of the disjointed nature and breadth of the state content standards in middle school. Instead, they present a new topic in each unit. Teachers frequently feel they're running out of time and are unable to spend enough time teaching and reteaching what they've learned from assessment data analysis that students need support with. Teachers reteach standards through Do Nows, Zero Period interventions, and in one-on-one conferences with students. The Common Core standards are more focused than the state content standards in math at the middle school grades and provide ASCEND the opportunity to develop a program that continually revisits key mathematical ideas that connect across math strands. This alignment will help teachers feel increased focus and provide students with greater opportunities to learn concepts they struggle with.

ASCEND will further integrate math and science instruction in sixth grade, where math and science is taught by the same teachers. This integration will be supported by adoption of the Common Core and the curriculum flexibility gained through becoming a charter school.

See Appendix A5 for a 7th grade UbD Math Unit

Science

Goals

ASCEND's middle school science curriculum is aligned with grade level state science standards and designed to give students hands-on opportunities to apply scientific skills and communicate their results. The overarching goal for ASCEND's middle school science program is to develop 21st Century Skills (The Partnership for 21st Century Skills <http://www.p21.org/>) to prepare students for higher education and jobs in the modern world. The skills taught in these years are crucial to success in high school laboratory science and help students transition after high school into the modern workforce. With their growing understanding of the scientific process and the development of 21st Century Skills, students are developing an appreciation of the vital role of science in today's world and are able to apply their analysis skills to their daily lives. Students can, for example, evaluate the validity of manufacturer or scientific claims after reviewing evidence. The dispositional goal is that students will find science so "cool" and enticing, that they will become life-long learners of science and perhaps even study science or engineering in college.

Curriculum

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

- Sixth grade focuses on Earth Science
 - Plate tectonics
 - Earth's internal structure and surface
 - Thermal energy
 - The forces that drive Earth's energy systems
 - Ecology
 - Resources
- Seventh grade focuses on Life Science

- Scientific method
- Cells
- Genetics
- Evolution
- Human body
- Eighth grade focuses on Physical Science
 - Review of scientific method
 - Density
 - Forces and motion
 - Structure and matter
 - Outer space

Students formulate a hypothesis, find the logical connections among hypotheses and apply their knowledge of mathematics to analyze and write reports from experiments. Following the current state science framework, sixth grade students study and practice the scientific process through scaffolded investigations on the topics above.

Last year's seventh graders did an expedition on "Cells: The Building Blocks of Life" that focused on cell structure. Students created posters, sculptures, Magnet Prizes, and played Human Cell Bingo. The previous year the expedition was "Genetics: The Genome Project," with a focus on heredity and traits.

Instruction

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

Similarly, in seventh and eighth grades, students experience lots of inquiry-based hands on activities and labs that demonstrate science in action. Students use science vocabulary to debrief in groups large or small, to support their formation and writing of the conclusions they draw. Microscopes are central to seventh and eighth grade instruction. With the ability to provide two microscopes to each "team" of four, students develop testable questions where data/observations can be seen, collected and recorded. Access to microscopes enables students to actually "observe" versus "read" about: cells, bacteria, mitosis, osmosis, etc. Using microscopes prepares students for higher-level science classes and may generate future interest in science careers. The seventh and eighth grade science teachers use district-adopted textbooks by CPO Science – in seventh grade *CPO Focus on Life Science* and in eighth grade *CPO Focus on Physical Science*. Students practice the concepts taught in class through homework assignments, reading journals and a teacher-designed notetaking method.

ASCEND science teachers use *Constructing Meaning* extensively to support their English Learners as well as concept maps and graphic organizers. In addition, they use Kagan

(www.kaganonline.com/about_us.php#structures) structures to facilitate learning activities and increase student engagement. The sixth grade teacher is also piloting academic conversation and knowledge rating reflection activities developed in a training on academic literacy she attended by WestEd.

Assessment

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

Future Goals for ASCEND

Student performance on the Spring 2011 administration of the CST indicates that 65 percent of eighth grade students at ASCEND scored proficient or advanced. ASCEND is working to increase the percent of students demonstrating standards mastery in eighth grade science on the CST.

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

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

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

See Appendix A5 for an 8th grade UbD Science Unit

Social and Emotional Learning: Advisory

Goals

ASCEND's Advisory builds a strong community at each grade level. This process takes time, but the middle school teachers who have been conducting Advisories for five years or more know adolescents well and have designed a curriculum at each grade level that carefully develops community and meets the needs of students as they arise each year. Advisory provides time and structure to address the important social, emotional and learning issues

pertinent to middle school communities in a serious and sophisticated manner. Students focus on being mindful of the *Six Ways to ASCEND*, and particularly Be Kind and Considerate, Help Each Other and Be Reflective.

Curriculum

Some curriculum is consistent each year and some is created to meet needs as they arise. Advisory, which meets once a week for 40 minutes, is developmental and teachers groups, to ensure they get to know all the students. In sixth grade, the two classes meet separately, 24 students to a group. In seventh and eighth grades, 48 students form an advisory group.

Advisory, called class meeting in sixth grade, begins with a 10 minute check-in, with students sharing highs and lows about their academic week, their home life or anything else on their mind. Typically these are superficial in the beginning of the year and become deeper as the community develops. In sixth grade, students are asked to put suggestions in the Advisory Suggestion Box and these can range from, "Can we have Show and Tell?" to a complaint about a conflict that students need support from an adult to resolve. The curriculum varies each year because it is informed by what is happening with students. As an example of curricular responsiveness, teachers researched and found appropriate curriculum on the issues of bullying and sexual harassment to address the particular needs of last year's sixth graders.

Teachers use Linda Christensen's *Reading, Writing, and Rising Up: Teaching About Social Justice and the Power of the Written Word* to inspire students to share about themselves through writing. Students write, "Where I'm From" or "Just Because" poems that focus on identity and are a venue for sharing cultural differences and similarities. In sixth grade, students keep binders, which are used in the advisory curriculum as a time to work on organizational skills. Class meeting in sixth grade is also a time for the class to organize and plan big projects like fundraising events for the sixth grade's annual trip to Point Reyes. Students take ownership of the process of raising money for the week-long event and often plan how they will conduct events such as raffle sales or movie nights during class meeting. In addition, class meeting is an opportunity for teachers to do instruction related to buddy reading. As mentioned above, buddy reading is a schoolwide initiative that matches elementary and middle school students weekly to read or participate in other academic or community building activities together. Sixth grade buddies learn about questioning strategies they use with their younger buddies, and plan special events like Halloween celebrations or art projects.

In seventh and eighth grades, Advisory is called "Town Hall." All 48 students meet in one classroom where the chairs are placed in a giant circle. Open circle begins with silent reflection on the week as students sit for five minutes thinking about what went well and what had gone differently at school and at home. The teachers provide instruction when Town Hall gets underway each year about its purpose and the need to know more about each other because strong communities support growth and learning. The teachers explain why the community needs to know when bad things are happening so they can treat them with extra sensitivity. Students share one high or low or something they are looking forward to. At first check-ins can be superficial, such as "My high is that we don't have school over the weekend and I can get some sleep!" It takes some time for students to share what's important to them in a peer group during adolescence, but already this school year, a student shared that her dad had lost his job. Students may respectfully check-in with each other after Town Hall about anything said.

Next, students can make announcements that apply to everyone about school, the community or their church. Teachers also make announcements. One recently was about rowdy and inappropriate student behavior in the lunch room. Town Hall closes with a dyad, game, a quick

article or current events. Or they may need to do a further reflection, for example on report cards. Protocols like these help students experience Town Hall as a safe space and over time, allow them to be more vulnerable – and more able to build relationships with peers – in the group setting. In eighth grade, time is spent on preparation for high school. In both grades, teachers provide instruction about organization of binders and school materials.

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

Technology

Goals

ASCEND's middle school technology program builds on what students begin learning in elementary school – how to use technology to effectively communicate, collaborate, and conduct research. This includes using computers to inspire and motivate students and to supplement what they are learning in other classes, while developing computer skills. ASCEND expects students to master keyboarding skills. Middle school teachers incorporate technology instruction into their classrooms, but students also take formal technology classes in sixth, seventh, and eighth grades.

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

Curriculum

Teachers in all grades, sixth through eighth, use computers in the classroom to support student learning of core subjects. Sixth and seventh grade students take a technology class for one semester each year. Eighth grade students take a full year of a technology class. The classes meet for 55 minutes twice a week. The scope and sequence includes basic word processing skills and computer vocabulary, spreadsheets, presentations and web-based research.

The technology curriculum supports students' learning of technology skills as well as their learning of other disciplines. The use of computers to do research for arts and music integrated Learning Expeditions support student understanding across multiple disciplines. Using spreadsheets to crunch numbers supports math development. Digital citizenship units address Internet conduct, including teaching about what's appropriate on the Internet and the dangers of unethical behaviors such as plagiarism and cyber bullying.

Instruction

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

finally, if necessary, they ask the teacher. They are developing independence about using computers.

The computer classes are modeled on and prepare students for online learning. The instructor writes instructions for the units on blogs; samples for 2011 can be found at

<http://littclass1011.wordpress.com> and
<http://littclass4th2012.wordpress.com>

Sample blogs for 2010-2011 can be found at
<http://littclass0910.wordpress.com>
<http://littclass4thgrade.wordpress.com>

The keyboarding curriculum has improved over the years and now requires students to meet clear goals. Eighth graders are expected to be able to type at least 45 words per minute with 98 percent accuracy.

The technology curriculum is aligned with the ELA Common Core standards for middle school, thus positioning ASCEND to be ready for the transition to the new standards. They are:

- 6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently, and
- 8 - Gather relevant information from multiple print and digital sources (primary and secondary), using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Assessment

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

Future Goals for ASCEND

ASCEND seeks to increase student and teacher collaboration using technology tools. This includes leveraging technology advances to improve its use of technology in its teaching of the core curriculum. Further, it includes extending the technology curriculum to support student collaboration with each other students around the world. Such opportunities support deepening cultural understanding and global awareness.

See Appendix A9 for Scope and Sequence for middle school technology

<p style="text-align: center;">KEY ASCEND PRACTICE 4 Core curriculum is multicultural and arts integrated.</p>
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SCHOOL-WIDE PRACTICE

Arts and Music Integrated Learning Expeditions

At ASCEND, arts and music are integrated into the core curriculum through the Expeditionary Learning model described above. The arts and music integration is especially powerful for capturing student interest and bolstering student motivation because it's visual, kinesthetic, high interest, and culturally relevant to students from all backgrounds. Arts and music are important in every culture around the world and they help students see connections between what they are learning and what they are interested in and care about. The artistic entry points are important to students who don't necessarily shine academically, but do in the arts. This model is a key equity tool, providing students with multiple entry points to access the core curriculum and make meaning of what they are learning and express their learning. It is within the context of integrated curriculum that many of the state visual and performing arts standards are taught. This co-teaching model for music and art enables and empowers the classroom teacher to teach music and art on his/her own, as well. Other students are taught more discretely or in isolation during a skill building art instruction block that takes place during a teacher's preparation (or prep) time by a specialist.

The Arts and Music Integrated Learning Expedition model requires that grade level teaching teams collaborate with an artist to define a semester-length expedition around one unit of study from the state's core content standards. This allows students to access information and learning through the arts as well as to use the skills that they have built to create meaningful projects around what they have learned. In planning, the classroom teacher and teaching artist create a fusion between the state's core content standards and the Visual and Performing Arts standards, while ensuring that the teaching and learning is exciting and engaging for all participants. The curricula is implemented by both teachers involved under a collaborative teaching model that allows teachers and students to make connections to both the core content and visual art content. This is an additional hour of art instruction for one semester per school year. At the end of each semester, student learning and achievement is celebrated by holding a culminating Exposition of Student Learning known as the "EXPO."

Under the first model of skill building basic art instruction, the Visual and Performing Arts standards are used as a guide/framework to ensure that students are able to develop and refine their gross and fine motor skills as well as have access and exposure to historical and cultural arts related knowledge. Artists see most students for one hour a week for this type of instruction.

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

See Appendix M3 for photos of EXPO exhibitions

ELEMENTARY PROGRAM

Arts and Music Integrated Learning Expeditions (Visual and Performing Arts)

Goals

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

Curriculum

In the elementary program, the visual and performing arts standards are taught through arts and music integrated Learning Expeditions, units, and lessons. These expeditions, units, and lessons are developed collaboratively between teachers and arts and music integration specialists. In kindergarten and first grade, teachers use the Museum of Children's Art (MOCHA) art binders to also teach art skills in the classroom.

Instructional Strategies and Materials

ASCEND provides two models of art instruction to its students. The first is a skill-building art instruction model that takes place during the primary teacher's preparation time by an art teacher. The second is through arts integration, described in detail earlier in the petition and adapted from the Expeditionary Learning Outward Bound framework and called "Arts and Music Integrated Learning Expeditions." Both models use the California State visual and performing arts standards as a vehicle to create and implement curricula that is relevant and meaningful to students' lives, development, and experiences.

See Appendix A10 for 3rd grade ART 12-week overview

KEY ASCEND PRACTICE 5

Varied instructional and intervention strategies support a diverse population of learners.

Results for English Learners

ASCEND uses the *Results for English Learners* program to improve achievement in language and literacy in kindergarten through fifth grade. Similarly, ASCEND's middle school teachers use *Constructing Meaning* and other Academic English Development strategies across subject areas to support the achievement of sixth through eighth grade English Learners. English Learners are identified by the home language survey parents fill out when students enroll and are leveled by the CELDT, administered in September and October. As a result of teachers' use of strategies focused on the development of Academic English skills, the percent of English Learners at ASCEND scoring Proficient or Advanced on the CST ELA increased by 25 percent from 2009 to 2011.

The focus of California Reading and Literature Project (CRLP) *Results for English Learners* is on helping teachers make sound instructional decisions about students who are not proficient on benchmark assessments of grade-level content standards, with a particular focus on literacy and academic English language development for English learners. At ASCEND, 62 percent of students schoolwide are English language learners. In the elementary program, 75 percent are English language learners. On the Spring 2011 administration of the CST, the English

Language Learner (ELL) subgroup performance was 49.2 percent Proficient/Advanced. This met Adequate Yearly Progress Goals under the Safe Harbor Provision. Using *Results for ELs* was a data-driven decision; in 2008, only 22 percent of English Learners scored Proficient/Advanced on the CST ELA, and we realized that the strategies we were using at the time did not adequately support English Learners in progressing towards ELA proficiency.

The ultimate goal of the *Results for English Learners* approach, however, is to help teachers increase the academic achievement of all their students across all subject areas. The training and materials focus on developing competencies to effectively assess and teach the continuum of language skills, academic content knowledge, and instructional strategies that promote English language proficiency and academic success, incorporating a review of the California English Language Development (ELD) Standards, the English Language Arts and other content standards, and a link to instructional materials. The training institute, which all current ASCEND elementary school teachers participated in this year and are supported with by ongoing professional development at the School, provided time for teachers to practice analyzing student data and to making instructional decisions through a collaborative lesson study process. A format for planning and structuring "results-oriented" team meetings was also shared.

The *Results for English Learners* training, called SB472 ELPD, includes the following ten learner outcomes, which ASCEND's elementary school teachers have been trained in this year and continue to receive professional development support with:

1. Know and understand the language and content demands required for EL pupils to access grade level appropriate academic content standards and ELD standards.
2. Know and understand how standards are supported through the curriculum frameworks in regard to differentiating instruction through universal access for EL pupils.
3. Know and understand current and confirmed scientific EL research with regard to teaching mathematics or reading/language arts and ELD, including how to apply this research to classroom practice in order to increase students learning and language acquisition.
4. Know and understand how to analyze achievement of English learners to improve pupil performance through the use of data from multiple measures, including components of the STAR program, CELDT, and curriculum-embedded assessments, and how student results impact and inform instruction for EL pupils.
5. Know and understand how to teach ELD and monitor student progress at each level of English proficiency.
6. Know and understand how to teach the ELD components of the SBE-adopted instructional materials for kindergarten through grade eight, or standards-aligned instructional materials for grades nine through twelve.
7. Demonstrate the ability to effectively and efficiently teach content standards using ELD standards and methodology to scaffold.
8. Know and understand oral language development, vocabulary development, and writing development.
9. Know and understand effective comprehension and instructional strategies to teach content through text and lesson analysis that supports EL pupils in language development.
10. Know and understand early intervention techniques for pupils experiencing difficulty.

The training institute and ongoing professional development for ASCEND teachers emphasize the following core tenants in implementation of practices to serve English Learners:

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

The *Reading/Language Arts Framework for California Public Schools* (2000, 2007) contains a framework for literacy proposed by John Shefelbine. *CRLP Results* uses an updated version of this framework to guide assessment and instruction. The update is comprehensive, but not overly detailed, to help teachers avoid feeling overwhelmed. Five major components of the *Results for English Learners* framework are especially important because they require very different kinds of assessment and instruction, all essential to developing literacy and academic English-language proficiency for English learners. The five areas include:

1. Motivation
2. Word recognition and spelling strategies
3. The automaticity component of fluency
4. Academic language, which includes background or topic knowledge, vocabulary knowledge, syntax (grammar) and text structure
5. Comprehension strategies.

CRLP Results assessments and interventions are organized around these five areas of literacy. The intent is for teachers to learn to "think framework" whenever they analyze why students, in this case English learners, may not be doing well in reading, writing, speaking, and listening. While the literacy framework represents instruction for all students, it is an important organizer to help teachers keep sight of the "big picture," as they focus in on areas that are specific to English learners.

Word Recognition and Spelling Strategies

In this component of the literacy framework, there is a significant amount of content that students have to master in concepts of print, phonemic awareness, phonics, and sight words. Word recognition and spelling follow similar developmental sequences.

Results for English Learners guidelines that are part of ASCEND's elementary program:

1. Teachers find out where students really "are," even if it means going back to content from an earlier grade, and
2. Teachers teach for mastery in phonics and high frequency irregular sight word knowledge. Teaching for mastery involves daily routines that include practicing phonemic awareness, reviewing sounds, blending and reading words with a variety of

phonics patterns, reviewing sight words, reading text, and correlating spelling to reading. When working with English learners, it is also important to engage in the contrastive analysis of transferrable and non-transferable sounds, grammatical structures, morphemes, and spelling patterns between students' primary languages and English, their second (or third) language.

Fluency

Fluency in reading consists of three components: accuracy, automaticity, and prosody. Each of these has unique characteristics, uses different measures, involves different components of the literacy framework, and entails different kinds of instruction with special prerequisite skills.

Academic Language: Vocabulary, Background Knowledge, Syntax, and Text Structures

*The difference between the right word and the almost right word
is the difference between lightning and the lightning bug.*

– Mark Twain

Academic language includes four subcategories: background or topic knowledge, general vocabulary knowledge, complex syntax (sentence-level, grammatical structures), and text structures (narrative, expository, and functional, along with many other communicative "genres").

Results for English Learners recommends that all students, and especially students with low vocabulary scores need much more than (a) standards-based vocabulary learning strategies (context, word structure, and etymology) and (b) mastery of a limited number of targeted words within the reading program anthologies. The development of vocabulary as well as background (topic) knowledge best occurs in meaningful, purposeful contexts while learning content subject matter, not only in literature, but also in science, social studies, math, music, art, and physical education.

This is further supported by Graves (2006), who recommends a four-part vocabulary program based on:

1. Providing rich and varied language experiences
2. Teaching individual words
3. Teaching word-learning strategies, and
4. Fostering word consciousness

Comprehension Strategies

The eyes see only what the mind is prepared to comprehend.

– Henry Bergson

While adopted reading programs differentiate between specific reading comprehension skills and comprehension strategies, recent reviews of research (National Reading Panel, 2000) and the *Reading/Language Arts Framework for California Public Schools* (2007) use the more general term, "comprehension strategies." The National Reading Panel describes comprehension strategies as "specific cognitive procedures that guide readers to become aware of how well they are comprehending as they attempt to read and write." (200, p. 4.40)

The National Reading Panel looked at carefully selected research on 16 types of comprehension strategy instruction. They identified eight of these strategies as having "a firm

scientific basis for concluding that they improve comprehension." (2000, p 4.42) The eight strategies are:

1. Comprehension monitoring
2. Graphic and semantic organizers
3. Story structure
4. Question answering
5. Question generation
6. Summarization
7. Multiple-strategy teaching
8. Cooperative learning

These can be grouped into three broad categories:

1. Purpose setting and comprehension monitoring
2. Sentence-level integration
3. Overall text integration

Examining a student's lack of comprehension in terms of these categories provides guidance for instruction and intervention.

Results for English Learners guidelines that are part of ASCEND's elementary program:

- ❖ Teachers re-teach strategies (above) through modeling, think-alouds, and guided practice across a variety of appropriate-level texts.
- ❖ Teachers are aware that when they use grade-level text at a student's frustration level in reading accuracy, they should read the content to the student, and guide and practice comprehension orally.
- ❖ Teachers prioritize important and often overlooked aspects of comprehension instruction including
 - Teaching what the strategy is
 - Teaching why it is important
 - Teaching when it should be used
 - Teaching how to do the strategy's "thinking steps"
- ❖ Teachers teach the language of test questions that signal what kind of strategy or skill is being assessed

Instruction is provided within the training institute ASCEND teachers attended this year about the identification and administration of assessments for overall reading ability, word recognition and spelling strategies, fluency, academic language, comprehension strategies and motivation at all grade levels, kindergarten through grade six.

ASCEND's elementary program is using *Results for English Learners* to increase the effectiveness of its instruction across the curriculum for all students, and especially English Learners. The descriptions below, of each of the elementary program's nine curricular areas, build upon and on occasion, reference what's outlined here, from *Results for English Learners*.

See Appendix A12 for RESULTS Cycle of Inquiry diagram

English Language Development

Goals

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

Curriculum

- English Language Development in the elementary program is taught throughout the day through the *Results for English Language Learners* approach.
- Explicit instruction in English Language Development by ELD proficiency level groupings is taught in grade level groupings through a few programs.
 - At the kindergarten and first grade levels, *Language for Learning* is used. ELD instruction at these grades is supplemented with read alouds, teaching vocabulary and comprehension strategies using Thinking Maps, and structured ELD practice throughout the lesson.
 - At the second through fifth grade levels, *Language for Writing* and *English Now* are used.

Instructional Strategies and Materials

As described in detail above, the CRLP Results for English Learners approach is utilized by ASCEND teachers throughout all curriculum areas of the elementary program.

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

Assessment

Elementary students are assessed at the beginning of each school year by the Language for Learning or Language for Writing, or English Now program assessment best matched to their exit from the programs the year prior, or if that data is unavailable, their level on the California English Language Development Test (or CELDT) the year prior. These beginning of the year scores determine groups for each grade cluster to begin with. Students are assessed twice more (at the end of fall and the beginning of spring) to monitor student progress and inform teachers about changes needed to the composition of the groups and/or the pacing of instruction within the program being used. The ADEPT is another tool ASCEND uses to assess ELD. Students transition from *Language for Writing* to *English Now* when mastery on the *Language for Writing* assessments is demonstrated.

Future Goals for ASCEND

49.2 percent of English Learners and 76 percent of students Redesignated Fluent English Proficient (RFEP) and 79 percent of Initially-Fluent English Proficient (I-FEP) students scored Proficient/Advanced on the CST in ELA. 47 percent of English Learners gained at least one proficiency level on the CELDT from 2009-2010, with the majority of students who did not gain a level remaining at CELDT level 3 for two years in a row.

To address these needs, ASCEND may move away from *Language for Learning* since it is primarily a structured oral language development program and lacks writing and reading comprehension strategies. It was not designed to be an ELD standards-based program, so it misses many ELD standards. ASCEND is interested in implementing Susana Dutro and E.L. Achieve's *Systematic ELD Approach*, which is aligned to ELD standards and provides a scope and sequence for teachers to develop backwards planned standards-aligned lessons.

English Language Development

Goals

ASCEND's middle school English Language Development program uses standards-based instruction to support student mastery of grade level ELD standards to prepare students to be fluent in English and be redesignated "Fluent English Proficient." English proficiency is needed for success in college and the workplace.

Curriculum

As middle school curriculum gets more complex and faster paced, ELLs are both trying to access increasingly complex core curriculum and learn English. ASCEND supports English Language Learners (ELLs) through a use of explicit ELD instruction and Specially Designed Academic Instruction in English (SDAIE), which includes the incorporation of academic language instruction into content area instruction. As described above in the elementary program, ELLs are identified through Home Language Surveys completed by parents when students enroll at the School and through performance on the CELDT and ADEPT tests.

Explicit ELD Instruction

Currently, ASCEND is piloting *Morning Boost*, an ELD curriculum developed by Urban Promise Academy, an OUSD school. The program is based on Susana Dutro's Systematic ELD, which in itself is a comprehensive framework for English Learner instruction. At ASCEND, ELD interventions classes happen in Zero Period three times a week. Included in *Morning Boost* is the Gap Finder Assessment, which identifies the gaps in English Learners' English fluency, directing the teacher and students to specific areas for intervention.

[See Appendix A18 for Morning Boost curriculum map](#)

Accessing Core Content Through Academic Language Instruction

ASCEND teachers use Susana Dutro and E.L. Achieve's *Constructing Meaning: Explicit Language for Secondary Content Instruction* (CM) to identify specific, content-driven language objectives and design instruction to address those objectives. They use this backward design approach and the principles of second language acquisition to create student-centered classrooms in which rigorous academic teaching includes explicit language instruction.

The recurring themes within CM are:

- Knowing students
- Identifying discipline-specific language
- Connecting listening, speaking, reading and writing
- Building receptive and expressive academic language

Academic language proficiency is a separate skill from everyday speech and writing. It is the language of texts, of academic discussion, and professional writing. Without it, students will not achieve long-term success in school and beyond. Formal, academic English is used to problem-solve, weigh evidence, and think critically. It is required to negotiate the dense-print paperwork associated with adult independence, such as: banking, health care, and property rental. Yet, once many students reach the Intermediate and Advanced levels of ELD, they no longer receive

formal language instruction. When ELL students transition into core content courses, increased emphasis on subject matter knowledge allows little time for language instruction.

This shift often leaves the Intermediate English learner orally fluent, but with critical gaps in language knowledge and vocabulary. Accessing prior knowledge and assuring student motivation and interaction is critical assure student learning, but it is not enough. Academic English must be continuously developed and explicitly taught across all subject areas. ASCEND middle school teachers ensure ELLs are provided with Academic English language instruction so they can access core content. Instructional practices like sentence frames are used to give ELLs full access to the curriculum. In written work, for example, students use sentence frames to support writing in English about core content. Sentence frames support oral language and student talk in discussions. These structures are used in all middle school disciplines.

Assessment

As part of the *Morning Boost* pilot, middle school students are assessed at the beginning of each school year by the Gap Finder Assessment, to determine their specific ELD needs. In addition, student proficiency levels are assessed by the CELDT. Proficiency levels inform the level and type of interventions, scaffolding and instruction students receive. Teachers also use the ADEPT as a tool to learn more about students' ELD needs.

Future Goals for ASCEND

ASCEND will analyze the results from the *Morning Boost* pilot to determine whether it is the most effective ELD program to complement *Constructing Meaning*. In addition, ASCEND middle school teachers will continue to be supported in their implementation of CM. Monitoring of students learning and achievement of ELD and Academic English Language against ASCEND's goals for student performance in those areas will determine further goals for ASCEND's middle school program.

[See Appendix A13 for ASCEND ELD supporting documents](#)

KEY ASCEND PRACTICE 6

Authentic assessments administered regularly monitor student progress.

ASCEND uses multiple sources of data to understand what, how, and whether students are learning. Taken together, these multiple sources of data illustrate student learning and achievement. Examples of multiple sources of data include:

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

Students are given multiple opportunities to show what they know, including through tasks, performances/demonstrations, presentations, and assessments. The arts and music integrated Learning Expeditions provide students with multiple entry points for engaging with content, learning, and demonstrating what they understand. Assessments like EXPO presentations to parents and community members require students to demonstrate what they've learned in a real life context, with a real audience. Such assessments are considered authentic ways of measuring student learning and are a key part of how ASCEND monitors and measures student

learning. Preparation of process boards, which make learning from an arts and music integrated Learning Expedition visible to the school community validate student learning in their visual representations and require students to create artifacts to display. In addition, ongoing review by individual teachers and regular grade level, elementary/middle, and schoolwide sessions to analyze assessment data from multiple sources allow teachers and administrators opportunities to find patterns and develop instructional response plans. ASCEND emphasizes both formative and summative assessments. Formative assessments at ASCEND are "assessments for learning", where students are encouraged to take charge of their own learning. Summative assessments are "assessments of learning," where teachers see what's been learned and what needs reteaching (Stiggins).

Descriptions of ASCEND's use of assessments is included in each of the curricular areas described within the practices and structures from *How Learning Best Occurs* and that frame this section.

KEY ASCEND STRUCTURE 1
Students loop with teachers for two years.

Teachers at ASCEND loop with their students for two years (K/1, 2/3, 4/5, and 7/8). The purpose of this looping model is to provide teachers, students, and families with the opportunity to build close relationships, and to provide teachers with the opportunity to develop a deep understanding of their students' academic and social and emotional needs.

KEY ASCEND STRUCTURE 2
Students receive academic and social/emotional interventions.

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

Middle School Homework Support (HWS)

Goals

A chronic problem in middle school is students failing to do homework. In fall 2008, middle school teachers established the Homework Support ("HWS") program to refocus students on homework and emphasize the importance of homework for learning. It is both a consequence and support system for students who are not completing their homework at home or during the After School Program homework assistance time. It supports students, and is a logical consequence for not completing homework.

Logistics

Middle school teachers stay in their classrooms on a rotating basis, from 3:45 pm until 5:00 pm three days a week to provide a quiet space for students to complete their homework. If a student fails to complete homework, he/she is required to attend HWS on Tuesday, Thursday or Friday. It is a silent study hall, however, if the students follow the norms outlined in the HWS Policies and Procedures, music is allowed with the understanding that some students study better to music. There are consequences for being late or skipping HWS, also outlined in the

document HWS Policies and Procedures. Students may quietly ask one another for help or ask the teacher.

Results

Many students do not like HWS and it encourages some students to be more diligent about homework, although a small percentage of students seek out HWS because they are in need of a quiet place to complete their homework. Approximately twenty-five percent of students complete their homework consistently every day without needing support and/or consequences. For 40 percent of the middle schoolers, HWS acts as an effective homework intervention; they actively think about not getting homework support, and their homework completion rate is increased as a result of the program. For 20 percent of the students, the program is not an adequate homework motivator; they do not complete their homework at home, they are in HWS every day, they do some homework while there, but don't finish it at home. These students receive additional support as determined by SSTs and through collaboration between the student's family and teachers. 15 percent of the students in HSW choose to be there, seeing their own need for a quiet place to study and wanting to seize the opportunity. Overall it is a successful, important middle school program.

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

<p>KEY ASCEND STRUCTURE 3 The after-school program extends student learning.</p>
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After School Program: ASCEND Sunset Warriors

Goals/Mission

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

See Appendix A14 for ASCEND Sunset Warriors

Curriculum

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

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

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

Results

2010-2011 surveys of students and parents showed 95 percent parent satisfaction. When asked to respond to the question, "I am happy to be in this after school program," 99 percent of elementary students agreed and 79 percent of middle school students agreed, respectively.

Recent data shows that when compared to students who are not in the ASW program, students who regularly attend the ASW after-school program exhibit higher school day attendance and achieve higher test scores on both the CST and CELDT than students who do not attend ASW. Last, 100 percent of students and parents indicated that students were safer because of the ASW after-school program.¹

Future Goals for ASCEND

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

<p>KEY ASCEND STRUCTURE 4 Family and community partnerships are prioritized.</p>
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Parental Involvement

ASCEND 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, ASCEND works to encourage all parents, even those who traditionally have not engaged with the school community, to participate.

Families are partners in the education of their children. Students and staff at ASCEND make families welcome, know them well, and engage them actively in the life and decision making of the school. Regular communication and multiple opportunities for participation encourage families to be strong partners in their children's learning. ASCEND has also done work on the topics below in its efforts to engage families in the life of the school.

- ❖ Welcoming Families and Building Relationships
- ❖ Communication
- ❖ Empowering Families to be Vocal and Participate

ASCEND values the partnership of parents and families in the school community. Opportunities for parents and families to participate abound through all grades and parts of the School. A parent leadership team comprised of at least two representatives from each classroom meets

¹ Data provided by Oakland SUCCESS/ASPO Site Evaluation

regularly. Monthly Family Leadership Council meetings give parents and opportunity to provide input about school activities, quality of the program and campus safety. Parents also voice their needs so that they can partner with the school for student success. Five members of that team also sit on the School Site Council. In an effort to provide greater consistency of participation and increased involvement in school governance, ASCEND parents will elect two family members to serve on the EFC Family Leadership Council and who will serve as liaisons to EFC.

The School Family Resource Center (FRC) engages parents in workshops that build parents' capacity to be strong advocates for their children in our school system. Kindergarten and first grade participate in *Rise and Shine Reading* three times a month, in collaboration with the Family Resource Center. On these occasions, families are invited into the classroom to read with their children, to learn and practice reading strategies, and to connect the work being done in the classroom around literacy with what's happening at home.

Grade-level parent meetings are held approximately nine times a year (once a month). At these meetings, parents/guardians are given opportunities to learn about school and grade-level events, grade level curriculum, results, data, as well as share their ideas and concerns. Parents receive training in working with their students at home.

Other opportunities for parent involvement include report card pick-up, parent conferences that occur three times a year (and more often for students who are underperforming), newsletters, school events (such as the EXPO, where students' work and projects are shared), FRC activities, volunteer opportunities and Study Tours (field trips). ASCEND parents and guardians are also encouraged to take an active role in supporting all aspects of the school.

Community Involvement

Building strong links with the local community is critically important to the school's success. The school and EFC partner with individuals and organizations in the community that are dedicated to helping students obtain their academic goals and providing total child support and development.

Current partners include:

- ❖ Oakland Leaf Foundation
- ❖ MOCHA
- ❖ Oakland Community Organizations
- ❖ Oakland Schools Foundation
- ❖ Girls Inc. of Alameda County
- ❖ La Clinica de la Raza

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

EFC'S ALIGNMENT WITH ASCEND'S INSTRUCTIONAL PROGRAM

Since its founding in 2005, EFC has accelerated student learning and achievement in the three schools it operates. Notably, the API in its three schools has risen by 80 points (Achieve Academy), 227 points (Cox Academy), and 226 points (VWorld Academy) in that period, respectively. EFC has learned that a robust curricular model requires thoughtful and systematic implementation, a research basis, targeted professional development, progress monitoring, and motivating accountability. The three schools EFC operates currently have a high level of

instructional coherence, with strong instruction across subjects, and especially in English Language Arts and mathematics.

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

Education for Change Public Schools is about to conclude its strategic planning process where EFC stakeholders are visioning EFCPSv2. When EFC launched in 2005, its students were predominantly scoring Far Below Basic and Below Basic on the CST in both Math and English Language Arts and the average teacher was a first or second year teacher. Today, the great majority of students are basic, proficient, and advanced in both Math and ELA, and the average EFC teacher has been teaching at EFC for 5.4 years. The organization's goal is to build on the foundation and success of EFCPSv1 and take the organization and the teaching to the next level. Stakeholders have been visioning the traits and skills of the graduating EFC child, and a Strategic Planning team has been engaging in a School Program alignment process to identify the current EFC strategies and programs that align with this vision and also identify the gaps in the EFC program with respect to achieving our vision. The final plan will outline a five-year timeline and strategy for moving EFC from "good" to "great".

Instructionally, over time, EFC teachers will be moving gradually and strategically towards standards-based planning that is increasingly interdisciplinary and develop a larger repertoire of instructional strategies that are more student-directed, inquiry-oriented, and explicitly build critical thinking skills. This process began last year, with system-wide professional development to support teacher-developed enhancements to the *Saxon Math* program and this fall with enhancements to *Open Court Reading*. Both of these shifts were preceded by concentrated efforts to build content and assessment knowledge. An ELA Study Team looking to improve student fluency piloted Readers' Theater last year and now, teachers system-wide use Readers' Theater to support their instruction. Currently, an ELA Study Team is engaged in inquiry around a number of instructional structures and strategies, including guided reading, literature circles, writers workshop, and increased integration of nonfiction texts. Like with Readers' Theater, the results of these inquiry groups will support the use of these structures and strategies system-wide in the future. This year, EFC teachers are focusing on task analyzing standards and backwards planning to design standards-based lessons in grammar, usage, mechanics, and spelling. System-wide, teachers will begin replacing *Open Court Reading* lessons in strategic sections with their own standards-based lessons throughout this year and next.

In addition, EFC has partnered with Seneca Center to pilot a Response to Intervention pilot at Cox Academy in alignment with a new Special Education program that will grow to our other campuses. An RTI intervention teacher and an RTI behavior specialist work with General Education teachers to expand their toolkit and build their capacity to develop strategic in-class tier 1 interventions for struggling students. This pilot is building teachers' capacity to address the needs of the remaining Far Below Basic and Below Basic students in their classrooms, many of whom have complex needs and challenges, and to address the social-emotional needs of students who require more than academic support. Connected to this, the partnership with Seneca and Cox's RTI program bring a greater focus on the whole child and what EFC's

children need beyond quality instruction to reach their potential. All EFC schools are providing mental health support services, extended day programming and enrichment, and family support and education programming through our family resource centers.

LEARNING FROM ONE ANOTHER

EFC is poised to support ASCEND within a portfolio of school programs that align around a set of common themes and values that are emanating from our visioning work for EFCPSv2:

- ❖ Research-based standards-aligned instructional programs implemented with a high level of fidelity across all classrooms
- ❖ A comprehensive assessment system that benchmarks students regularly in ELA and mathematics and includes a battery of formative and diagnostic assessments
- ❖ A Response to Intervention approach to supporting struggling students that works in alignment with the Special Education program
- ❖ Formal structures for family and staff leadership and decision-making
- ❖ Explicit identification of and instruction in a set of articulated school values or habits
- ❖ An explicit goal of moving along a continuum of instruction that becomes increasingly student-directed, that focuses increasingly on higher-level Blooms critical thinking skills
- ❖ The integration of technology into the classroom and into the school's programming to maximize efficiency in instruction and assessment and to explicitly teach students how to use the computer as a tool for learning, research, analysis, and demonstration of learning.

EFC is explicitly building its capacity and aligning its resources to move its schools towards EFCPSv2. ASCEND as an older school has effectively implemented many of the strategies EFC is looking to implement moving forward - authentic family leadership, interdisciplinary inquiry-oriented teaching, small group guided instruction and release to students, effective RTI, explicit instruction in values and habits, integration of technology – and can become a demonstration site for many of these practices. EFC is aligning its resources to support its schools in moving in that direction, and ASCEND will benefit from being part of a network of schools aligning resources towards a common set of practices. In addition, ASCEND will benefit from EFC's practices in mathematics instruction, including student use of multiple representations to solve problems and improved student ability to see the relationships between mathematical concepts. These practices have led to dramatic gains in math outcomes at EFC, and its implementation of ELA interventions that have catapulted fourth and fifth graders out of Far Below Basic and Below Basic. Both EFC and ASCEND can increase student talk in mathematics and across disciplines.

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

and authority. ASCEND's many seasoned teachers will be positioned to benefit from this new plan and it may, in turn, support teacher retention at ASCEND.

Schedule and Academic Calendar

At ASCEND, all students receive and will receive an extended day program. Students will attend school Monday through Friday from 8:30 a.m. to 3:15 p.m. for grades K–5. If the budget allows, students will move back to the original 8:30 a.m. to 3:30 p.m. schedule that ASCEND used to employ before budget cuts. Students will attend school Monday through Friday from 8:30 a.m. to 3:30 p.m. for grades 6-8. On Wednesdays, school will end at 1:30 p.m. (minimum day) for all students in order to provide teachers with dedicated professional development time each week.

Sample Daily Schedule

Below are sample daily schedules for regular school days:

Kindergarten

08:30 AM	10:00 AM	Period 1
10:00 AM	10:20 AM	Recess
10:20 AM	11:15 AM	Period 2
11:15 AM	12:00 PM	Lunch
12:00 PM	01:10 PM	Period 3
01:10 PM	01:30 PM	Recess
01:30 PM	03:30 PM	Period 4

Grades 1-5

08:30 AM	10:20 AM	Period 1
10:20 AM	10:40 AM	Recess
10:40 AM	11:45 AM	Period 2
11:45 AM	12:30 PM	Lunch
12:30 PM	02:15 PM	Period 3
02:15 PM	02:25 PM	Recess
02:25 PM	03:30 PM	Period 4

Grades 6-8

08:30 AM	09:10 AM	Period 1
09:10 AM	09:15 AM	Passing time
09:15 AM	11:10 AM	Period 2
11:10 AM	11:15 AM	Passing time
11:15 AM	12:15 PM	Period 3
12:15 PM	12:55 PM	Lunch
12:55 PM	01:00 PM	Passing time

01:00 PM	01:25 PM	Period 4
01:25 PM	01:30 PM	Passing time
01:30 PM	03:30 PM	Period 5

Nights and Weekends

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

For students:

- ❖ Small group intervention instruction
- ❖ Homework help sessions
- ❖ Enrichment classes (e.g. arts, design, Girls Inc., Oakland Leaf)

For the community (times may vary):

- ❖ School fairs (Back to School Night, Expo, Family Literacy Night, University Night, Open House)
- ❖ Parent engagement classes (with topics such as assisting your child with homework, supporting your child at home and school, navigating a bilingual world, and computer literacy)

All of these programs are staffed by teachers wishing to participate (with additional compensation), community volunteers, community groups, and service providers.

Staff Preparation Time

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

Class Size

Smaller class sizes are one of ASCEND's most effective structures for enabling personalization and ensuring strong relationships are developed between students and teachers, between families and teacher and between teachers themselves. ASCEND implements a 24-to-1 class size reduction in grades K-3. ASCEND's goal will be to implement upper-grade class reduction to have an average class size of 24 for grades 4 through 8. These sizes may be changed due to budget considerations by votes of the Advisory Team and Family Leadership team.

Annual School Calendar

ASCEND will follow applicable state law to assure that students enrolled in the school attend a school calendar offering a minimum of 175 days. Education for Change generally attempts to align its annual school calendar with the Oakland Unified School District's. However, all EFC schools will maintain flexibility for an earlier school year start and end date in order to provide more time off for professional development days throughout the school year. The school enhances the beginning of the year for professional development time for teachers/staff by adding up to three additional, fully compensated professional development days. A majority of these days are usually scheduled for the week prior to the start of school to provide teachers with compensated time to prepare their classrooms as well as engage in orientation and professional development sessions focused on implementing the instructional program and building the school culture. All EFC schools are allowed to allocate additional resources for professional development at the beginning and end of the school years.

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

See Appendix 15 for EFC draft calendar for 2012-2013

PROFESSIONAL DEVELOPMENT

Education For Change

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

As schools with the same goals and similar populations, but different instructional models, join the EFC network, the opportunity for growth and cross-pollination of great ideas increases. With the addition of ASCEND, each of the schools in the EFC portfolio will have had success in different instructional arenas and can learn from one another to improve outcomes for all. For instance, mathematics is an area where EFC's instructional model can inform some of the work that ASCEND is moving towards. EFC schools have a strong track record in mathematics instruction, with school-wide CST Math proficiency rates ranging from 68.6 percent to 76 percent. Education for Change employs a method similar to ASCEND's model, that moves student understanding from concrete to representational to abstract. However, EFC has added the multiple representation approach to this method. Students learn about different ways to represent and solve problems to build their conceptual understanding and then apply them to a variety of problems in both cooperative and independent settings. Students must be able to explain their thinking for each of the side-by-side solutions. ASCEND plans to engage in an inquiry process to learn about EFC's multiple representation method and determine which strategies could enhance their current mathematics approach. Reciprocally, EFC has identified student-centered inquiry as an area in need of improvement. One group of teachers in the ELA pilot have taken on the task of researching and developing some EFC best practices around

inquiry. They already have expressed a desire to study ASCEND's Expeditionary Learning inquiries to glean ideas to create a more robust inquiry strand in EFC's instructional program.

Collaboration

EFC is committed to differentiating professional development to best meet the needs of the teachers in the organization. As a school community, administrators and staff will identify inquiry areas and professional learning needs which will drive site-based professional development and inquiry. As grade levels, teachers work together to plan and develop lessons to address their grade level standards. As individuals, teachers, together with their administrators will develop goals and professional learning plans to move their instruction forward. Coaching, BTSA inquiry, and teacher inquiry groups all support the growth of individual teachers toward meeting their goals. Teachers in the EFC network will be encouraged to observe one another and other excellent teachers in the community as a method of improving practice. Teachers are expected to collaborate, exchanging best practices with their site colleagues and teachers at other EFC schools.

Coaching

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

Data-based Inquiry cycles

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

The goal for EFC's focus on professional development is to create educational laboratories for ideas, strategies, and best practices. Leveraging the knowledgebase and creativity of motivated and dedicated staff across multiple schools will provide ASCEND and the other EFC schools with a vast repertoire of tools to utilize in their work toward providing an excellent education for all students. EFC firmly believes that reinventing the wheel time and time again is not in the best interests of teachers and their students, so it continues to provide the support and assistance to help capture the most effective practices at each school, organize them into instructional best practices and scaffolds, and disseminate them across EFC.

Professional Development at ASCEND

At ASCEND, professional development is developed and conducted with the intent of supporting staff to develop the knowledge and skills required to serve our population of students and families. We base our professional development decisions on student academic data; in other words, when our data indicates that students have an unmet need, we seek to equip our teachers with the strategies to meet that need. Just as we encourage our students to achieve through high expectations and by providing the best educational services possible, we look similarly at building this same culture of achievement, support, and quality for our teachers in a collaborative learning environment.

Three times a year teachers in all the grades come together to analyze data in formal full-day professional development sessions; in addition, data analysis is embedded in the weekly professional development sessions throughout the year. In August teachers analyze the CST results, in October they analyze interim assessments, and in January they examine the results of the OUSD mid-year benchmark tests. These dates and practices may be altered slightly with the move to EFC benchmark tests, but the frequency and actions will be the same. On each of these days there is professional development in test analysis; teachers use strategies from *Driven by Data* (Bambrick-Santoyo 2010) as well as tools designed by ASCEND staff. From their analyses teachers recognize which standards students are learning well, which standards students are not mastering, and which students need intervention. If many students are not mastering a topic, they also plan a new way of teaching it to the entire class.

There are two foci for the school's weekly Wednesday professional development sessions, an elementary group focus on data-based cycles of inquiry integrated with RESULTS for English Learners strategies, and a middle school group focus on Understanding by Design (Wiggins and McTigue 2011, 2006, 2004) and Classroom Assessment for Learning (Stiggins et al 2006). The rationale for this approach is to build common instructional planning practices that support the development of student understanding of key content ideas and skills, while at the same time providing an opportunity for differentiation, which is key in a school with a small staff who all teach different grades and content areas.

Elementary Professional Development

In order to support our Elementary staff to more effectively support our English Learners, who constitute the majority of our K-5 students, we focus on Results for English Learners instructional strategies through collaborative inquiry cycles in the majority of our professional development sessions. Teachers analyze English Language Arts benchmark assessment results with their grade level cluster (K/1, 2/3, and 4/5) in order to determine the standards students are most struggling to learn. They then deconstruct these standards in order to determine what students must know and be able to do in order to master these standards as readers, writers, and test-takers. Teachers subsequently collaborate to theorize where the learning is breaking down and create lesson plans to better support their students in mastering those particular standards. In addition, they create mini-assessments in order to monitor to what extent the new lessons are leading students towards mastery. Finally, they examine new benchmark assessment results in order to determine if they must continue to focus on the same standards or shift their attention to new standards, and start a new cycle of inquiry.

This same data-based inquiry approach is also used in the analysis of writing and math benchmark assessments. During writing PD sessions, teachers collaboratively score student writing performance assessments, and then analyze this data in order to determine where students are most struggling in writing applications. The teachers collaboratively plan mini-lessons to address these weak areas with their grade level partner, and then look for growth in subsequent class assignments and process writing assessments. Similarly, teachers collaborate to examine their math benchmark data, and write "Problem of the Day" exercises and re-teach lessons to address the standards that were challenging to large or small groups of students.

Middle School Professional Development

Understanding by Design (UbD) is a backwards planning model: teachers plan their units and design the assessments before teaching, ensuring that throughout the unit they will remain focused on their goals. Prior to the UbD professional development, teachers occasionally designed tests more on what they had taught than what they originally planned to teach. The

UbD template is helpful in that it leads teachers to identify key standards and ensures that they are taught rigorously. In the middle school, Understanding by Design is particularly helpful in grades 6-8 where the number of standards is greatly increased as compared to the early elementary grades. Using the UbD template, teachers can plan to teach conceptual knowledge, skills, problem solving, and deep of understanding of concepts.

During UbD professional development sessions, teachers share plans and common challenges in using the template across disciplines. UbD has also provided a common language and a common planning process across disciplines. Teachers are currently skilled at Stage 1 of the UbD template: setting goals, identifying transfer skills, creating Essential Questions and identifying what the students will know and be able to do. Therefore, the group is now focusing on assessment, which is Stage 2 in the template. In addition to using the UbD resources on assessment, readings from Stiggins, et al (2006) are employed to support teachers in developing what Stiggins calls a "skillful use of assessment" – writing high quality assessments that employ multiple formats to assess students' knowledge and skills, and using the results effectively to support student learning.

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

[See Appendix A12 for Professional Development Tools](#)

Support for Students with Disabilities

Philosophy

ASCEND's general belief is that whether children are English language learners, Special Education, or academic English learners, our children are all able to excel and succeed if instruction is aligned and differentiated to their needs and designed to accelerate and individualize.

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

Overview

ASCEND shall comply with all applicable State and Federal Laws in serving children with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA"). California law gives schools various options on how to deliver special education and related services either as (1) an arm of the charter-granting agency, (2) an independent local education agency, or (3) as a charter SELPA. The School shall be its own local education agency ("LEA") in conformity with Education Code Section 47641(a). The School LEA has submitted a letter of intent to submit an application to become a member of the El Dorado District Office of Education ("EDCOE") Special Education Local Plan Area ("SELPA"). Because one of the EFC charter schools is already an accepted member of the EDCOE

SELPA, and because the EDCOE SELPA is prioritizing the expansion of existing members, ASCEND believes it will have a strong chance of being accepted into the EDCOE SELPA.

[See Appendix A15 for SELPA intent letter](#)

The School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. The School shall not discriminate against any pupil with a disability in the admissions process or any other aspect of operation. The School recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment. All students will be given equal access to the school, regardless of disabilities, and the school will not discriminate against any students based on his or her disabilities.

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

Education for Change Public Schools is in the process of piloting a strategic partnership with Seneca Center to develop and implement a Special Education program that is in greater alignment with a larger schoolwide student support system. This program is being piloted at Cox Academy this school year. The foundation of this system is a comprehensive assessment program that regularly assesses students using a variety of tools to track progress and growth every six-eight weeks. The Response to Intervention program in alignment with the Coordination of Services and Student Study Team processes integrates with this assessment calendar. Teachers and the administration receive regular data reports communicating student growth, and a lack of progress is flagged immediately. Through the RTI program, teachers are coached and supported in developing both behavioral and academic interventions plans for their students. Students not making adequate progress through the in-class tier 1 interventions within six to eight weeks are referred to the Student Study Team and can receive either a revised tier 1 intervention plan or more intensive supports called tier 2 services. Should the SST observe evidence that a child may be eligible for Special Education services after numerous tier 1 and tier 2 interventions, they can submit a referral for Special Education to the Special Education Director who will develop an assessment plan if appropriate.

A student with an Individualized Education Plan will have access to ALL of the interventions available schoolwide as part of their individualized education plan. The Coordination of Services team in partnership with the Special Education teacher or lead ensures Special Education plans are developed strategically and implemented with fidelity and utilizes all the resources available at the school to inform the development of the IEP. For example, a Special Education student could have as part of their IEP 45 minutes daily of a tier 2 reading intervention available to all general education students to address his reading goals, receive strategic instruction from the Resource Specialist twice a week specific to organizational and processing skills, and participate in an after-school support group to address socio-emotional goals. While this student is receiving strategic services from a designated and appropriately-credentialed Special Education provider, he is also receiving services and interventions available to all General Education students as part of his plan. The EFCPS Special Education program is designed specifically to accelerate a student's growth in target areas and ensure that student's ability to succeed in the General Education setting both academically and socially.

Section 504 of the Rehabilitation Act

The School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the School. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the School.

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

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

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

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

Services for Students under the IDEIA

ASCEND will be an LEA member of the EDCOE SELPA in accordance with Education Code section 47641(a). ASCEND makes the following assurances:

- ❖ *Free Appropriate Public Education* – The School will assure that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been expelled from school.
- ❖ *Child Find* – The School will assure that all students with disabilities are identified in accordance with the policies and procedures of the SELPA.
- ❖ *Full Educational Opportunity* – The School will assure that all students with disabilities have access to the full range of programs available to non-disabled students.
- ❖ *Least Restrictive Environment* – The School will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids and services in the general education environment in accordance with each student's IEP.
- ❖ *Individualized Education Program* – The School will assure that an Individualized Education Program ("IEP") is developed, reviewed and revised for each eligible student under the IDEIA.
- ❖ *Assessments* – The School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition a reassessment shall be conducted at least once every three years, in accordance with the IDEIA, and more often if conditions warrant or requested by the student's parents or teacher. Parents will receive reports on their individual student's progress toward IEP goals and progress at the IEP meeting and student-led conferences.
- ❖ *Confidentiality and Procedural Safeguards* – The School will assure that the confidentiality of identifiable data shall be protected at the collection, storage, disclosure and destruction stages. In addition, students and their parents shall be provided with safeguards through the identification evaluation and placement process and provisions for a free appropriate public education.
- ❖ *Personnel Standards* – The School will attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to children with disabilities.
- ❖ *State Assessments* – The School will assure that students with disabilities either under the Individuals with Disabilities Improvement Act ("IDEIA") or Section 504 are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate. These assessments include, but are not limited to, the California Standards Test and the CAT 6.

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

The Education for Change Director of Special Education will ensure that the Special Education program at ASCEND operates in alignment with the Response to Interventions system and the larger general education program. All children eligible for Special Education services will have access to the school-wide interventions as part of their individualized education plans. In addition, Special Education teachers will receive training to ensure they have research-based instructional strategies specific to supporting Special Education students – strategies like the Slingerland method, or Lindamood Bell, Wilson Reading, Orton-Gillingham, or Davis Math. This

is to ensure that all students receive the targeted academic and behavioral interventions as well as the interventions specific to supporting their disabilities.

Since ASCEND will operate as an LEA of the EDCOE SELPA in accordance with Education Code section 47641(a), the District shall have no responsibility to ensure that the students who attend ASCEND are provided a free appropriate public education. In accordance with state and federal law, each student eligible under the IDEIA will be provided a free and appropriate education in the least restrictive environment. The decisions regarding the specific services each student will receive are the responsibility of the Individualized Education Program Team. The team includes the involvement of parents and the decisions are formulated in a written plan (referred to as an IEP).

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

Support for Students Who Are English Language Learners

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

Our Commitment to Language Diversity

The ASCEND team believes that having fluency in multiple languages, including English, is critical to 21st Century success. 55% of our student body (approximately 233 of our K-8 students) is currently classified as English Language Learners (ELs). An additional 29% of our student body is currently classified as Redesignated-FEP. We recognize the importance of valuing students' native languages, and actively reinforce an appreciation for the cultures, customs and languages of all our students through the school's core curriculum.

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

Identification and Reclassification of English Learners

A cornerstone of ASCEND's vision for equity is our school-wide goal to reclassify each of our English Learners as English proficient by no later than the end of eighth grade. ASCEND utilizes multiple criteria in determining whether to reclassify a pupil as proficient in English, including but not limited to all of the following:

- ❖ Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT
- ❖ Student performance on the English Language Arts portion of the CST

- ❖ School and teacher evaluations/assessments of whether the student has mastered grade-level standards
- ❖ Parental opinion and consultation

ASCEND meets 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 core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. English learners have access to all programs, services and resources described in this document.

See Appendix A16 for the EFCPS reclassification form

How students are identified as ELs

ASCEND administers the home language survey upon a student's initial enrollment into the school. All children who indicate that their home language is other than English are given the CELDT within 30 days of enrollment to evaluate their listening, speaking, reading and writing abilities in English. This test is given at least annually between July 1 and October 31 until the student is re-designated as fluent English proficient.

ASCEND notifies all parents of its responsibility for CELDT testing and of CELDT results within 30 days of receiving test results from the publisher. All parents or guardians of students classified as English Language Learners are notified in writing. The School translates materials as needed to ensure that parents of ELs understand all communications and are involved in all processes related to the English language development of their child.

Explicit ELD

Elementary students (K-5) at ASCEND receive explicit ELD based on the following principles:

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

All elementary English language learners are grouped by CELDT level and receive 30 minutes daily instruction in explicit ELD using the *Language for Learning* (K-1) or *Language for Writing* (2-5) curriculum by McGraw-Hill. Cohorts of classrooms organized by grade (K/1, 2/3, 4/5) schedule a common ELD time to enable homogeneous groupings. In addition to the CELDT, teachers assess English proficiency three times per year using curricular assessments to gauge progress. Students demonstrating basic proficiency in English move on to the *English Now!* curriculum.

In K-5 Systematic ELD does not replace English Language arts instruction or any other content instruction at ASCEND. Rather, it equips our English Learners with the language skills they:

- Are not likely to learn outside of school,
- Will not be taught in any other content area,
- Need to express the sophistication of their thinking to succeed in college, and

- Are expected to use every day for academic and real life purposes.

Explicit ELD for middle school students takes several forms. Curriculum is frontloaded for ELs in zero periods. Curriculum in all disciplines is designed using Constructing Meaning (Dutro) structures scaffolding learning for ELs. A new strategy is currently being piloted for middle school students. Morning Boost, a curriculum written by Nicole Knight for Urban Promise Academy, is being piloted in the seventh and eighth grades. In addition, we are exploring the adoption of Systematic ELD: A Focused Approach (Dutro) <http://www.elachieve.org/syseld/>. Systematic ELD would have the added advantage of being a consistent K-8 approach to ELD.

Academic English Development (AED)

Academic English acquisition calls for the development of a more advanced level of literacy so that students may achieve deep learning of the more complex knowledge and skills embedded in and defined by grade-level content standards.

At ASCEND, elementary students who are classified as English proficient (EO, RFEP, IFEP) are grouped together daily to explicitly develop Academic English skills, using the *English Now!* curriculum. Furthermore, throughout the day teachers employ various strategies to develop academic English, including:

- Scaffolding – Teachers successfully adhere to principles of John Shefinbine's *Results for English Learners* framework to explicitly teach language functions necessary to master content across the curriculum. Students receive language frames to express thinking, formulate ideas and prepare responses. Gradually over time, these scaffolds are removed to facilitate internalization of language structures.
- Vocabulary development – Teachers employ Robert Marzano's framework for explicit instruction in tiered vocabulary.

In middle school teachers explicitly teach what academic English is, exploring register in their own vernaculars and the place and importance of academic English. Academic English is taught in ELA and reinforced in all disciplines where correctness in written and spoken language is emphasized.

Sheltered English Program (SEI)

ASCEND has a large English language learner population. Therefore, in addition to our explicit ELD program, we structure our days K-8 to provide students with regular opportunities to develop English proficiency. Applying the strategies articulated by John Shefelbine's approach in *Results for English Learners*, our teachers infuse each day with strategies to support ELs. A sample of SEI strategies used in ASCEND classrooms to support ELs include:

- ❖ Specially Designed Academic Instruction in English (SDAIE) methods used during literacy, math, science, social studies and thematic units
- ❖ Songs, poems, chants in English to build fluency
- ❖ Use of graphic organizers to make learning visible
- ❖ Listening and speaking during community circles and share outs
- ❖ Differentiated instruction during literacy, math, science, social studies and thematic units
- ❖ Listening to books on tapes to build receptive English and fluency
- ❖ Guided reading of leveled text to introduce English structure and syntax
- ❖ Interactive and model writing to construct English text
- ❖ Word study

- ❖ Design (GLAD) strategies for vocabulary development
- ❖ Vocabulary instruction across all content areas from general to increasingly precise words
- ❖ Oral and written practice for application of newly taught language in authentic contexts
- ❖ Frontloading strategies (e.g., pictorial input, comprehension sentence frames)

Move Towards Systemic ELD

While the *Language for Learning* and *Language for Writing* curriculum provides ELs with strong structured oral language development, we have found that the program lacks alignment to the California standards for English Language Development, particularly in developing writing skills in English. Therefore, we intend to embrace the Systematic ELD approach promoted by the "Systematic English Language Development" <http://www.elachieve.org/syseld/> and "Constructing Meaning" approaches developed by Susana Dutro. This systematic ELD approach to planning and teaching promotes:

- ❖ Student-centered and language-focused instruction
- ❖ Both informal language acquisition and formal language learning opportunities
- ❖ Both analyzing language processes by looking at language as an object of study and intuiting patterns of language by engaging in purposeful language activities
- ❖ Both daily English language instruction that follows a developmental scope and sequence of language skills and as explicit preparation, or front-loading, for the linguistic demands (vocabulary and language structure) a content task present

ASCEND seeks to provide English Learners with each of the components above. We know that while such a comprehensive approach may not be required to develop everyday language, it is essential to develop academic language to the level required for college admissions or job interviews.

Home Language Program

As stated earlier, the ASCEND team believes that having fluency in multiple languages, including English, is critical to 21st Century success. Therefore, at ASCEND we offer instruction in Spanish to grades K-2, three times a week, and 2nd and 3rd grade two times a week for 50 minutes. The Home Language Program provides students with the crucial skills of becoming bilingual and bi-literate adults. Through the teaching of Social Studies, Science, Literature and Latino Culture in Spanish, students are strengthening and valuing their home language and culture.

Seven years ago, after analyzing data and realizing that the traditional bilingual program was not meeting the needs of our students; the Home Language Program was created. The belief was that students need to begin Language Arts instruction in English upon entering school, and at the same time it is crucial that they receive support and continual instruction in their home language. In response, the Home Language Program was established. When the program started, this specialized instruction was only available to kindergartners and first graders, but since its conception, it has been expanded and currently serves kindergarten through 3rd graders. In response to budget cuts, the program has also incorporated Art and Music instruction in Spanish.

The curriculum is teacher-created and standards based. The goal is to teach subjects and standards that classroom teachers may not have time to cover, as well as assisting the students in making connections with strategies and processes that they currently use in their classrooms.

Support for Students Who Are Academically Low-Achieving

ASCEND addresses the needs of children who are academically behind by 1) successfully identifying academic gaps in each student's preparation and academic readiness, and 2) skillfully providing targeted interventions both within and outside of the classroom to address these needs. As mentioned throughout this petition, ASCEND both regularly uses data to address the individual needs of its students and takes a comprehensive, holistic approach to student success and intervention.

Teachers at ASCEND takes steps to ensure that all students identified as academically low achieving receive the necessary supports to increase their academic performance.

We use multiple measures to understand student performance and identify students as low achieving and in need of intervention:

- ❖ CST performance
- ❖ Grades
- ❖ Teacher/staff input and recommendations
- ❖ Parent requests
- ❖ Daily and ongoing assessments throughout the year, including teacher observations, teacher-created assignments and assessments, benchmarks, formative assessments, and summative assessments

ASCEND strives to ensure that all of its students are on track to meet grade level benchmarks and ultimately graduate from high school. To meet the needs of academically low-achieving students, and with this goal in mind, ASCEND's academic program emphasizes:

- ❖ High expectations
- ❖ Regular in-depth data analysis and discussion
- ❖ Differentiated instruction
- ❖ Targeted strategic interventions

Response to Intervention (RTI)

At ASCEND, we have developed a tiered intervention system in which students who have been identified as academically low-achieving receive successive interventions until their needs have been met and results achieved. Successive tiers increase the level of intervention, as needed:

Tier 1 interventions include best practices of instructional methods such as group work, differentiation, re-teaching, multiple methods of instruction based on multiple intelligences, and flexible time. Motivational deficits are mitigated through our rich curricula, described throughout this petition, which provide students with multiple entry points into learning content. All of our tiers build off of our strong base of highly-qualified teachers with adequate professional development and time for collaboration, coaching, and reflective practice, including calibration and data analysis.

Tier 1 interventions in the classroom can include

- ❖ Rigor and relevance in all courses, to increase buy-in and focus
- ❖ Access to grade-level content daily with aligned assessed to grade-level standards

- ❖ Heterogeneous groupings
- ❖ In-class individual or small group instruction two to three times per week in a specific area targeted for growth, combined with closely monitoring progress for six weeks and utilizing strategic resources designed to build and accelerate conceptual understanding
- ❖ Homework support at school
- ❖ Activities and systems to further invest students in our school-wide culture of success
- ❖ Focus on mastery and accountability through teacher/parent/student communication
- ❖ Regular collaboration between support teachers and classroom teachers
- ❖ Alternative assessments
- ❖ Peer tutoring
- ❖ Support with personal organization and note-taking
- ❖ Connection to post-secondary (college and career) goals, to increase investment

Should the Tier 1 interventions fail to sufficiently accelerate progress, the teacher convenes a Student Success Team. This team is comprised of all the adults who work with the child at the school, other adults who may be effective in working with the child, any external mentors and advocates who have a strong relationship with the child, and the parents or guardians. At this meeting, the team analyzes reasons for the student's lack of progress and develops an interventions plan that builds on the Tier 1 classroom interventions and supplements the existing supports with strategic Tier 2 interventions outside of the classroom.

Tier 2 interventions outside of the classroom can include:

- ❖ Individual or small group instruction four to five times per week in a specific area targeted for growth, closely monitoring progress for six weeks and utilizing strategic intervention curricula designed to accelerate learning
- ❖ Individualized guided practice with trained parents, volunteers, older children, etc.
- ❖ Targeted small-group, after-school interventions
- ❖ Counseling services and referrals

After another six weeks, should a student continue to not make adequate progress, the Student Success Team reconvenes and develops a plan to collect additional data. Additional testing may be requested or observations conducted, both inside and outside of the school setting. This data would help either identify a stronger more effective plan to address the child's needs and/or indicate whether a referral for special education services may be appropriate.

Other Interventions

Teachers at ASCEND ensure that all students identified as academically low-achieving (based on multiple measures including the CST, fluency, formative and summative assessments, grades, teacher/counselor recommendation, and parent request) are provided the supports necessary to increase their academic performance.

Interventions for low-performing students may include

- ❖ Reading interventions (K-5): Students in grades K-5 may be identified for additional support based on assessments such as BPST-III, IWT, DIBELS and CST data. Identified students receive targeted, pull-out reading intervention three times per week, 30 minutes per session. The reading interventionist focuses on decoding,

fluency and comprehension skills and monitors progress through regular assessment and teacher check-ins. Students who reach proficiency in reading, as measured by multiple assessments, are exited from this program.

- ❖ ELA interventions (6-8): Students in grades 6 to 8 may be identified as low-performing in English language arts based on CST data and benchmark test scores. Identified students receive front-loading interventions three times a week for 40 minutes each period. During front-loading interventions, students gain the language structures and vocabulary necessary to successfully engage with content instruction and participate with their peers in future lessons.
- ❖ Math interventions (K-5): Using data to determine needs, classroom teachers pull-out small groups of identified students during the academic day to re-teach targeted lessons. Students are selected based on their performance during guided reading time and based on their show of mastery on unit tests and benchmark assessments.
- ❖ Math interventions (6-8): Students in grades 6 to 8 may be identified as low-performing in math, based on CST data and benchmark test scores. Identified students are engaged in the *Math Navigator* (by America's Choice) intervention program, three times a week for 40 minutes each period.

Professional Development and Data Analysis

ASCEND believes not only in collecting data from a range of sources to inform its academic programs and ensure students' success - but also that professional development for teachers to effectively analyze and use the data is critical. Using data to inform planning and instruction is a vital component of ASCEND's success in addressing the needs of low-achieving students. We structure professional development to regularly look at grade-level standards and a range of data to ensure all students are on track.

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

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

Our professional development approach leads our teachers to

- ❖ Analyze student data to create differentiated groups with individual instructional plans
- ❖ Employ small-group instruction throughout the curriculum to meet each student's academic needs as indicated by current data
- ❖ Utilize the strategies in John Sheffellbine's *Results for English Language Learners* framework to successfully scaffold instruction, so all students can access to the core curriculum
- ❖ Collaboratively plan lessons that maximize the engagement of all students, particularly low-performing students

In August, teachers analyze CST data to identify students who are potentially at risk of becoming low achieving and to plan for their needs based on gap areas. Throughout the year, in approximately 6-week cycles, teachers continue to engage in formal data analysis. As described above, they go through a structured process of engaging with their data to create

action plans aligned to goals. During these sessions, assessments are analyzed through the lens of both whole-class and individual learning gaps.

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

- ❖ **Analysis of Practices and Results:** A reflection form and process through which teachers examine, from the previous year, grade level performance and trends, individual class performance and trends, personal professional goals and accomplishments, and individual student trends, e.g. students who gained or dropped significantly
- ❖ **ELA Interim Analysis:** A reflection for teachers to connect test questions to standards being assessed, common student misunderstandings on those questions/standards, possible sources of confusion, and next steps to address misunderstandings

[See Appendix A12 for professional development tools](#)

As a part of Education for Change, ASCEND will also benefit from shared best practices and collaboration facilitated by the network. EFC's rigorous focus on using data to inform instruction and holding all students to high academic standards both aligns with ASCEND's policies and practices to date and will support ASCEND in continuing to improve and achieve, taking its results to the next level.

[See Appendix A11 for intervention documents](#)

Support for Students Who Are High-Achieving

ASCEND believes that all children possess gifts and talents that are unique and precious. The students who become high achievers at ASCEND benefit from all the same programmatic structures that low-achieving students do. The curriculum 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 are met at an ever-increasing rate and the pace of the rigorous curriculum accelerates.

Most of the curriculum for high achieving students is within whole class instruction. Lessons and assessments are designed for different levels of performance with high achieving students expected to stretch and reach for the more demanding work. The major pedagogy that serves high achieving students in K-5 (and to some extent in 6th) is Expeditionary Learning (EL). The inquiry approach of EL incorporates many GATE strategies. Learning expeditions offer students the opportunities to pursue topics to greater depth through both individual and small group work; students have 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 (eg. which animal habitat to develop expertise in; which historical artifacts to recreate and interpret for their Ancient Egypt museum exhibit). Finally, learning expeditions offer multiple opportunities for students to self-assess and make judgments about their work as they engage in project-based learning.

The visual arts and music integration model also serves higher performing students well. By integrating the visual arts and music into the core curriculum, students are challenged to learn

through less traditional paths, as well as express their learning in a highly creative manner. Furthermore, the integration of the arts challenges students to see the connections between fundamental arts and music concepts and core curriculum concepts.

In the middle school high achieving students are also challenged in whole class setting, and there are also three "Zero Period" enrichment classes for them in writing, science and art which meet for 40 minutes three times a week.

Middle school teachers use the work of Sandra Kaplan of USC, Icons of Depth and Complexity Icons (Sandra Kaplan) which they call, Reading-Thinking Notes and Code and the Habits of a Scholar. Depth and complexity icons are eleven pictures or icons that help students go more deeply into content and see it from multiple perspectives. Using the icons students are able to develop and show abstract thinking and make interdisciplinary connections.
http://giftedcalifornia.org/depth_complexity.php

Students learn that the Reading-Thinking Notes help them track their thinking as they read and deepen their comprehension. The Notes can also be used when taking Cornell Notes (note taking) and creating thinking maps. With the creation of Non-fiction Reading-Thinking notes teachers have expanded their use into 6th grade science. Eventually the teachers would like to use them in all the middle school science and math classes.

See Appendix 17 for Non-Fiction Reading Thinking Notes

Kaplan's Icons of Habits of a Scholar illustrate how scholars think, including intellectual risk taking and academic humility. These are introduced in the beginning of the year along with the work of Carol Dweck. Students learn about the "fixed mindset" and the "growth mindset," and the important fact that intelligence is not fixed and students can become smarter. Students take a quiz (Marzano, Pickering and Heflebower, 2011) to see what they believe about intelligence. Students then create and monitor SMART goals to grow their minds, high achieving students setting higher goals

Attention is also paid to high achieving students who might be sliding by without working hard, monitoring their work to make sure they are performing to their potential.

Future Goals for ASCEND

ASCEND teachers regularly question how well they are serving high achieving students and have taken GATE workshops to improve their pedagogy. One teacher, now in a master's program, will be doing her thesis, a yearlong project, investigating high achieving students at ASCEND and the staff look forward to learning from her research.

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

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

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

Promotion from ASCEND

EFC and ASCEND place a high priority on measurable pupil outcomes that value academic achievement and preparation for high achieving high schools. They are the focus of each student's educational journey and help keep stakeholders focused on the achievement of a shared set of goals. EFC's goal is to ensure that students being promoted from its programs meet high expectations and ensure they are competitive heading into middle or high school.

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

"Core" Academic Content and Performance Standards

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

Language Arts Literacy

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

Mathematical Literacy

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

Historical and Civic Literacy

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

Scientific Literacy

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

"Non-Core" Academic Content and Performance Standards

By the end of 8th grade, students will also demonstrate competency in the following "non-core" content and performance standards:

Artistic Literacy

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

Technological Literacy

- Students will be able to use technology as a problem solving resource and communication tool.

Health Literacy

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

Guiding Principles

In order to ensure we are developing students who are not only prepared for college or a career of their choice, but that students are becoming self-motivated, reflective, life-long learners, ASCEND will employ several guiding principles.

Be kind and considerate

- Students will treat each other with respect, kindness, compassion, and courtesy.

Be reflective

- Students will reflect on and learn from their successes and mistakes, and will be aware of their strengths and needs as learners.

Take charge of your own learning

- Students will take initiative in asking questions and pursuing knowledge, and will practice strong work habits.

Be responsible for yourself, your family, and your community

- Students will show responsibility by adhering to school policies and following through on their commitments to themselves, their families, and their community.

Help others

- Students will offer help when you see someone who needs assistance, and will be a positive role model for others.

Persevere

- Students will work hard to progress in their learning and personal growth despite the obstacles that may stand in their way.

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

API Targets

	Current School's Board Approved Big Goals*			Schools Applying to be EFC Schools: **Pending EFC Board Approval	
	Achieve Academy	Cox Academy	World Academy	ASCEND	Learning Without Limits
2009-2010	789	729	785		
2010-2011	819	759	815	793	758
2011-2012	849	789	845	823	788
2012-2013	879	819	875	853	808
2013-2014	909	849	905	883	838
2014-2015	939	879	935	903	868

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

** Pending EFC Board Approval

See Appendix A12 for Assessment Calendar

Measurable Pupil Outcomes and Assessments Used

Subject Areas & Measurable Pupil Outcomes	Assessment Tools	Assessment Types	Frequency	Proficiency Goals	ASCEND API: 793		
					Results 10-11	Expected Growth 11-12	Targeted Annual Growth 12-17
Language Arts	<u>EFC-approved Standards-based ELA Benchmark Standards-based-ELA Benchmark Assessment (EFC-wide)</u>	Diagnostic and standards-aligned benchmarks	At least 3x/year	TBD	n/a	<u>EFC-approved Standards-based ELA Benchmark</u> <i>Expect to transition from ALS Standards-based-ELA Benchmark (OUSD) to EFC Standards-based-Benchmark</i> <i>Expected-Baseline: 52% Elementary, 45% Middle School</i> Anticipated elementary target: +5% Anticipated middle school target: +5%	Cohort growth: overall= +5%
	ALS Standards-based ELA Benchmark (OUSD)	Diagnostic and standards-aligned benchmarks	3-4 times/year	Proficient or Advanced	Elementary Overall: 47% (188) 2: 35% (17) 3: 63% (30) 4: 36% (17) 5: 56% (25) Middle School Overall: 40% (58) 6: 46% (22) 7: 44% (21) 8: 31% (15)	<u>EFC-approved Standards-based ELA Benchmark</u> <i>Expect to replace with EFC Standards-based-ELA Benchmark-Assessment (see above)</i>	
	Writing: Oakland Process Writing Assessment		At least 3x/year	Percent of students at level 3 or above	Overall: 35% (66) 2: 60% (27) 3: 60% (27) 4: 32% (8) 5: 17% (4)	Overall: 40% 2: 65% 3: 65% 4: 37% 5: 22%	Cohort growth: overall= +5%

Subject Areas &	Assessment Tools	Assessment Types	Frequency	Proficiency Goals	ASCEND API: 793		
	California Standards Test (CST) = grades 2-8	Standards-aligned assessment	1x/year	Proficient or Advanced	Overall: 54% (181) ELs: 37% (62) 2: 63% (30) 3: 58% (28) 4: 51% (24) 5: 68% (30) 6: 39% (19) 7: 51% (25) 8: 52% (25)	Overall: 59% ELs: 42% 2: 68% 3: 63% 4: 56% 5: 73% 6: 44% 7: 56% 8: 57%	Cohort growth: overall= +5% ELs +7%
	DIBELS	Diagnostic and early literacy benchmark	3x/year	Benchmark	Overall: 74% (71) K: 83% (40) 1: 65% (31)	Overall: 79% K: 88% 1: 75%	Cohort growth: overall= +5%
	TRC	Diagnostic and comprehension benchmark	3x/year	Proficient or Above Proficient	Overall: 68% (66) K: 75% (36) 1: 60% (29)	Overall: 73% K: 80% 1: 65%	Cohort growth: overall= +5%
	BPST-III	Diagnostic	3x/year	N/A (Depends on grade level)	BPST-III performance managed by individual teachers and reading interventions teacher for use in determining phonemic awareness and phonics groups		
	IWT	Diagnostic	3x/year	N/A (Depends on grade level)	IWT performance managed by individual teachers and reading interventions teacher for use in determining individual student sight word goals		
	Report Card	Summary document of all assessments	3x/year	4 out of 5 point rubric	Currently not aggregated at a school-wide level	From RC1 to RC3, increase % of students scoring 4/5 on majority of ELA standards by 5%; decrease % of students scoring 1/2 on majority of ELA standards by 10%	Increase % of students scoring 4/5 on majority of ELA standards by 5%; decrease % of students scoring 1/2 on majority of ELA standards by 7%
	EXPO Project	Performance-based assessments	At least 2x/year	4 out of 5 point rubric	Student performance on EXPO Projects is managed by individual teachers, not aggregated school-wide, but these assessments inform the performance reflected on the report cards.		

Subject Areas &	Assessment Tools	Assessment Types	Frequency	Proficiency Goals	ASCEND API: 793		
Mathematics	<u>EFC-approved Standards-based Math Benchmark Standards-based Mathematics Benchmark Assessment (EFC-wide)</u>	Diagnostic and standards-aligned benchmarks	At least 3x/year	K-3: Established 4-8: Proficient	n/a	<u>EFC-approved Standards-based Math Benchmark</u> <u>Expect to transition from Si Swun Math Benchmark (OUSD) to EFC Standards-based Benchmark</u> Expected Baseline: 75% Elementary, 25% Middle	Cohort growth: overall= +5%
	Si Swun Math Benchmark (OUSD)				Overall Elementary: 72% (204) K: 96% (46) 1: 79% (38) 2: 77% (36) 3: 55% (26) 4: 59% (27) 5: 69% (31) Overall Middle: 15% 6: 38% (17) 7: 6% (3) 8: 2% (1)	Expect to replace with EFC Standards-based Math Benchmark Assessment (see above)	
	California Standards Test (CST) = grades 2-8	Standards-aligned assessment	1x/year	Proficient or Advanced	Overall: 56% (187) 2: 65% (31) 3: 69% (33) 4: 62% (29) 5: 64% (28) 6: 49% (24) 7: 55% (27) 8: 31% (15)	Overall: 61% 2: 70% 3: 74% 4: 65% 5: 69% 6: 49% 7: 55% 8: 36%	Cohort growth: overall= +5%
	Portfolio of performance-based assessments	Performance-based assessments	Formal review 1-3/year	4 out of 5 point rubric	Student performance-based assessment reporting is managed by individual teachers, not aggregated school-wide, but these assessments inform the performance reflected on the report cards.		

Subject Areas &	Assessment Tools	Assessment Types	Frequency	Proficiency Goals	ASCEND API: 793		
	Report Card	Summary document of all assessments	3x/year	4 out of 5 point rubric	Currently not aggregated at a school-wide level	From RC1 to RC3, increase % of students scoring 4/5 on majority of math standards by 5%; decrease % of students scoring 1/2 on majority of math standards by 10%	Increase % of students scoring 4/5 on majority of Math standards by 5%; decrease % of students scoring 1/2 on majority of Math standards by 7%

Subject Areas & Measurable Pupil Outcomes	Assessment Tools	Assessment Types	Frequency	Proficiency Goals	ASCEND API: 793		
					Results 10-11	Expected Growth 11-12	Targeted Annual Growth 12-17
Science	California Standards Test (CST)	Standards-aligned assessment	Grades 5 & 8	Proficient or Advanced	Grade 5: 30% Grade 8: 65%	Grade 5: 35% Grade 8: 70%	Target growth: +5%
	Portfolio of performance-based assessments	Performance-based assessments	Formal review 1-3/year	4 out of 5 point rubric	Student performance-based assessment reporting is managed by individual teachers, not aggregated school-wide, but these assessments inform the performance reflected on the report cards.		
	Report Card	Summary document of all assessments	3x/year	4 out of 5 point rubric	Currently not aggregated at a school-wide level	From RC1 to RC3, increase % of students scoring 4/5 on majority of science standards by 5%; decrease % of students scoring 1/2 on majority of science standards by 10%	Increase % of students scoring 4/5 on majority of Science standards by 5%; decrease % of students scoring 1/2 on majority of Science standards by 7%
History- Social Science	EXPO Project	Performance-based assessments	At least 2x/year	4 out of 5 point rubric	Student performance on EXPO Projects is managed by individual teachers, not aggregated school-wide, but these assessments inform the performance reflected on the report cards.		
	California Standards Test (CST)	Standards-aligned assessment	Grade 8	Proficient or Advanced	Grade 8: 27%	Grade 8: 32%	Target growth: +5%
	History Writing Assessment	Performance-based assessments	At least 2x/year	3 out of 4 point rubric	Student performance-based assessment reporting is managed by individual teachers, not aggregated school-wide, but these assessments inform the performance reflected on the report cards.		
	Report Card	Summary document of all assessments	3x/year	4 out of 5 point rubric	Currently not aggregated at a school-wide level	From RC1 to RC3, increase % of students scoring 4/5 on majority of SS standards by 5%; decrease % of students scoring 1/2 on majority of SS standards by 10%	Increase % of students scoring 4/5 on majority of History standards by 5%; decrease % of students scoring 1/2 on majority of History standards by 7%
English Language Development (in addition to assessments indicated for	ADEPT (A Developmental English Proficiency Test)**	Criterion-referenced assessment	1x/year	Early Advanced or Advanced	Not used school-wide. Tool for individual teachers.	Not used school-wide. Tool for individual teachers.	

general education population)	CELDT	Criterion-referenced assessment	1x/year	Early Advanced or Advanced	47% of ELLs gained at least one proficiency level on the CELDT from 2009-2010, with majority of those who did not move a level remaining at CELDT 3 for two years.	Increase number of ELLs gaining one proficiency level on the CELDT year over year to 52% and decrease the number who remain at CELDT 3 for two years.	Increase number of ELLs gaining one proficiency level on the CELDT year over year 5% and decrease the number who remain at CELDT 3 for two years by 5%.
Special Education (in addition to assessments indicated for general education population)	Tri and Annual Review Assessments	Diagnostic assessments; criterion-referenced benchmark assessments	1x/year	Meeting all IEP goals	100% annually	100% annually	100% annually

Subject Areas & Measurable Pupil Outcomes	Assessment Tools	Assessment Types	Frequency	Proficiency Goals	ASCEND API: 793		
					Results 10-11	Expected Growth 11-12	Targeted Annual Growth 12-17
The Arts	Report card	Summary document of all assessments	3x/year	4 out of 5 point rubric	Currently not aggregated at a school-wide level	From RC1 to RC3, increase % of students scoring 4/5 on majority of arts standards by 5%; decrease % of students scoring 1/2 on majority of arts standards by 10%	Increase % of students scoring 4/5 on majority of Arts standards by 5%; decrease % of students scoring 1/2 on majority of Arts standards by 7%
	EXPO Project	Performance-based assessments	At least 2x/year	4 out of 5 point rubric	Student performance on EXPO Projects is managed by individual teachers, not aggregated school-wide, but these assessments inform the performance reflected on the report cards.		
Physical Education and Health	Report Card	Summary document of all assessments	3x/year	4 out of 5 point rubric	Currently not aggregated at a school-wide level	From RC1 to RC3, increase % of students scoring 4/5 on majority of PE standards by 5%; decrease % of students scoring 1/2 on majority of PE standards by 10%	Increase % of students scoring 4/5 on majority of PE standards by 5%; decrease % of students scoring 1/2 on majority of PE standards by 7%

Subject Areas & Measurable Pupil	Assessment Tools	Assessment Types	Frequency	Proficiency Goals	ASCEND API: 793		
	President's Physical Fitness Test (5 th ; 7 th)	Performance-based criterion-referenced	1x/year	Percent of students performing in Healthy Fitness Zone	Grade 5 not tested <u>Grade 7</u> Aerobic capacity: 67% Body composition: 65% Abdominal strength: 92% Trunk extensor strength: 96% Upper body strength: 76% Flexibility: 84%	Test Grade 5 Expected Baseline: Aerobic capacity: 70% Body composition: 70% Abdominal strength: 92% Trunk extensor strength: 96% Upper body strength: 80% Flexibility: 88%	Cohort growth target: +5%
Technology	Report Card	Summary document of all assessments	3x/year	4 out of 5 point rubric	Currently not aggregated at a school-wide level	From RC1 to RC3, increase % of students scoring 4/5 on majority of tech standards by 5%; decrease % of students scoring 1/2 on majority of tech standards by 10%	Increase % of students scoring 4/5 on majority of Technology standards by 5%; decrease % of students scoring 1/2 on majority of Technology standards by 7%
Social Emotional Learning	Report Card	Summary document of all assessments	3x/year	4 out of 5 point rubric	Currently not aggregated at a school-wide level	From RC1 to RC3, increase % of students scoring 4/5 on majority of SE standards by 5%; decrease % of students scoring 1/2 on majority of SE standards by 10%	Increase % of students scoring 4/5 on majority of SE standards by 5%; decrease % of students scoring 1/2 on majority of SE standards by 7%

Assessment of student achievement involves a full range of measures to ensure the most comprehensive picture of student progress. Quantitative data from standardized tests and results of performance-based assessment tools form the foundation of the school's comprehensive approach to measuring student performance.

EFC will support teachers at ASCEND to provide instruction that develops student mastery of grade level content standards. EFC-wide and site specific professional development will strengthen and further develop the alignment between instruction, standards mastery, and measurable pupil outcomes and will occur according to the calendar. The plan above, which lists measurable pupil outcomes will drive work at ASCEND and collaboration between ASCEND and EFC. Grade level teaching teams will be provided regular dedicated time to review their plans for the achievement of the outcomes below, align those plans with the diagnostic assessment data of their students, and develop plans to differentiate teaching and support for students based on their performance at the time and what they need to learn to meet or exceed outcome expectations. EFC and ASCEND 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 grade 9, 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.

ELEMENT 3: METHODS OF ASSESSING PUPIL PROGRESS TOWARD MEETING OUTCOMES

Governing Law: *The method by which pupil progress in meeting those pupil outcomes is to be measured.*

- *California Education Code Section 47605(b)(5)(C)*

Theory of Action on Assessments

EFC and ASCEND believe that high quality instruction should yield high levels of learning and performance on multiple forms of assessments. Further, we believe that ongoing monitoring of student performance on assessments tells us about what students are learning and not learning and that the more we understand of this process, the better able we are to adjust instruction to better meet student needs and design instruction for achievement of the measurable pupil outcomes. Taken together, measurable pupil outcomes and student performance on assessments are at the heart of community accountability for student learning.

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

Multiple Measures/Assessments Selected

The *Measurable Pupil Outcomes and Assessment Matrix* below outlines the measurable pupil outcomes and the multiple forms of assessments to be used at ASCEND and supported by EFC. This formal assessment system is designed to ensure all students make adequate and consistent progress toward the measurable pupil outcomes and that teachers at ASCEND and at the EFC Home Office can monitor that progress for each student.

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

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

See the *Measurable Pupil Outcomes and Assessment Matrix* below for details.

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

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

EFC and ASCEND do not commit to using the specific assessments listed forever; the School commits to using assessments that can be given frequently, are computer-based and allow instant reporting, are diagnostic, provide data on growth, and provide growth towards grade-level standards mastery. The School eagerly awaits the launch of several exciting new products in the coming year in alignment with the Common Core standards and will provide a final assessment list as these decisions get made.

Criterion-Referenced and Formative Assessments

Criterion-referenced/standards-aligned assessments and Diagnostic/formative assessments are key parts of the EFC and ASCEND-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. Students take benchmark assessments every 6 to 8 weeks. Teachers analyze these curriculum-based assessments and develop instructional plans based on the results. In addition to the formal assessments, teachers also informally assess and document student progress in all the content areas including ELD, Math, Art, Science, and Social Studies through portfolios and monitoring logs.

Formative assessments will be used not just to inform instruction but also to track and monitor student growth and learning. ASCEND distinguishes between three types of formative assessments as distinct from organization-wide benchmark assessments. Checks for understanding take place continuously, give teachers immediate information about student understanding, and provide students with immediate feedback. Common Formative Assessments are created or found during grade level collaboration time and are connected to individual learning targets deconstructed from standards and/or groups of targets. Interim assessments are cumulative common formative assessments that give teachers information about all major content and skills covered in the year up to the time of administration. ASCEND teachers currently use checks for understanding and common formative assessments and interim assessments, share best practices surfaced by the results of assessments, and make plans to intervene on behalf of students who have not yet mastered grade-level standards.

In addition, all assessment data will be captured in student report cards. EFC has standards-based report cards. EFC plans to revise its report cards to align with the Common Core standards. The current report card guidelines indicate that scores, which align with CST performance bands, should be based on multiple forms of data including student work, formal assessments, quizzes, and classwork. Report card scores are not based on cumulative

averages, but rather, against the criteria of whether the student has demonstrated mastery of grade level standards.

Report Cards

Student Report cards create a succinct written record of student performance by compiling data from multiple assessments both formal and informal. Report cards are one of several ways to keep parents in the communication loop about student performance and ensure that data collection is regular and consistent. Report cards compile narratives, anecdotal records, attendance data, and information about student participation in class and school life. Results of standardized tests are mailed separately as well as included in the student grade report with explanations designed to help students and parents interpret their relationship to other assessments.

ASCEND is using the standard based report card that is aligned with the California State Standards. For each academic section (Reading / Language Arts, Math, Cross-Curricular Integration), students are scored on a 1–5 scale, which mirrors the CST scores. ELD also uses the 1–5 scale, but the scores mirror the CELDT scores. The guidelines for Language Arts and Math indicate the Proficient Level. Proficient is considered at grade level. To receive a Proficient (4), the expectation would be that the student would have mastered all the standards indicated in the guidelines for that marking term. Each component or standard in Language Arts and Math should receive one of the following marks for their Grade Level Performance:

Academic Grades

- 1 = Far Below Basic
- 2 = Below Basic
- 3 = Basic
- 4 = Proficient
- 5= Advanced

ELD Grades

- 1 = Beginning
- 2 = Early Intermediate
- 3 = Intermediate
- 4 = Early Advanced
- 5= Advanced

Students will receive a report card 3 times a year. At the end of the first and second trimester, teachers will arrange a conference to discuss the report card with every parent/guardian. End-of-the-year conferences are prioritized for parents/guardians of students not making progress, low-achieving students, and those being retained. Other parents/guardians are encouraged to attend teacher conferences at the end of the year as well.

Ongoing communication between teachers, parents, and students is an essential component of ASCEND. In addition to progress reports, report cards, and assessment reports, newsletters are distributed monthly and grade-level meetings occur monthly. Parents can conference with teachers on an informal basis weekly or monthly, and on a formal basis three times per year, to discuss students' progress reports and proficiency levels. Back to School Nights and Open House also take place each year.

State Assessments

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

The results of these state assessments will be an indicator of overall school wide performance, class performance, grade-level performance, and subgroup performance. These tests will be one of multiple assessment methods used to document and monitor student growth on a continuum of achievement.

State Assessment Modifications and Accommodations

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

Integration of Technology and Assessment Systems

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

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

Cycles of Inquiry

EFC will facilitate professional development about cycles of inquiry to support practice at ASCEND. Teachers and administrators at ASCEND will be engaged in on-going cycles of inquiry into their practice and its connection to the measurable pupil outcomes described in the matrix above. A new cycle of inquiry will begin every 6 to 8 weeks and will include review of, at minimum, benchmark data in English Language Arts and Mathematics, and performance in writing, science, history-social studies, ELD, and social emotional learning. Teachers will be guided to examine how students performed on multiple measures during that six to eight week

cycle, identify patterns of underperformance or high performance, and identify focus students who are not making adequate progress. Collaborative teams will use these opportunities to form questions that arise from the data, develop hypotheses around the questions, develop an instructional response plan, and pursue different strategies or actions to improve student outcomes. Teachers will be coached in using various inquiry protocols to ensure ASCEND is building teacher capacity to facilitate and conduct cycles of inquiry both formally and informally.

Promotion and Retention Policies

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

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

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

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

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

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

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

Reporting and Accountability to Authorizer

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

Use and Reporting of Data to School Stewards and Stakeholders

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

In addition, EFC and ASCEND will utilize multiple streams of data to review program effectiveness and inform programmatic decisions on a regular basis. Sources of data include, but are not limited to, API scores, AYP details, CST results, benchmark assessment results, unit assessment results, student reflections, portfolio evaluations, report cards, student, staff and family satisfaction surveys, discipline referrals, attendance rates, and student/family attrition rates.

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

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

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

In accordance with Title III, ASCEND will adhere to all mandated reporting guidelines in relation to English Learners, including notification to parents regarding CELDT results and reclassification. In accordance with IDEIA, ASCEND will comply with all state and federal laws regarding reporting requirements for children with IEPs, including, at a minimum, trimester reports to a Special Education student's parents on progress towards goals stated within the IEP.

Reporting to Broader Community

The School will annually publish the School Accountability Report Card (SARC) in accordance with state and federal laws as they apply to charters.

District Visitation/Inspection

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

Response to Inquiries

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

ELEMENT 4: GOVERNANCE STRUCTURES

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

Non-Profit Public Benefit Corporation

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

ASCEND 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 California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the School, ASCEND, operated by a Education for Change, a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the School as long as the District has complied with all oversight responsibilities required by law.

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

Education for Change, Inc., is a California nonprofit 501(c)(3) corporation incorporated in 2005 which manages three charter schools, each separately chartered by the Oakland Unified School District or Alameda County Office of Education. The charter applicant and holder for all Education for Change schools is the Board of Directors ("Board of Directors or Governing Board") of Education for Change, which operates in accordance with its adopted corporate bylaws which shall be maintained to align with this charter and applicable law. The Oakland Unified School District is expected to be the chartering authority for all EFC schools with the exception of Cox Elementary, which is chartered by the Alameda County Office of Education. Each EFC school maintains a separate budget and undergoes its own financial audit each year. EFC also creates combined financial statements annually.

EFC complies with all state, federal and local regulations and laws applicable to its operation, and will comply with the District guidelines and requirements for charter schools. It will retain its own counsel when necessary. It has purchased and will maintain as necessary general liability, workers compensation, property, errors and omissions and unemployment insurance policies.

As indicated in the Assurances, Education for Change will:

- ❖ Collaborate with the Oakland Unified School District (OUSD) and the Alameda County Office of Education.
- ❖ Be operated as an independent 501(c)(3) tax-exempt California nonprofit public benefit corporation.
- ❖ Be governed by its Board of Directors, as defined by the California Corporations Code.
- ❖ Operate in accordance with all applicable federal, state, and local laws, the Articles of Incorporation, and Bylaws of the nonprofit corporation, which will be maintained to align with the charter.

- ❖ Operate public schools and not charge tuition.
- ❖ Encourage ethnic diversity in its programs, policies, and practices.
- ❖ Not discriminate in any programs, policies and practices based upon race, ethnicity, religion, gender, sexual orientation, or disability or any other characteristic described in Education Code Section 220.
- ❖ Be nonsectarian in its programs, admission policies, employment practices, and all other operations.

Term and Renewal

The duration of the charter will be five years, beginning July 1, 2012. Renewal of the ASCEND charter shall be in accordance with the standards set forth in the Education Code Section 47605. Education for Change will submit a petition for renewal by January 31 of the year ASCEND's charter is scheduled to expire.

Education For Change Governing Board

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

The Board of Directors of EFC is responsible for:

- ❖ Legal and fiscal well-being and compliance of the organization and each EFC school.
- ❖ Hiring and evaluating the EFC Chief Executive Officer.
- ❖ Oversight in hiring, evaluation, and, when necessary, termination of members of the faculty and staff, upon recommendation of CEO.
- ❖ Strategic Planning
- ❖ Approving and monitoring the implementation of the organization's policies and ensuring the terms of the charter are met.
- ❖ Developing and monitoring an overall operational business plan that focuses on student achievement.
- ❖ Approving and monitoring the organization's annual budget and fiscal policies.
- ❖ Acting as fiscal agent. This includes the receipt and management of funds for the operation of the organization in accordance with all applicable laws and the mission statement of the organization.
- ❖ Contracting with an external auditor to produce an independent annual financial audit according to generally accepted accounting practices.
- ❖ Regularly measuring both student and staff performance.
- ❖ Approving admission requirements
- ❖ Overseeing school facilities and safety
- ❖ Ensuring there are policies to enable student behavior and performance including but not limited to academic achievement and mitigation, attendance, dress and decorum, maintenance of a clean campus, open campus and other privileges, participation in extracurricular activities, and discipline proceedings
- ❖ Encouraging active involvement of students, parents/guardians, grandparents, and the community.

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

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

The Education For Change Governing Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of its schools any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, hiring and evaluation of the CEO, termination of employees, and the adoption of board policies. These delegated duties will focus on implementation rather than policy setting as this is the responsibility of the Board. The EFC Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Delegation of said duties will be in writing delineating the specific tasks to be delegated and the timeframe of these duties.

Composition of the Education For Change Governing Board

The EFC Board shall consist of no fewer than five and no more than 11 members. The Education for Change board reserves the right to expand its board member seats should a law change or the need arise. Should a law change or desire for additional skill sets necessitate a change in Board composition, such change may be made by the Education for Change Governing Board in alignment with the bylaws and the articles of incorporation.

All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance at the Board meeting, based upon the presence of a quorum. In accordance with Education Code Section 47604(b), the District is entitled to appoint a single representative as a member of the Board of Directors of EFC.

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

Recruitment, Selection, and Development of Board Members

New board members are recruited and selected based on the provisions of EFC's bylaws. The CEO of Education for Change works closely with the Board of Directors to ensure that they are in full alignment with the organization's mission, culture, and goals. The qualifications sought in candidates interested in serving on the Board include but not be limited to:

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

Education For Change has sought, and continues to seek, qualified and appropriate candidates for the board from education, nonprofit, community, business, and legal organizations so that the current board is diverse in skill sets, perspectives, and backgrounds and can fully and responsibly govern the organization and schools while maintaining a unifying and passionate commitment to the vision and mission of EFC. In addition, the board seeks EFC family representation through a new Family Leadership Council nomination structure that will allow EFC parents and guardians, through the Family Leadership Council, to nominate two family representatives to serve on the Board of Directors. (see Family Leadership Council section below).

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

Board Member Terms

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

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

Education for Change Board of Directors with Term Expiration Dates

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

Chair of the Governing Board

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

Governing Board Meetings

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

[See Appendix B5: Governing Board Meeting Schedule, 2011-12](#)

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

All EFC Board meetings are held in accordance with the Brown Act. Regular meeting agendas are posted at least 72 hours prior to regular meetings in various locations in Oakland, especially at the Education for Change headquarters and on each EFC campus. Special meeting agendas are posted at least 24 hours prior to special meetings. Meeting minutes and Board actions are always posted within 72 hours following the meeting in the office. Other notifications include the EFC website. Phone messages are delivered to students and parents. Parents who make their e-mail addresses available to the school receive meeting notices, Board actions, and minutes.

Governance Structure

Education for Change believes that we best serve our students with a distributive leadership structure that involves and includes parents, teachers and site leadership. To that end, EFC created the following two councils.

Staff Leadership Council

The Staff Leadership Council was formed so that staff members from each school could provide information from and to the Home Office. Staff Leadership Council members are nominated by their principals, and all staff are invited to the meetings. Because the member must be able to engage in discussions and inform organization-wide issues, principals are encouraged to nominate staff who have had site leadership responsibilities. They are also encouraged to nominate at least one teacher and one operations staff person. Typically, administrators are not part of the meetings, so that staff members may feel free to discuss issues.

The agenda is developed at the end of each meeting by the Staff Leadership Council members. The Staff Leadership Council meeting notes are distributed to all staff after the meeting. Any staff member can ask for clarification or comment on items discussed during the meeting. The dates for the meetings are voted on and agreed upon by the current members. The role of the Staff Leadership Council is to:

- 1) To advise the Home Office leadership on instructional, operations, and budgetary issues, in order to ensure that the staff has the opportunity to consistently provide input into decision-making and collaboratively craft solutions to problems.
- 2) To assist the Home Office leadership in developing proposals to address issues faced by Education for Change.
- 3) To aid in the implementation of the new initiatives amongst the entire organization.
- 4) To have delegates participate in the selection committee for EFCPS leadership positions – CEO, COO, CAO, principals.

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

Advisory Team

In addition to the Staff Leadership Council, ASCEND's successful Advisory Team will continue to meet regularly to advise the Principal on matters pertaining to ASCEND, as per the following purpose statement:

- 1) To advise the administration on instructional, operations, and budgetary issues, in order to ensure that the faculty has the opportunity to consistently provide input into decision-making and collaboratively craft solutions to problems.
- 2) To assist the administration in developing proposals to address issues faced by ASCEND.
- 3) To aid in the implementation of the new initiatives amongst the entire faculty.

See Appendix B6 for Advisory Team description

Family Leadership Council

Parent involvement is a key success factor at ASCEND, and one of the foundational elements of the school. The same is true for Education for Change, which has established a Family Leadership Council to ensure ongoing, consistent involvement and training for parent leadership development. Each EFCPS school site FLC will elect two representatives to the EFC Family Leadership Council. The Family Leadership Council participates in ongoing evaluation of the organization's programs and operations, schools and community concerns and priorities for improvement.

In 2011, Education For Change instituted a new governing board structure that mandates parent leadership on the governing board, as well as a clear pathway for the election of parents to the governing board. The election shall proceed as follows:

Beginning in fall 2011, two seats on the governing board shall be reserved for family representatives nominated by the Education for Change Family Leadership Council. These parent EFC board members will be recruited with the same criteria as for other board members: each parent board member shall possess one or more of the board-desired backgrounds, such as community, education, legal and finance. These members shall serve terms of one (1) year each, with no term limits.

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

In addition to the two elected formal board member seats, the school site Family Leadership Councils are expected to present feedback and information to the Education for Change governing board, giving family members two types of meaningful input on the strengths and weaknesses of all of its schools, programs and operations. The Education for Change Family

Leadership Council and the school site Family Leadership Councils serve in an advisory role to the Education for Change governing board.

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

See Appendix B7 for a description of Family Leadership Council

Relationship Between EFC and the ASCEND Principal

EFC, as the nonprofit operating ASCEND, is responsible for overseeing the operations of the school, and the Board delegates management powers to its Chief Executive Officer. Under the policies established by the Board of Directors of EFC, the Principal reports to the Chief Executive Officer for day-to-day management issues at the site level. The principal coordinates all campus-level planning and decision making that involves the school's professional staff, parents/guardians, and community members in establishing and reviewing the school's educational plans, goals, performance objectives, and major classroom instructional programs. This allows the principal, teachers, parents/guardians, and community members to make school-based decisions within the boundaries of the decisions and policies set by the Board of Directors. The Principal of ASCEND will be an active member of EFC staff leadership and the Instructional Management Team. Beyond the Chief Executive Officer, the Education for Change Home Office has numerous positions designed to support the Principal in the management and operation of his/her school.

See Appendices B8 and B9 for Current and Future Organization Charts

Chief Executive Officer Duties

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

- ❖ Understand, promote and support the mission, vision and guiding principles of Education For Change
- ❖ Ensure that all school staff understand, promote and support the mission, vision and guiding principles of Education for Change.
- ❖ Develop and monitor the schools' programs.
- ❖ Communicate system-wide instructional practices and pedagogical approach to staff, parents, children and the community.
- ❖ Ensures EFC is effectively and consistently supporting administrators and teachers to maximize the quality of instruction and therefore student academic outcomes

- ❖ Work strategically with the Chief Operating Officer to ensure the ongoing fiscal health of the organization and regular financial reporting to the EFC board
- ❖ Engage all stakeholders in promoting a deeper understanding of and support for EFC's mission
- ❖ Work strategically with the home office staff to ensure service oriented support for school sites
- ❖ Work strategically with the EFC Board to implement policies and regulations to provide support, clarity, and direction for EFC's mission
- ❖ Work strategically to strengthen existing relationships and establish new relationships with the funding community
- ❖ Coordinate the use of standardized tests and other assessments.
- ❖ Contribute to the development of a system-wide "ethic of critical inquiry" through actively participating in school and classroom-based research and evaluation activities focused on improving practice.
- ❖ Lead annual, quarterly and ongoing reviews of student achievement data for continual system improvement
- ❖ Ensure continual curricular review and acquisition of relevant materials, using student achievement data analysis to drive decision-making.
- ❖ Manage and facilitate the implementation of EFC's strategic growth and strategic direction

See Appendix B10 for Chief Executive Officer job description

Chief Operating Officer Duties and Importance

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

See Appendix B 11 for Chief Operating Officer job description

Principal Duties and Importance

The ASCEND Principal leads and manages ASCEND School, inspiring staff, families and community members to provide the best environment and structure for student learning. S/he has the freedom and flexibility to make or suggest improvements on existing practices, as well as to request financial, instructional and material supports from the home office.

The ASCEND Principal's primary responsibilities are:

- ❖ Lead ASCEND in accordance with the EFC vision and mission.
- ❖ Lead and manage the planning and implementation of ASCEND's strategic site plan
- ❖ Provide instructional leadership guidance including monitoring of the implementation of the established curriculum, identifying professional development needs for the staff, maintain high expectations and standards for all student achievement, coordinate administration of standardized testing, and monitor and support classroom instruction.
- ❖ Manage and lead staff leadership teams (which includes representative(s) from administration, teachers, support staff).
- ❖ Facilitate communication between all school stakeholders.

- ❖ Supervise, evaluate, and ensure discipline of all other employees according to the mission, philosophy, and obligations defined in the charter petition. Provide overall supervision of student teachers, interns, and other unpaid classroom and school volunteers at the school.
- ❖ Oversee the day-to-day operations of the school
- ❖ Report to the school's stakeholders, especially the CEO but also the EFC Board, on the progress of the school in achieving educational success
- ❖ Oversee and support the development and implementation of all programs
- ❖ Involve parents and the larger community
- ❖ Develop a sense of community while respecting and responding appropriately to the strengths and needs of staff. Be available to staff on a consistent daily basis to help address their individual and collective needs. Act as a liaison, when necessary and appropriate, between parents and staff. Actively seek parent, student and staff input and involvement in key decisions that affect the school.
- ❖ Be available to parents on a regular basis. Keep parents informed of and involved in policy changes at the school. Encourage parent support and cooperation and enlist their efforts to sustain well-kept school structure. Plan and conduct interesting and informative parent meetings.
- ❖ Attend EFC's administrative meetings as necessary and stay in direct contact with EFC changes, progress, etc.
- ❖ Communicate and coordinate as necessary with EFC staff on Board meeting agendas, including professional development scheduling, grant writing and fundraising, policies and procedures, documenting and sharing of best practices, and annual budgeting.
- ❖ Participate in the dispute resolution procedure and the complaint procedure when necessary.
- ❖ Collaborate with other EFC principals and Home Office staff

[See Appendix B12 for Principal job description](#)

Grievance Procedure for Parents and Students

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

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

EFC will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity that it operates and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Standing Committees

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

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

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

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

The EFC Board has clearly defined the purpose and decision-making authority of each standing committee. Consistent with legal requirements, standing committees will continue to make it a practice to seek input of the stakeholders by publishing their meeting times and agendas and by communicating with the school community on a regular basis. Meetings of the standing committees will be in accordance with the Brown Act. In fulfilling its defined purpose, each standing committee will seek input from affected stakeholders at ASCEND.

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

Fiscal Management

The Chief Executive Officer is responsible for all budgetary matters. On a day-to-day basis, the Chief Operating Officer (COO) operates and makes recommendations to the CEO for the ASCEND budget, with input from the Principal, Advisory Team and Family Leadership Council. The COO works closely with an outside CPA for the audit of the school's end of year financial statements and for appropriate review of procedures and internal control. The EFC Board may authorize the Finance Committee to make final financial decisions regarding portions of the schools' budget.

Compensation for Board Members and Committee Leadership

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

Revocation

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

- ❖ ASCEND, as part of EFC, commits a material violation of any of the conditions, standards, or procedures set forth in the charter.
- ❖ ASCEND, as part of EFC, fails to meet or pursue any of the student outcomes identified in the charter.
- ❖ Education for Change fails to meet generally accepted accounting principles, or engages in fiscal mismanagement.
- ❖ ASCEND violates any provisions of law.

Prior to revocation and in accordance with California Ed Code Section 47607(d), OUSD will notify Education for Change in writing of the specific violation. OUSD will give Education for Change a reasonable opportunity to remedy the violation.

In accordance with Education Code Section 47607, OUSD shall retain the right to revoke the charter without notice and a reasonable opportunity to remedy, if the District Board finds in writing that Education For Change, or ASCEND School, is engaging in or has engaged in activities that constitute a severe and imminent threat to the health and safety of the students. Dispute resolution procedures are inapplicable to revocation proceedings.

Conflict Of Interest

Education For Change has adopted a conflict of interest document that complies with the Political Reform Act. Members of Education For Change's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid under the provisions of California State Charter Schools Act or other relevant state and/or federal statutes, the remainder of the charter shall remain in effect unless mutually agreed otherwise by OUSD and the Governing Board of EFC. The District and EFC agree to meet to discuss and resolve any issue differences relating to invalidated provisions in a timely, good faith fashion in accordance with dispute resolution procedures set forth in the charter.

[See Appendix B13 for EFC Conflicts Code](#)

Amending the Governing Structure

The governing structure of Education for Change may be revised. Amendments to this charter may be proposed in writing and submitted to the Governing Board by any stakeholder. Amendments must then be approved by the Governing Board. Material revisions shall be submitted to OUSD in accordance with Education Code Section 47607 and are governed by the standards and criteria of Education Code Section 47605.

District Required Provisions

ASCEND as governed by EFC will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change.

ASCEND as governed by EFC in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries.

ASCEND as governed by EFC acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of ASCEND, it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by ASCEND by law or charter provisions.

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

ASCEND and/or its non-profit corporation will be solely responsible for its debts and obligations.

ELEMENT 5: QUALIFICATIONS FOR SCHOOL EMPLOYEES

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

ASCEND is driven by the Education for Change Mission Statement, as well as ASCEND's own foundational philosophy:

ASCEND is an acronym that means: A School Cultivating Excellence, Nurturing Diversity. The founding philosophy embraces families and gets them involved in their kids learning, as well as providing an alternative high quality instructional environment that demands much of its teachers and other staff.

This philosophy fits well with the Education For Change Mission: Provide a superior public education to Oakland's **most underserved children** by creating a **system** of public schools that relentlessly focuses on the **continuous refinement of high quality instruction**. In order

to achieve excellence and nurture diversity, ASCEND and Education for Change must have a strategy and a plan to ensure the School has the human capital and talent necessary to realize its vision.

Code of Professionalism

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

Application Process

Education for Change will not discriminate against any employee on the basis of race, color, creed, age, gender, national origin, disability, religion, sexual orientation, or marital status. Education for Change will adhere to California laws, including fingerprinting and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony.

Education for Change implements specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability or any other characteristic described in Education Code Section 220 in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

All employees must furnish or be able to provide:

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

Employees' job classification and work basis will be specified in individual employment agreements. These agreements may take the form of employment contracts, at-will employment agreements, or other agreements. All agreements not specifically stating that they are employment contracts will be deemed to be at-will employment agreements. Agreements may be renewed based on demonstration of meeting or exceeding the requirements of individual agreements and adhering to policies, procedures, and expectations. These expectations will be designed to support the mission and vision of the school and to comply with state laws.

The teaching application procedure will include a written application, a review of references, teaching observations, and an interview with multiple stakeholders. The site principal will be responsible for selection of site teachers with oversight from Home Office. A site level team composed of staff, parents, and students as appropriate will participate in the selection process and make recommendations to the principal.

Chief Executive Officer

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

The Chief Executive Officer must:

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

See Appendix B10 for a job description of the Chief Executive Officer

Principal

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

The ASCEND and any other EFC Principal must:

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

- ❖ **Come** to the table focused on how EFC can make this happen

See Appendix B12 for a job description of the Principal

Teachers

As with students and parents/guardians, teachers make a specific choice to be part of the ASCEND team, as well as part of the non-profit Education for Change team. EFC teachers meet the requirements for employment as stipulated by the California Education Code section 47605(i). Primary teachers of core, college preparatory subjects (English–language arts, mathematics, science, history, and special education) hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. These documents are maintained on file at EFC and at the school and are subject to periodic inspection by OUSD and the Alameda County Office of Education. Teachers in non-core, non–college preparatory subjects meet the requirements the State allows for a charter school.

EFC follows the development of the regulations to implement “Highly Qualified” requirements under the No Child Left Behind Act (NCLB) and ensures that the qualifications for all teachers follow the regulatory guidelines set by the state with regard to this law. This includes monitoring that the “highly qualified” teacher requirements of NCLB are met which ensure that teachers meet the following three factors unless otherwise exempt under the law:

1. Teacher possesses appropriate state certification or license;
2. Teacher holds a bachelor's degree; and
3. Teacher passed a rigorous test, relevant major or coursework, or state evaluation demonstrating subject matter competency.

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

Responsibilities and essential qualities for the teachers include:

- ❖ Preparing and implementing effective lesson plans that lead to student understanding of the pre-established curriculum content.
- ❖ Assessing and facilitating student progress in line with the student and school outcome goals.
- ❖ Maintaining accurate records.
- ❖ Participating in professional development activities.
- ❖ Maintaining frequent communication with students and their families, colleagues, and other school stakeholders.
- ❖ Maintaining regular, punctual attendance.
- ❖ Consistently delivering EFC's instructional program with a high level of student engagement and appropriate rigor
- ❖ Consistent cognitive planning with adopted curriculum

- ❖ Engaging in ongoing collaborative work with colleagues to strengthen EFC's ability to deliver high level homogenous outcomes for all students
- ❖ Being self-reflective and always strive to improve at the craft of teaching
- ❖ Using data effectively to improve student, grade level, and school academic outcomes
- ❖ Consistently holding all students to high standards of work and behavior
- ❖ Maintaining open and effective lines of communication with all stakeholders
- ❖ Maintaining a positive, organized, and productive learning environment
- ❖ Developing strong and productive relationships with students and families

See Appendix C1 for the EFC teacher job description

All Staff Requirements

All EFC and school staff commit to:

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

At ASCEND, additional staff persons (beyond principal and teacher) include:

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

See Appendix C2 for a job description for the Language Arts Intervention Specialist

See Appendix C3 Technology Specialist

See Appendix C4 Cafeteria Worker Job Description

See Appendix C5 Custodian Job Description

See Appendix C6 Literary Coach Job Description

See Appendix C7 Office Manager Job Description

See Appendix C8 CEP Sub Job Description

See Appendix C9 Site Services Assistant

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.

Staff Evaluation Plan

The principal is responsible for evaluating all teachers and support staff. School staff evaluation is performed at least annually. The principal may request support from the EFC academic support team to observe teachers in the classroom in order to determine their effectiveness as facilitators of learning and their ability to reach children using various modalities. A critical part of teacher evaluation and retention will be based on their growth as a teacher, student achievement, professionalism, and "fit" with the larger organization and school. EFC is in the process of refining new evaluation tools aligned to the expectations outlined in EFCPSv2.

EFC is also changing the expectations of the principals, making each site leader more directly responsible for the success of their schools. Principals are allowed a higher level of autonomy in exchange for strict accountability. To ensure accountability for autonomy, EFCPS has also developed an accountability calendar to ensure EFC schools are implementing best practices with respect to operating their schools.

See Appendix C11 for principal evaluations forms

See Appendix C12 for current teacher evaluation forms

See Appendix C13 for Staff Handbook

Sample Staff Evaluation Plan

Pre-Conference	<ul style="list-style-type: none">• Make sure both principal and teacher understand the purpose of evaluation
Goal Setting Conference	<ul style="list-style-type: none">• Teacher develops a performance agreement and sets goals for professional development• Review rationale for each of the teacher's professional goals• Evaluate goals in relation to observations• Require one or more different goals, if necessary• Agree on goals for professional development• For each goal, clearly establish the means of achievement and the criteria for success• Teacher writes up the agreement• Principal reviews, approves, and saves for future evaluation
Performance Progress Conference	<ul style="list-style-type: none">• Review professional goals: means of achievement and criteria for success• Describe performance related to criteria• Compare performance to criteria• Discuss observation/evaluation• Discuss goals for next period• Principal summarizes goals, criteria, and findings• If in agreement, teacher and principal sign and file review• (Next period begins process from the beginning with input from recently concluded review period to be incorporated)

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. As described in the accountability monitoring grid above, the EFC 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.

ELEMENT 6: HEALTH AND SAFETY

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

Procedures for Background Checks

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

Role of Staff as Mandated Child Abuse Reporters

All classified and certificated staff are mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by schools within the Alameda County Office of Education Service Area.

TB Testing

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

Immunizations

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

Medication in School

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

Vision/Hearing/Scoliosis

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

Emergency Preparedness

The school adheres to an Emergency Preparedness Handbook drafted for Education for Change. This handbook includes but is not limited to the following responses: fire, flood, earthquake, terrorist threats, hostage situations, and heart attacks.

Blood-Borne Pathogens

The principal, or designee, meets state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The principal, or designee, has established a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

Drug Free / Smoke Free Environment

The school maintains a drug and alcohol and smoke free environment.

Procedures

The school has adopted procedures to implement the policy statements listed above prior to operation. The school has developed a school safety plan. The school safety plan is guided by Education Code Section 35294(a).

See Appendix H for the EFC Safety Plan

See Appendix I for the EFC Emergency Preparedness Orientation

ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

ASCEND will start with 436 students in August of 2012. ~~The school will maintain a waiting list to ensure the school will meet enrollment goals.~~ It is the absolute goal of ASCEND to serve the **general** student population of Oakland, and the school will strive to achieve a **racial and ethnic** balance that will reflect the **general population residing in the territorial jurisdiction of the Oakland Unified School District and the** demographics of the local elementary and middle schools, consistent with the admissions preferences as required of conversion schools pursuant to California Education Code section 47605(d)(1).

Each fall, the principal in conjunction with the Board and faculty, will review the currently enrolled student demographics. If at any time a significant disparity among the racial and ethnic demographics of our students is identified, the principal will initiate dialogue and meetings with community leaders from the underrepresented racial groups. The objective of that dialogue will be to guide ASCEND into creating more culturally inclusive and competent marketing strategies, and ultimately, a more culturally inclusive and competent school.

Recruitment Strategies

Earned Media

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

Collateral Materials/Leave Behinds

Professionally designed brochures, flyers, and posters will be created showcasing the benefits and opportunities that an education from ASCEND will provide. All materials will be created with the end-reader kept in mind and will be assured to make no false claims. These collateral materials will be printed in English and Spanish and will be designed to demonstrate the diversity and cultural appreciation that occur at ASCEND. All marketing material samples will be provided to OUSD upon request.

Grassroots Community Outreach

The Principal and other staff will all be tasked with conducting public presentations to the community in an effort to gain awareness. With permission from Oakland Unified, ASCEND would leave brochures or other collateral materials at any one of the Child Development Centers within the district. EFC will provide presentations or collateral materials to Oakland Head Starts and other pre-schools that allow access or opportunity to inform their parents of ASCEND. In addition, EFC will do targeted outreach throughout the Fruitvale community through the Unity Council, the libraries, stores, restaurants, and markets in the area, and community-based organizations like La Clinica de la Raza.

ASCEND Open Houses

In the spring and fall of every year, ASCEND will host community informational meetings, so that interested parents or community members can come and learn about the opportunities that will be provided by ASCEND. EFC Home Office leadership will be invited to attend and participate in all open houses, especially in the case should parents have specific questions that should be directed to Home Office personnel. Information for each of these open houses will be distributed to all the local daily and weekly newspapers, on radio where available, and via a concerted online and word of mouth grass roots strategy. Dates and times for the open houses have not yet been confirmed, but they will be set to maximize the number of parents that are able to attend. Proposed dates include meetings in December, February, March, and April of each year. Meetings will be held on weeknights and on weekends.

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

ELEMENT 8: ADMISSIONS REQUIREMENTS

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

ASCEND accepts all students who are residents of the State of California and will not discriminate on the basis of race, ethnicity, gender, religion, national origin or disability or any other characteristic described in Education Code Section 220. As ASCEND will be a conversion charter school, students living in the previous attendance area will have preference for

admission. The school is a public elementary and middle school and does not charge tuition. EFC is committed to maintaining a diverse student population, utilizing outreach efforts to recruit students who traditionally have been underserved. No student residing within the boundaries of the Oakland Unified School District shall be required to attend the charter school, and alternative school choices are available at other elementary schools within the Oakland Unified School District.

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

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

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

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

Greater weight in the public random drawing will be given as follows:

1. Sibling (students who have an older sibling living at the same address who is already attending the applicant's first choice school and will be continuing at the school in the Fall of 2012.)
2. Neighborhood (students who live in the neighborhood boundary of a school; see mapstacker.ousd.k12.ca.us for your neighborhood schools)

²During any period of Public Charter Schools Grant Program funding, the public random drawing will be held as one single weighted lottery in accordance with the terms of the State Board of Education approved Request for Applications ("RFA").

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

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

5. Students residing in Oakland, California

1. Siblings of current students within the school³

2. Residents of the Attendance Area

3. Residents of the District

4. Children of employees⁴

5. All other students in the State of California.

Formatted: Bullets and Numbering

Any applications not accepted through this public random drawing due to capacity limitations will be assigned to another school through the OUSD options process. Appeals of school assignments can be submitted to the OUSD Enrollment Office in alignment with the OUSD.

Any applications not accepted through this public random drawing due to capacity limitations are used to develop a wait list pool of applicants should space become available, in the order in which they were drawn. Additional applications are accepted on an ongoing basis and are added to the wait list. The wait list does not carry over from one school year to the next.

See Appendix D2 for the EFC enrollment application form

ELEMENT 9: FINANCIAL AND PROGRAMMATIC AUDIT

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. —California Education Code Section 47605(g)

Fiscal Autonomy

Education for Change will maintain the highest level of integrity in fiscal management while seeking all available resources and using them effectively to support the instructional program.

The business philosophy of EFC is entrepreneurial and community-based. Every effort will be made to maximize revenue from all sources while maximizing the effectiveness of all expenditures through the utilization of a "better, faster, cheaper" and "in the best interest of the students" test.

Budget Development

Budget development will begin each year immediately following the January announcement of the governor's K-12 State Budget Proposals and be continually refined through the May Revision

³During any period of Public Charter Schools Grant Program funding, this preference will be considered an "exemption" to the public random drawing in accordance with the terms of the State Board of Education approved Request for Applications ("RFA").

⁴During any period of Public Charter Schools Grant Program funding, this preference will be limited to "children of teachers" and will not to exceed 10 percent of total enrollment in accordance with the terms of the State Board of Education approved Request for Applications ("RFA").

to the Final State Budget Act. Budgeted resources will always be consistent with the ASCEND's goals as identified by the EFC Board. A year-end estimate of actuals and interim reports will be submitted as well.

Budgets

See Appendix E1 for Preliminary Estimated Budgets

See Appendix E2 for Budget Narrative

See Appendix E3 for Cash Flow Statement

Financial Reporting

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

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

- o September 1 – Final Unaudited Financial Report for Prior Year
- o December 1 – Final Audited Financial Report for Prior Year
- o December 1 – First Interim Financial Report for Current Year
- o March 1 – Second Interim Financial Report for Current Year
- o June 15 – Preliminary Budget for Subsequent Year

EFC has developed financial planning, financial reporting systems and budgets. The school principal and Chief Operating Officer in conjunction with appropriate EFC staff is responsible for producing monthly financial reports and designing a policy of internal controls to ensure fiscal responsibility. The principal, EFC staff, and the EFC Board has also developed other policies and procedures including employee benefits, compensation, evaluations, dispute resolution, disciplinary actions, student information systems, and parental involvement.

Financial records will be regularly maintained and a financial report prepared for every meeting of the EFC Board of Directors.

EFC has established strict policies governing internal controls. These policies ensure that the internal control mechanisms address legal compliance, conflicts of interest, signature authorities, government access to records, accounting procedures, cash management and budget development, financial reporting, property management and procurement.

Attendance Accounting

The school maintains contemporaneous documentation of attendance in a format acceptable to the State. Required reports regarding daily attendance will be completed and submitted to the requesting agencies.

Budget Allocation and Vendor Selection

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

Potential Users of Financial Information

Financial statements such as a Balance Sheet, Income Statement, and Statement of Cash Flow are prepared by the Home Office. Financial statements are used by the independent auditors who the EFC Board hires each year. The financial statements are also available for review as desired by any of the school's officers, managers, or Board members who want to assess the school's financial condition. In addition, Board members use the financial statements to confirm existing policies or to create new policies. Finally, EFC submits its annual audited financial statement to the appropriate authorities within the California Department of Education, State Controller's Office, Alameda County Superintendent of Schools, and OUSD as described above.

Insurance

EFC maintains general liability, workers compensation, errors and omissions, and other necessary insurance coverage as required by OUSD. Should EFC and the District agree, EFC shall pay Oakland Unified School District to be included in the District's general liability insurance plan.

Title 1 Funding

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

Fiscal Audit

EFC must engage a certified public accountant, certified by the State of California, with education experience to audit the school's annual financial statement in accordance with generally accepted accounting principles and auditing standards and the audit guide issued by the Controller of the State of California. EFC will prepare the necessary unaudited financial reports to be submitted to OUSD. Two interim reports and a year-end report, in a format to be provided by OUSD, that will include actual and revised budget figures, projected revenues, expenditures, and fund balances will be submitted to OUSD unless a different system is agreed to by all parties. In addition, year-end financial statements audited by a Certified Public Accountant will be submitted to OUSD within four months following the close of the fiscal year. Audit deficiencies are communicated to the Board and to the Authorizer by the Chief Operating Officer, and he or she is responsible for managing the audit process with oversight from the Audit Committee.

EFC will be responsible for its own financial services (accounting, budgeting, and payroll) and personnel services.

EFC shall conduct all of its financial operations in a timely manner and for all programs (regular, categorical, and special education) through procedures established by the State of California

and the Federal Government, as appropriate. For Federal programs, including Title I, the criteria for eligibility and fiscal guidelines will be as established by the Federal Government. In receiving this funding directly, EFC is responsible for meeting eligibility and fiscal requirements established by the Federal Government and for completing the Consolidated Application. EFC shall provide OUSD with all financial and related reports, including enrollment attendance, to enable OUSD to meet its requirements by law.

ASCEND shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding financial records, from OUSD and shall consult with OUSD regarding these inquiries.

Programmatic Audit

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

- ❖ Summary data showing pupil progress toward the goals and outcomes specified in Element 2
- ❖ A summary of major decisions and policies established by the EFC Board during the year
- ❖ Data regarding the number of staff working at the school
- ❖ A summary of any major changes to the school's health and safety policies
- ❖ Data regarding the numbers of pupils enrolled, the number on waiting lists, and the number of pupils suspended and/or expelled

Revenue Flow/Depository/Accounting

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

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

All such revenue deposits will be recorded in the financial system at ACOE. All expenditures, including payroll, will be drawn on the County Treasury, which enables the ACOE financial system to account for all revenue and expenditures. Revolving accounts with a local financial institution may be established for day-to-day expenditures from the General Fund, Food Services, and other miscellaneous accounts. All expenditures over \$500.00 from local accounts will continue to require two signatures.

Attendance Accounting Procedures

Existing attendance accounting procedures that provide excellent checks and balances will continue to be used unless a more efficient system can be devised that will satisfy state requirements.

Mandated Costs Reimbursement Program

In order to meet the health, safety, and public accountability requirements of all public school children at ASCEND, the school will be required to comply with the following programs and activities:

- ❖ Annual Parent Notifications II
- ❖ Behavior Intervention Plans
- ❖ California English Language Development Test
- ❖ Comprehensive School Safety Plan
- ❖ Criminal Background Check
- ❖ Emergency Procedures: Earthquake and Disasters
- ❖ Habitual Truant Conferences
- ❖ Open Meeting Act/Brown Act
- ❖ Pupil Classroom Suspension by Teacher
- ❖ Physical Performance Tests
- ❖ Pupil Exclusions
- ❖ Pupil Health Screenings
- ❖ Pupil Promotion and Retention
- ❖ Suspensions and Expulsions
- ❖ School Accountability Report Cards
- ❖ School Bus Safety I and II
- ❖ Standardized Testing and Reporting
- ❖ STRS Creditable Compensation
- ❖ Any other current or future mandates of charter schools

It is the expressed intent of EFC to comply with all of the aforementioned mandates and file directly for reimbursements. If a reimbursement claim can be filed only through OUSD, OUSD agrees to fold EFC's claim into its claim and pass through ASCEND's funds when received.

Eligible expenses that OUSD incurs as a result of current charter school law, subsequent charter school legislation, or CDE interpretations of these laws are not the responsibility of the ASCEND and should be addressed by OUSD through the State's Mandated Cost Reimbursement Program.

ADMINISTRATIVE SERVICES

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

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

EFC ~~may will~~ contract with the district for some of its administrative services. The EFC staff will cooperate fully with OUSD staff in the preparation and reporting of all required data and financial information. The District and EFC will negotiate the District services provided to the School and the fees for these services and document those agreements in a separate Facilities and Operations Agreement. ~~The district and the School may enter negotiations to provide services to the School. Such services will be mutually agreed upon.~~ Neither party is obligated to

provide or accept such services, but may do so by mutual agreement. The Superintendent of OUSD or the designee of the district is authorized to negotiate and enter into an agreement to provide services to the School.

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

ELEMENT 10: SUSPENSION/EXPULSION PROCEDURES

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

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

The Six Ways to ASCEND

- ❖ Take charge of your own learning
- ❖ Be kind and considerate
- ❖ Help each other
- ❖ Persevere
- ❖ Be responsible for yourself, your family, and your community
- ❖ Be reflective

Code of Conduct

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

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

Appendix E1: Parent-Student Handbook

Each student and his or her parent or guardian will be provided with a copy of the following discipline policies including suspension and expulsion and will be required to verify that they have reviewed and understand the policies prior to enrollment.

Suspension and Expulsion

The following Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at ASCEND. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom The School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to school activity, 2) school attendance occurring at The School or at any other school, or 3) a School sponsored event. A Pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

Suspension Offenses

Discretionary Suspension Offenses. Students may be suspended for any of the following acts

when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
18. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
19. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
20. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
21. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
22. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
23. A pupil who aids or abets, as defined in [Section 31 of the Penal Code](#), the infliction or attempted infliction of physical injury to another person, may be subject to suspension,

but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Expellable Offenses

Discretionary Expellable Offenses: Students may be expelled or any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work,

creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- w) A pupil who aids or abets, as defined in [Section 31 of the Penal Code](#), the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

Non -Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

If it is determined by the Governing Board that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Authority to Expel

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

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School, Panel Chair or the hearing officer in the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which

may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be

made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Students With Disabilities

A pupil identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. The School will follow the IDEIA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. NOTIFICATION OF DISTRICT

The School shall immediately notify the District and coordinate the procedures in this policy with the District the discipline of any student with a disability or student who the School or District would be deemed to have knowledge that the student had a disability.

2. SERVICES DURING SUSPENSION

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. PROCEDURAL SAFEGUARDS/MANIFESTATION DETERMINATION

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

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

1. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
3. Return the child to the placement from which the child was removed, unless the parent and the School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the School, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. DUE PROCESS APPEALS

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the School agree otherwise.

5. SPECIAL CIRCUMSTANCES

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

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

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

2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
3. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. INTERIM ALTERNATIVE EDUCATIONAL SETTING

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

7. PROCEDURES FOR STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION SERVICES

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the School had knowledge that the student was disabled before the behavior occurred.

The School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to The School's supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
2. The parent has requested an evaluation of the child.
3. The child's teacher, or other School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other School supervisory personnel.

If the School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the School pending the results of the evaluation.

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

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the County.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

The Board's decision to expel shall be final.

Disciplinary Records

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

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

ELEMENT 11: RETIREMENT PROGRAMS

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

Work Basis

Employee hours per week will be based upon individual employee work agreements. The standard work week for all staff is 40 hours per week.

Compensation

EFC provides total compensation to individual employees that is competitive with other private and public schools for comparably qualified and experienced employees, i.e., ASCEND offers compensation that assures the successful recruitment of employees that enable the school to fulfill its mission and goals. Specific salaries and stipends are identified within the individual work agreements. Currently, teaching salary averages are as follows:

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

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

Benefits

Mandatory benefits such as workers compensation, unemployment insurance, Medicare and social security (for non-STRS employees) are provided by EFC, as well as life, health, dental, vision, and related benefits as part of the total compensation package for each employee determined as part of the individual work agreement.

Retirement

Eligible certificated employees participate in State Teachers Retirement System (STRS), in which the employer and the employee each contribute the statutory amount. Eligible classified employees participate in Public Employee Retirement System (PERS), in which the employer and the employee each contribute the statutory amount. All employees, with the exception of STRS participants, participate in the Federal Social Security Program.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. —California Education Code Section 47605(b)(5)(L)

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

ELEMENT 13: EMPLOYEE RIGHTS

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. —California Education Code Section 47605(b)(5)(M)

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

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

ELEMENT 14: DISPUTE RESOLUTION PROCEDURES

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

Internal Disputes

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

The complaint procedures include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures are clearly articulated in the school's student and family handbook and distributed widely.

Education for Change will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Education for Change alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. ASCEND will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Education for Change will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Disputes with the District

The staff and EFC Board members of ASCEND agree to attempt to resolve all disputes between the District and ASCEND 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 ASCEND, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School:

ASCEND, c/o Education for Change
303 Hegenberger Road Suite 301
Oakland, CA 94621
510-904-6300

To Coordinator, Office of Charter Schools:

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

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all facts that the responding party believes support its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and

the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed.

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law

ELEMENT 15: LABOR RELATIONS AND COLLECTIVE BARGAINING

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

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

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

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

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

ELEMENT 16: SCHOOL CLOSURE PROTOCOL

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

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

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

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

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

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

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

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

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

On closure of ASCEND, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues

generated by students attending the School, remain the sole property of ASCEND and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon School closure to the District. The distribution shall include return of any unspent grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

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

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

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

IMPACT ON THE CHARTER AUTHORIZER

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

Education for Change agrees to permit the district to inspect and receive copies of all records relating to the operation of the school, including financial, personnel, and pupil records. EFC shall promptly comply with all such reasonable written requests. The records of the School are public records under shall comply with the California Public Records Act.

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

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

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

The EFC Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

FACILITIES

Governing Law: The description of facilities to be used by the charter school shall specify where the school intends to locate. —California Education Code Section 47605(g)

ASCEND will occupy the same facility that it occupied prior to charter status at 3709 E 12th St, Oakland, CA 94601. The specific terms of occupancy will be determined and agreed upon by EFC and the District and dictated in a separate Facilities and Operations Agreement.

~~ASCEND shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR 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.~~

~~If ASCEND fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If ASCEND moves or expands to another facility during the term of this charter, Education for Change shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. ASCEND shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency.~~

Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

Transportation

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

Miscellaneous

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

- ❖ Education For Change commits a material violation of any of the conditions, standards, or procedures set forth in the charter.
- ❖ ASCEND fails to meet or pursue any of the student outcomes identified in the charter.
- ❖ Education For Change fails to meet generally accepted accounting principles, or engages in fiscal mismanagement.
- ❖ Education For Change violates any provisions of law.

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

In accordance with Education Code Section 47607, OUSD shall retain the right to revoke the charter immediately if the District Board finds in writing that ASCEND or EFC is engaging in or has engaged in activities that constitute a severe and imminent threat to the health and safety of the students. Dispute resolution procedures are inapplicable to revocation proceedings.

TERM, 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, 2012.

Renewal

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

Severability

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid under the provisions of the California State Charter Schools Act or other relevant state and or federal 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.

Indemnification

To the fullest extent permitted by the law, Education For Change does hereby agree, at its own expense, to indemnify, defend, and hold harmless OUSD and the Board of Education and their members, officers, directors, agents, representatives, employees, and volunteers from and against any and all claims, damages, losses, and expenses, including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to, this charter agreement, except for any such claims, damages, losses, and expenses, including but not limited to attorney's fees, that result from the actions or omission of actions of OUSD. Education For Change further agrees to the fullest extent permitted by law at its own expense to indemnify, defend, and hold harmless OUSD and the Board of Education and their members, officers, directors, agents, representatives, employees, and volunteers from and against any and all claims, damages, losses, and expenses, including but not limited to attorney's fees, brought by any person or entity whatsoever for claims damages, losses, and expenses arising from or relating to acts or omissions of acts committed by Education For Change and its officers, directors, employees, or volunteers, except for any such claims, damages, losses, and expenses, including but not limited to attorney's fees, that result from the actions or omission of actions of OUSD. Moreover, Education For Change agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts between Education For Change and its vendors, contractors, partners, or sponsors.

ASCEND LEARNING EXPEDITION TEMPLATE

Created by: Tessa Strauss, Brett Wilson, Natasha McCray-Zolp

Subject: Science, Language Arts, Music, Art

School: ASCEND K-8

Grade level: 3rd

Expedition Start Date: September, 2010

Expedition End Date: January, 2011

Title: Life In The Wild: Animal Behavior in Four Ecosystems

Topic: Animal Adaptation

Value of This Topic

Understanding how animal adaptation across four different ecosystems is crucial for students to understand in order to comprehend how the world works and how life cycles have occurred in the natural world. Third graders have recently learned how to write full sentences and paragraphs, and are typically ready to put together a paragraph with topic sentence and supporting details; doing research and writing a report is a meaningful way for students to share their knowledge and to learn the process of writing the body structure of an essay or report. Developmentally, third graders can learn deeply through song and visual art making. Writing song lyrics about the ecosystems studied, and putting them to a steady beat, will cement the knowledge in students' minds for the future. Physically creating to-scale animals out of clay and creating three-dimensional settings for their animals will help students understand which animals interact together and with their environments.

Guiding Question(s)

- What is a habitat, and what makes each one unique?
- How do animals change the environments that they live in?
- How do environments change the animals that live in them?
- How does an animal's body help it survive?
- How does an animal's behavior help it survive?

Overarching Objectives

Science Objectives:

Life cycles of animals

Adaptation and survival in environments

Predator/Prey relationships

Conditions in Four Habitats: arctic, ocean, desert, rainforest

Experimental design and data collection

Language Arts Objectives:

Science writing as a genre

Research and Note-Taking

Structure of a paragraph with topic sentence and supporting details
Write a formal research report
Music/song lyrics as a genre

Music Objectives:

Rhythmic notation
Concept of major scale
Process of composing song lyrics
Create sounds reflecting sounds and feelings of the four ecosystems

Art Objectives:

Students will explore plants and animals through an artistic lens while making visual observations about line, texture, form, color and space as they relate to their habitats.
Students will work on a series of projects to practice color mixing, creating texture, and observational drawing as it relates to the plants and animals of each ecosystem. Students will apply their observations and skills to work in groups to create four, 2-dimensional oversized collages for each of the four ecosystems.
Finally, students will work in groups to create four, 3-dimensional scale model habitats using clay, paper mache and paint to accurately and creatively display their learning.

Socio-Emotional Objectives:

Cooperative learning in pairs, small groups, whole class
Personal artistic expression to demonstrate knowledge of a concept
Perseverance towards a larger goal

Narrative Description

In a semester-long study, third grade students will learn about animal adaptation and behavior in four ecosystems, conduct research about a specific animal and its environment, and write a formal report. This academic learning will be supported through song-writing and performing, as well as through the visual arts. Students will represent their chosen animal and its environment through sculpture. At the Exposition, students will act as docents and lead tours around the four ecosystems, presenting their expert knowledge to their families and school community.

Learning Objectives: from CA Content Standards
Students will...

Third Grade Science Content Standard 3.0:

Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:

- a. *Students know* plants and animals have structures that serve different functions in growth, survival, and reproduction.
- b. *Students know* examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.
- c. *Students know* living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.
- d. *Students know* when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.

Third Grade Language Arts Content Standards:

2.0 Reading Comprehension

Structural Features of Informational Materials *Structural Features of Informational Materials*

2.1 Students know how to use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Students know how to ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.

2.3 Students demonstrate comprehension by identifying answers in the text.

2.4 Students can recall major points in the text and make and modify predictions about forthcoming information.

2.5 Students can distinguish the main idea and supporting details in expository text.

2.6 Students can extract appropriate and significant information from the text, including problems and solutions.

2.7 Students know how to follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).

1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Organization and Focus

1.1 Students can create a single paragraph by developing a topic sentence and including simple supporting facts and details.

Research

1.3 Students understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

Evaluation and Revision

1.4 Students can revise drafts to improve the coherence and logical progression of ideas by using an established rubric.

Third Grade Music Content Standards:

- 1.1 Students can read, write, and perform simple rhythmic patterns using eighth notes, quarter notes, half notes, dotted half notes, whole notes, and rests.
- 1.5 Students can describe the way in which sound is produced on various instruments.
- 2.1 Students can sing with accuracy in a developmentally appropriate range.
- 2.2 Students can sing age-appropriate songs from memory.
- 2.3 Students can play rhythmic and melodic ostinatos on classroom instruments.
- 4.3 Students can describe how specific musical elements communicate particular ideas or moods in music.
- 5.2 Students can identify what musicians and composers do to create music.

Third Grade Art Content Standards:

- 1.1 Perceive and describe rhythm and movement in works of art and in the environment.
- 1.3 Identify and describe how foreground, middle ground, and background are used to create the illusion of space.
- 2.2 Mix and apply tempera paints to create tints, shades, and neutral colors.
- 2.3 Paint or draw a landscape, seascape, or cityscape that shows the illusion of space.
- 4.1 Compare and contrast selected works of art and describe them, using appropriate vocabulary of art.
- 4.2 Identify successful and less successful compositional and expressive qualities of their own works of art and describe what might be done to improve them.
- 4.3 Select an artist's work and, using appropriate vocabulary of art, explain its successful compositional and communicative qualities.
- 5.2 Write a poem or story inspired by their own works of art

Learning Activity Outline/Timeline

Our 4 ecosystems:

Rainforest, Tundra, Desert, Ocean

Approximate dates for each ecosystem:

Rainforest- Sept. 24th to Oct. 12th

Tundra - Oct. 15th to Oct. 26th

Desert- Oct. 29th to Nov. 9th

Ocean- Nov. 12th to Nov. 30th

December 1st through January 20th: Students will choose an animal from one of the four ecosystems studied, conduct their own research projects, and write reports.

Language Arts and Science Activities for Each Ecosystem:

- Read an anchor text
- Identify climate, conditions, and animals that survive in the ecosystem
- Response to literature
- Mapping the ecosystem on world map
- Identify structure and function using one representative animal
- Watch and respond to video

Art and Music Timelines:

Art and Music will follow the same ecosystem timeline as Science and Language Arts studies. For each ecosystem:

Art:

Throughout surveys of all 4 ecosystems, students will participate in all 5 of the following:

- View and respond to slideshows of plants and animals in each ecosystem
- Observational drawing of plants/animals
- Compare and contrast plant/animal physical attributes from different habitats
- Color and texture study of each ecosystem (observation, data collection, color mixing)
- Landscape drawings and collages

Once surveys are complete, students each choose an animal from one habitat and study it and its environment in depth and participate independently and in groups in the following:

- Data collection of physical attributes, color, texture, size, interaction with environment (independent)
- Observational drawing and image enlargement (independent)
- 3d clay sculpture of animal, accurate to scale portrayal of features (independent)
- Compile data collection and acquired skills to create 6'x8' 2 dimensional collage land/seascapes of each ecosystem using paint and texture tools. (groupwork)
- Compile data collection and acquired skills to create 2'x2'x2' 3-dimensional sculptures of ecosystems to scale of each habitat. (groupwork)

Music:

- Learn steady beat
- Learn anchor songs (lyrics and musical accompaniment)
- Learn to play Orff Instruments
- Write lyrics for four songs (one about each ecosystem studied)

Assessments

- Individual animal “body structure and behavior for survival” charts for each environment
- Pre/Post assessment on scientific vocabulary and environment concepts using word matches, pictures, student illustration, student writing
- Individual student concept maps about environments
- Written description attached to concept maps
- Process board of ongoing learning of scientific concepts of animal behavior
- Written songs (instrumental and vocal) about the four environments and animal adaptation
- Illustration/Painting and Sculptures connected to the animals studied and the four ecosystems
- Final written drafts of individual student research projects
- Final musical performance
- “Tour Guide” experience during Exposition of Student Learning at culmination of project

Major Projects**Classroom Projects:**

Third grade students will learn about the environmental conditions (weather and food/plants) and locations on a world map of four major ecosystems (rainforest, tundra, desert, and ocean). Students will learn about the animals that live in these ecosystems, and their body structure and behavior for survival. After learning about the four ecosystems, students will choose a native animal from one of the ecosystems and will do library- and internet-based research to learn how this animal specifically interacts with other animals and survives in their environment. Classroom teachers will prepare students to conduct this research, as well as teach them how to write comprehensive paragraphs with topic sentences and supporting details so that each student will be able to write a formal research paper about their chosen animal.

Visual Arts:

Upon completion of surveys of all four ecosystems, 3rd grade students will work collaboratively (in groups of 6) to plan their vision of accurate portrayals of each ecosystem. After planning, students will work together to create over-sized collage land/seascapes to serve as teaching tools and backgrounds for their performance. Additionally, students will work in small groups to create four 3-dimensional ecosystem sculptures to scale, using clay, paper, paint and found objects.

Music:

Students will learn to keep a steady beat as well as learn to play Orff Instruments and hand drums. Students will then write new lyrics to familiar songs to explain their science learning. Upon completion of this project, students will perform the songs (singing and playing instruments) for the school community.

Detailed Key/Pivotal Lesson Plans

See attached EXPO Research Report Writing Lesson Plan

Resources**Anchor Texts:**

The Great Kapok Tree by Lynn Cherry

Togo by Robert J. Blake

A Desert Scrapbook: Dawn to Dusk in the Sonoran Desert by Virginia Wright-Frierson

Exploring Saltwater Habitats by Sue Smith, Cynthia A. Belcher, Miriam Katin

+ Various other picture books and texts about oceans, deserts, arctic tundras, and rainforests.

Teacher-Created Worksheets and Response Templates:

See attached student-work samples

Arts and Music Integration Plan

Throughout the semester (from September 24-January 20), 3rd graders will have one hour of art integration and one hour of music integration per week. Natasha McCray-Zolp, teaching artist, will collaborate with Tessa Strauss and Brett Wilson to create curricula that integrates 3rd grade VAPA standards with the content standards being covered within the framework of this expedition. Music integration is co-taught by Mark Rendon, music teacher, and the classroom teachers. During the art and music integration hours, students will participate in project-based type learning with a collaborative teaching model, where the teaching artist and classroom teacher work together to support learning and student engagement in the arts and focus area of study.

(See timeline for more detailed account of lessons)

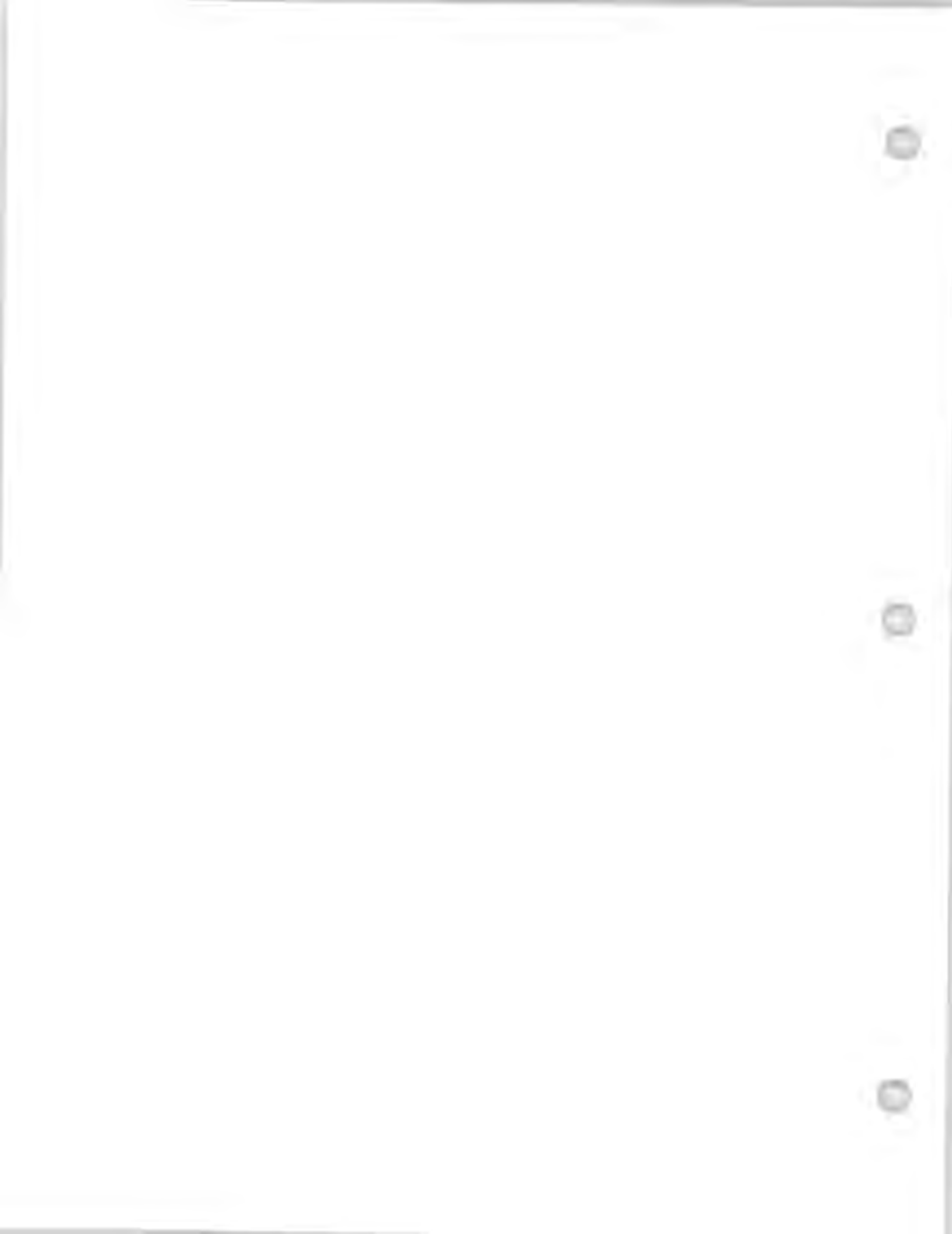
Field Work & Guest Speakers

Students will visit the California Academy of Sciences near the end of the EXPO study in order to fully experience each of the four habitats in person and understand what the climates are like. Students will be able to see live animals from and see how they behave, move, and interact with their environments depending on adaptation differences in each habitat.

Making the learning expedition public

Students will perform the songs on stage to the school community at the Exposition of Student Learning (Expo). We will decorate the classroom with student artwork from the expeditionary learning project, separating the room into different sections

- one for each habitat - and students will give tours of the classroom, showing family and community members the habitat and animal sculptures they created. Students will read relevant sections of their animal reports and will explain how their animal adapted to live in their environment. Students and teachers will co-create questions that address the topics studied. Students will be expert tour guides, able to answer questions that they wrote, as well as any that visitors pose.





EXPEDITIONARY
LEARNING

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Evidence of Success



"Expeditionary Learning...this is how kids want to learn."

U.S. Secretary of Education Arne Duncan at King Middle School, Portland, ME

"This kind of innovative school...
is an example of how all our schools should be."

President Barack Obama at Capital City Public Charter School, Washington, D.C.

We are a growing network with national reach

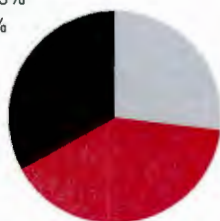


- 165 schools
- 30 states and D.C.
- 45,000 students
- 4,000 teachers

We support all kinds of schools, existing and new

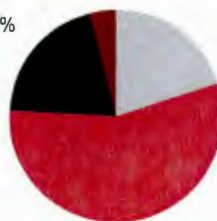
Diverse grades (2009–10)

- Elementary School 40%
- Middle School 33%
- High School 27%



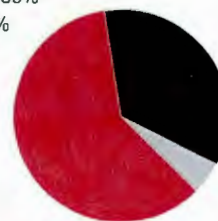
Diverse locales (2009–10)

- City 56%
- Rural 20%
- Suburban 20%
- Town 4%



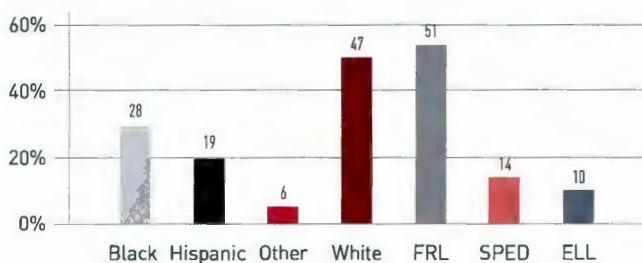
Diverse governance (2009–10)

- District 60%
- Charter 35%
- Other 5%



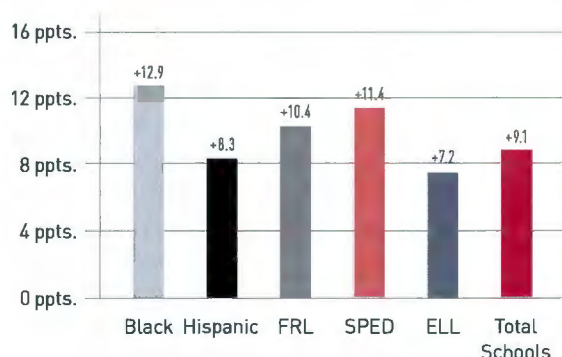
We serve a diverse population of students

% of students by selected demographics
(2009–10)

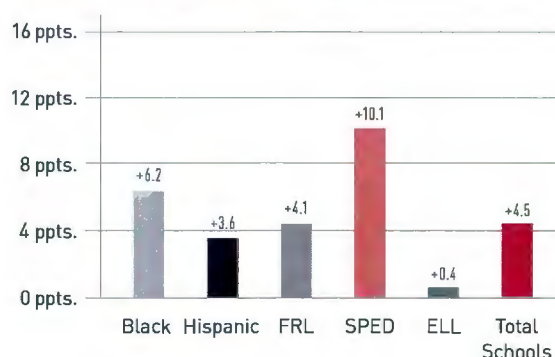


Schools implementing the EL model outperform district averages in reading/English language arts and math

EL schools compared to district averages in reading/English language arts (2 year average 2008 and 2009)



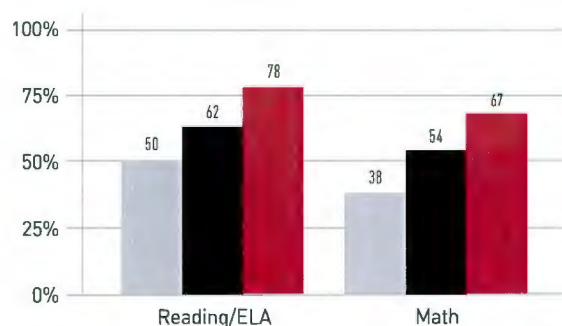
EL schools compared to district averages in math (2 year average 2008 and 2009)



Longer partnerships with EL and deeper implementation of the model yield higher achievement scores

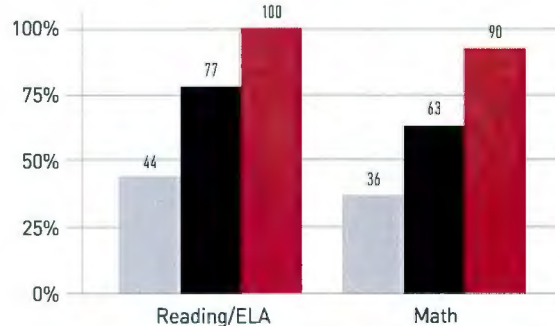
% of EL schools outperforming districts based on length of partnership with EL (2008-09)

- Partner <4 years, N=48
- Partner 4+ years, N=61
- Partner 10+ years, N=9



% of EL schools outperforming districts based on level of implementation (2008-09)*

- Early implementing, N=66
- Implementing, N=43
- Highly implementing, N=10



* EL conducts an annual implementation review to determine each school's fidelity to the EL model.

“Right now World of Inquiry is number one in science and number one in mathematics in the city of Rochester—despite the fact that it has 70 percent of its kids coming in at or below the poverty level.”

Rochester City School District Superintendent Jean-Claude Brizard

Our expanding evidence base

EL is committed to collecting third party research on the impact of our work. Two recent studies—one in Rochester, NY and one national—further substantiate our internal data with statistically significant findings showing evidence of EL impact on student achievement.

Study 1: Impact of the Expeditionary Learning model on student academic performance in Rochester, NY

Type: Quasi-experimental matched comparison group design

Location: Rochester, NY

Date: September 2010

Author: UMASS Donahue Institute

Summary: In a recent study of EL schools in Rochester, NY, researchers compared the academic achievement performance of EL elementary and middle school students in Rochester, NY to matched comparison students in non-EL Rochester schools over two academic years. Researchers found two important findings:

- Participating in an EL school resulted in substantial and statistically significant achievement advantages for elementary students in English/language arts and math, and for both years of middle school English/language arts.
- These statistically significant positive effects predict that, on average, enrollment in an EL school would have lifted 19% of the students who were below the proficient category to the proficient category on the state assessment had they attended an EL school.

Study 2: The relationship between Expeditionary Learning participation and academic growth

Type: Quasi-experimental study

Location: National

Date: August 2010

Author: Mountain Measurement, Inc.

Summary: In a national study of more than 11,000 students in eight states, researchers compared growth in reading, math, and language usage between students in EL schools to a non-EL comparison group. The researchers found that in mature EL schools – those that had implemented the EL program at a high level of fidelity for three years or more – students experienced significantly greater test score gains than non-EL students in four out of six comparisons in math, reading, and language usage.

Other achievements in 2010

- U.S. Department of Education Blue Ribbon School—World of Inquiry School, Rochester, NY.
- 100% college acceptance at nine EL high schools.
- Maine Middle Level Principal of the Year and National Principal of the Year finalist—Mike McCarthy, King Middle School, Portland, ME.
- Vermont Teacher of the Year—Jennifer Lawson, Vergennes Union Middle School, Vergennes, VT.
- North Carolina Charter School Teacher of the Year—Stuart Miles, Evergreen Community Charter School, Asheville NC.
- Nevada County, CA Teacher of the Year—Lori Davis, Grass Valley Charter School, Grass Valley, CA.

ASCEND Third Grade Writing: Scope and Sequence
Curriculum: Units of Study for Teaching Writing (Lucy Calkins)

Month/Unit	Grade Three Writing California State Standards
<p>August/September: <u>Launching the Writing Workshop</u> Session VI: Choosing a seed idea</p> <p>Session VII: Revising Published Writing Session VIII: Writing Discovery Drafts Session IX: Revising Endings</p> <p>Session XV: Develop the Heart of a Story Session XVI: Using Editing Checklists</p> <p>Session XVII: Publishing: A Community Celebrates</p>	<p>Organization and Focus 1.1 Create a single paragraph with a topic sentence and supporting details.</p> <p>Penmanship 1.2 Write legibly in cursive with correct spacing and margins.</p> <p>Spelling 1.8 Spell one-syllable words that have blends, contractions, compounds, orthographic patterns, and homophones.</p> <p>Sentence Structure 1.1 Use declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.</p>
<p>October: <u>Raising the Quality of Narrative Writing</u></p> <p>Session IV: Revisions are Today's Standard Practice Session VII: Studying and Creating Leads</p> <p>Session X: Adding Scenes From Past and Future</p>	<p>Writing Applications 2.1 Write brief narratives that provide context, develop plots, provide details and give insight to memorable incidents.</p> <p>Spelling 1.8 Spell one-syllable words that have blends, contractions, compounds, orthographic patterns, and homophones.</p>

<p>Session XI: Bringing Forth the Story Arc Session XII: Ending Stories Session XIII: Editing: The Power of Commas</p> <p>Session XIV: Ceremony of Celebration</p> <p>Session XV: Reading Aloud for Visitors: An Author's Celebration</p>	<p>Organization and Focus 1.1 Create a single paragraph with a topic sentence and supporting details.</p> <p>Sentence Structure 1.1 Use declarative,interrogative, imperative, and exclamatory sentences in writing and speaking.</p> <p>1.3 Identify and use present, past, and future verb tenses in writing and speaking.</p> <p>Punctuation 1.5 Punctuate dates, city and state, and titles of books. 1.6 Use commas in dates, locations, and addresses.</p> <p>Capitalization 1.7 Capitalize geographic names, holidays, historical periods, and special events correctly.</p> <p>Spelling 1.8 Spell one-syllable words that have blends, contractions, compounds, orthographic patterns, and homophones.</p>
<p>November/December: <u>Writing Fiction: Big Dreams, Tall Ambitions</u></p>	

<p>Session IV: Give Characters Struggle and Motivation</p> <p>Session VII: Feeling the Heart of Your Story</p> <p>Session VIII: Studying Published Texts</p> <p>Session XIII: Using Mentor Texts</p> <p>Session V: Plotting With a Story Mountain</p> <p>Session VI: Show Don't Tell</p> <p>Session XIV: Editing with Various Lenses</p> <p>Session XI: Rereading with a Lens</p> <p>Session XVI: Publishing Anthologies</p>	<p>Spelling</p> <p>1.8 Spell one-syllable words that have blends, contractions, compounds, orthographic patterns, and homophones.</p> <p>Penmanship</p> <p>1.3 Write legibly in cursive with correct spacing and margins.</p> <p>Writing Applications</p> <p>2.1 Write brief narratives that provide context, develop plots, provide details and give insight to memorable incidents.</p> <p>Punctuation</p> <p>1.5 Punctuate dates, city and state, and titles of books.</p> <p>1.6 Use commas in dates, locations, and addresses.</p> <p>Capitalization</p> <p>1.7 Capitalize geographic names, holidays, historical periods, and special events correctly.</p> <p>Sentence Structure</p> <p>1.1 Use declarative,interrogative, imperative, and exclamatory sentences in writing and speaking.</p> <p>Speaking Applications</p> <p>2.1 Make brief narrative presentations.</p>
January/ February: <u>Breathing Life into Essays</u>	

Session I: Collecting Ideas
Session VIII: Outgrowing a First Thesis
Session IX: Composing and Sorting Mini-stories

Session X: Seeking Outside Sources

1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (prewriting, drafting, revising, and editing).

Organization and Focus

1.1 Create a single paragraph with a topic sentence and supporting details.

Sentence Structure

1.1 Use declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.

Penmanship

1.2 Write legibly in cursive with correct spacing and margins.

Spelling

1.8 Spell one-syllable words that have blends, contractions, compounds, orthographic patterns, and homophones.

Punctuation

1.5 Punctuate dates, city and state, and titles of books.

1.6 Use commas in dates, locations, and addresses.

Capitalization

1.7 Capitalize geographic names, holidays, historical periods, and special events correctly.

Session XVI: Writing Introductions and Conclusions	Speaking Applications 2.1 Make brief narrative presentations.
<p>March: <u>Literary Essays: Writing about Reading</u></p> <p>Session III: Studying Characters Session V: Developing Provocative Ideas Session XIII: Putting it all Together</p> <p>Session VI: Developing Provocative Ideas II</p> <p>Session XIV: Packaging and Polishing Essays</p>	<p>Writing Applications 2.2 Write descriptions that provide concrete sensory details to present and support unified impressions of people, places, things, and experiences.</p> <p>Organization and Focus 1.1 Create a single paragraph with a topic sentence and supporting details.</p> <p>Sentence Structure 1.1 Use declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.</p> <p>Punctuation 1.5 Punctuate dates, city and state, and titles of books. 1.6 Use commas in dates, locations, and addresses.</p> <p>Spelling 1.8 Spell one-syllable words that have blends, contractions, compounds, orthographic patterns, and homophones.</p>
<p>April:</p> <p>Session II: Gathering Writing by Close Reading</p> <p>Session VII: Finding and Testing a Thesis</p>	<p>1.0 Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows</p>

<p>Session VIII: Framing Essays</p> <p>Session X: Using Summaries as Evidence</p> <p>Session XI: Using Lists as Evidence</p> <p>Session XIV: Polishing Literary Essays</p>	<p>they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).</p>
<p>Session XV: Publishing as Literary Scholars</p>	<p>Organization and Focus</p> <p>1.1 Create a single paragraph with a topic sentence and supporting details.</p> <p>Sentence Structure</p> <p>1.1 Use declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.</p> <p>Penmanship</p> <p>1.2 Write legibly in cursive with correct spacing and margins.</p> <p>Spelling</p> <p>1.8 Spell one-syllable words that have blends, contractions, compounds, orthographic patterns, and homophones.</p> <p>Punctuation</p> <p>1.5 Punctuate dates, city and state, and titles of books.</p> <p>1.6 Use commas in dates, locations, and addresses.</p> <p>Capitalization</p> <p>1.7 Capitalize geographic names, holidays, historical periods, and special events correctly.</p>
<p>Session XVII: An Author's Celebration</p>	<p>Speaking Applications</p> <p>2.1 Make brief narrative presentations.</p>

May/June: Memoir: The Art of Writing Well

Session I: Uncovering Life Topics

Session IV: Reading to Inspire Writing

Session V: Choosing and Developing a Seed Idea

Session VI: Studying Memoir Structures

Session XV: Placing our Writing in the Company of Others

Session XVI: An Author's Final Celebration

Organization and Focus

1.1 Create a single paragraph with a topic sentence and supporting details.

Penmanship

1.2 Write legibly in cursive with correct spacing and margins.

Spelling

1.8 Spell one-syllable words that have blends, contractions, compounds, orthographic patterns, and homophones.

Punctuation

1.5 Punctuate dates, city and state, and titles of books.

1.6 Use commas in dates, locations, and addresses.

Capitalization

1.7 Capitalize geographic names, holidays, historical periods, and special events correctly.

Speaking Applications

2.1 Make brief narrative presentations.

ASCEND Grade Six Science Blueprint

Trimester 1: Earth Sciences

August 25 – November 28, 2011

Objects in the sky move in regular and predictable patterns. As a basis for understanding this concept:

- a. *Students know* the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.
- b. *Students know* the way in which the Moon's appearance changes during the four-week lunar cycle.
- c. *Students know* telescopes magnify the appearance of some distant objects in the sky, including the Moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye.
- d. *Students know* that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth.
- e. *Students know* the position of the Sun in the sky changes during the course of the day and from season to season.

Investigation and Experimentation

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- a. Repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation.
- b. Differentiate evidence from opinion and know that scientists do not rely on claims or conclusions unless they

are backed by observations that can be confirmed.

- c. Use numerical data in describing and comparing objects, events, and measurements.
- d. Predict the outcome of a simple investigation and compare the result with the prediction.

Trimester 2: Life Science

December 1, 2011 - March 5, 2012

Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:

- a. Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.
- b. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.
- c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.
- d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.
- e. Students know that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.

Investigation and Experimentation

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- a. Repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation.
- b. Differentiate evidence from opinion and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed.
- c. Use numerical data in describing and comparing objects, events, and measurements.
- d. Predict the outcome of a simple investigation and compare the result with the prediction.

Trimester 3: Physical Science

March 7 – June 6, 2012

Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:

- a. *Students know* energy comes from the Sun to Earth in the form of light.
- b. *Students know* sources of stored energy take many forms, such as food, fuel, and batteries.
- c. *Students know* machines and living things convert stored energy to motion and heat.
- d. *Students know* energy can be carried from one place to another by waves, such as water waves and sound

waves, by electric current, and by moving objects.

- e. *Students know* matter has three forms: solid, liquid, and gas.
- f. *Students know* evaporation and melting are changes that occur when the objects are heated.
- g. *Students know* that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials.
- h. *Students know* all matter is made of small particles called atoms, too small to see with the naked eye.
- i. *Students know* people once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are more than 100 different types of atoms, which are presented on the periodic table of the elements.

Light has a source and travels in a direction. As a basis for understanding this concept:

- j. *Students know* sunlight can be blocked to create shadows.
- k. *Students know* light is reflected from mirrors and other surfaces.
- l. *Students know* the color of light striking an object affects the way the object is seen.
- m. *Students know* an object is seen when light traveling from the object enters the eye.

Investigation and Experimentation

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- a. Repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods

being used, or uncertainty in the observation.

- b. Differentiate evidence from opinion and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed.
- c. Use numerical data in describing and comparing objects, events, and measurements.
- d. Predict the outcome of a simple investigation and compare the result with the prediction.

The Skin I'm In – DRAFT UbD planning template IN PROGRESS
7th Grade; Fall 2011

Stage 1 – Desired Results		
ESTABLISHED GOALS G What Content Standards, Program and/or Mission related goal(s) will this unit address? LRA3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay) LRA3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s). LRA3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters. LRA3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness). LRA3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work. ASCEND Mission – developing leaders and mentors who create a more compassionate, equitable, and just society.	Transfer <i>Students will be able to independently use their learning to....</i> T What kinds of long-term independent accomplishments are desired? <ul style="list-style-type: none"> • Interpret themes and characters in literature • Develop greater compassion for others and appreciate the value of kindness • Understand that deeper thinking and understanding of fiction can lead a meaningful experience 	
	Meaning	
	UNDERSTANDINGS U <i>Students will understand that...</i> What specifically do you want students to understand? What inferences should they make or grasp? <ul style="list-style-type: none"> • Novelists often provide insights about the human experience through fictional means. (purpose) • Events advance plot, advance past or present actions, and might foreshadow future actions. • Careful reading focused on interpretation and analysis results in a deeper understanding and more meaningful and satisfying reading experience. (value of literary of analysis) <ul style="list-style-type: none"> ○ People deserve to be treated with compassion and kindness. • Authors make deliberate choices about what they write and how they write because they want to influence their audience in specific ways. (genre, craft, purpose, theme, point of view) <ul style="list-style-type: none"> ○ Authors use strategies to show what kind of a person each character is. (characterization) 	ESSENTIAL QUESTIONS G What though-provoking questions will foster inquiry, meaning making, and transfer? <ul style="list-style-type: none"> • What is the relationship between fiction and truth? Why do people read novels? <i>Why did Sharon Flake write this book? (What does she want to tell her readers? What is she trying to say?)</i> • What understandings can we gain into the challenges that the middle school 'growing up' experience presents? • How might we re-envision the traditional middle school 'growing up' experience and what can individuals do towards realizing that vision? • What happens when people are not treated with kindness and compassion?

<p>Perceived Challenges: I am the knew person to their community, thus getting them to be reflective and perhaps rethink the way they define themselves as a class will be challenging.</p>		
	Acquisition	
	<p><i>Students will know...</i> K What facts and basic concepts should students know and be able to recall?</p> <ul style="list-style-type: none"> • Identify and define plot elements • Identify elements of characterization • Define theme, differentiate from subject • Identify point of view • Define compassion; identify conditions that make it difficult to act with compassion 	<p><i>Students will be skilled at</i> S What discrete skills and processes should students be able to draw upon and use?</p> <ul style="list-style-type: none"> • Identify key events in a story and articulate where those key events occur in the course of the plot • Use elements of characterization to analyze characters and their actions; connect to personal experiences • Identify theme, finding evidence to support claim; connect theme to personal experiences • Make plausible inferences about how the theme of a narrative text would be affected by changing the point of view • Analyze genre characteristics of novels; A-H (subject; author; audience; purpose; location; structure formatting, length; vocabulary, literary devices; expectations • Self-reflect on personal experiences in which it was challenging to act
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<p>What criteria will be used in each assessment to evaluate the attainment of Desired Results?</p>	<p>TRANSFER TASK(S): TT</p> <p><i>What assessments will provide valid evidence of transfer and understanding (and other Stage 1 goals)?</i></p> <ul style="list-style-type: none"> • A final exam on the book that covers characterization, theme, and point of view. • Pre and Post test on the elements of plot (definitions) • Short essay on compassion 	
	<p>OTHER EVIDENCE: OE</p> <p>What other evidence will you collect to determine whether Stage 1 goals were achieved?</p> <p>Completed story maps Anecdotal/Informal observations of group work</p>	

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Are all 3 types of goals addressed in the learning plan?

Does the learning plan reflect best practices?

Is there tight alignment among all three stages?

- Compare the way in which you read and your thinking about the book, between the first and second time. How did you read the first and second time? Rate the book at beginning and end. Did your reading change?

8th Grade Understanding by Design – Atoms and the Periodic Table

Stage 1 – Desired Results			
ESTABLISHED GOALS G		Transfer	
What Content Standards, Program and/or Mission related goal(s) will this unit address?		Students will be able to independently use their learning to....	
Structure of Matter		<ul style="list-style-type: none">• Identify properties of elements.• Group elements based on their properties.• Use the periodic table as a learning tool.• Predict which elements will form bonds.	
3. Each of the more than 100 element of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements. As a basis for understanding this concept:		What kinds of long-term independent accomplishments are desired?	
a. Students know the structure of the atom and know it is composed of protons, neutrons, and electrons.		Students will understand that all matter is composed of smaller parts. These basic parts are combined in a variety of different ways to create new matter.	
b. Students know that compounds are formed by combining two or more different elements and that compounds have properties that are different from their constituent elements.			
f. Students know how to use the periodic table to identify elements in simple compounds.			
Periodic Table		Meaning	
7. The organization of the periodic table is based on the properties of the elements and reflects the structure of atoms. As a basis for understanding this concept: a. Students know		UNDERSTANDINGS U Students will understand that... What specifically do you want students to understand? What inferences should they make or grasp?	ESSENTIAL QUESTIONS G What though-provoking questions will foster inquiry, meaning making, and transfer?
		<ul style="list-style-type: none">• Atoms are combined in different ways to form all matter.• The periodic table is organized by properties of elements.• Elements share or transfer electrons to form stable bonds with other elements.	<ul style="list-style-type: none">• What makes up materials in the world around us?• How is a grocery store organized? How does this relate to the periodic table?• How do molecules combine to create different structures?
		Acquisition	
		Students will know... K What facts and basic concepts should students know and be able to recall?	Students will be skilled at S What discrete skills and processes should students be able to draw upon and use?
		<ul style="list-style-type: none">• Atoms are not alive, but can be put together to create living or non-living matter.• The composition of atoms – nucleus, protons, neutrons.	<ul style="list-style-type: none">• Using the periodic table as a learning tool to identify properties of elements, likelihood to bond, etc..• Testing elements for a variety of properties. i.e. strength, conductivity etc.

<p>how to identify regions corresponding to metals, nonmetals, and inert gases.</p> <p>b. Students know each element has a specific number of protons in the nucleus (the atomic number) and each isotope of the element has a different but specific number of neutrons in the nucleus.</p> <p>c. Students know substances can be classified by their properties, including their melting temperature, density, hardness, and thermal and electrical conductivity.</p>	<ul style="list-style-type: none"> • Elements are made of groups of the same atoms. • How the periodic table is organized -- families, periods -- metals, non-metals -- atomic number, atomic mass, energy shells. • The families of the periodic table. • How to identify what elements will form bonds. • Ionic bonds are made of a non-metal and a metal and transfer electrons. • Covalent bonds are formed by sharing electrons and are made of two non-metals 	<ul style="list-style-type: none"> • Identifying the number of valence electrons an element contains and using this to draw the Lewis Dot Structure. • Diagramming how electrons are transferred/ shared when bonding. •
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Stage 2 – Evidence

Evaluative Criteria	Assessment Evidence
<p>What criteria will be used in each assessment to evaluate the attainment of Desired Results?</p> <ul style="list-style-type: none"> • Grading Rubric • Observation • Peer Review • Classroom activities/discussions 	<p>TRANSFER TASK(S): TT</p> <p>What assessments will provide valid evidence of transfer and understanding (and other Stage 1 goals)?</p> <ul style="list-style-type: none"> • Final Concept Test • Intermediary Concept Quizzes • Vocabulary Quizzes • Adopt and Element Project • Create your own Periodic Table Project • Labs – Lab Reports
	<p>OTHER EVIDENCE: OE</p> <p>What other evidence will you collect to determine whether Stage 1 goals were achieved?</p> <ul style="list-style-type: none"> • Reading Journals • Exit Cards • Lab Reflections

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Are all 3 types of goals addressed in the learning plan?

**Does the learning plan reflect best practices?
Is there tight alignment among all three stages?**

Stage 1 – Desired Results

ESTABLISHED GOALS G	Transfer	
<p>6.SDP.1.1 Compute the range, mean, median, and mode of data sets.</p> <p>6.SDP.1.2 Understand how additional data added to data sets may affect these computations of measures of central tendency.</p> <p>6.SDP.1.3 Understand how the inclusion or exclusion of outliers affects measures of central tendency.</p> <p>6.SDP.1.4 Know why a specific measure of central tendency (mean, median, mode) provides the most useful information in a given context.</p> <p>7.SDP.1.3 Understand the meaning of, and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set.</p> <p>7.SDP.1.1 Know various forms of display for data sets, including a stem-and-leaf plot or box- and-whisker plot; use the forms to display a single set of data or to compare two sets of data.</p> <p>7.SDP.1.2 Represent two numerical variables on a scatterplot and informally describe how the data points are distributed and any apparent relationship that exists between the two variables (e.g., between time spent on homework and grade level).</p> <p>Misconceptions:</p> <ul style="list-style-type: none"> - Confusing Mean/Median/Mode. - Mixing up quartiles and extremes - Difficulty with concept of quartile. - using data to create number line instead of using numbers with equal intervals 	<p><i>Students will be able to independently use their learning to....</i> T</p> <p>Organize and analyze data sets. Become critical consumers of data.</p>	
	Meaning	
	<p>UNDERSTANDINGS U</p> <p><i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. Data can be organized in a variety of ways. 2. Different organizations highlight different aspects of the data. 1. Data can be analyzed in a variety of ways. 2. Some methods of analysis are more practical than other methods of analysis. 3. Different organizations of data lead to different interpretations of findings. 	<p>ESSENTIAL QUESTIONS G</p> <p>What though-provoking questions will foster inquiry, meaning making, and transfer?</p> <p>What is data? How can data be organized? How can data be analyzed?</p>
	Acquisition	
	<p><i>Students will know...</i> K</p> <ol style="list-style-type: none"> 1. That data can be analyzed using mean, median mode. 2. The effect of outliers on measures of central tendency. 4. Why a specific measure of central tendency provides the most useful information in a given context 3. Data can be organized into a box-and-whisker plot. 4. Two numerical variables can be analyzed on a scatterplot. 	<p><i>Students will be skilled at</i> S</p> <ol style="list-style-type: none"> 1, Compute mean, median, mode, and range. 2, Decide which measure of tendency best represents the given data. 3. Compute minimum, lower quartile, median, upper quartile, and maximum of a data set. 4. Organize a data set into a box-and-whisker plot. 5. Organize data on a scatterplot. 6. Find the correlation of the data on a scatterplot.

ASCEND
6th Grade Humanities
Units of Study

August-October

Community Building
Summary Writing
Holes

October- November

Civics: Presidential Election
Expository Writing

November-January

Pharaoh's Daughter
Literary Response
Writing Narratives

February-March

Article Response
Persuasive Compositions

April-June

Digital Storytelling
Poetry
Ancient Cultures
Research Reports

Unit of Study: Community Building and Summary Writing

Dates: August 2008- October 2008

Curriculum Map/ Standards Alignment	See pp. <i>iii-iv</i>
Instructional Materials and Resources	<u>Holes</u> by Louis Sachar "Just Once" by Thomas Dygard p. 6 Holt "All Summer in a Day" by Ray Bradbury Holt p. 17 "The Emperor's New Clothes" by Hans Christian Andersen Holt p. 135 "Eleven" by Sandra Cisneros (Holt p.363) "Writing a Summary" (Holt p. 699)
Pedagogical Approach/ Scaffolding	ASCEND is a K-8 school. When students enter sixth grade they transition from having one classroom teacher for multiple subjects to having multiple teachers who teach multiple subjects. In sixth grade students are expected to be role models for the younger students and take more responsibility for their learning. This first unit focuses on expanding our community by reading <u>Holes</u> by Louis Sachar. This realistic fiction novel is about a young adolescent who is wrongly accused of stealing and sent away to a juvenile correctional camp. He must make friends with his new peers and persevere under

	difficult situations in order to prove his innocence and return home to his family. This coming of age story is an engaging transition into sixth grade. In class we focus on theme, plot, and character. We perfect the skill of paragraph writing by writing summaries and character analyses. We also read various excerpts from Holt to support both the growth of community and paragraph writing.
Assessment Plan	Weekly Paragraph writing assessments Weekly summaries about independent reading Comprehension test on <u>Holes</u> Weekly vocabulary test Informal observational assessment Tungsten Monthly Benchmark Assessments (September and October) District mid-year benchmark (January) District PWA assessment* District History Assessment* Classroom Job Application form
Professional Development	Data conferences Inquiry on English Language Learners BAWP writing conferences
Intervention Supports	Reduced class size (24 students per class) Differentiated instruction: small group support in class, including frontloading "Zero Period" Language! Interventions classes 3 days per week Reading specialist support after school and after school homework tutoring

Reading Comprehension (RC) Response to Literature (RL)	Word Analysis (RW)	Conventions (WC)	Strategies and Applications (WS) (WA)	Listening and Speaking (LS)
RC 2.2 Analyze text that uses the compare-and-contrast organizational pattern. RC 2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership). RL 3.1 Identify the forms of fiction and describe the major characteristics of each form. RL 3.2 Analyze the effect of the qualities of the	RW 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. RW 1.2 Identify and interpret figurative language and words with multiple meanings. RW 1.3 Recognize the origins and meanings of frequently used foreign words in	WC 1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects. WC 1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.	WA 2.4 Write responses to literature: WA 2.4.a. Develop an interpretation exhibiting careful reading, understanding, and insight. WA 2.4.b. Organize the interpretation around several clear ideas, premises, or images. WA 2.4.c. Develop and justify the interpretation	LS 2.3 Deliver oral responses to literature: LS 2.3.a. Develop an interpretation exhibiting careful reading, understanding, and insight. LS 2.3.b. Organize the selected interpretation around several clear ideas, premises, or images. LS 2.3.c. Develop and justify the selected interpretation through sustained use of

<p>character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.</p> <p>RL 3.3 Analyze the influence of setting on the problem and its resolution.</p> <p>RL 3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.</p> <p>RL 3.5 Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).</p> <p>RL 3.6 Identify and analyze features of themes conveyed through characters, actions, and images.</p> <p>RL 3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfiction texts.</p> <p>RL 3.8 Critique the credibility of characterization and the degree to which a plot is</p>	<p>English and use these words accurately in speaking and writing.</p> <p>RW 1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.</p> <p>RW 1.5 Understand and explain "shades of meaning" in related words (e.g., softly and quietly).</p>	<p>WC 1.4 Use correct capitalization.</p> <p>WC 1.5 Spell frequently misspelled words correctly (e.g., their, they're, there).</p>	<p>through sustained use of examples and textual evidence.</p> <p>WS 1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.</p>	<p>examples and textual evidence.</p>
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contrived or realistic (e.g., compares use of fact and fantasy in historical fiction).				
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Unit of Study: Expository Writing
Civics: The Presidential Election
Dates: October 2008 - November 2008

Curriculum Map/ Standards Alignment	See pp. vi-vii.
Instructional Materials and Resources	"Analyzing Propaganda on TV" (Holt p 646) "Distinguishing Between Fact and Opinion" (Holt p. 157) Newspaper coverage of the election Time For Kids TV coverage of the election and debates Internet sources
Pedagogical Approach/ Scaffolding	This unit encourages students to become active participants in our democracy through critical reading, expository writing, and persuasive oral debate. The 2008 presidential election is of high interest to our students as they realize it affects their future. Students learn how to critically read nonfiction and distinguish between fact and opinion in order to form their own opinions. In order to evaluate the issues, parties, and candidates students analyze print and television media. Students use resources from Holt to guide our analysis of media. As a culminating project, students write expository essays about the issues, and then use this information to have persuasive debates about the candidates before our mock election.
Assessment Plan	Final expository essay on important issues in the election Culminating project: Presidential Debates Compare Contrast Poster on Candidates Weekly vocabulary test Informal observational assessment Tungsten Monthly Benchmark Assessments (October and November) District History Assessment District mid-year benchmark (January)
Professional Development	Data conferences Inquiry on English Language Learners BAWP writing conferences
Intervention Supports	Reduced class size (24 students per class) Differentiated instruction: small group support in class, including frontloading "Zero Period" Language! Interventions classes 3 days per week Reading specialist support after school and after school homework tutoring Arts integration to connect to media analysis

Reading Comprehension (RC) Response to Literature (RL)	Word Analysis (RW)	Conventions (WC)	Strategies and Applications (WS) (WA)	Listening and Speaking
<p>RC 2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.</p> <p>RC 2.2 Analyze text that uses the compare-and-contrast organizational pattern.</p> <p>RC 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.</p> <p>RC 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.</p> <p>RC 2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).</p> <p>RC 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.</p> <p>RC 2.7 Make reasonable</p>	<p>RW 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p> <p>RW 1.2 Identify and interpret figurative language and words with multiple meanings.</p> <p>RW 1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.</p> <p>RW 1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine</p>	<p>WC 1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.</p> <p>WC 1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.</p> <p>WC 1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.</p> <p>WC 1.4 Use</p>	<p>WS 1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.</p> <p>WS 1.2 Create multiple-paragraph expository compositions:</p> <p>WS 1.2.a. Engage the interest of the reader and state a clear purpose.</p> <p>WS 1.2.b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.</p> <p>WS 1.2.c. Conclude with a detailed summary linked to the purpose of the composition.</p> <p>WS 1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.</p> <p>WA 2.2 Write expository compositions (e.g.,</p>	<p>LS 1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.</p> <p>LS 1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.</p> <p>LS 1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.</p> <p>LS 1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.</p> <p>LS 1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.</p> <p>LS 1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.</p>

assertions about a text through accurate, supporting citations. RC 2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.	meaning. RW 1.5 Understand and explain "shades of meaning" in related words (e.g., softly and quietly).	correct capitalization. WC 1.5 Spell frequently misspelled words correctly (e.g., their, they're, there).	description, explanation, comparison and contrast, problem and solution): WA 2.2.a. State the thesis or purpose. WA 2.2.b. Explain the situation. WA 2.2.c. Follow an organizational pattern appropriate to the type of composition. WA 2.2.d. Offer persuasive evidence to validate arguments and conclusions as needed.	LS 2.4 Deliver persuasive presentations: 1. Provide a clear statement of the position. 2. Include relevant evidence. 3. Offer a logical sequence of information. 4. Engage the listener and foster acceptance of the proposition or proposal.
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Unit of Study: Response to Literature and Narratives

Dates: November 2008 - January 2008

Curriculum Map/ Standards Alignment	See p. ix.
Instructional Materials and Resources	Pharaoh's Daughter: A Novel of Ancient Egypt by Julius Lester "Writing a Short Story" Holt p. 47 "Baucis and Phieomon" by Olivia Coolidge Holt p. 149 "The Fox and the Crow" an Aesop Fable dramatized by Mara Rockcliff Holt p. 229 "Writing a Fictional or Autobiographical Narrative" (Holt p. 698)
Pedagogical Approach/ Scaffolding	In order to enrich students' study of Ancient Egypt in the 6 th grade social studies curriculum, students read <u>Pharaoh's Daughter</u> in Language Arts. The plot is about a boy's coming of age in Ancient Egypt and will enforce our year long theme of coming of age in the past and present. This novel illustrates the clash of Egyptian values and those of the early Hebrews and conveys a sense of ancient people and societies in a compelling and realistic way. Students also read various stories from the Holt textbook to reinforce the Response to Literature skills we learn from our work with <u>Pharaoh's Daughter</u> . In this Response to Literature Unit students use their skills in reading, analyzing, and critiquing literature. The analysis focuses on the effect of character and setting on the plot and resolution of conflict, and the interpretation of theme through this analysis. Students write a Response to Literature essay that includes a thesis supported by relevant evidence from the text. Students also write narratives with their knowledge of character, plot, setting, and theme.
Assessment Plan	Culminating project: Narrative Assignment Response to Literature essays Comprehension tests on <u>Pharaoh's Daughter</u> Weekly vocabulary test Informal observational assessment

	Monthly Tungsten Benchmark Assessments (November and December) District mid-year benchmark (January) Student written reflections
Professional Development	Data conferences Inquiry on English Language Learners BAWP writing conferences
Intervention Supports	Reduced class size (24 students per class) Differentiated instruction: small group support in class, including frontloading "Zero Period" Language! Interventions classes 3 days per week Reading specialist support after school and after school homework tutoring

Reading Comprehension (RC) Response to Literature (RL)	Word Analysis (RW)	Conventions (WC)	Strategies and Applications (WS) (WA)	Listening and Speaking
<p>RC 2.2 Analyze text that uses the compare-and-contrast organizational pattern.</p> <p>RC 2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).</p> <p>RL 3.1 Identify the forms of fiction and describe the major characteristics of each form.</p> <p>RL 3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.</p> <p>RL 3.3 Analyze the influence of setting on the problem and its resolution.</p> <p>RL 3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.</p>	<p>RW 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p> <p>RW 1.2 Identify and interpret figurative language and words with multiple meanings.</p> <p>RW 1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.</p> <p>RW 1.4 Monitor expository text</p>	<p>WC 1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.</p> <p>WC 1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.</p> <p>WC 1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.</p> <p>WC 1.4 Use correct capitalization.</p>	<p>WS 1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.</p> <p>WA 2.1 Write narratives:</p> <p>a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.</p> <p>b. Include sensory details and concrete language to develop plot and character.</p> <p>c. Use a range of narrative devices (e.g., dialogue, suspense).</p> <p>WA 2.4 Write responses to literature:</p> <p>a. Develop an interpretation</p>	<p>2.1 Deliver narrative presentations:</p> <p>1. Establish a context, plot, and point of view.</p> <p>2. Include sensory details and concrete language to develop the plot and character.</p> <p>3. Use a range of narrative devices (e.g., dialogue, tension, or suspense).</p>

<p>RL 3.5 Identify the speaker and recognize the difference between first-and third-person narration (e.g., autobiography compared with biography).</p> <p>RL 3.6 Identify and analyze features of themes conveyed through characters, actions, and images.</p> <p>RL 3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.</p> <p>RL 3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).</p>	<p>for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.</p> <p>RW 1.5 Understand and explain "shades of meaning" in related words (e.g., softly and quietly).</p>	<p>WC 1.5 Spell frequently misspelled words correctly (e.g., their, they're, there).</p>	<p>exhibiting careful reading, understanding, and insight.</p> <p>b. Organize the interpretation around several clear ideas, premises, or images.</p> <p>c. Develop and justify the interpretation through sustained use of examples and textual evidence.</p>	
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Unit of Study: Article Response and Persuasive Compositions

Dates: February 2009- March 2009

Curriculum Map/ Standards Alignment	See pp. xii-xiii.
Instructional Materials and Resources	<p>"Lethal Injection is the Wrong Debate" by Ray Krone (<u>San Francisco Chronicle</u> Op-Ed)</p> <p>"You're 16, You're Beautiful and You're a Voter" By ANYA KAMENETZ (<u>New York Times</u> Op-Ed)</p> <p>"Can India Save its Working Kids" Madhur Singh (<u>Time for Kids</u>)</p> <p>"Holding on to History" Kathryn Satterfield (<u>Time for Kids</u>)</p> <p>"Separate but Never Equal" by Mara Rockcliff (Holt p. 189)</p> <p>"One Child's Labor of Love" excerpt from 60 Minutes (Holt p. 158)</p> <p>"Uniform Style" by Mara Rockcliff (Holt p. 145)</p> <p>"Goodbye Records, Hello CDs" (Holt p. 204)</p> <p>"Pompeii Museum Application for Volunteer Work" (Holt p. 447)</p> <p>"Pet Adoption Application" (Holt p. 461)</p> <p>current Time For Kids and other newspaper articles</p>
Pedagogical Approach/ Scaffolding	Students read a variety of high interest expository and persuasive texts from newspapers, magazines, and their Holt textbook. They learn and practice critical reading skills by taking notes and using textual evidence to back up their assertions. Students continue to practice determining fact and opinion statements and will analyze the author's use of persuasive techniques as they evaluate an author's claims, evidence, and counterarguments. Students use graphic organizers such as SOAPS that

	identify the subject, occasion, audience, purpose, and author of a given text. They use this information to write thoughtful article responses about an author's argument and will eventually compose argument on argument responses to articles. Students write a persuasive composition after gathering ideas and facts about a specific subject of interest.
Assessment Plan	Weekly article response assignments Application forms Final persuasive essay assignment Weekly vocabulary test Informal observational assessment Monthly Tungsten Benchmark Assessments (February and March) Classroom Job Application form
Professional Development	Data conferences Inquiry on English Language Learners BAWP writing conferences
Intervention Supports	Reduced class size (24 students per class) Differentiated instruction: small group support in class, including frontloading "Zero Period" Language! Interventions classes 3 days per week Reading specialist support after school and after school homework tutoring

Reading Comprehension (RC) Response to Literature (RL)	Word Analysis (RW)	Conventions (WC)	Strategies and Applications (WS) (WA)	Listening and Speaking
RC 2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.	RW 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	WC 1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.	WS 1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.	2.4 Deliver persuasive presentations:
RC 2.2 Analyze text that uses the compare-and-contrast organizational pattern.	RW 1.2 Identify and interpret figurative language and words with multiple meanings.	WC 1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.	WS 1.2 Create multiple-paragraph expository compositions: WS 1.2.a. Engage the interest of the reader and state a clear purpose.	1. Provide a clear statement of the position. 2. Include relevant evidence. 3. Offer a logical sequence of information. 4. Engage the listener and foster acceptance of the proposition or proposal.
RC 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.	RW 1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words	WC 1.3 Use colons after the salutation	WS 1.2.b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.	2.5 Deliver presentations on problems and solutions:
RC 2.4 Clarify an				

<p>understanding of texts by creating outlines, logical notes, summaries, or reports.</p> <p>RC 2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).</p> <p>RC 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.</p> <p>RC 2.7 Make reasonable assertions about a text through accurate, supporting citations.</p> <p>RC 2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.</p>	<p>accurately in speaking and writing.</p> <p>RW 1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.</p> <p>RW 1.5 Understand and explain "shades of meaning" in related words (e.g., softly and quietly).</p>	<p>in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.</p> <p>WC 1.4 Use correct capitalization.</p> <p>WC 1.5 Spell frequently misspelled words correctly (e.g., their, they're, there).</p>	<p>WS 1.2.c. Conclude with a detailed summary linked to the purpose of the composition.</p> <p>WS 1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.</p> <p>WS 1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.</p> <p>WS 1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).</p> <p>WS 1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p> <p>WA 2.5 Write persuasive compositions:</p> <p>WA 2.5.a. State a clear position on a proposition or proposal.</p> <p>WA 2.5.b. Support the position with organized and relevant evidence.</p>	<p>1. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution.</p> <p>2. Offer persuasive evidence to validate the definition of the problem and the proposed solutions.</p>
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			WA 2.5.c. Anticipate and address reader concerns and counterarguments.	
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Unit of Study: Ancient Cultures Digital Storytelling and Research**Dates: April 2009- June 2009**

Curriculum Map/ Standards Alignment	See pp. xv-xvi.
Instructional Materials and Resources	<u>Ancient Civilizations</u> (6 th grade Holt Social Studies book) Internet sites about Ancient civilizations Various trade books about Ancient civilizations
Pedagogical Approach/ Scaffolding	Digital Storytelling combines powerful images, student written and recorded scripts, music, and the exciting use of technology. Students are excited about this project and learn valuable process and presentation skills through the process of topic selection, research, writing, public speaking, image selection, and creative design of their final digital stories. The sixth graders focus on their year-long theme of the coming of age in the past in present through the comparison of an ancient culture and their own. Students practice using the compare contrast structure when they choose one of the ancient civilizations studied during the year in social studies and compare it to their own lives in Oakland. Students research their topics and then write an expository essay based on their research. Next, they edit this piece of writing into a script for their digital story. A music teacher coaches the students through the process emphasizing listening and speaking standards while teaching about public speaking, poetry reading, and voice recording. A visual arts teacher coaches the students about powerful image selection and matching their images to their script. Students participate in a final presentation of their Digital Storytelling projects to their community.
Assessment Plan	Poetry Reading Research note cards Written Script Final Digital Storytelling project Weekly vocabulary test Tungsten Monthly Benchmark Assessment (April and June) Informal observational assessment
Professional Development	Data conferences Inquiry on English Language Learners BAWP writing conferences Pearson Foundation partnership
Intervention Supports	Reduced class size (24 students per class) Differentiated instruction: small group support in class, including frontloading "Zero Period" Language! Interventions classes 3 days per week Reading specialist support after school After school homework tutoring

Reading Comprehension (RC) Response to Literature (RL)	Word Analysis (RW)	Conventions (WC)	Strategies and Applications (WS) (WA)	Listening and Speaking
<p>RC 2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.</p> <p>RC 2.2 Analyze text that uses the compare-and-contrast organizational pattern.</p> <p>RC 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.</p> <p>RC 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.</p> <p>RC 2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).</p> <p>RC 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.</p>	<p>RW 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p> <p>RW 1.2 Identify and interpret figurative language and words with multiple meanings.</p> <p>RW 1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.</p> <p>RW 1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.</p> <p>RW 1.5 Understand and explain "shades of meaning" in related words (e.g., softly and quietly).</p>	<p>1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.</p> <p>1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.</p> <p>1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.</p> <p>1.4 Use correct capitalization.</p> <p>1.5 Spell frequently misspelled words correctly (e.g., their, they're,</p>	<p>WS 1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.</p> <p>WS 1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.</p> <p>WS 1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.</p> <p>WS 1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins,</p>	<p>1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).</p> <p>1.2 Identify the tone, mood, and emotion conveyed in the oral communication.</p> <p>1.3 Restate and execute multiple-step oral instructions and directions.</p> <p>1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.</p> <p>1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.</p> <p>1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.</p> <p>1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.</p> <p>1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.</p> <p>1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.</p> <p>2.2 Deliver informative</p>

<p>RC 2.7 Make reasonable assertions about a text through accurate, supporting citations.</p> <p>RC 2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.</p>		<p>there).</p>	<p>tabs, spacing, columns, page orientation).</p> <p>WS 1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p> <p>WA 2.3 Write research reports:</p> <ol style="list-style-type: none"> 1. Pose relevant questions with a scope narrow enough to be thoroughly covered. 2. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches). 3. Include a bibliography. 	<p>presentations:</p> <p>2.2.a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.</p> <p>2.2.b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).</p>
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ASCEND

7th Grade Humanities

Units of Study

Community Building
Summary Writing

"Power of Words" kick-off
Writing Narratives

Contemporary Wordsmiths:
Persuasive Writing

World Folk Tales
Response to Literature

Family History (digital storytelling)
Research

Unit of Study: Community Building and Summary Writing

Dates: August 2008 - September 2008

Curriculum Map/ Standards Alignment	See p. xix.
Instructional Materials and Resources	<u>The Skin I'm In</u> by Sharon Flake "Buddies Bare Their Affection..." Holt, 367 "Learning about Paragraphs," 683 various newspaper and internet materials that focus on the theme of community
Pedagogical Approach/ Scaffolding	ASCEND is a K-8 school with very little student turn over. When students enter the seventh (the first year of a two year loop) they come with a strong community. In the seventh grade, the community evolves to include three new teachers and a focus on leadership. They are now the oldest students in the school, and they are expected to act as role models for the younger students. This first unit focuses on expanding our community by reading <u>The Skin I'm In</u> by Sharon Flake. This realistic fiction novel focuses on a seventh grader and the choices she makes in her urban middle school. The novel will be assigned as summer reading. Then, it will be reviewed at the beginning of the school year with a focus on theme, plot, and character. For the writing component, we will focus on summary writing. This skill will be reviewed throughout the year. However, we feel it is important to front load with this important skill. We will work on summary with <u>The Skin I'm In</u> and various other texts that focus around the theme of community.
Assessment Plan	Final summary writing assignment Test on <u>The Skin I'm In</u> Monthly Tungsten Benchmark Assessment (September) Weekly vocabulary test Informal observational assessment District mid-year benchmark (January)
Professional Development	Data conferences Inquiry on English Language Learners BAWP writing conferences
Intervention Supports	Reduced class size (24 students per class) Zero period intervention classes (3 days a week for 40 minutes, homogeneous grouping) Differentiated instruction: small group support in class, including frontloading After school reading specialist support Teacher "office hours" / after school tutoring

Reading Comprehension (RC) Response to Literature (RL)	Word Analysis (RW)	Conventions (WC)	Strategies and Applications (WS) (WA)	Listening and Speaking
RC 2.3 Analyze text that uses the cause - and - effect patterns	1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and	1.4 Demonstrate the mechanics of writing and appropriate	WS 1.1 Create an organizational structure that balances	2.2 Deliver oral summaries of articles and books

<p>RC 2.4 Identify and trace the development of an author's argument, point of view, or perspective in text</p> <p>RL 3.2 Identify events that advance the plot and determine how each event explains past or present actions or foreshadows future actions</p> <p>RL 3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description and the thoughts, words, and actions of other characters</p> <p>RL 3.4 Identify and analyze recurring themes across works</p>	<p>affixes to understand content-area vocabulary</p>	<p>English usage</p>	<p>all aspects of the composition and uses effective transitions between sentences to unify important ideas</p> <p>WS 1.7 Revise writing to improve organization and word choice after checking the logic of ideas and the precision of the vocabulary</p> <p>WA 2.5 Write summaries of reading materials</p>	
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Unit of Study: "Power of Words" kick-off and Writing Narratives

Dates: October 2008 - November 2008

Curriculum Map/ Standards Alignment	See p. xxi
Instructional Materials and Resources	<p>"Writing an Autobiographical Narrative," Holt, 704</p> <p>"Using Narrative Strategies" Holt, 545</p> <p>"How to conduct an interview" reading</p> <p>"Rice Sandwich" by Sandra Cisneros, "Rice Sandwich" Holt, 141</p> <p>"Barrio Boy" by Ernesto Galarza, Holt 324</p> <p>other biography and narrative models from Jean Little, Eloise Greenfield, etc.</p> <p>various poems ("A Rose that Grew from Concrete," "My People", etc.)</p>
Pedagogical Approach/ Scaffolding	Over the course of the two-year loop, students will examine language arts through the lens of a common theme: "The Power of Words." In the seventh grade students will examine how people use words to be heard. They will look at who, throughout history, has had the power of words and who hasn't. They will ask themselves, "Who speaks for me?" The kick-off activity for this theme is to look at literacy (defined as reading, writing, and speaking) in their families and how literacy, or the lack-of, has affected them. Students interview a loved one, synthesize the interview and write a literary biography / narrative of their interviewee. Students will word process and format their essays to create a literary magazine that will be sold to the community.
Assessment Plan	<p>Final narrative/biography writing assignment</p> <p>Tungsten Monthly Benchmark Assessments (October and November)</p> <p>Weekly vocabulary test</p> <p>Informal observational assessment</p> <p>District mid-year benchmark (January)</p>
Professional Development	<p>Data conferences</p> <p>Inquiry on English Language Learners</p> <p>BAWP writing conferences</p>
Intervention Supports	<p>Reduced class size (24 students per class)</p> <p>Zero period intervention classes (3 days a week for 40 minutes, homogeneous grouping)</p> <p>Differentiated instruction: small group support in class, including frontloading</p> <p>After school reading specialist support</p> <p>Teacher "office hours" / after school tutoring</p>

Reading Comprehension (RC) Response to Literature (RL)	Word Analysis (RW)	Conventions (WC)	Strategies and Applications (WS) (WA)	Listening and Speaking
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<p>RC 2.4 Identify and trace the development of an author's argument, point of view, or perspective in text</p> <p>RL 3.1 Articulate the expressed purposes and characteristics of different forms of prose</p> <p>RL 3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future actions</p> <p>RL 3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description and the thoughts, words, and actions of other characters</p> <p>RL 3.4 Identify and analyze recurring themes across works</p> <p>RL 3.5 Contrast points of view in narrative text and explain how they affect the overall theme of the work.</p> <p>RL 3.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work</p>	<p>1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry</p> <p>1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary</p>	<p>1.4 Demonstrate the mechanics of writing and appropriate English usage</p> <p>1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.</p>	<p>WS 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas</p> <p>WS 1.3 Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts</p> <p>WS 1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research</p> <p>WS 1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.</p> <p>WS 1.7 Revise writing to improve organization and word choice after checking the logic of ideas and the precision of the vocabulary</p> <p>WA 2.1 Write fictional or autobiographical narratives</p>	<p>1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.</p>
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Unit of Study: Contemporary Wordsmiths and Persuasive Writing

Dates: November 2008 - January 2009

Curriculum Map/ Standards Alignment	See p. xxiii
Instructional Materials and Resources	<p>"Writing a Persuasive Essay" Holt 598-623</p> <p>"He's No King" Holt 463</p> <p>"Letter to the Editor" Holt 467</p> <p>"A Veto on Video Games" Holt 599</p> <p>"Documenting Reference Sources" Holt 697</p> <p>Write Time for Kids persuasive readings</p> <p>Oakland Tribune and San Francisco Chronicle</p> <p>Running with Scissors by Barry Lane</p> <p>No-Nonsense Guide to Writing by Judy Davis</p> <p>Non-Fiction Craft Lessons by Joann Portalupi and Ralph J. Fletcher</p>
Pedagogical Approach/ Scaffolding	<p>This unit on persuasive writing will begin with the front-loading of numerous persuasive readings (opinion-editorials from newspapers and magazines, speeches) on various topics. It will include writers from all backgrounds, making an effort to find examples that represent the cultural context of the classroom. We will dissect these pieces to see what makes them "powerful." Throughout the reading time, students will be responding in writing. In their pre-writing, they will be gathering their own ideas and practicing their persuasive skills. The unit will culminate with the students picking one topic that they are interested in and developing their ideas on that topic into a persuasive essay.</p>
Assessment Plan	<p>Final persuasive writing assignment</p> <p>Tungsten Monthly Benchmark Assessment (November and December)</p> <p>Weekly vocabulary test</p> <p>Informal observational assessment</p> <p>District mid-year benchmark (January)</p> <p>PWA (May)</p>
Professional Development	<p>Data conferences</p> <p>Inquiry on English Language Learners</p> <p>BAWP writing conferences</p>
Intervention Supports	<p>Reduced class size (24 students per class)</p> <p>Zero period intervention classes (3 days a week for 40 minutes, homogeneous grouping)</p> <p>Differentiated instruction: small group support in class, including frontloading</p> <p>After school reading specialist support</p> <p>Teacher "office hours" / after school tutoring</p>

Reading Comprehension (RC) Response to Literature (RL)	Word Analysis (RW)	Conventions (WC)	Strategies and Applications (WS) (WA)	Listening and Speaking
<p>RC 2.3 Analyze text that uses the cause - and - effect patterns</p> <p>RC 2.4 Identify and trace the development of an author's argument, point of view, or perspective in text</p> <p>RC 2.6 Assess the adequacy and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.</p>	<p>1.2 Identify idioms, analogies, metaphors, and similes in prose and poetry</p> <p>1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary</p>	<p>1.1 Place modifiers properly and use the active voice</p> <p>1.3 Identify all parts of speech and types and structure of sentences.</p> <p>1.4 Demonstrate the mechanics of writing and appropriate English usage</p>	<p>WS 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas</p> <p>WS 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples</p> <p>WS 1.3 Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts</p> <p>WS 1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research</p> <p>WS 1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.</p>	<p>1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.</p> <p>1.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener</p> <p>2.4 Deliver persuasive presentations</p>

			<p>WS 1.7 Revise writing to improve organization and word choice after checking the logic of ideas and the precision of the vocabulary</p> <p>WA 2.4 Write persuasive compositions</p>	
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Unit of Study: Folk Tales, Legends, Myths, and Response to Literature

Dates: February 2009 – March 2009

Curriculum Map/ Standards Alignment	See p. xxv.
Instructional Materials and Resources	<p>"Echo and Narcissus" Holt 203</p> <p>"King Arthur: The Sword and the Stone" Holt 414</p> <p>"Sir Gawain and the Loathly Lady" Holt 451</p> <p>Literary Response Essay Examples Holt 472</p> <p>Response to Literature Writer's Workshop Holt 566</p> <p><u>No-Nonsense Guide to Writing</u> by Judy Davis</p> <p><u>Non-Fiction Craft Lessons</u> by Joann Portalupi and Ralph J. Fletcher</p> <p><u>The Cow-Tail Switch: And Other West African Stories</u> by Harold Courlander, George Herzog, and Madye Lee Chastain</p> <p><u>In the Beginning: Creation Stories from Around the World</u> by Virginia Hamilton</p> <p><u>The Cow of No Color</u> by Nina Jaffe, Steve Zeitlin, and Whitney Sherman</p>
Pedagogical Approach/ Scaffolding	This unit will focus on writing literary response essays through the use of multiple folk tales, legends, and myths. Students will compare and contrast the structure and the content of each through various examples from around the world. The unit will focus on theme, message, and perspective. On a daily basis, students will engage in discussion and writing around analysis of the stories. At the end of the unit, they will pick a story or theme they are most interested in and write a literary response essay. The selections that we read will be tied to the seventh grade social studies content standards. Through the use of folktales, legends, and origin myths we will build a sense of historical empathy in the students.
Assessment Plan	<p>Final response to literature writing assignment</p> <p>Tungsten Monthly Benchmark Assessments (February and March)</p> <p>Weekly vocabulary test</p> <p>Informal observational assessment</p>
Professional Development	<p>Data conferences</p> <p>Inquiry on English Language Learners</p> <p>BAWP writing conferences</p>

Intervention Supports	<p>Reduced class size (24 students per class)</p> <p>Zero period intervention classes (3 days a week for 40 minutes, homogeneous grouping)</p> <p>Differentiated instruction: small group support in class, including frontloading</p> <p>After school reading specialist support</p> <p>Teacher "office hours" / after school tutoring</p>
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Reading Comprehension (RC) Response to Literature (RL)	Word Analysis (RW)	Conventions (WC)	Strategies and Applications (WS) (WA)	Listening and Speaking
<p>RC 2.3 Analyze text that uses the cause - and - effect patterns</p> <p>RC 2.4 Identify and trace the development of an author's argument, point of view, or perspective in text</p> <p>RL 3.1 Articulate the expressed purposes and characteristics of different forms of prose</p> <p>RL 3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future actions</p> <p>RL 3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description and the thoughts, words, and actions of other characters</p>	<p>1.2 Identify idioms, analogies, metaphors, and similes in prose and poetry</p> <p>1.3 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary</p>	<p>1.1 Place modifiers properly and use the active voice</p> <p>1.4 Demonstrate the mechanics of writing and appropriate English usage</p> <p>1.7 Spell derivatives correctly by applying the spellings of bases and affixes</p>	<p>WS 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas</p> <p>WS 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples</p> <p>WS 1.3 Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts</p> <p>WS 1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research</p> <p>WS 1.6 Create documents by using word-processing skills and</p>	<p>1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions</p>

<p>RL 3.4 Identify and analyze recurring themes across works</p> <p>RL 3.5 Contrast points of view in narrative text and explain how they affect the overall theme of the work</p> <p>RL3.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses</p>			<p>publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.</p> <p>WS 1.7 Revise writing to improve organization and word choice after checking the logic of ideas and the precision of the vocabulary</p> <p>WA 2.2 Write responses to literature</p>	
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Unit of Study: Family History, Digital Storytelling, and Research**Dates: April 2009 - June 2009**

Curriculum Map/ Standards Alignment	See p. xxviii.
Instructional Materials and Resources	"Writing a research report" Holt 626 "How to conduct an interview" "Exile Eyes" from NPR, Holt 278 sample script(s) from example film example digital story "Bits and Pieces" by Katherine Suyeyasu example student films various internet resources
Pedagogical Approach/ Scaffolding	Two of the questions we ask the seventh graders to answer during the year are: "Throughout history, whose voice has been represented, why?" and "Who speaks for you?" This research unit allows students to both challenge and answer these questions. Through the course of the unit, students will speak for themselves by telling their family's histories. The unit begins with a family tree project where students interview family members about world events that the family remembers living through. The students will then pick one of these memories, do a more in depth interview(s), conduct internet research, and finally, create a digital story (continuing a 3 year partnership with the Pearson Foundation) about their family and this event. The digital story is a three to four minute movie that students will write, direct, and edit. The culminating event is a public viewing of their films to the community. Supplementing the research, students will also work with a voice coach (as part of arts integration) to learn how to make their voices stronger and more affective. All of our families are from groups that are historically under-represented. At the end of this project, students will have presented the community with a history that embodies historically underrepresented voices.
Assessment Plan	Final digital storytelling writing assignment Final digital storytelling project Monthly Tungsten Benchmark Assessment (April and June) Weekly vocabulary test Informal observational assessment
Professional Development	Data conferences Inquiry on English Language Learners BAWP writing conferences Pearson Foundation partnership
Intervention Supports	Reduced class size (24 students per class) Zero period intervention classes (3 days a week for 40 minutes, homogeneous grouping) Differentiated instruction: small group support in class, including frontloading After school reading specialist support Teacher "office hours" / after school tutoring Arts integration (music and visual arts teachers push-in to classroom)

Reading Comprehension (RC) Response to Literature (RL)	Word Analysis (RW)	Conventions (WC)	Strategies and Applications (WS) (WA)	Listening and Speaking
<p>RC 2.4 Identify and trace the development of an author's argument, point of view, or perspective in text</p> <p>RC 2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials</p> <p>2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.</p>	<p>1.2 Identify idioms, analogies, metaphors, and similes in prose and poetry</p> <p>1.3 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary</p>	<p>1.1 Place modifiers properly and use the active voice</p> <p>1.4 Demonstrate the mechanics of writing and appropriate English usage</p> <p>1.7 Spell derivatives correctly by applying the spellings of bases and affixes</p>	<p>WS 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas</p> <p>WS 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples</p> <p>WS 1.3 Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts</p> <p>WS 1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research</p> <p>WS 1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.</p>	<p>1.4 Organize information to achieve particular purposes and to appeal to the background and interests of audience</p> <p>1.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.</p> <p>1.8 Analyze the effect of the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.</p>

			<p>WS 1.7 Revise writing to improve organization and word choice after checking the logic of ideas and the precision of the vocabulary</p> <p>WA 2.3 Write research reports</p>	
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ASCEND

8th Grade Humanities

Units of Study

Our Individual Rights - Nothing but the Truth
Persuasive Writing

Looking to the Future, Looking to the Past - The Giver
Response to Literature Writing

We Shall Overcome - Digital Storytelling
Research and Biography Writing

The Poetry Around Us
Response to Literature Writing

Unit of Study: Our Individual Rights - Nothing but the Truth & Persuasive Writing

Dates: September 2008 - October 2008

Curriculum Map/ Standards Alignment	See p. xxxi.
Instructional Materials and Resources	<p>"Broken Chain" by Gary Soto (Holt Literature & Language Arts, pg 6)</p> <p><u>Nothing but the Truth</u> by Avi</p> <p>"The Bill of Rights & the First Amendment" (Holt United States History, pg 178)</p> <p>The Bill of Rights from the United States Constitution</p> <p>"Expression Rights of Students" from www.readwritethink.org (NCTE/IRA)</p> <p>"Position Statements" from www.readwritethink.org (NCTE/IRA)</p> <p>"Writing a Persuasive Essay" (Holt Literature & Language Arts, pg 706)</p>
Pedagogical Approach/ Scaffolding	<p>In the "Our Individual Rights" unit students explore plot and conflict with a focus on controversies surrounding student rights. This unit can be integrated with 8th grade History Content Standards on the United States Constitution. Students begin this unit by reviewing and developing their understanding of plot and conflict by using the short story, "The Broken Chain." Before reading <u>Nothing but the Truth</u>, students preview the book by analyzing the range of written genres used to move the plot forward (including scripted dialogue, memorandums, newspaper articles, letters and telegrams, and diary entries.) While reading the novel, students will write paragraph responses, complete vocabulary development exercises, track key events and themes for each chapter, and engage in small group and whole class discussions. Students will also collect evidence to support opposing position statements of the two main characters. The unit will culminate with students writing a persuasive piece in support of one of the main characters.</p>
Assessment Plan	<p>Final persuasive writing assignment</p> <p>Tests & quizzes on <u>Nothing but the Truth</u></p> <p>Monthly Tungsten Benchmark Assessments (September and October)</p> <p>Weekly vocabulary tests</p> <p>Informal observational assessment</p> <p>District mid-year benchmark (January)</p> <p>District Process Writing Assessment</p>
Professional Development	<p>Data conferences</p> <p>Inquiry on English Language Learners</p> <p>BAWP writing conferences</p>
Intervention Supports	<p>Reduced class size (24 students per class)</p> <p>Zero period intervention classes (3 days a week for 40 minutes, homogeneous grouping)</p> <p>Differentiated instruction: small group support in class, including frontloading</p> <p>After school reading specialist support</p> <p>Teacher "office hours" / after school tutoring</p>

Word Analysis	Reading Comprehension and Response to Literature	Writing Strategies and Applications	Conventions	Listening and Speaking
<p>1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.</p> <p>1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.</p>	<p>2.2 Analyze text that uses proposition and support patterns.</p> <p>2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.</p> <p>2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.</p> <p>2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.</p> <p>2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.</p> <p>3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.</p> <p>3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.</p> <p>3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.</p> <p>3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.</p>	<p>1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.</p> <p>1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.</p> <p>1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.</p> <p>1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.</p> <p>2.4 Write persuasive compositions:</p> <p>a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).</p> <p>b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.</p> <p>c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.</p>	<p>1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.</p> <p>1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.</p> <p>1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.</p> <p>1.4 Edit written manuscripts to ensure that correct grammar is used.</p> <p>1.5 Use correct punctuation and capitalization.</p> <p>1.6 Use correct spelling conventions.</p>	<p>2.2 Deliver oral responses to literature:</p> <p>a. Interpret a reading and provide insight.</p> <p>b. Connect the students' own responses to the writer's techniques and to specific textual references.</p> <p>c. Draw supported inferences about the effects of a literary work on its audience.</p> <p>d. Support judgments through references to the text, other works, other authors, or personal knowledge.</p>

Unit of Study: Looking to the Future, Looking to the Past - The Giver & Response to Literature
 Dates: November 2008 - January 2009

Curriculum Map/ Standards Alignment	See p. xxxiii.
Instructional Materials and Resources	"There Will Come Soft Rains" by Ray Bradbury (<u>Holt Literature & Language Arts</u> , pg 168) <u>The Giver</u> by Lois Lowry Excerpts from <u>Poems for Two Voices</u> by Paul Fleishman "Lois Lowry's Newbery Acceptance Speech"
Pedagogical Approach/ Scaffolding	The "Looking to the Future, Looking to the Past" unit exposes students to the genre of science fiction, a genre many of them are unfamiliar with, and allows them to deeply probe the important question of 'Why study history?' To begin the unit, students explore one depiction of the future in the apocalyptic short story, "There Will Come Soft Rains." They also explore the connections between the history and the future through guided class discussion. Before reading <u>The Giver</u> , students begin exploring the concept of Utopia, by listing problems in their society and brainstorming solutions. Throughout reading <u>The Giver</u> , students will write paragraph responses, complete vocabulary development exercises, track key events and themes for each chapter, and engage in small group and whole class discussions. As a way of deepening student understanding of <u>The Giver</u> , students will write poems for two voices that compare their communities with the community of the main character. At the end of the unit, students will write a literary response essay focused on a key theme (the role of individual and collective memory and history in shaping our lives and futures) that is developed through the novel.
Assessment Plan	Final literary response writing assignment Tests & quizzes on <u>The Giver</u> Monthly Tungsten Benchmark Assessments (November and December) Weekly vocabulary tests Informal observational assessment District mid-year benchmark (January)
Professional Development	Data conferences Inquiry on English Language Learners BAWP writing conferences
Intervention Supports	Reduced class size (24 students per class) Zero period intervention classes (3 days a week for 40 minutes, homogeneous grouping) Differentiated instruction: small group support in class, including frontloading After school reading specialist support Teacher "office hours" / after school tutoring Audio tape readings of <u>The Giver</u> to aid in reading comprehension

Word Analysis	Reading Comprehension and Response to Literature	Writing Strategies and Applications	Conventions	Listening and Speaking
<p>1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.</p> <p>1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.</p> <p>1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.</p>	<p>3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.</p> <p>3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.</p> <p>3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.</p> <p>3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.</p> <p>3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)</p>	<p>1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.</p> <p>1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.</p> <p>1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.</p> <p>1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.</p> <p>2.2 Write responses to literature:</p> <p>a. Exhibit careful reading and insight in their interpretations.</p> <p>b. Connect the student's own responses to the writer's techniques and to specific textual references.</p> <p>c. Draw supported inferences about the effects of a literary work on its audience.</p> <p>d. Support judgments through references to the text, other works, other authors, or to personal knowledge.</p>	<p>1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.</p> <p>1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.</p> <p>1.3 Use subordination, coordination, and other devices to indicate clearly the relationship between ideas.</p> <p>1.4 Edit written manuscripts to ensure that correct grammar is used.</p> <p>1.5 Use correct punctuation and capitalization.</p> <p>1.6 Use correct spelling conventions.</p>	<p>2.2 Deliver oral responses to literature:</p> <p>a. Interpret a reading and provide insight.</p> <p>b. Connect the students' own responses to the writer's techniques and to specific textual references.</p> <p>c. Draw supported inferences about the effects of a literary work on its audience.</p> <p>d. Support judgments through references to the text, other works, other authors, or personal knowledge.</p>

Unit of Study: We Shall Overcome - Slavery & Resistance, Digital Storytelling, Research, and Biography Writing

Dates: February 2009 - April 2009

Curriculum Map/ Standards Alignment	See pp. iiiiv-iiiiv.
Instructional Materials and Resources	<p>"from Harriet Tubman: Conductor on the Underground Railroad" by Ann Petry (<u>Holt Literature & Language Arts</u>, pg 86)</p> <p>Example student films</p> <p>Sample scripts from example films</p> <p>Various internet resources</p> <p>"Writing a Personal Narrative" (<u>Holt Literature & Language Arts</u>, pg 588)</p> <p>"Writing a Research Report" (<u>Holt Literature & Language Arts</u>, pg 668)</p>
Pedagogical Approach/ Scaffolding	<p>The 8th grade digital storytelling project is the capstone of student learning over three years of digital arts study. This research focused unit pushes students beyond their personal connections to the larger context of US History and the biographical stories of abolitionists who worked to bring an end to slavery. This unit is integrated with the eighth grade US History focus on slavery and resistance. It begins with students first accessing the content through art (as part of arts integration) before they deepen their understanding through historical readings. Once students have been introduced to a range of abolitionists, they will focus on one to research. Students will also evaluate a range of biographical samples as models for their written script and a range of student example films as models for their own digital storytelling project. Throughout the project, students will participate in a music integration strand that supports the development of their public voices and allows them to critically analyze the use of background music to set tone and communicate meaning. Student films will combine the scripts that they research and write, voiceover reading of their script that they record, a range of images collected through their research, and their chosen background music. In partnership with the Pearson Foundation, students will produce their final projects, which will ultimately be presented at a screening for the school community.</p>
Assessment Plan	<p>Final digital story research/biography writing assignment</p> <p>Final digital storytelling project</p> <p>Monthly Tungsten Benchmark Assessments (February, March, and April)</p> <p>Informal observational assessment</p>
Professional Development	<p>Data conferences</p> <p>Inquiry on English Language Learners</p> <p>BAWP writing conferences</p>
Intervention Supports	<p>Reduced class size (24 students per class)</p> <p>Zero period intervention classes (3 days a week for 40 minutes, homogeneous grouping)</p> <p>Differentiated instruction: small group support in class, including frontloading</p> <p>After school reading specialist support</p> <p>Teacher "office hours" / after school tutoring</p>

Word Analysis	Reading Comprehension and Response to Literature	Writing Strategies and Applications	Conventions	Listening and Speaking
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<p>1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.</p>	<p>2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.</p> <p>2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.</p> <p>3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.</p> <p>3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)</p>	<p>1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.</p> <p>1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.</p> <p>1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.</p> <p>1.4 Plan and conduct multiple-step information searches by using computer networks and modems.</p> <p>1.5 Achieve an effective balance between researched information and original ideas.</p> <p>1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.</p> <p>2.3 Write research reports:</p> <ol style="list-style-type: none"> Define a thesis. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate. Use a variety of primary and secondary sources and distinguish the nature and value of each. Organize and display information on charts, maps, and graphs. 	<p>1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.</p> <p>1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.</p> <p>1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.</p> <p>1.4 Edit written manuscripts to ensure that correct grammar is used.</p> <p>1.5 Use correct punctuation and capitalization.</p> <p>1.6 Use correct spelling conventions.</p>	<p>1.2 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.</p> <p>1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.</p> <p>1.7 Use audience feedback (e.g., verbal and nonverbal cues):</p> <ol style="list-style-type: none"> Reconsider and modify the organizational structure or plan. Rearrange words and sentences to clarify the meaning. <p>1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).</p> <p>1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.</p> <p>2.3 Deliver research presentations:</p> <ol style="list-style-type: none"> Define a thesis. Record important ideas, concepts, and direct quotations from significant information sources and
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		<p>2.1 Write biographies, autobiographies, short stories, or narratives:</p> <p>a. Relate a clear, coherent incident, event, or situation by using well-chosen details.</p> <p>b. Reveal the significance of, or the writer's attitude about, the subject.</p> <p>c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).</p>		<p>paraphrase and summarize all relevant perspectives on the topic, as appropriate.</p> <p>c. Use a variety of primary and secondary sources and distinguish the nature and value of each.</p> <p>d. Organize and record information on charts, maps, and graphs.</p>
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Unit of Study: The Poetry Around Us - Poetry & Response to Literature Writing

Dates: May 2009 - June 2009

Curriculum Map/ Standards Alignment	See p. xxxviii.
Instructional Materials and Resources	<p>"Valentine for Ernest Mann" lyric poem by Naomi Shahib Nye (<u>Holt Literature & Language Arts</u>, pg 405)</p> <p>"The Cremation of Sam McGee" ballad by Robert W. Service (<u>Holt Literature & Language Arts</u>, pg 417)</p> <p>"from Beowulf" epic translated Burton Raffel (<u>Holt Literature & Language Arts</u>, pg 428)</p> <p>"Oda a las gracias/Ode to Thanks" ode by Pablo Neruda (<u>Holt Literature & Language Arts</u>, pg 437)</p> <p>"On the Grasshopper and the Cricket" sonnet by John Keats (<u>Holt Literature & Language Arts</u>, pg 442)</p> <p>"O Captain! My Captain!" elegy by Walt Whitman (<u>Holt Literature & Language Arts</u>, pg 446)</p> <p>Other selected poems</p>
Pedagogical Approach/ Scaffolding	In this unit students will explore a range of different forms of poetry and analyze their purpose and characteristics. By reading and discussing a range of models and by mimicking specific forms of poetry in writing, students will deepen their understanding of the traits that characterize different forms. The unit will culminate with two final projects. In the first project, students will select a poem to memorize and recite. In the second project, students will write a literary response essay analyzing the use of symbolism and other literary devices to define style and communicate meaning.
Assessment Plan	<p>Final response to literature writing assignment</p> <p>Final poetry recitation</p> <p>Tests & quizzes on focus poems</p> <p>Monthly Tungsten Benchmark Assessments (June)</p> <p>Weekly vocabulary tests</p> <p>Informal observational assessment</p> <p>District mid-year benchmark</p> <p>District Process Writing Assessment</p>
Professional Development	<p>Data conferences</p> <p>Inquiry on English Language Learners</p> <p>BAWP writing conferences</p>
Intervention Supports	<p>Reduced class size (24 students per class)</p> <p>Zero period intervention classes (3 days a week for 40 minutes, homogeneous grouping)</p> <p>Differentiated instruction: small group support in class, including frontloading</p> <p>After school reading specialist support</p> <p>Teacher "office hours" / after school tutoring</p>

Word Analysis	Reading Comprehension and Response to Literature	Writing Strategies and Applications	Conventions	Listening and Speaking
1.1 Analyze idioms, analogies,	3.1 Determine and articulate the relationship	1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with	1.1 Use correct and varied sentence types and sentence openings	2.2 Deliver oral responses to literature:

<p>metaphors, and similes to infer the literal and figurative meanings of phrases.</p> <p>3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.</p> <p>3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.</p> <p>3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.</p>	<p>between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).</p> <p>3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.</p> <p>3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.</p> <p>3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.</p>	<p>a clear and well-supported conclusion.</p> <p>1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.</p> <p>1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.</p> <p>1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.</p> <p>2.2 Write responses to literature:</p> <p>a. Exhibit careful reading and insight in their interpretations.</p> <p>b. Connect the student's own responses to the writer's techniques and to specific textual references.</p> <p>c. Draw supported inferences about the effects of a literary work on its audience.</p> <p>d. Support judgments through references to the text, other works, other authors, or to personal knowledge.</p>	<p>to present a lively and effective personal style.</p> <p>1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.</p> <p>1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.</p> <p>1.4 Edit written manuscripts to ensure that correct grammar is used.</p> <p>1.5 Use correct punctuation and capitalization.</p> <p>1.6 Use correct spelling conventions.</p>	<p>a. Interpret a reading and provide insight.</p> <p>b. Connect the students' own responses to the writer's techniques and to specific textual references.</p> <p>c. Draw supported inferences about the effects of a literary work on its audience.</p> <p>d. Support judgments through references to the text, other works, other authors, or personal knowledge.</p> <p>2.5 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.</p>
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**Ascend Physical Education
Sample Lesson Plan**

Physical Education Standards:

Students will...

1.1 Demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.

1.4 Demonstrate body management and object-manipulation skills needed for successful participation in individual and dual physical activities.

Students will:

- Be able to dribble a basketball with confidence using left and right hands.
- Be able to dribble a basketball while maneuvering themselves around pre-arranged cones.

Lesson focus: Basketball dribbling skills.

Note: assessment (through teacher observation) will be ongoing throughout class lesson.

Entry routine:

7th Grade meet along blue volley wall by painted #s (northwest corner of asphalt surface) at 10:15.

-After roll call, students are to run 2 warm-up laps (coned off) around grass field, after which they will line up on assigned numbers (each lap is approx. 150 yards). (5-10 minutes).

-Once lined up, students will go through "Do Now" stretch (8-15 minutes): Will be written on Whiteboard. This will be our fourth class together, so I run them through this.

20X Jumping Jacks

10X Burpees/ or Marines

20X Twisters

Trapezius, or neck muscle stretch. Students will stretch left, right, front and back of neck muscles (20-30 seconds each) shaking neck out between all stretches.

Lat muscles (left and right). Above the head, students will grab right elbow with left hand and lean to left until a strain is felt. Hold for 20-30 seconds. Shake out muscle and go again (emphasize improvement on stretch). Both sides two times.

Pectorals, or shoulder/chest muscles. With a partner (or on blue wall). Both sides for 30 seconds each, shake out.

Hamstring stretch. Reach down to touch each toe ten times (simultaneous for two seconds on each side).

To prepare for dribbling exercises (2-4 minutes):

-Groin and calf muscles stretches.

After stretch run 2 laps then back on #s.

Cone dribbling relays (10-20 minutes):

Set cones up to have roughly four relay teams. Have three cones to go around. After a quick example have students race using left/right hand only, then with both hands (roughly 4-6 times each through).

- If students demonstrate progress in building skills during the drills, we will play a game (if not we will re-teach the drills).

-Last 5-7 minutes at end will be used to stretch down with the same Traps, Lats, Pecs and Hamstring stretches.

Dismissed.

Clarke Tamariki.

Tessa Strauss
ASCEND: 3rd Grade, Room 107
SWUN Math Lesson Plan
March 11, 2011

Lesson 16-6: Converting Customary Units

Standards: Measurement & Geometry 1.4, Algebra & Functions 1.4, Number Sense 2.8

PROBLEM OF THE DAY

Teacher Model	Student Practice
(FRIDAY: QUIZ. SEE POD PACKET)	(FRIDAY: QUIZ. SEE POD PACKET)

Activate Prior Knowledge – This week, we have learned how to use customary units of measurement. Today, you will learn how to change from one unit to another unit in the customary system. **How many inches are in one foot? (12 inches) How many feet are in one yard? (3 feet)**

Content: Relationships exist that enable conversions between units of length, between units of capacity, and between units of weight.

Objective: I can calculate measurement answers in more than one way, changing inches to feet, centimeters to meters, quarts to gallons, and so on.

Vocabulary

Steps (if needed)

NO NEW VOCAB TODAY	
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Input/Modeling

Ex #1	Ex #2	Ex #3 (if needed)
<p>Angelique has a cookie baking tray that is 2 feet long. How many inches are in 2 feet? How can you use the yardstick to find out?</p> <p>I can use my yardstick and find where it says "2 feet." Then, I can check and see how many inches are listed at that exact same spot.</p>	<p>We already know there are 12 inches in 1 foot. How many inches are in 2 feet?</p> <p><i>Record measurements in the table.</i></p> <p>I'm looking at my yardstick. How many inches are in 3 feet? I can see that there are 36 inches in 3 feet!</p> <p>What pattern can you</p>	<p>Find the number of inches in 4 and 5 feet. Record answers in the table.</p>

Draw a table on the board with 6 columns and 2 rows. Label the rows in the first column "Number in Feet" and "Number in Inches."	find in the table so far?	
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Structured Guided Practice

#1 5 feet = ____ inches	#2 3 gallons = ____ quarts	#3 (if needed) 2 feet, 3 inches = ____ inches
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Final Check for Understanding (White Board Time or Circulate & Check Work)

7 feet = ____ inches
3 gallons = ____ quarts

Student Practice

Textbook Page 362 #6-15

Challenge Problems

Textbook Page 363 #16-23

Reaching Consensus – Have students share their answers with each other using Talking Stick Method (from *RESULTS for ELLs*).

Student Presentations – Pick sticks to have students share answers to problems #6-11.

Closure – Today, you learned how to change from one unit to another unit in the customary system. Let's read our goal out loud together one more time.
I can calculate measurement answers in more than one way, changing inches to feet, centimeters to meters, quarts to gallons, and so on.

Give me a thumbs up, thumbs down, or thumbs sideways to show me how much you understand about how to calculate measurement answers in more than one way!

(Check off box on goal chart).

Name _____ Date _____

Friday POD: Quiz (Week of 1/10-1/14)

There are 438 students enrolled at Ascend School. These students were equally divided into 6 groups. How many students were in each group?

1. Clue Words:

5. Solve:

2. Picture:

3.

4. Operation:

There are 602 students enrolled at Global Family School. These students were equally divided into 7 groups. How many students were in each group?

1. Clue Words:

5. Solve:

2. Picture:

3.

4. Operation:

Tessa Strauss
ASCEND: 2nd Grade
ELA Reading Workshop Lesson
Monday, October 24, 2011 10:40-11:40 am

CA 3rd Grade English Language Arts Standards:

Decoding and Word Recognition

- 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
- 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = *su/per*; vowel-consonant/consonant-vowel = *sup/per*).
- 1.3 Decode two-syllable nonsense words and regular multisyllable words.
- 1.6 Read aloud fluently and accurately and with appropriate intonation and expression.
- 2.2 State the purpose in reading (i.e., tell what information is sought).
- 2.3 Use knowledge of the author's purpose(s) to comprehend informational text.

Learning Objectives:

- Students will be able to decide the author's purpose, or main idea, of a story.
- Students will know how to decode words with the long *-i* sound spelled *i_e*.

Materials:

- Read aloud book *Gandhi: Peaceful Warrior*
- Student worksheets – Main Idea & Details (26 copies)
- Teacher version of worksheet on chart paper for modeling
- Reading Workshop reflection packets for independent work time (26 copies)
- *The Nice Mice* decodable book (8 copies) for small group work
- Poster with *i_e* spelling pattern rules and examples

Procedure:

1. Begin on the carpet. Remind students about behavior expectations. Direct student attention to the posted Learning Goal on the board: *I can figure out the main idea of a story*. Read goal aloud with students. Tell students that today we will be continuing our study of Main Idea and Supporting Details. Explain that there can be a main idea for a whole book, or also for just a chapter (they can be similar, but may be different). **5 minutes**
2. Review book *Gandhi: Peaceful Warrior* (class read this book in full during previous week). Model comprehension strategies by thinking out loud while reviewing. Have students Think/Pair/Share about what they think the main idea was in this biography. They have to be able to back up their idea of the main idea with supporting details that came from the story. Pick sticks to call on 3 students to share with the class. Model filling out the Main Idea & Details worksheet by thinking about 3 important things "supporting details" that came up in this chapter. Complete the worksheet with student help. **15 minutes**
3. Have students get their Book Boxes and do Independent Reading at assigned seats. Students should also get their May-Do packets from the back counter. Some students will take online Accelerated Reader quizzes at the computer center. During this time, meet with small group for intervention phonics work. **15 minutes**

4. After 15 minutes, stop class and tell them to begin filling out their own Main Idea & Detail worksheets about the book they were reading (students who were at the computers can write about the book they just took a quiz about). When finished, students can work on their May-Do packets. *Instead of meeting with a second group, work on Fluency Assessments individually (ELA Fall Benchmark).* **10 minutes**
5. Have students fill out a self-reflection (on their May-Do packets) about how their behavior and work went during Reading Workshop today. When they are done, they can clean up their book boxes and meet on the carpet. **3 minutes**
6. Self-Reflection: Have students read aloud the posted Learning Goals for this lesson and give a thumbs-up or thumbs-down about whether they believe they have met each goal. Put a check mark on each goal on board if majority of students believe they have met them. **2 minutes**

Small Group Intervention Phonics Work Lesson:

Spelling Pattern Level:

- Review sound spelling cards (Long I Sound/ i_e)
- Phonemic awareness & manipulation → use concrete representations: Elkonin boxes, linking cubes, or letter magnets
- Read mixed lists of words on board
- Review sight words that will be in decodable *The Nice Mice*
- Read decodable *The Nice Mice*: sound out new words & blend, read story together, read independently
- *TAKE NOTES ABOUT STUDENT READING WHILE LISTENING TO THEM*

Assessment:

- Students' worksheets: Do students include only relevant supporting details? Do students have a main idea that seems relevant to the book they were reading?
- Small group work: Teacher observational notes about student reading (especially decoding of i_e words).

Extension:

- If any students complete the writing piece quickly, they can work in their May-Do packets.

Name: _____ Date: _____

Main Idea and supporting details

Title: _____ pages _____

Main idea:



Supporting Detail 1

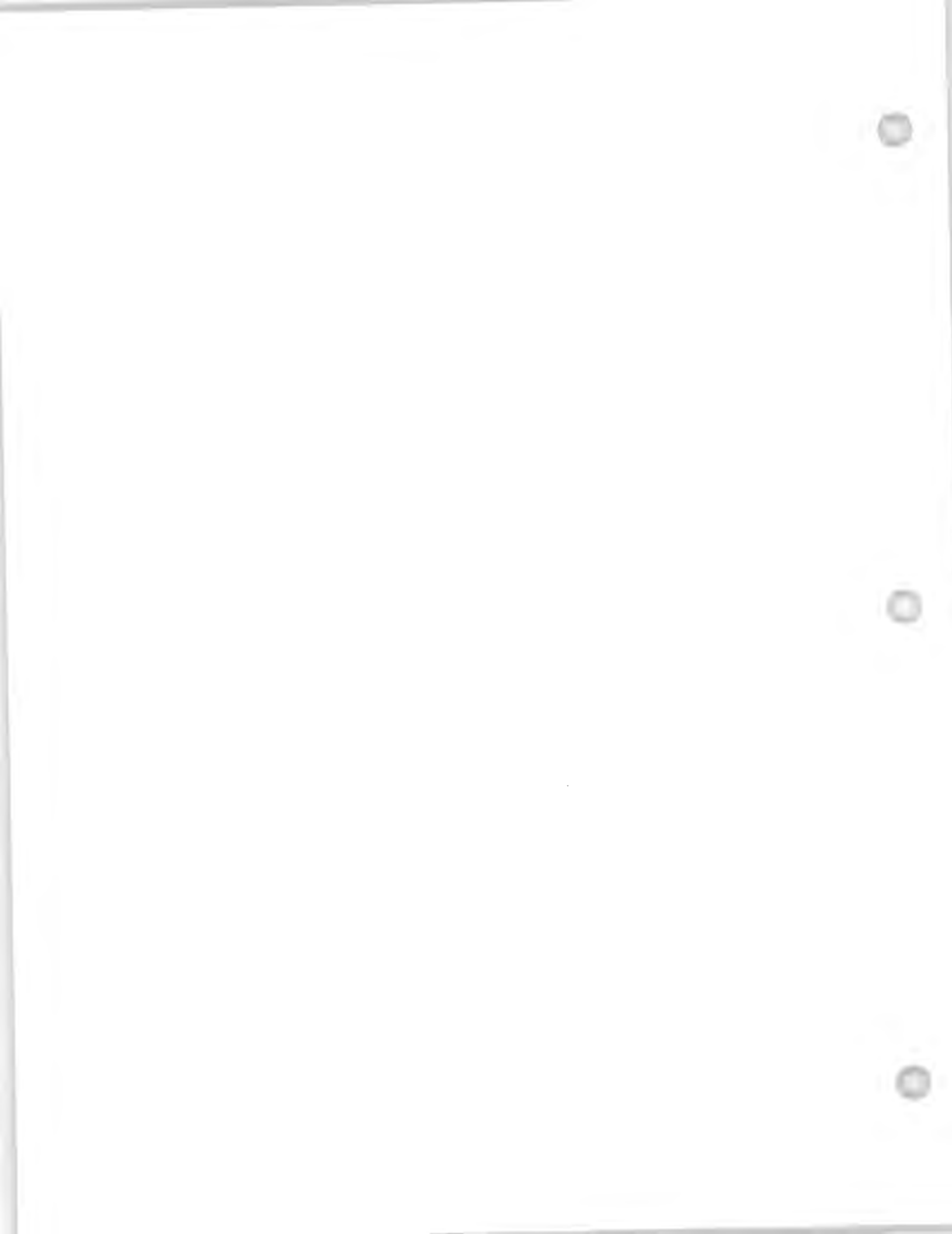


Supporting Detail 2



Supporting Detail 3





JournaLearning: Fostering Emotional Literacy in the Classroom

Arlene M. Shmaeff, M.A., Project Director: Written in collaboration with Crystal Johnson, PhD, Camille Calica, MA, Lynne Juarez, MA, and Brian McKibben, MA,

...evidence testifies that people who are emotionally adept – who know and manage their feelings well and who read and deal effectively with other people's feelings – are at an advantage in any domain of life, whether romance or intimate relationships or picking up the unspoken rules that govern success in organizational politics. People with well developed emotional skills are also more likely to be content and effective in their lives, mastering the habits of mind that foster their own productivity...."

Daniel Goleman, Emotional Intelligence

I. Introduction

Hannah is a bright, cheerful but quiet, very introverted student in my 2nd grade class. I notice that lately she seems very distracted and sad. Her journal entry consists of a sweet drawing of her brand new twin siblings wrapped in their swaddling blankets and the following writing: "The twins are here and I am supposed to be excited. But I miss my mom a lot and for three nights I cried in bed before I fall asleep." I know her family. They are loving and highly functional. I make a call to her home and speak to her father. The twins were born early. They are healthy but are in an incubator until they are of sufficient weight. I share the journal entry with the father and he is grateful. He tells me that the mother has been at the hospital with the twins and he has been home with Hannah. He thanks me and assures me that he will talk to his wife and they will be more attentive to Hannah's needs.

Derek is in the third grade at an East Oakland elementary school. He is in an after school art class. He has missed a week, which is noteworthy as he attends each class without fail. When he returns the art teacher inquires about his absence. He tells the following story: He was home watching TV with his 14 year old cousin when a spray of gun shots came in his living room window hitting his cousin in the head. His cousin died instantly. Derek was in deep mourning. The art teacher asks if there is something special he would like to do and he says he would just like to be at the art table and do what the other kids are doing. When the art teacher asks Derek if he has shared this sad information with his teacher, his response is, "No, she is too busy."

These stories reflect the reality that students come to school with complex personal lives that have important implications for learning but rarely find their way into the classroom. Journal Learning creates an intentional space for these stories to be told. It helps children make the transition from home to school by providing them the opportunity to tell their stories through drawing and writing in journals at the beginning of each school day. As well as the written component, three students share their journal entry from the previous day.

Children who cope with emotional pain and trauma, who are worried and stressed, sad or scared will not be able to learn no matter how diligent the teacher is at crafting the curriculum. The very act of giving voice and externalizing feelings and difficult experiences is where healing

can begin. Educational psychologists and recent brain research confirm that negative emotional experiences can impact students' ability to absorb information and learn. JournaLearning provides a contained, safe place in the classroom for students to express feelings (rather than suppressing them) and will enable students to engage in classroom learning in more positive and productive ways. Developing the capacity for students to manage their feelings by talking about them and actively listening to each other breaks down social isolation and develops empathy. A student who is empathic is less likely to inflict pain (bully) on his fellow classmates. We have seen changes in the students' behavior on the yard as a result of this program. Students are using words to express how they feel and there is less hitting and acting out. Teachers have reported that the music that the students listen to during the JournaLearning time (see below) really focuses the students and has a definite calming effect on them.

II. The goals for JournaLearning are:

A. Student Goals:

The key goals of journaling for students are to:

- ☐ Build a bridge between home and school,
- ☐ Help children develop the critical qualities of emotional intelligence,
- ☐ Support students to reflect on, and process, difficult feelings, freeing up the emotional energy to focus on learning,
- ☐ Help develop a classroom culture of compassion and empathy to nurture children's emotional development,
- ☐ Foster attentive listening and focus,
- ☐ Support learning by fostering positive relationships among children and between children and teacher.

B. Teacher goals: The key goals of journaling for teachers are to:

- ☐ Develop skills in fostering a classroom of caring and trust,
- ☐ Help students start their learning day in a productive way by providing students with a venue to have a more coherent transition between home and school,
- ☐ Help teachers make meaningful contact with students (and reduce their worry) by providing a window into students' lives (what they are thinking and feeling) outside the classroom,
- ☐ Provide a venue for teaching emotional intelligence,
- ☐ Provide a venue for teaching empathy,
- ☐ Identify students needing additional support,
- ☐ Foster development of written and oral language skills particularly of words describing emotions,
- ☐ Reduce the frequency of unproductive classroom behaviors that trigger both teachers and other students by allowing students to express themselves in words and images (via the journal) rather than through poor behavior.

Program Description:

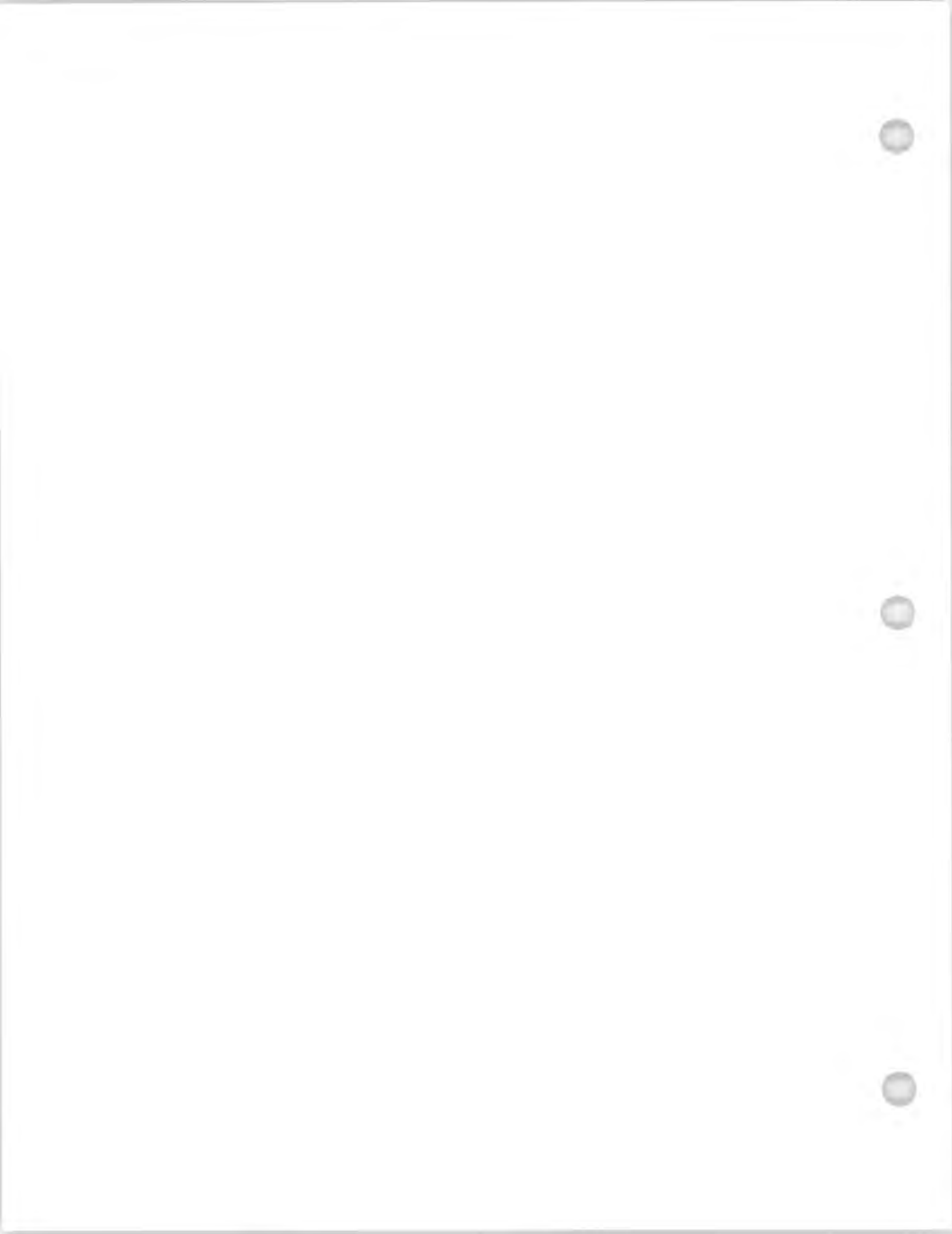
Classroom teachers will go through a 3-hour training where they will learn to use Journals as part of a daily morning routine. Teachers will experience the lesson sequence just as they will present it to their students. Journals are created. As students enter the classroom they open their journals. Inside their journal is a folded 12 X 12 piece of white paper. Music with no lyrics is playing softly. Students unfold this paper and draw with a crayon, creating a circle over and over again with repeated arm motion. (This circular motion has been shown to have a calming

effect.)¹ This activity lasts for one full minute or longer if needed. When drawing the circle is complete, students refold the paper and turn to a blank page in their journals and draw and then write about something they have experienced at home or in school that is particularly important to them. They have 10 minutes to complete this assignment. They then return the journals to the teacher. The teacher discloses the three students who he/she has selected the night prior to share their journal entries with the class. Students follow a protocol in responding to the sharing of their classmate's journals. The implementation of the program is flexible and can be adapted to the developmental level of the students and needs of the classroom. Variations of the implantation are spelled out during the training. At the training, teachers are given a CD with the music and also a list of suggested writing prompts. This year, because of what we learned in the pilot year, teachers are given a binder with guidelines for the program, resource materials such as a rubric for accessing progress, suggested reading lists of books for students and teachers, articles on topic and templates of paper they can duplicate with a place for the drawing as well as lines for the writing.

There are five 1 hour-long follow up meetings during the year where teachers have the opportunity to share ideas, strategies that are working, and student work. Program extensions will be presented. We will begin to look at and discuss the data we are collecting using our rubrics.

For the first year of the program, which includes the Professional Development workshop and follow-up meetings, classroom supplies, class visits and consultations; the cost is approximately \$1,125 per classroom. Maintaining the program after the initial year cost less than \$100 per classroom.

¹ Jung, Carl.



Eight Grade Technology Scope and Sequence

	Key Standards	Specific Skills	Authentic applications of skills (eg. careers)	"How to" Instruction Steps and Time-line
Spread sheets	<p><u>NTS K-8 General Technology #3.</u> Students use technology tools to enhance learning, increase productivity, and promote creativity.</p> <p><u>NTS Grade 8 #1.</u> Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.</p>	<p>1. Students know how cells are organized and that cells can hold math functions as well as information.</p> <p>2. Students know how to organize a spreadsheet with visual embellishments to create a readable and high quality spreadsheet.</p> <p>3. Students can apply data in the form of lists to organized spreadsheets of their own creation that are organized well with visual embellishments and correct math formulas.</p>	<p>*Store and manufacturing inventory</p> <p>*Manufacturing reports</p> <p>*Social Service reports(police fire, medical and school data)</p> <p>*Sales bookkeeping</p> <p>*Historic or Scientific data presentation</p> <p>*Budget reports and budget expenditure tracking for individuals, businesses or organizations</p>	<p>1. <u>Spreadsheet navigation and tool basics</u>(2days)</p> <p>a.) cell location math functions</p> <p>b.)visual embellishments</p> <p>2.<u>Formatting cells with visual embellishments</u> (4 days)</p> <p>a.)merging and unmerging cells/page design</p> <p>b.)Font effects, color fills, borders.</p> <p>3.<u>Writing math formulas for the four basic math operations</u>(4 days)</p> <p>a.)4 basic math operations</p> <p>b.)inserting an automated function</p> <p>c.)averages, pasting links</p> <p>4. <u>Producing spreadsheets from an assigned design of quality with visual embellishments and math formulas.</u> (4-6 days)</p> <p>["Generation Gap"] Lesson Plan]</p> <p>a.)Students create a spreadsheet survey form on two questions.</p> <p>b.)students record survey results on spreadsheet with totals and averages to show trends.</p> <p>c.)Students print project/make power point.</p> <p>5. <u>Creating spreadsheets to evaluate problems and make decisions</u> ["Lemonade Stand"] (4-6 days)</p> <p>a.)Students run "Classbrain Lemonade stand" game online, record results onto spreadsheet.</p> <p>b.)students graph result, write a guided reflection of experience and turn in a professional looking printed report.</p> <p>6. <u>Creating spreadsheets of students' own design that imitate a job function or incorporate a school content assignment.</u>(4-6 days)</p> <p>a.)Doing a spreadsheet for a class.</p>

Research /Writing

NTS Grade 8 #5.

Students use technology to locate, evaluate, and collect information from a variety of sources.

NTS Grade 8 #3.

Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)

1. How to use Word Processing program tools (spellcheck, numbering/bullets, paragraph formatting, centering or aligning left, changing font sizes and styles, inserting tables and simple graphics for titles)
2. Search engines vs. Directories for research...pros & cons
3. How to find what you need in the face of too many information choices (using keywords, scanning URLs and page summaries, scanning web pages and finding your needs.)
4. Recording research using office programs and practicing research skills, discussing plagiarism and internet search ethics.
5. Creating publishable product from research that has been self edited.

1. Resumes, Job application letters, application follow up letters and thank you letters.
2. Essays for school projects, large and small.
3. Research for public interest activism writing.
4. Research for journalist writing (articles, magazines)
5. Research for scientific abstract writing

1. Familiarizing ourselves with advanced aspects of word processing programs. (2 days)
 - a.) Viewing tool bars, to adjust Justification, font, underline and bold font.
 - b.) Font Effects, Word Art
 - c.) Inserting images for letterheads and other, inserting tables.
2. Internet research skills taught with critical research abilities. (4 days)
 - a.) Using keywords, recognizing URLs and scanning to sift through "too much"
 - b.) Search Engines versus Directories, boolean indicators.
 - c. Scanning and summarizing for essentials.
3. Applying research by making our own summaries of information and records of sources. (4 days)
 - a.) finding facts, recording sources.
 - b.) Writing something simple from our research, making summarizing lists.
4. Researching and writing samples of essays, articles, abstract and desktop "magazine" publications. (8 days)
 - a.) producing a desktop publishing formatted page.
 - b.) view a sample magazine article biography
 - c.) view any relevant video
 - d.) research and writing the article
 - e.) design the page and paste in the text
 - f.) assessment
 - g.) redesign the article
 - h.) final assessment

Power-Point

NTS K-8 General Technology #3.

Students use technology tools to enhance learning, increase productivity, and promote creativity.

NTS K-8 General Technology #6

Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.
(4,

1.Students know how to get new slides, format automated backgrounds, insert pictures, insert spreadsheets, insert graphs make text boxes and format characters and elements.(4 days)
2. Students know how to arrange a slide show and use manual settings and automated settings.(2 days)
3. Students use Power Point to display work from research [Literary Scavenger Hunt Lesson]

1.Sales presentations, training presentations, academic presentations, scientific presentations.
2. Setting up a kiosk showing a repeating visual tour of a journey, classroom or sales product.

1.Presentations summarize details, showing details to a needed minimum.

a.) Contrast slide shows where the speaker types his entire speech with a presentation that is summarized.

2.Familiarizing ourselves with slides, text boxes, backgrounds and automated formats. Formatting characters and visual elements. (1 day)

a.) Make new slides, view them in multiple slide layout and single.

b.) Insert and manipulate text boxes, format backgrounds and use automated formats.

3. Familiarizing ourselves with inserting pictures, spreadsheets and graphs. (1 day)

a.) insert pictures and other digital images.

b.) insert graphs, spreadsheets and cropped portions of spreadsheets and graphs.

4. Arranging a simple show with timing. Manual timing, automated timing and kiosk settings(2 days).

a.) arrange slide order/change slide order.

b.) use movement elements.

c.) show a presentation manually.

d. Show a timed presentation

4. Students display research on a Power Point program[Literary Scavenger Hunt Lesson Plan](4 days).

a.)students are given literary questions to "hunt" on the web for.

b.)Students find answers, record findings on power point slides.

c.)Groups show presentations and vote on best team effort.

	Timeline	Description of Final Assessment
Spreadsheets	<p>#1. 2 days Spreadsheet Basics #2. 4 days Formatting Cells #3. 4 days Writing Math Formulas #4. 6 days Project "Is there a trend?" #5. 6 days Project "Lemonade Stand"</p> <p>Total Days: 22 days</p>	<p>#1. Performance Assessment #2. Performance Assessment #3. Performance Assessment #4. Rubric created with class, student and teacher assessment at completion. #5. Rubric created with class, student and teacher assessment at completion.</p>

Writing/Research	<ul style="list-style-type: none"> #1. 2 Days Advanced Word #2. 4 Days Internet Research #3. 4 Days Making Summaries #4. 8 Days Desktop Publishing project <p>Total Days: 18 days</p>	<ul style="list-style-type: none"> #1. Pre and Post written test that are the same(to measure growth) #2. Pre and Post performance test that are the same(to measure growth), performance assessment on “mini-lessons” where skills are modeled. #3. Class created rubric, teacher assessment #4. Class created rubric, student and teacher assessment
PowerPoint	<ul style="list-style-type: none"> #1. 1 Day Learning Slides #2. 1 Day Inserting pictures, slides and spreadsheets #3. 2 Days Arranging Timing #4. 8 Days “Generation Gap” project 	<ul style="list-style-type: none"> #1. Performance Assessment in the form of a Sample Project #2. Performance Assessment in the form of a Sample Project #3. Performance Assessment in the form of a Sample Project #4. Class Created Rubric and assessment checklist created by teacher from rubric, teacher assessment.

Teaching Artist: Natasha McCray-Zolp
School: ASCEND
Class Level: 3rd grade art prep
Curriculum planner: Fall 2008
12 week overview

Week 1 – Sept. 1-5:

Community agreements: Students will collaboratively create a list of classroom rules that we can all agree on. (To be typed and signed by students next week)

Collage Self Portraits- Students will review techniques of collage and self portraiture by creating paper portraits.

>> VOCAB: collage, self portrait review<<

Week 2 – Sept.8-12:

MOON Texture: Students will be starting their integration on the Solar system in a couple more weeks, so we will begin working on the moon now.

After looking at pictures of the moon, students collectively answer 3 questions:

1. What do we already know about the moon?
2. What are some words that describe the ways that the moon/night makes us feel?
3. What do you think the moon feels like? (texture)

Students will use all that we have spoken about to use tempera paints and brushes to practice recreating the texture of the moon. They will experiment with different brush techniques until they discover one that works to create that bumpy texture.

>>VOCAB: texture, texture words; bumpy, hard, crater..., technique<<

Week 3 – Sept.15-19:

Phases of the MOON: Discussion Questions: Who has seen the moon in the night sky? Is it always the same or does it change? How does it change? Can you describe the different shapes? Introduce the concept of the Phases of the moon. As a class, students will look at the 8 phases of the moon.

MOON Flags: (3wk project) Using pre-cut circles, students trace different parts of the circles to create the 8 different phases of the moon on individual squares and practice writing the names of the phases. Using white and yellow oil pastels, they can create texture and color the moon and add stars if they wish...

>>VOCAB: trace, oil pastel, moon vocab; new moon, waxing gibbous, full moon...<<

Week 4 – Sept. 22 – 26

MOON Flags cont'd: After creating, coloring and labeling all 8 phases of the moon, students will use a resist technique to paint the background sky with black watercolor.

>>Watercolor review, VOCAB: Phases(cont'd), resist<<

Week 5 – Sept. 28 – Oct. 2

MOON Flags cont'd- After all 8 pieces are complete, students will organize them in order, mount each piece separately, re label final pieces with sharpie. Students will then attach each piece to a long string.

Week 6 – Oct. 6-10

Intro to the Sun- Discussion Questions...

- 1) What do we already know about the sun?
- 2) What are some works that can describe the ways that the sun/ sunny days make us feel?
- 3) What colors do we think of when we think of the sun?

Warm color mixing Introduce and Identify warm colors (and quickly mention cool colors) Using yellow and red tempera paint, students will create paintings that incorporate as many warm colors as they can mix.

Week 7 – Oct. 13 –17

Sun –Cycles of the sun/earth/moon/seasons

TBD...Mini mobile project- in small groups, students will recreate 2d versions of the sun, earth and moon, then use wire to create mini mobiles that show how the earth/moon revolve around the sun.

Week 8 – Oct. 20 – 24

Cycles of Life- Dia de los Muertos- discussion about how cycles of the sun and moon might relate to the cycles in our lives. What is Dia de los Muertos? Where does the celebration come from? What are some other ways that different people honor those who have passed on?

Week 9 – Oct. 27 – 31

Stars/constellations- We will look at pictures and slides of stars and constellations, perhaps read a story/legend of one of the constellations, then use oil pastel and watercolor to either recreate one of the constellations or make up our own legends and constellations.

Week 10– Nov. 3-7

Planets- intro 2d composition- How many planets are there? What are planets made of? What makes a planet a planet? Students will choose one planet that interests them and research what its composition is and what it looks like, then use tempera paint to recreate the texture and color composition.

Week 11 – Nov. 10 –14

Planets-3d composition- Students will continue the building of their 3 dimensional planets that they started in Arts Integration the week before- using inflatable balls and paper mache.

Week 12- Nov.17-21

Planets-3d composition- Students will finish their planet sculptures by painting the surfaces of their planets. They will use blending and texture techniques learned a few weeks earlier. These planet sculptures will be assembled into a solar system installation for expo at the end of January.

Teaching Artist: Natasha McCray-Zolp

School: ASCEND
Class Level: 3rd grade Art Integration- The solar system
Curriculum planner: Fall 2008
9 week overview- up until thanksgiving break

Guiding Questions:

1. What is a planet?
2. How do the sun, earth and moon move in relation to each other?
3. How do different people from different cultures, places, and times think about the solar system?

Week 1 – Sept. 25

Expedition kick-off! Students will be introduced to our expedition for the semester, discussion about art integration, the solar system and guiding questions.

We will view a slide show of the planets and different celestial beings during which students respond to each image. Prompting question: how does looking at this photo of the solar system make you feel? Students ask questions and share information. All responses and words will be documented and used later.

Solar-system inspired art piece: With whatever time is left over, students will begin a two-step project. 1) At stations, while class is working, students are called up to use a splatter technique of white paint on lg. black construction paper to represent the stars. 2) Using oil pastels, students will use blending techniques to make planets and other celestial beings.

Week 2 – Oct. 2

Solar-system inspired art piece cont'd: This week, students will look at more images of planets and focus on their surface colors to make initial observations. Then they will continue to make more planets for their piece by practicing a blending technique that involves mixing (blending) oil pastel colors with their finger. All of the planets are then cut out, arranged on the lg. black galaxies and glued down.

Reflection questions

Identify and describe an example of a blending technique that you see in somebody else's art. Can you identify any of the planets in somebody's art? Which one? How do you know? How does looking at this person's space art make you feel? Use descriptive words.

>>VOCAB: warm colors, blend, texture<<

Week 3 – Oct. 9

Sun –Cycles of the sun/earth/moon/seasons

After mixing warm colors and discussions on the sun being a star from which light emanates... students will create 3-dimensional versions of the sun that they will use next week in their mini-mobiles. They will use newspaper, tape, and paper mache (glue/water) for the structures, then dip them in paint and add texture with the brush mixing warm colors. We will hang them by piercing a hole through them and attaching fishing line.

>>VOCAB: 3 dimensional, warm colors, sculpture<<

Week 4 – Oct. 16

Mini mobile project- in small groups, students will recreate 3d versions of the sun, earth and moon, then use wire to create mini mobiles that show how the earth/moon revolve around the sun. They will make the earth and moon by using the same techniques that they used to create the sun. We will use bolts, wire, and fishing line to make these mobiles move.

>>VOCAB: mobile, orbit, rotate, paper mache, 3 dimensional, sculpture<<

Week 5 – Oct. 23

Stars/constellations- We will look at pictures and slides of stars and constellations, perhaps read a story/legend of one of the constellations, then use oil pastel and watercolor to either recreate one of the constellations or make up our own legends and constellations. Focus on one or more of the constellations? TBD

Week 6 – Oct. 30

Intro to the planets- We will review what we (students) already know about the planets as a class by creating a matrix that students can later access. By doing this, we should be able to establish # of planets, composition, colors, and order. (this matrix may take a few weeks to complete.

Planet paper marbling- We will focus on a couple of planets (Jupiter? Or other gaseous planets) and use paper marbling techniques to try and re-create the colors/ textures of these planets. We will use this marbled paper later for a collage.

>>VOCAB: gaseous, rock, texture, suminigashi, paper marbling<<

Week 7– Nov. 6

Planets- 3D Installation: We will begin the 3 week building process of our solar system installation. Divided into groups, each group will focus and become experts on a different celestial being. We will use beach balls for their form to paper mache on top of. This will take a few weeks.

>>VOCAB: 3D, installation, relative size, scale<<

Week 8 – Nov. 13

Planets- 3D Installation cont'd: Students will continue their work on the planets, hopefully by this week we will be beginning to paint the planets, using all of the color mixing and texture techniques that they have practiced.

Week 9 – Nov 20

Planets- 3D Installation cont'd: We will either use this time to finish our 3D sculptures, or to have a teach-in, so that groups can present their work and share their knowledge about their planet of expertise.

ASCEND

A School Cultivating Excellence, Nurturing Diversity

INTERVENTIONS AT ASCEND

If one of your students is struggling, and the interventions you have tried are not yielding sufficient progress, you can use the following referral forms to get additional assistance for the student:

☐ **Student Study Team Request**

Procedure: Due to the budget cuts, we had to eliminate our extra psychologist time for 2011-2012, so we'll be running SSTs differently than in the past. We will periodically have collaborative SST sessions during PD time, and we'll be running report card conferences as SSTs on an as-needed basis (we'll review those procedures at our first staff meeting). As in the past, contact the parent to confirm that they will be able to attend the SST meeting you have scheduled.

The SST Request is used to organize a Student Study Team meeting to examine the strengths/challenges/needs of the student. Referrals may be made for academic and/or social-emotional challenges, when you have already attempted to provide the student with interventions (eg. small group support, counseling, etc.) and they are not making progress, or enough progress. The Student Study Team this year will consist of the parent(s), the student's teacher, and during the collaborative SST sessions, other ASCEND teachers. The principal and instructional coach will join in on SSTs on an as-needed basis. Older students may participate in the SST meeting. Other individuals may also join (former teachers, prep teachers, after school program staff, therapists, etc.). The team develops a plan to support the student, and schedules follow-up meetings on an as-needed basis.

Note: If you suspect one of your students might have a learning disability, do an SST referral asap; the SST must conduct three meetings, at least 6 weeks apart (with interventions applied in between meeting dates), in order to determine whether a formal assessment is justified. Make sure that you are providing in-class interventions the entire time, and that you document these interventions; without this documentation, the district will not test a student for special education.

☐ **ASCEND Counseling Referral Form**

Procedure: Submit to Larissa's inbox. I will prioritize students for counseling based on the information you provide as well as that provided by previous teachers and my own experiences with the student.

Use this form if you believe that counseling would address a student's or a number of students' needs.

ASCEND SST and Exceptional Needs Referral Procedures '11-12

Due to the budget cuts, we'll need to use a different system for our "Student Success Team" (SST) meetings and Exceptional Needs referrals this year. Outlined below are our new procedures, along with guidelines for doing an SST referral.

Who should be referred for an SST meeting?

- K/1: Any student who stays at "Intensive" in DIBELS for 2 assessment periods, or does not make significant progress on the TRC assessment. Any student who scores "Not Proficient" on the OUSD math benchmark for 2 assessment periods.
- 2nd: Any student who does not make significant progress on the BPST-III or the IWT. Any student who scores "Below" on the OUSD ELA benchmark or "Not Proficient" on the OUSD Math benchmark for 2 assessment periods. Any student who consistently scores a 1 on the PWA (or, if a student has consistently scored a 2, get a second opinion before you submit the referral).
- 3rd-8th: Any student scoring "Far Below Basic" or "Below Basic" on the CST ELA or CST Math who also does not appear to be making significant progress on other assessment measures (eg. OUSD benchmark, teacher-made assessments).
- All: Any student who appears to have speech and language issues; for example, difficulty with receptive or expressive language, difficulty with enunciation (see developmental speech guidelines). Any student who appears to have difficulty hearing or seeing.
NOTE: a request for a speech screening can be made immediately following the SST meeting; you do not have to hold 3 SSTs to do this.

NOTE: Students with IEPs should not be referred for SSTs. IEP meetings (which can be called more frequently than once per year) are the appropriate venue for discussing the academic and/or behavior progress of students with IEPs.

How do I refer a student for an SST meeting?

- Check the SST Notes Binder in the main office (wide right-hand file cabinet, bottom drawer) to see if the student has been discussed in an SST meeting in the past.
- If s(he) has been part of an SST process, you do not need to fill out a referral form; you only need to sign up for a meeting and notify the parents of the meeting date.
- If this student is being referred for an **initial** SST, complete the attached SST referral form and place in Larissa's box. Also sign for a meeting and notify the parents of the meeting date.

When should a referral be made for a full psycho-educational evaluation?

- When a student has had 3 SSTs, with at least 6 weeks of interventions (eg. in-class small group and 1:1 instruction, Middle School Zero Period, Reading Interventions, SES tutoring, ASW homework help, etc.) in between each meeting.
- When a parent requests an evaluation in writing (Alli will consider the request and respond to the parent).

When will SST meetings be held?

- We will mainly hold SST meetings during 2 times: report card conferences and our new "Collaborative SST Meeting" days. We will periodically have SST slots led by Marla.
- You are free to schedule an SST meeting during your report card conference meeting with a parent. This is particularly appropriate for a 1st SST, where you want to get the ball rolling on the SST paperwork, or for a 2nd SST, where you want to monitor progress.
- You can also schedule an SST during one of our "Collaborative SST Meeting" days (see below for dates for the Fall). This is particularly appropriate for an SST where you really need so extra minds to help you think through how to support the student, and/or for a 3rd SST where you are trying to decide whether a referral for a psycho-educational evaluation is appropriate, but it can also be used for a 1st or 2nd SST.
- We will have some SST meetings led by Marla, but due to the reduced time that we have her on campus, we'll probably only have 2 hours per month. These slots will be reserved for SSTs where you absolutely need a psychologist present – eg., if you are having a particularly hard time deciding whether to refer the student for a psycho-educational evaluation, or if the student might be emotionally disturbed.

What should happen during the SST meeting?

- Use the SST meeting notes form to guide you through the following questions for the parent and/or you (and in the case of middle schoolers, the student) to answer:
 - What are the child's strengths?
 - What is known about the child, both in terms of early development (in the womb, as an infant, and as a toddler) and in terms of current information?
 - In what ways has the student's instructional program or behavior support program been modified to meet their needs? What interventions have been given (past and current)?
 - What are the current concerns about the student?
 - What questions do we have about the student and his/her progress/lack thereof?
 - What strategies could we try? (What shall we continue? What shall we stop doing? What shall we add on?)
- Record the actions that will be taken, by whom, and when
- Have all team members sign the SST notes form

NOTE: If a student is being seen by one of our therapists, please make sure to invite him/her to the SST meeting.

How are SST meetings made official?

- The SST meeting notes must be recorded by you (or during Collaborative SST Meetings, one of your partners) on the attached SST Meeting Notes form.
- Make sure that all team members sign the SST Meeting Notes to indicate that they were present.
- Place one copy of the notes in Larissa's mailbox; she and Sandy will make sure that the notes are placed in the student's cum folder and the SST binder.

How do I refer a student for a psycho-educational evaluation?

- Complete the attached "Referral for Consideration of Exceptional Needs" form and "General Education Program Modifications" form.
- Attach test scores (DIBELS, TRC BPST-III, IWT, OUSD Benchmark, CST, and/or CELDT) that demonstrate the student's lack of significant growth.
- If the student had an official diagnosis of ADD/ADHD or another health impairment, please attach a letter from the physician documenting this issue.
- Make a copy of the referral packet for your own records, and then submit the referral to Sandy's mailbox. She will attach the 3 SST meeting notes, and will submit the entire packet to Alli.

Collaborative SST Dates '11-12:

9/26	3:45 – 5:45	3/21	1:45 – 3:45
10/19	1:45 – 3:45	4/30	3:45 – 5:45
11/9	1:45 – 3:45 (K-5 only)		
1/4	1:45 – 3:45		



Seneca **All-In!** • Allied Interventions Partnership Project

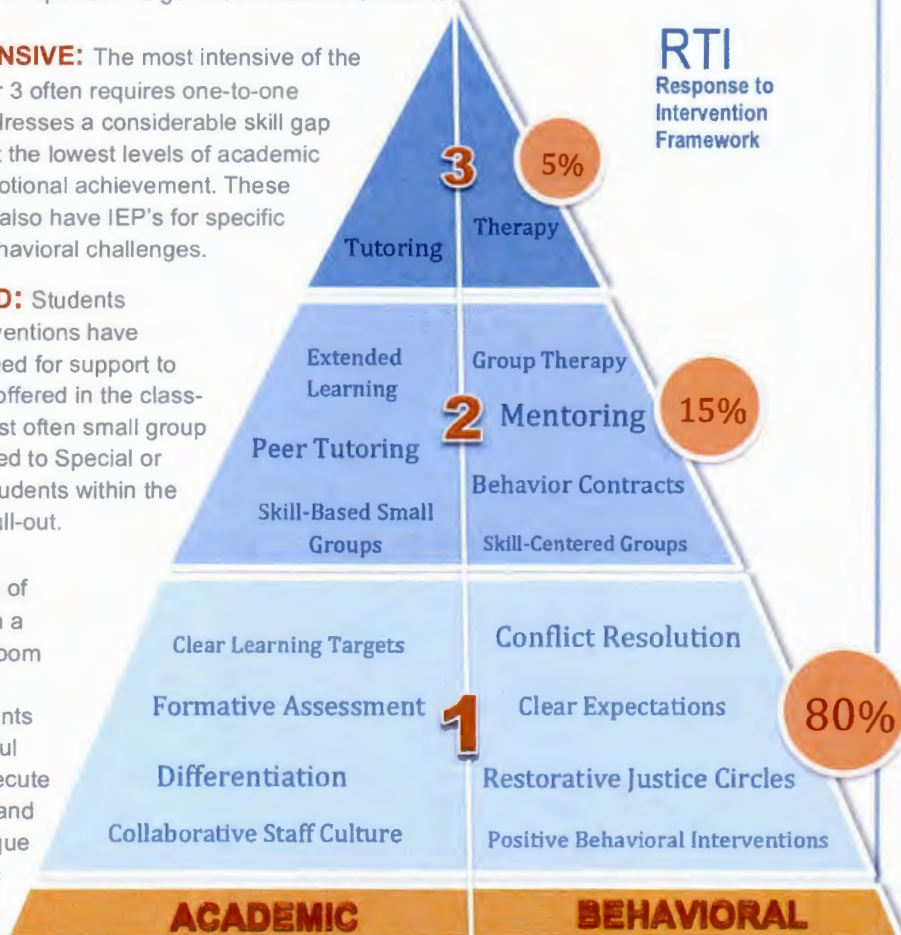
Seneca Center: For more than 25 years, Seneca has partnered with families, communities, schools, and districts to provide innovative care at the most critical point of need. Serving more than 1000 children in public and non-public settings daily Seneca understands the power and considerable impact of providing a continuum of care ranging from early interventions to Special Education services. The All-In Partnership Project exists to support schools in meeting this need, for *all* of their students.

Allied Interventions: To effectively serve the diverse population of students in our schools requires an approach that considers their equally diverse needs. *Allied Interventions* is a unique model that provides aligned (or allied) behavioral with critical academic interventions. Utilizing the Response to Intervention (RTI) tiered framework outlined below, our team takes a collaborative approach to working with school leaders and staff to help to design, implement, and track a wide array of targeted interventions and key services to meet the assessed needs of special and general education students.

Tier 3 • INTENSIVE: The most intensive of the three tiers, tier 3 often requires one-to-one support or addresses a considerable skill gap for students at the lowest levels of academic and social emotional achievement. These students may also have IEP's for specific learning or behavioral challenges.

Tier 2 • TARGETED: Students receiving tier 2 interventions have demonstrated the need for support to supplement what is offered in the classroom. These are most often small group interventions delivered to Special or general education students within the classroom or as a pull-out.

Tier 1 • CORE: As part of high quality instruction, in a climate of positive classroom culture, students receive interventions at many points throughout the day. Skillful teachers plan for and execute interventions that adjust and accommodate to the unique behavioral and academic needs of their students.



ASCEND

A School Cultivating Excellence, Nurturing Diversity

STUDENT STUDY TEAM REQUEST

Student _____ Date of referral _____

Referring teacher _____ Grade _____

Was the student previously retained? _____ If yes, what grade _____

Has this student been referred to counseling/special education/etc. before? _____

If yes, please explain:

Student currently receiving support through: (X first box if receiving)

x	Program	Frequency	Specialist	Contact phone
<input type="checkbox"/>	After-school program			NA
<input type="checkbox"/>	Individualized tutoring/support			
<input type="checkbox"/>	Resource specialist program			
<input type="checkbox"/>	Speech			
<input type="checkbox"/>	Counseling			
<input type="checkbox"/>	Other - _____			

Data:

Most recent STAR scores Reading _____ Language _____ Math _____

CELDT Level (if applicable) _____

Describe reason for referral: _____

Areas of concern:

- | | | |
|-------------------------------------|---|---|
| <input type="checkbox"/> Attendance | <input type="checkbox"/> Absences - Number _____ | <input type="checkbox"/> Tardies - Number _____ |
| <input type="checkbox"/> Social | <input type="checkbox"/> Poor peer relations/trouble making friends | |
| | <input type="checkbox"/> Constant conflicts/fights | |
| | <input type="checkbox"/> Withdrawn | |
| | <input type="checkbox"/> Threatening behavior or language | |
| | <input type="checkbox"/> Exclusive socially/non-inclusive | |
| <input type="checkbox"/> Emotional | <input type="checkbox"/> Violent behavior/anger management | |
| | <input type="checkbox"/> Depression/moodiness | |
| | <input type="checkbox"/> Inappropriate/severe reactions | |
| | <input type="checkbox"/> Promiscuity | |
| | <input type="checkbox"/> Body image | |
| | <input type="checkbox"/> Violence against self | |
| <input type="checkbox"/> School | <input type="checkbox"/> Cursing | |
| | <input type="checkbox"/> Disruptive | |
| | <input type="checkbox"/> Excessive talking | |
| | <input type="checkbox"/> Defiance | |
| <input type="checkbox"/> Academic | <input type="checkbox"/> HW completion | |
| | <input type="checkbox"/> Distracted easily | |
| | <input type="checkbox"/> Incomplete classwork | |
| | <input type="checkbox"/> Severe deficit – areas? _____ | |
| | <input type="checkbox"/> Poor organization skills | |
| | <input type="checkbox"/> Low motivation | |
| | <input type="checkbox"/> Inability to collaborate with other students | |
| <input type="checkbox"/> Family | <input type="checkbox"/> Lack of family participation/responsibility | |
| | <input type="checkbox"/> Hygiene/nutrition/health | |
| | <input type="checkbox"/> Evidence or indication of verbal or physical abuse | |
| | <input type="checkbox"/> Evidence of domestic violence/severe family conflict | |
| | <input type="checkbox"/> Student has poor relations with family members | |

Add any detail you feel is important:

ASCEND SST Meeting Preparation

Please bring the following items to your SST meeting:

- ☐ CELDT report, if student is ELL (download from Edusoft* if you can't find the reports Sandy placed in your mailboxes 2 weeks ago or if the student is new)
- ☐ K-8: OUSD Benchmark data from '2010-2011 – math and ELA (download from Edusoft)
- ☐ K-1: mCLASS reports
- ☐ 3-8: CST report (download from Edusoft)
- ☐ 1-5: BPST-III and IWT data
- ☐ 6-8: Teacher-made test data
- ☐ 2-8: SRI data (after students take the test in September)

Please be prepared to discuss the following at your SST meeting:

- ☐ How has the student's program been modified? (eg. shortened assignments, preferential seating, 1:1 assistance from teacher, etc.)
- ☐ What types of interventions has this student received? (eg. in-class small group instruction, pull-out reading instruction with Lori, ASW homework support, zero period, individual counseling, etc.)
- ☐ What was the format and frequency of the interventions? (eg. "4x/week, 15 min., leveled phonics group based on BPST-III data")
- ☐ What effect did the interventions have on the student? (eg. "BPST-III scores went up/down by ____ points")

*If you don't know how to download reports from Edusoft, or are new and don't have an OUSD email/login yet, please let Larissa or Hatti know a week before the SST so that we can assist you with generating the report(s).

ASCEND SST Summary Form

Date: _____

☐ Initial SST ☐ Follow-up SST

Student: _____

School: _____

Date of Initial SST: _____ Primary Language: _____

Grade: _____

Birthdate: _____ Parents: _____

Strengths	Known Information	Known Modifications

Concerns	Questions	Strategies

--	--	--

Actions	Who	When

Follow Up Date: _____ Invite: _____

Team Member's Position	Signature
Parent	
Student	
Referring Teacher	
Administrator	

José Success Plan

	José	Sra. P.	Maestras/Ms. Adam
Breakfast	Will eat a healthy breakfast before coming to school each morning.	Va a asegurar que José come un desayuno nutritivo cada mañana.	
Seating	Will sit at the computer table until the end of the month.		Ms. McCrory will have José sit at the computer table until the end of the month.
Homework	Will complete any unfinished homework immediately after getting home at 6:05 p.m.	Va a asegurar que José completa sus tareas en la tarde cuando José llegue a la casa a las 6:05 p.m.	Ms. Suyeyasu will have José come to her room to check in about/work on the homework every morning by 8:00 a.m. Minutes will count towards detention if José arrives on time.
Sylvan	On Sylvan days, José will work hard to complete his homework when he gets home at 6:05 p.m.	Va a asegurar que José completa sus tareas en la tarde cuando José llegue a la casa a las 6:05 p.m.	Ms. Adam will meet with Jessica to discuss whether José could be moved to a higher Sylvan group.
Contract	José will ask his mom to sign his contract daily as soon as he arrives home.	Va a firmar el contrato de José cuando José llegue a la casa.	Ms. Adam will continue to give detention when the contract isn't signed.

Weekly Progress Report: _____

	Thursday	Monday Friday	Tuesday	Wednesday
Humanities:				
Stay focused in class: 1-3				
Turned in homework Yes/No				
Took responsibility for mistakes Yes/No				
Math:				
Stay focused in class: 1-3				
Turned in homework Yes/No				
Took responsibility for mistakes Yes/No				
Science:				
Stay focused in class: 1-3				
Turned in homework Yes/No				
Took responsibility for mistakes Yes/No				
PE/ Tech/Art:				
Stay focused in class: 1-3				
Following directions: 1-3				
Took responsibility for mistakes				

Yes/No					
Signatures & Comments:	Ms. Adam _____	Ms. Adam _____	Ms. Adam _____	Ms. Adam _____	Ms. Adam _____
	Parent _____	Parent _____	Parent _____	Parent _____	Parent _____

3 = Great

2 = Okay

1 = Needs major improvement

ASCEND Counseling Program 2011-2012

Counseling Team 2011/2012 School Year

Location: ASCEND Family Resource Center (FRC)

Ana) Rodriguez, LCSW	<i>Medi-Cal students only</i>	<i>(Mon, Wed, Thurs, Fri)</i>
Victor Valle, MFT	<i>Medi-Cal students only</i>	<i>(Mon, Tues, Wed, Thurs, Fri)</i>
Layla Fehgali, MSW Intern	<i>Non Medi-Cal students</i>	<i>(Wed, Thurs, Fri)</i>

Types of Referrals (examples):

It is important that all ASCEND staff are aware that the counseling team works with students whose behavioral health issues range from mild to moderate to severe. Usually the more severe children that are acting out are easily identified but there are also other students with mild to moderate mental health or behavioral problems that are in need of services as well as those who display severe levels of distress. Examples are the introverted child, the stellar student that is struggling at home and or socially, the child that is having a hard time adjusting to a change. There also may be an incident that has affected the student and he/she can benefit from a one time intervention or few sessions. When in doubt please ask us.

Please consider referring any K-8 students with the following symptoms and or behaviors...

- Students who present with emotional disturbances, easily upset, difficulty regulating emotions/calming self.
- Behaviors affecting a student's ability to do well in school, affecting concentration, difficulty following rules, failing grades, little to no motivation
- Depressed students that appear irritable, withdrawn, isolates or cries easily/frequently
- Rapid changes or incidents that cause impairment to the student's previous level of functioning (child grades suddenly start to fall after witnessing or experiencing a traumatic event, a social child pulls away from friends etc)
- Over anxious children, students exhibiting extreme fears (unable to be alone or go to bathroom alone due to extreme fear for no apparent reason)
- Hyperactive children who are impulsive and unable to follow rules and or directions
- Aggressive children
- Student who have thoughts (or make gestures/statements) of harming self or others

ASCEND Counseling Referral Form

Name of Student: _____ Referring Teacher: _____

Name of Parent or Caretaker: _____

Phone number: home: _____ cell: _____

Reason for Referral:

Please mark the behaviors of concern:

___ aggressive behavior ___ acting out ___ cutting class

___ anxious ___ withdrawn ___ defiant

___ inattentive ___ conflict w/peers ___ hyperactive

___ recent losses ___ trauma/ abuse ___ isolating

___ depressed ___ oppositional ___ defiant

___ argumentative ___ distracted ___ worried

It is always best if the teacher/staff member making the referral first contacts the parent to let them know of the reason for the referral.

Please check if parent was informed of referral ___ yes ___ no

Please add any additional comments:

For office use only:

Insurance Type: _____

If MediCal:

Social Security Number: _____ **MediCal #:** _____

Assigned to: _____ Date assigned: _____

ASCEND Benchmark, Interim, and Diagnostic Assessment Calendar 2011-2012

	August	September	October	November	December
Literacy	Grade K: Kindergarten Skills Inventory, 8/29-9/2 Grades 1-5: BPST-III & IWT, 8/29-9/2	Grades K-1: mCLASS #1 (DIBELS & TRC), 9/6-9/16 Grades 2-8: SRI Diagnostic, 9/1-9/30	Grades K-8: ELA Interim Assessment #1, 10/3-10/4 Grades 2-5: ELA Benchmark #1, 10/26-10/28	Grades 6-8: ELA Benchmark #1, 11/7- 11/10	Grades K-5: ELA Interim Assessment #2, 12/5-12/6
Writing		Grades K-8: PWA #1, 9/1-9/13			
ELD		Grades 6-8: Gap Finder #1, 9/6-9/16		Grades K-5: ELD Benchmark #1, 11/14-11/18	
Math			Grades 6-8: Math Benchmark Assessment #1, 10/27-11/3	Grades K-5: Math Benchmark #1, 11/14-11/18	
Science			Grades 6-8: Science Interim Assessment #1, 10/3-10/4		
History/SocSt					Grades 6-8: Historical Writing #1, 12/5-12/14

ASCEND Benchmark, Interim, and Diagnostic Assessment Calendar 2011-2012, cont'd

	January	February	March	April	May/June
Literacy	Grades 2-5: ELA Benchmark Assessment #2, 1/23-1/25 Grades 6-8: ELA Interim #2, 1/9-1/13	Grades K-1: mCLASS #2 (DIBELS & TRC), 2/6-2/17 Grades 2-5: ELA Interim Assessment #3, 2/27-2/29 Grades 6-8: ELA Benchmark #2, 2/13-2/17	Grades 2-5: ELA Benchmark Assessment #3, 3/26-3/29		Grades K-1: mCLASS #3 (DIBELS & TRC), 5/7-5/21 Grades 2-8: SRI Diagnostic, 5/21-6/5
Writing	Grades K-5: PWA #2, 1/9-1/20	Grades 6-8: PWA #2, 2/27-3/9		Grades K-5: PWA #3, 4/2-4/6	
ELD		Grades 6-8: Gap Finder #2, 9/6-9/16	Grades K-5: ELD Benchmark #2, 3/19-3/23		
Math	Grades 2-5: Math Benchmark #2, 1/30-2/3 Grades 6-8: Math Benchmark #2, 1/23-1/26	Grades K-1: Math Benchmark #2, 2/28-3/1	Grades K-5: Math Benchmark #3, 3/21-3/23 Grades 6-8: Math Benchmark #3, 3/26-3/29		Grades K-1: Math Benchmark #3, 5/29-6/1
Science	Grades 6-8: Science Benchmark #1, 1/23-1/26		Grades 6-8: Science Interim Assessment #2, 3/19-3/23		Grades 6-8: Science Benchmark #2, 6/4-6/8
History/SocSt				Grades 6-8: Historical Writing #2, 4/16-4/20	

ASCEND Analysis of Practices and Results: 10-11 Class (3rd-5th Grade)

Name: _____ Date: _____

LOOKING AT DATA FROM 2010-2011 CLASS

I. GRADE LEVEL

What percent of students in your grade level scored Proficient or Advanced?

09-10 Language Arts _____

Math _____

10-11 Language Arts _____

Math _____

What percent of students in your grade level scored Far Below Basic or Below Basic?

09-10 Language Arts _____

Math _____

10-11 Language Arts _____

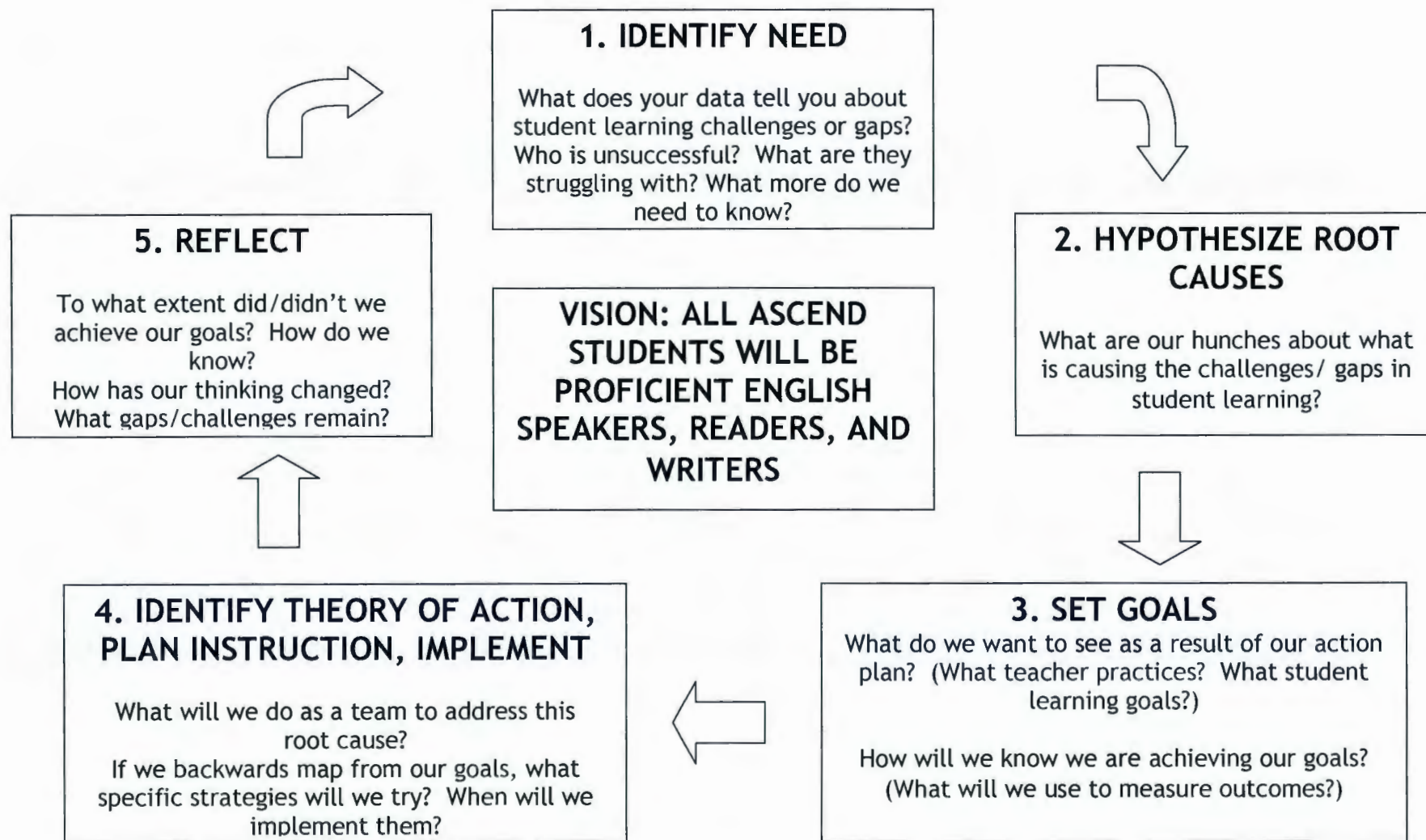
Math _____

Did your grade level improve from the 09-10 school year? If yes, where did you see the improvement? Why do you think there was or wasn't improvement? (Please answer with your grade level partner from last year.)

Class Analysis of BPST-III, Phonemic Awareness and Sight Word Data

[illegible]

ASCEND RESULTS FOR ENGLISH LEARNERS/FOCAL 15 CYCLE OF INQUIRY



ASCEND RESULTS FOR ENGLISH LEARNERS CYCLE OF INQUIRY

Inquiry Cycle Record Sheet
9/15/10

Cluster Members Present: _____

1. IDENTIFY NEED [10 min.]

What does your data tell you about student learning challenges or gaps? What more do we need to know?

Note for Grades 2-5: Since it's the beginning of the year, and our data from diagnostic assessments is limited to phonics/fluency skills, I recommend that you choose your focus by looking at the Trimester I standards in the OUSD assessment blueprints for your grade level, and using your past experience to identify what standard(s) tend to be very challenging for students. If there is not a standard that both of your grade levels (2&3; 4&5) are challenged by, then select different standards from within the same cluster (eg. vocabulary development, or reading comprehension, etc.), so that the tools/strategies you develop in step 4 can be co-created as a cluster group.

Challenges/Gaps Identified:

Other Notes:

2. HYPOTHESIZE ROOT CAUSES [10 min.]

What are our hunches about what is causing the challenges/gaps in student learning?

Possible Root Causes:

Why we think that these are the root causes:

3. SET GOALS [10 min.]

What do we want to see as a result of our action plan? (What teacher practices? What student learning goals?)
How will we know we are achieving our goals? (What will we use to measure outcomes?)

Teacher practices we want to see:

Student Learning Goals:

Means to measure outcomes:

4. IDENTIFY THEORY OF ACTION [30-40 min.]

What will we do as a team to address this root cause?

If we backwards map from our goals, what specific strategies will we try? When will we implement them?

Note: Once you've identified how and when you'll address the root cause, use the remaining time to co-plan exactly how you'll teach/implement the strategies, develop graphic organizers to use during the lesson, etc.

Specific strategies to try:

When will they be implemented (date(s)/time(s)):

Attach lesson plans/organizers.

5. REFLECT

At the next session, you'll reflect on the following questions:

To what extent did/didn't we achieve our goals? How do we know?

How has our thinking changed?

What gaps/challenges remain?

Identify what student work samples or assessment results you will bring to the next session in order to be able to answer these questions as a group?

We will bring...



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phone: 510.533.5989

www.oaklandleaf.org

fax: 510.533.8825

Kindergarten ~ Ms. Ana
Room 101

MONDAY 3:15-5:00pm	TUESDAY 3:15-5:00pm	WEDNESDAY 3:15-5:00pm	THURSDAY 3:15-5:00pm	FRIDAY 3:15-5:00pm
Academic Support & Recreation	Academic Support & Recreation	Academic Support & Recreation	Academic Support & Recreation	Academic Support & Recreation

1st grade ~ Ms. Lourdes
Room 104

MONDAY 3:15-5:30pm	TUESDAY 3:15-5:30pm	WEDNESDAY 1:15-3:30pm	THURSDAY 3:15-5:30pm	FRIDAY 3:15-5:30pm
Academic Support & Recreation	Academic Support & Recreation	Academic Support & Recreation	Academic Support & Recreation	Academic Support & Recreation



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~

2nd – 3rd Grade ~

MONDAY 3:15-5:00pm	TUESDAY 3:15-5:00pm	WEDNESDAY 3:15-5:00pm	THURSDAY 3:15-5:00pm	FRIDAY 3:15-5:00pm
Let's Play Coach Faouly Gym/Cafeteria	Let's Play Coach Mario Gym/Cafeteria	Let's Play Coach Faouly Gym/Cafeteria	Let's Play Coach Mario Gym/Cafeteria	Let's Play Coach Faouly Gym/Cafeteria
Gardening/Cooking Kamau 106	Capoeira Mestre Malandro Music room	Gardening/Cooking Kamau 106	Capoeira Mestre Malandro Music room	Gardening/Cooking Kamau 106
Baila Mi Gente Mexican Dance (3 rd – 5 th only) Ms. Stephani Music Room	Gardening/Cooking Ms. Marika 210	Baila Mi Gente Mexican Dance (3 rd – 5 th only) Ms. Stephani Music Room	Gardening/Cooking Ms. Marika 210	Baila Mi Gente Mexican Dance (3 rd – 5 th only) Ms. Stephani Music Room
				

Monday – Friday 5:00-6:00pm (Wednesday 3:00-4:00pm)

Days	Homework	Homework	Homework
Students are with the same Homework Group everyday during the second half of the after school program.	2nd Grade Ms. Ana 107	3rd Grade (Group 1) Ms. Connie 108	3rd Grade (Group 2) Mr. Nick 109



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~ 4th - 5th Grade ~

MONDAY 3:15-5:00pm	TUESDAY 3:15-5:00pm	WEDNESDAY 3:15-5:00pm	THURSDAY 3:15-5:00pm	FRIDAY 3:15-5:00pm
Soccer Coach Rodriguez Field	Intro to Sports Coach Faouly Gym/Cafeteria	Soccer Coach Rodriguez Field	Intro to Sports Coach Faouly Gym/Cafeteria	Soccer Coach Rodriguez Field
Girls Sports Unity Coucil Field	Fashion/Jewelry Design Ms. Jazz Art rm	Girls Sports Unity Coucil Field	Fashion/Jewelry Design Ms. Jazz Art rm	Girls Sports Unity Coucil 205
Robotics/Build-It Mr. Jesse Art rm	Gardening/Cooking Kamau 204	Robotics/Build-It Mr. Jesse Art rm	Gardening/Cooking Kamau 204	Robotics/Build-It Mr. Jesse Art rm
Graffiti Rob Trujillo 207	Capoeira Mestre Malandro Music Room	Graffiti Rob Trujillo 207	Capoeira Mestre Malandro Music Room	Sports Coach Mario Outside
Baila Mi Gente Mexican Dance & Theater (3 rd - 5 th only) Ms. Stephani Music Room		Baila Mi Gente Mexican Dance & Theater (3 rd - 5 th only) Ms. Stephani Music Room		Baila Mi Gente Mexican Dance & Theater (3 rd - 5 th only) Ms. Stephani Music Room
				



Office: 1434 34th Avenue, Suite 1 Oakland, CA 94601

Community Transformation Through Creative Education

Mail: PO Box 7256 Oakland, CA 94601



phone: 510.533.5989

www.oakandleaf.org

fax: 510.533.8825

Monday – Friday 5:00-6:00pm (Wednesday 3:00-4:00pm)

Days	Homework	Homework	Homework	Homework
Students are with the same Homework Group everyday during the second half of the after school program.	4th Grade (Group 1) Ms. Tiffany Rm. 207	4th Grade (Group 2) Ms. Gladys Rm. 206	5th Grade (Group 1) Ms. Valerie Library	5th Grade (Group 2) Ms. Molly Rm. 204

~ 6th – 8th Grade ~

Mon -Fri 3:30-5:00pm (Wed. 1:30-3:00pm)	Homework	Homework	Homework
Middle School students are with the same Homework Group everyday during the first half of the after school program.	6th Grade Ms. Connie/ Ms. Gladys Rm: Varies	7th Grade Ms. Molly/Ms. Ana Rm: Varies	8th Grade Ms. Tiffany/Mr. Nick Library

MONDAY 5:00-6:00pm	TUESDAY 5:00-6:00pm	WEDNESDAY 3:00-4:00pm	THURSDAY 5:00-6:00pm	FRIDAY 5:00-6:00pm
Computer Graphic Design Mr. Jesse Computer Lab	Gardening/Cooking Ms. Marika 210	Computer Game Design Mr. Jesse Computer Lab	Gardening/Cooking Ms. Marika 210	Computer Graphic Design Mr. Jesse Computer Lab
Soccer Coach Rodriguez Field	Tha Boyz/Soccer Boys Mentoring Mario Rodriguez Music Room	Soccer Coach Rodriguez Field	Tha Boyz/Soccer Boys Mentoring Mario Rodriguez Music Room	Soccer Coach Rodriguez Field
Ultimate Sports Coach Fields Gym	Ultimate Sports Coach Fields Gym	Ultimate Sports Coach Fields Gym	Ultimate Sports Coach Fields Gym	Ultimate Sports Coach Fields Gym
ALL STARS Girls Inc. Staff 6 th Grade	Fashion/Jewelry Design Ms. Jazz Art Rm	ALL STARS Girls Inc. Staff 6 th Grade	Fashion/Jewelry Design Ms. Jazz Art Rm	ALL STARS Girls Inc. Staff 6 th Grade
ALL STARS Girls Inc. Staff 7 th – 8 th		ALL STARS Girls Inc. Staff 7 th – 8 th		ALL STARS Girls Inc. Staff 7 th – 8 th
				



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ASCEND SUNSET WARRIORS (ASW) Comprehensive After-School Program

ABOUT US

Oakland Leaf's flagship **comprehensive after-school program**, ASCEND Sunset Warriors (ASW) is located at ASCEND school. Established in 2004, the **ASW after-school program** located in the heart of Fruitvale District endeavors to provide students with a safe, caring, and fun learning environment between the hours of **3:30pm – 6:00pm, Monday - Friday**. This program serves over 55% of the **Kindergarten-8th grade** ASCEND student population.

Students receive strong academic support, and exposure to artistic, cultural-consciousness, recreational, social justice, leadership, and urban ecological focused enrichment classes. **The ASW after-school program and the Ascend Family Resource Center work in tandem to provide both students and their families with access to support and services.** *FRC services include parent education classes, ESL classes & translation services, OUSD & College academic navigation assistance, wellness workshops for parents (nutrition, cooking, fitness), student mental health referrals, advocacy, & support for families/school staff, while providing a compassionate, welcoming atmosphere for our families.*

ORGANIZATION MISSION

*Oakland Leaf cultivates community transformation through creative education with youth and families. Our programs derive their strength and beauty from the interweaving of four essential strands: Social Justice, Urban Ecology, Youth Empowerment, and Arts. **ASW Program Mission: In Progress.***

PROGRAM PROFILE

The ASCEND Sunset Warriors (ASW) after-school program **serves over 200 students, daily**. Operating Monday-Friday, ASW provides **over 15 hours per week** in comprehensive after-school programming. On a daily basis, providing a full spectrum of enrichment, academic support and targeted academic interventions.

STUDENT OUTCOME DATA

Recent data proves that when compared, **students who regularly attend the ASW after-school program** exhibit higher school day attendance, are suspended less, and **achieve higher test scores** on both the CST (*California Standardized Test*) and CELDT (*California English Language Development Test*) than students who do not attend ASW. Lastly, 100% of students and parents indicated that students were safer because of the ASW after-school program. - Data provided by Oakland SUCCESS/ASPO Site Evaluation

360° ACADEMIC SUPPORT

Each student enrolled in ASW receives at least 1 hour per day of academic support. A team comprised of two academic co-coordinators along with trained ***looping adult homework mentors**, academic liaisons, parent volunteers, and teen tutors, provides **unprecedented wraparound academic support**. Our homework mentors not only provide students with homework assistance but also are trained to administer basic skills assessment, skill development support, and **English literacy/Math intervention workshops**, as needed.

*Looping is an educational practice in which a single graded class of children stays with a teacher or academic mentor for two or more years or grade levels.

ENRICHMENT OPPORTUNITIES

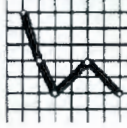






ASW students (with the guidance of their parents/guardians) can choose to participate in two enrichment workshops per week, per trimester. Enrichment opportunities include engaging **classes in STEM (science, technology, engineering and math)**, visual/performing arts, sports/recreation, leadership,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






Contact Information: Laila Jenkins-Perez, Program Director ~ 510.827.7112 ~ lailajp.oaklandleaf@gmail.com

NON-FICTION READING-THINKING NOTES & CODES

Reading is thinking, and strong readers are aware of their thinking as they read. Reading-Thinking notes and codes provide a system for tracking your thinking as you read and are meant to help your comprehension.

Use the following codes and note-taking guidelines to document your thinking as you read. For each reading-thinking note, mark the text that you are responding to and, in the margin, write the code AND a note about your thinking.

Type of Note	Explanation	What to Write	
		Code	Note
Trends	A pattern of change over time		<ul style="list-style-type: none"> - What is the trend? - Make a prediction based on the trend. - How does this trend deepen your understanding?
Patterns	Repetition of events or ideas		<ul style="list-style-type: none"> - Describe the patterns you find. - Make a prediction based on the pattern. - How does this pattern deepen your understanding?
Unanswered (Discussion) Questions	An open-ended question that focuses on an unknown, a dilemma, or something that is unexplained. It should lead to engaging conversation.	???	<ul style="list-style-type: none"> - What question would you like to discuss? - What are your own thoughts and ideas on this discussion question?
Big Idea	A key point or big idea. The main idea. The "take-away."		<ul style="list-style-type: none"> - Restate the important idea or event in your own words. - Why is this important? - What are the implications of this big idea?
Vocabulary	Notice when you come to unknown or important word.		<ul style="list-style-type: none"> - What do you think the word means in this context?
Language of the disciplines	A vocabulary term that is specific to the content or subject.		<ul style="list-style-type: none"> - What do you think the word means? - Draw a symbol or picture of the word.
Summary	<ul style="list-style-type: none"> - Includes big ideas and important details or examples - Put in your own words 		<ul style="list-style-type: none"> - At the end of a section of reading, ask yourself, "Did I understand what I just read?"
Details	A detail that helps your understanding of the story/article. For example: evidence, data, examples, events, facts, specifics		<ul style="list-style-type: none"> - What type of detail is this? - How does it help your understanding of the story/article?

Multiple Perspectives	A different point of view Different arguments, opinions, perspectives, , point-of-view, or viewpoint		<ul style="list-style-type: none"> - Who is the writer? - What is his/her bias? - What is the perspective? - Is your perspective different? <ul style="list-style-type: none"> o Why?
Values/Ethics	An ethical issue, a dilemma, a controversy, a philosophy, prejudices, biases, principles, rules.		<ul style="list-style-type: none"> - Describe the value or ethical issue you found. - How does this value or issue affect the information you are studying? - Is this value influenced by time and place?
Changes	Differences over time		<ul style="list-style-type: none"> - Identify the change. - What influenced this change? - What are the effects of the change?
Error	A mistake		<ul style="list-style-type: none"> - Why was the error made? - What made you notice the error? - How do you make sure this error isn't repeated?
Reflection	Your thoughts on how you would act differently.		<p>What would you change?</p> <p>What improvements would you make?</p>



Education for Change

Reclassification: Criteria for Determining English Proficiency

Student Name: _____ Permanent ID Number: _____ Grade: _____

	Criteria	Signature and Date
California English Language Development Test (CELDT) Scores	1) Overall score of: <input type="checkbox"/> Early Advanced <input type="checkbox"/> Advanced AND 2) Intermediate or higher scores in: Listening <input type="checkbox"/> Intermediate <input type="checkbox"/> Early Advanced <input type="checkbox"/> Advanced Speaking <input type="checkbox"/> Intermediate <input type="checkbox"/> Early Advanced <input type="checkbox"/> Advanced Reading <input type="checkbox"/> Intermediate <input type="checkbox"/> Early Advanced <input type="checkbox"/> Advanced Writing <input type="checkbox"/> Intermediate <input type="checkbox"/> Early Advanced <input type="checkbox"/> Advanced	
<i>If the student has an overall score of Early Advanced or Advanced AND Intermediate or above in all three assessment areas: Listening/Speaking, Reading and Writing, then continue with the reclassification process.</i>		
California Standards Test (CST) for English Language Arts	Student score on the English Language Arts California Standards Test: _____ Is this above the basic cut point of 325? <input type="checkbox"/> yes <input type="checkbox"/> no	
<i>If the student's verified CST English Language Arts score is above the cut point, continue with the reclassification process.</i>		
Teacher Evaluation	Does this student receive grades of 3 and above in English Language Arts on the report card? <input type="checkbox"/> yes <input type="checkbox"/> no Is the student at benchmark in fluency and comprehension on the assessments? <input type="checkbox"/> yes <input type="checkbox"/> no	
<i>If the student meets the teacher evaluation criteria, continue with the reclassification process.</i>		
Parent Consultation	Date notice has been sent to parents to notify them of their right to participate in the reclassification process: _____ Date met with parent : _____ Parent comment: _____	Parent Signature: _____
<i>The student has met all the criteria for reclassification</i>		
Parent Notification of reclassification	Date notification sent to parent: _____	
Monitoring	Year 1: _____ Grades in ELA are 3 and above? Trimester 1 <input type="checkbox"/> yes <input type="checkbox"/> no Trimester 2 <input type="checkbox"/> yes <input type="checkbox"/> no Trimester 3 <input type="checkbox"/> yes <input type="checkbox"/> no Year 2: _____ Grades in ELA are 3 and above? <input type="checkbox"/> yes <input type="checkbox"/> no Trimester 1 <input type="checkbox"/> yes <input type="checkbox"/> no Trimester 2 <input type="checkbox"/> yes <input type="checkbox"/> no Trimester 3 <input type="checkbox"/> yes <input type="checkbox"/> no	

Updating files: _____ Cum file Updated _____ Powerschool Updated _____



Education *for* Change

Board Resolution No. 101511-01

In the matter of authorizing Education for Change to submit letters of intent to apply for El Dorado County SELPA enrollment for new schools joining our organization.

Whereas, Education for Change desires to submit letters of intent to join El Dorado County Special Education Local Plan Area (SELPA) for the purposes of providing Special Education Services to new schools joining Education for Change as part of their conversion process.

Whereas, El Dorado County Office of Education Charter SELPA is the current provider for Special Education Services for Cox Academy.

NOW THEREFORE, BE IT RESOLVED, that Education for Change will submit letters of intent to apply for El Dorado County SELPA for new schools joining our organization.

PASSED AND ADOPTED this 15 day of October, 2011 by the Governing Board of EDUCATION FOR CHANGE of Alameda County, California, by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

Signed _____

Brian Rogers, President

Morning Boost Curriculum Map

Developed by Urban Promise Academy

		Unit One	Unit Two		Unit Three	Unit Five	Unit Six	Unit Seven	
6 th	Theme	Starting off the Year Successfully (2 weeks)	Building Community in the Classroom (3 weeks)		Storytelling Basics (3 weeks)	A Dream for my future (3 weeks)	Dear.... (advice column) (6 weeks)	Contributing to a Discussion	
	Function	<ul style="list-style-type: none"> Greetings Introductions Goodbyes Making Requests 	<ul style="list-style-type: none"> Giving compliments and appreciations Stating Preferences 	•	<ul style="list-style-type: none"> Retelling past events Describing people and places 	<ul style="list-style-type: none"> Express cause and effects Make predictions Asking and responding to questions in the future tenses 	<ul style="list-style-type: none"> Predictions (consequences of present or future actions) Giving advice Asking questions about hypothetical situations 	<ul style="list-style-type: none"> Stating an opinion Supporting an opinion with reasons Respectfully agreeing and disagreeing 	•
	Target Forms	<ul style="list-style-type: none"> Contractions Comparative Adjectives Modals 	<ul style="list-style-type: none"> Adjectives (character traits) Progressive Tense 	•	<ul style="list-style-type: none"> Simple Past Tense Regular and Irregular Verbs Transition Words (sequence) 	<ul style="list-style-type: none"> Future tenses (going to, will) Question First conditional Prepositional phrases 	<ul style="list-style-type: none"> First Conditional Second conditional 	<ul style="list-style-type: none"> Because clauses Content-based vocab. (animal testing) 	•
7 th	Theme	Starting off the Year Successfully (2 weeks)	Retelling Refresher (2 weeks)		Making the right choice	Solving a Mystery (Making Deductions)	Compare and Contrast	Negotiate! (5 weeks)	
	Function	<ul style="list-style-type: none"> Requesting assistance and clarification Using formal register for greetings, introductions and invitations Making small talk 	<ul style="list-style-type: none"> Retell stories Coaching classmates 	•	<ul style="list-style-type: none"> Suggesting better choices about past actions 	<ul style="list-style-type: none"> Making deductions using degrees of possibility 	<ul style="list-style-type: none"> Comparing people, objects and experiences Making recommendations 	<ul style="list-style-type: none"> Negotiating solutions Retell past actions Proposing solutions Solving conflicts 	•
	Target Forms	<ul style="list-style-type: none"> Modals First conditional (review) Questions for requesting 	<ul style="list-style-type: none"> Past tense in affirmative and negative 	•	<ul style="list-style-type: none"> Irregular Past Participle Modals Past Tense 	<ul style="list-style-type: none"> Past Modals 	<ul style="list-style-type: none"> Transitional words Comparative and superlative adjective forms 	<ul style="list-style-type: none"> Modals Vocabulary (emotions) 	

8 th	Theme	Starting off the Year Successfully (3 weeks)	Making Recommendations to Oakland's Mayor (8 weeks)	Freedom of Speech	Today's Immigration Issues: Sanctuary Cities and Civil Rights	Current Event / Topic	CSI Unit ??	Mixed Review	Mini-lesson
	Function	<ul style="list-style-type: none"> Community building Stating needs politely and formally 	<ul style="list-style-type: none"> Comparing and contrasting candidates Asking open-ended questions Analyzing data Making recommendations 	•	<ul style="list-style-type: none"> Cause-effect Questions Proposition and support Recognizing and refuting counter-arguments 	<ul style="list-style-type: none"> Compare and Contrast-Solutions Cause and Effect 	<ul style="list-style-type: none"> Retelling events Asking questions Using language of inferences and deductions 	•	•
	Target Forms	•	<ul style="list-style-type: none"> Questions Language of analysis Language of recommendations 	•	•	<ul style="list-style-type: none"> Modals: should have / would have Language of compare / contrast 	<ul style="list-style-type: none"> Past tense forms Past modals Questions 	<ul style="list-style-type: none"> Modals and past modals Past tense and negative / questions Perfect tenses 	• Adve

Contributing Ideas

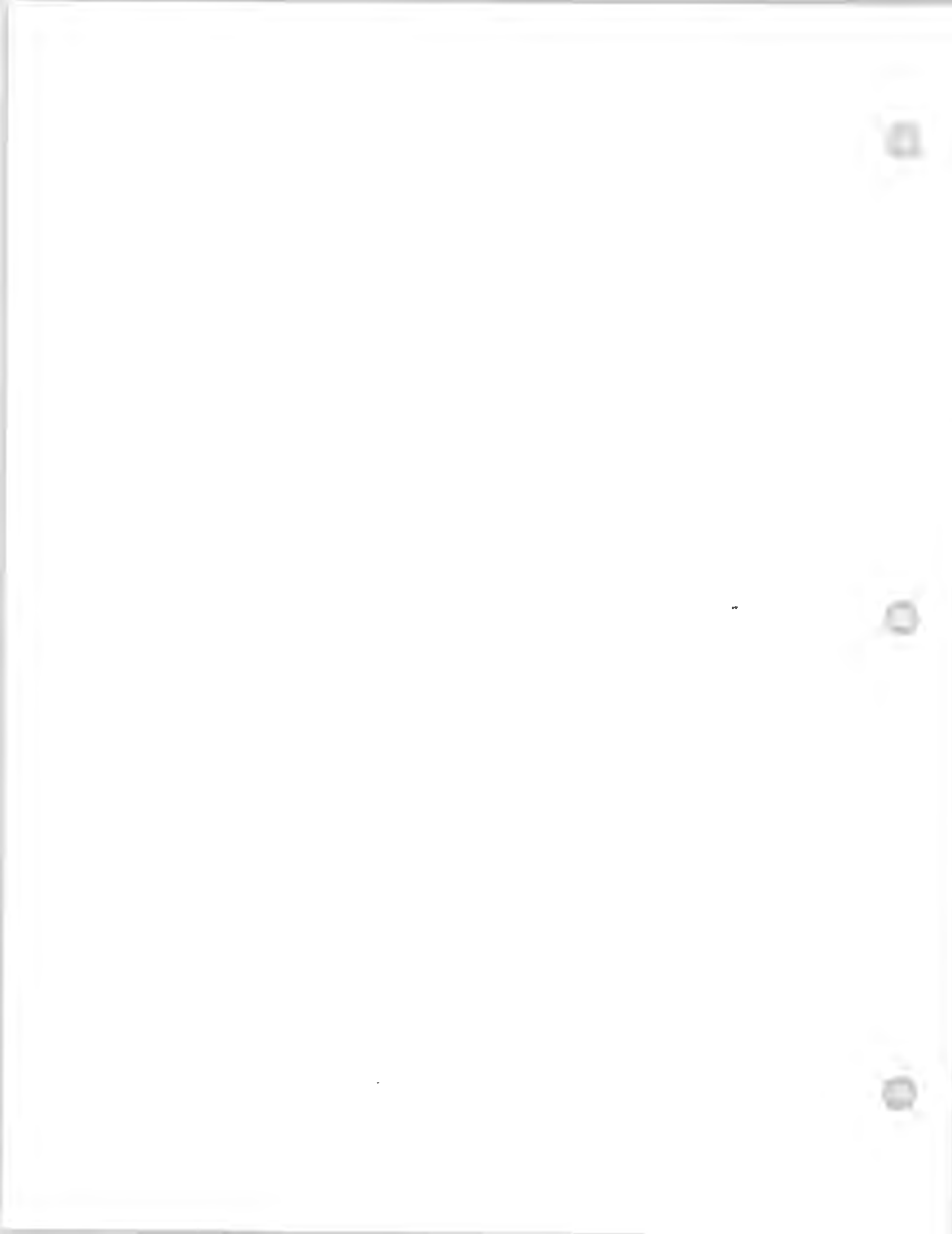
1. Giving opinions and supporting reasons and evidence
2. Agreeing and disagreeing
3. Language of debate?
4. Rhetorical devices to **persuade** (questioning, conditional)

Build Units off Current Events

CSI Unit

Contributing Ideas

5. Giving opinions and supporting reasons and evidence
6. Agreeing and disagreeing
7. Language of debate?
8. Rhetorical devices to **persuade** (questioning, conditional)





Education *for* Change

Board Resolution No. 101511-01

In the matter of authorizing Education for Change to submit letters of intent to apply for El Dorado County SELPA enrollment for new schools joining our organization.

Whereas, Education for Change desires to submit letters of intent to join El Dorado County Special Education Local Plan Area (SELPA) for the purposes of providing Special Education Services to new schools joining Education for Change as part of their conversion process.

Whereas, El Dorado County Office of Education Charter SELPA is the current provider for Special Education Services for Cox Academy.

NOW THEREFORE, BE IT RESOLVED, that Education for Change will submit letters of intent to apply for El Dorado County SELPA for new schools joining our organization.

PASSED AND ADOPTED this 15 day of October, 2011 by the Governing Board of EDUCATION FOR CHANGE of Alameda County, California, by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

Signed _____

Brian Rogers, President

2718971



SECRETARY OF STATE

I, *Kevin Shelley*, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

FEB - 2 2005



Kevin Shelley
Secretary of State

2718971

ARTICLES OF INCORPORATION
OF
EDUCATION FOR CHANGE

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

JAN 21 2005

KEVIN SHELLEY
Secretary of State

ARTICLE I

The name of this corporation is Education for Change.

ARTICLE II

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the California Nonprofit Public Benefit Corporation Law for charitable purposes.

B. The specific and primary purpose of this corporation is to engage in charitable and educational activities within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future United States internal revenue law (the "Code").

ARTICLE III

The name and address in this state of this corporation's initial agent for the service of process is Desten Broach, 485 Boulevard Way, Oakland, CA 94610.

ARTICLE IV

A. This corporation is organized and operated exclusively for exempt purposes within the meaning of Section 501(c)(3) of the Code. Notwithstanding any other provision of these Articles, this corporation shall not carry on any activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (2) by a corporation, contributions to which are deductible under Sections 170(c)(2), 2055(a)(2), 2106(a)(2)(A)(ii), 2522(a)(2), or 2522(b)(2) of the Code.

B. Except as permitted by law, no substantial part of the activities of this corporation shall consist of the carrying on of propaganda or otherwise attempting to influence legislation, nor shall this corporation participate in, or intervene in (including the

publication or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

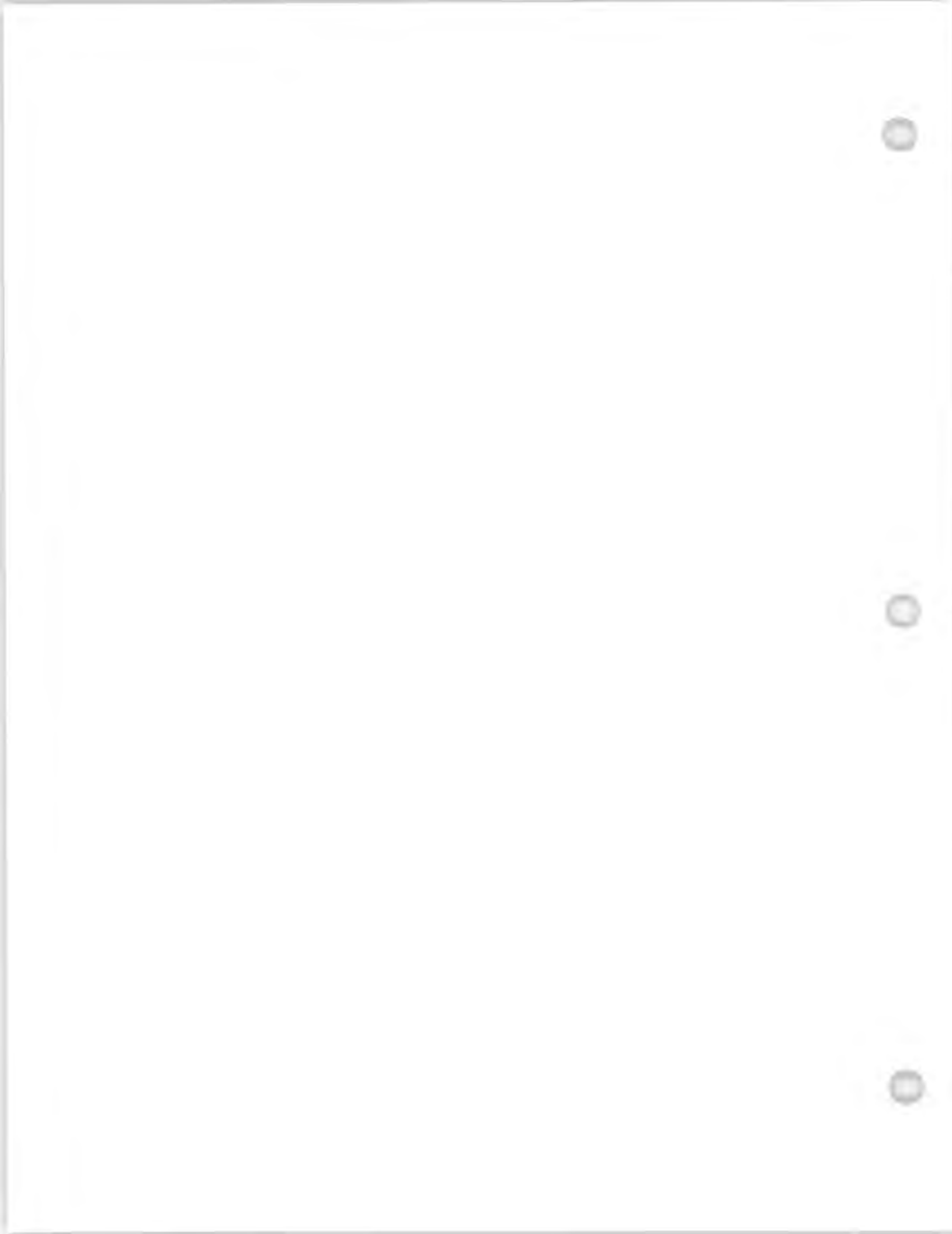
ARTICLE V

The property of this corporation is irrevocably dedicated to charitable purposes, and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer, or member, if any, of this corporation, or any other private person. Upon the winding up and dissolution of this corporation and after paying or adequately providing for the debts and obligations of this corporation, the remaining assets shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable purposes and that has established its tax-exempt status under Section 501(c)(3) of the Code.

DATED: January 20 2005


Desten Broach, Incorporator







Education for All

Reclassification: Criteria for Determining English Proficiency

Student Name: _____ Permanent ID Number: _____ Grade: _____

	Criteria	Signature and Date
California English Language Development Test (CELDT) Scores	1) Overall score of: <input type="checkbox"/> Early Advanced <input type="checkbox"/> Advanced AND 2) Intermediate or higher scores in: Listening <input type="checkbox"/> Intermediate <input type="checkbox"/> Early Advanced <input type="checkbox"/> Advanced Speaking <input type="checkbox"/> Intermediate <input type="checkbox"/> Early Advanced <input type="checkbox"/> Advanced Reading <input type="checkbox"/> Intermediate <input type="checkbox"/> Early Advanced <input type="checkbox"/> Advanced Writing <input type="checkbox"/> Intermediate <input type="checkbox"/> Early Advanced <input type="checkbox"/> Advanced	
<i>If the student has an overall score of Early Advanced or Advanced AND Intermediate or above in all three assessment areas: Listening/Speaking, Reading and Writing, then continue with the reclassification process.</i>		
California Standards Test (CST) for English Language Arts	Student score on the English Language Arts California Standards Test: _____ Is this above the basic cut point of 325? <input type="checkbox"/> yes <input type="checkbox"/> no	
<i>If the student's verified CST English Language Arts score is above the cut point, continue with the reclassification process.</i>		
Teacher Evaluation	Does this student receive grades of 3 and above in English Language Arts on the report card? <input type="checkbox"/> yes <input type="checkbox"/> no Is the student at benchmark in fluency and comprehension on the assessments? <input type="checkbox"/> yes <input type="checkbox"/> no	
<i>If the student meets the teacher evaluation criteria, continue with the reclassification process.</i>		
Parent Consultation	Date notice has been sent to parents to notify them of their right to participate in the reclassification process: _____ Date met with parent : _____ Parent comment: _____	Parent Signature: _____
<i>The student has met all the criteria for reclassification</i>		
Parent Notification of reclassification	Date notification sent to parent: _____	
Monitoring	Year 1: _____ Grades in ELA are 3 and above? Trimester 1 <input type="checkbox"/> yes <input type="checkbox"/> no Trimester 2 <input type="checkbox"/> yes <input type="checkbox"/> no Trimester 3 <input type="checkbox"/> yes <input type="checkbox"/> no Year 2 Grades in ELA are 3 and above? <input type="checkbox"/> yes <input type="checkbox"/> no Trimester 1 <input type="checkbox"/> yes <input type="checkbox"/> no Trimester 2 <input type="checkbox"/> yes <input type="checkbox"/> no Trimester 3 <input type="checkbox"/> yes <input type="checkbox"/> no	

**BYLAWS
OF
EDUCATION FOR CHANGE**
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this corporation is Education for Change.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is Alameda County, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School's Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one

location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.

- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than eleven (11), unless changed by amendments to these bylaws. Two seats on the Board of Directors shall be reserved, at all times, for two family representatives nominated by the Education for Change Family Leadership Council ("EFCFLC"). Beginning in the fall 2011, the EFCFLC will nominate two family representatives for designation to the Board of Director. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). All directors shall be designated by the existing Board of Directors. The Board of Directors shall consist of at least five (5) directors unless changed by amendment to these bylaws. No more than 49 percent of the directors of this Corporation may be family member of an EFC student.

Each director, except for family representatives, shall hold office unless otherwise removed from office in accordance with these bylaws for three (3) years and until a successor director has been designated and qualified. Family representatives shall hold office unless otherwise removed from office in accordance with these bylaws for one (1) year and until a successor director has been designated and qualified. If the total number of authorized directors is increased, the Board may elect the initial director(s) filling the newly created Board seat(s) to a one (1), two (2) or three (3) year term so that approximately one-third of all directors' terms shall expire each year.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director shall hold office for three (3) years, or one (1) year for family representatives, and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward

to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors..

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by

proxy.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

Section 24. **ADVISORY COMMITTEES.** The Board may establish, by resolution adopted by a majority of the directors then in office, Advisory Committees to serve at the pleasure of the Board. The members of any Advisory Committee may consist of directors or non-directors and may be appointed as the Board determines. Advisory committees may not exercise the authority of the Board to make decisions on behalf of this corporation, but shall be restricted to making recommendations to the Board or Board Committees, and implementing Board or Board Committee decisions and policies under the supervision and control of the Board or Board Committee.

Section 25. **AUDIT COMMITTEE.** For any tax year in which this corporation has gross revenues of \$2 million or more, this corporation shall have an Audit Committee whose members shall be appointed by the Board of Directors, and who may include both directors and non-directors, subject to the following limitations: (a) a majority of the members of the Audit Committee may not consist of members of the Finance Committee, if any; (b) the chair of the Audit Committee may not be a member of the Finance Committee, if any; (c) the Audit Committee may not include any member of the staff or the President or Treasurer; (d) the Audit Committee may not include any person who has a material financial interest in any entity doing business with this corporation; and (e) Audit Committee members who are not directors may not receive compensation greater than the compensation paid to directors for their Board service.

If the Audit Committee is composed and appointed as required by Section 1

above (concerning Board Committees), it shall be deemed a Board Committee on which the other directors are entitled to rely as provided in Article III, Section 14 of these Bylaws; otherwise, the Board of Directors shall remain responsible for oversight and supervision of the Audit Committee as an Advisory Committee.

The Audit Committee shall: (1) recommend to the Board of Directors the retention and, when appropriate, the termination of an independent certified public accountant to serve as auditor, (2) negotiate the compensation of the auditor on behalf of the Board, (3) confer with the auditor to satisfy the Audit Committee members that the financial affairs of this corporation are in order, (4) review and determine whether to accept the audit, and (5) approve performance of any non-audit services provided to this corporation by the auditor's firm.

Section 26. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 27. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification. Officers shall not also be directors (Board members).

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. PRESIDENT. The President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest).

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records

and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation,

its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall make any provisions of these Bylaws inconsistent with the corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Education for Change, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of this corporation as adopted by the Board of Directors on October 15, 2011; and that these bylaws have not been amended or modified since that date.

Executed on October 15, 2011 at Oakland, California.

Antonio Cediél, Secretary

Education for Change Board of Directors

Brian Rogers

Board Chair

Brian Rogers is currently the Executive Director of the Rogers Family Foundation, a philanthropic organization committed to improving student outcomes and creating educational systematic change in Oakland, CA. Under Brian's leadership, the Rogers Family Foundation has been the philanthropic leader of educational reform in the city of Oakland over the past seven years. Previous to his work at the Rogers Family Foundation, Brian was the Manager of the Lair of the Bear - Camp Gold, a family summer camp operated by the University of California at Berkeley Alumni Association. Other work experience includes being the managing partner of 7171 Co., a home development business, as well as teaching English and coaching tennis at Bishop O'Dowd High School, his alma mater. Brian is a graduate of the University of California at Berkeley (Haas B.S. 1995) and an avid fan of the Golden Bears. Brian lives in Orinda with his wife of six years, Katie, his two year old son, James, and his seven month old daughter, Brynn.

Mark Patel

Board Treasurer

Mark Patel is the Vice President of Strategy at Amyris, an Emeryville-based biotechnology company. Mark was previously a partner with McKinsey & Company in San Francisco, an international Management Consulting company. Mark spent almost 9 years with McKinsey and Company in both the UK and US, most recently as a leader in Semiconductor and Operations practices. In his role at McKinsey, Mark advised senior management of leading organizations on both strategic and financial planning and led efforts to improve operations in both corporate and non profit organizations. Mark also has prior work experience with Goldman Sachs and the Ford Motor Company. Mark previously volunteered with the I Have a Dream program within East Palo Alto School District and served as an advisor in StartUp! an East Palo Alto organization affiliated with Stanford University and aimed at supporting young entrepreneurs in the area. Mark is a graduate of Cambridge University in the UK (BA, MEng '98) and of Stanford Graduate School of Business (MBA '03). Mark lives in Berkeley with his wife Sruti, who is a practicing pediatric physician in Oakland.

Jessica Lindl

Board Vice Chair

Jessica Lindl joined Scientific Learning as Vice President of Marketing in March 2007 and was promoted to Senior Vice President in January 2009. Prior to joining Scientific Learning, Ms. Lindl served as Vice President of Marketing and Product Management for Riverdeep, a leading developer of educational software. Ms. Lindl held marketing management positions of increasing responsibility at Riverdeep and The Learning Company, which was acquired by Riverdeep, from 2001 through 2006. Ms. Lindl began her career in sales and sales management for AT&T. Ms. Lindl holds a bachelor's degree in economics and international studies from Miami University in Oxford, Ohio and an MBA from the Haas School of Business at the University of California, Berkeley.

Antonio Cediell, Ed.D.

Board Secretary

Dr. Cediél has been an urban public school educator since 1994. During that time, he has served as a middle school teacher, charter school administrator, high school principal, and as a deputy superintendent of schools. Currently, he works as an independent consultant and coaches school and district leaders in effective instructional leadership practices. Additionally, Dr. Cediél is working on a number of school and leadership development projects in Latin America and the Caribbean. He holds a B.A. in religious studies from Brown University, an M.A. in Latin American history from California State University, Hayward, and M.Ed. and Ed.D. degrees from the Harvard Graduate School of Education. Dr. Cediél has also served as instructor of Mexican and U. S. history at San Quentin State Prison and has taught instructional leadership courses at the Harvard Graduate School of Education and the University of Chicago's Urban Education Institute.

Nick Driver

Nick Driver is a public school advocate and consultant who has spent the past decade providing technical and political assistance to educators, parents and community groups interested in starting new public schools. Mr. Driver brings a diverse background in journalism, international affairs, and education activism to his charter school work. His first career as a journalist in China during the 1980s and 1990s provided a deep appreciation for U.S.-style democracy, as well as the intense focus that Chinese families place on getting a high quality education. Upon his return from China, Mr. Driver began reporting on, and then supporting public schools, especially the budget and policy areas such as bond measures and parcel taxes. After becoming an involved parent at his kids' local schools, Mr. Driver has gone on to try and make an impact on city-wide and statewide educational issues as a parent activist and school advocate. He is currently working with the statewide non-profit advocacy organization Educate Our State, a group committed to improving funding levels and the infrastructure for California public schools.

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Education for Change

Board Calendar 2011-2012

**All board meetings, unless otherwise indicated, are from 6:00-8:00pm.*

Month	Date	Location	Topics	Notes
July-August	Tuesday, August 9, 2011	EFC Home Office	<ul style="list-style-type: none"> ○ Strategic plan update ○ Staffing and enrollment updates ○ Approve consolidated application ○ Revised budget ○ Review 2011 CST data ○ Vision alignment ○ Growth opportunities ○ CEO's 100-day plan; 11-12 goals 	
September	Tuesday, September 13, 2011	Cox campus	<ul style="list-style-type: none"> ○ Strategic plan update ○ Enrollment update ○ Review of 10-11 staff/family survey data ○ Review of 10-11 evaluation data ○ Review of board composition/ recruitment plan ○ Presentation of processes/systems audit and plan to address ○ Accountability calendar ○ Walkthrough tools 	A retreat will be scheduled either at the end of this month or early in October to do Board training and to review the updated Strategic Plan
October		World/Achieve campus	<ul style="list-style-type: none"> ○ Strategic plan update ○ Enrollment update ○ Revised LEA site plans ○ Presentation of committee action plans 	This meeting may be moved to mid-October to allow more time for strategic planning and to report out on final enrollment numbers
November		Cox campus	<ul style="list-style-type: none"> ○ Strategic plan approval ○ EFC Special education plan ○ Q1 finances ○ Update on process and systems 	

Month	Date	Location	Topics	Notes
January		World/Achieve campus	<ul style="list-style-type: none"> ○ Consolidated application ○ SELPA application ○ Cox ACOE two-year review ○ Discussion – compensation 	
February		Cox campus	<ul style="list-style-type: none"> ○ Benchmark data ○ Update on committee action plans ○ Review of 10-11 staff/family survey data ○ Q2 finances 	This meeting may prove unnecessary depending on how challenging the budget situation is for 12-13.
March		World/Achieve campus	<ul style="list-style-type: none"> ○ CEO review process ○ Review of 12-13 budget and LEA site plans ○ Accountability update 	
April		Cox campus	<ul style="list-style-type: none"> ○ CEO review process ○ 12-13 budget ○ Board recruitment 	This meeting may be organized as committee work time.
May		World/Achieve campus	<ul style="list-style-type: none"> ○ Benchmark data ○ CEO review process ○ Update on committee action plans ○ Q3 financials ○ Staffing report ○ Board recruitment 	
June		Cox campus	<ul style="list-style-type: none"> ○ Approve 12-13 budget ○ Vote on new board members ○ Staffing report ○ Accountability update 	

ASCEND Advisory Team

Purpose:

- 1) To advise the administration on instructional, operations, and budgetary issues, in order to ensure that the faculty has the opportunity to consistently provide input into decision-making and collaboratively craft solutions to problems.
- 2) To assist the administration in developing proposals to address issues faced by ASCEND.
- 3) To aid in the implementation of the new initiatives amongst the entire faculty.

Responsibilities:

- 1) Advises Principal on key decisions.
- 2) Communicate with designated members of the faculty to solicit feedback and input on new initiatives or important decisions.

Membership:

- Principal
- Two elementary teachers
- Two middle school teachers
- Instructional Coach(es)
- Arts Leader
- Teachers serve for two years each, and an election for two members is held each year.
- Criteria for teacher members are 1) strong communication skills and 2) ability to consider the needs of the entire school, beyond her/his own interests.
- Teacher selection occurs first week of the year. Faculty votes for their representatives.

Compensation:

\$500 per year.

Meetings:

- 2 Mondays per month, 3:45-5:00 p.m.
- Additional meetings (retreat days) on an as-needed basis

ASCEND

A School Cultivating Excellence, Nurturing Diversity

PARENT LEADERSHIP AT ASCEND

- **Who is on the ASCEND Family Leadership Council?**
 - Elementary: 2 or more parents from each classroom
 - Middle School: 4 or more parents from each grade level
 - Parent Leaders are selected by their peers in each classroom during Back to School Night
- **What does the ASCEND Family Leadership Council do?**
 - Family Leaders are a “bridge” between teachers and other parents - they support both parties to communicate with each other (through one-on-one meetings, phone calls, and co-facilitation of grade level parent meetings)
 - Family Leaders participate in analysis and discussion of school data and our instructional program in order to set budget priorities. Their recommendations, along with those of the staff, are forwarded to SSC/ELAC during the creation of the Site Plan and budget. The Family Leaders are also consulted for input on any major issue facing the school (safety, academic program, etc.)
 - Family Leaders choose 1-2 community issues to focus on for the year. For example, for this year, the leaders have chosen to work with city officials to improve traffic safety around the school.
 - Some Family Leaders participate in OCO meetings, leadership training sessions, and community actions.
 - Family Leaders help to organize and/or volunteer at events such as the Exposition of Student Learning, student registration, and school festivals.
 - The Family Leaders Fundraising Committee raises money for fieldtrips. This group raises money through such food sales at events as the Exposition of Student Learning and through sales of various items throughout the year. The fundraising committee fundraises for every grade, not just for the grades represented by its members.
- **How often do the Family Leaders meet?**
 - The entire family leadership team meets once a month, with additional meetings scheduled as needed in order to organize major events.
- **Who sets the agenda for and facilitates Family Leadership Council meetings?**
 - The meetings are co-planned and co-facilitated by a team consisting of the principal and 3-4 Parent Leaders. They meet one week prior to the Family Leadership Council meeting to set the agenda and designate meeting roles and responsibilities.
- **What are our goals for the future?**
 - A greater emphasis on formal training in leadership, with a particular focus on meeting facilitation.

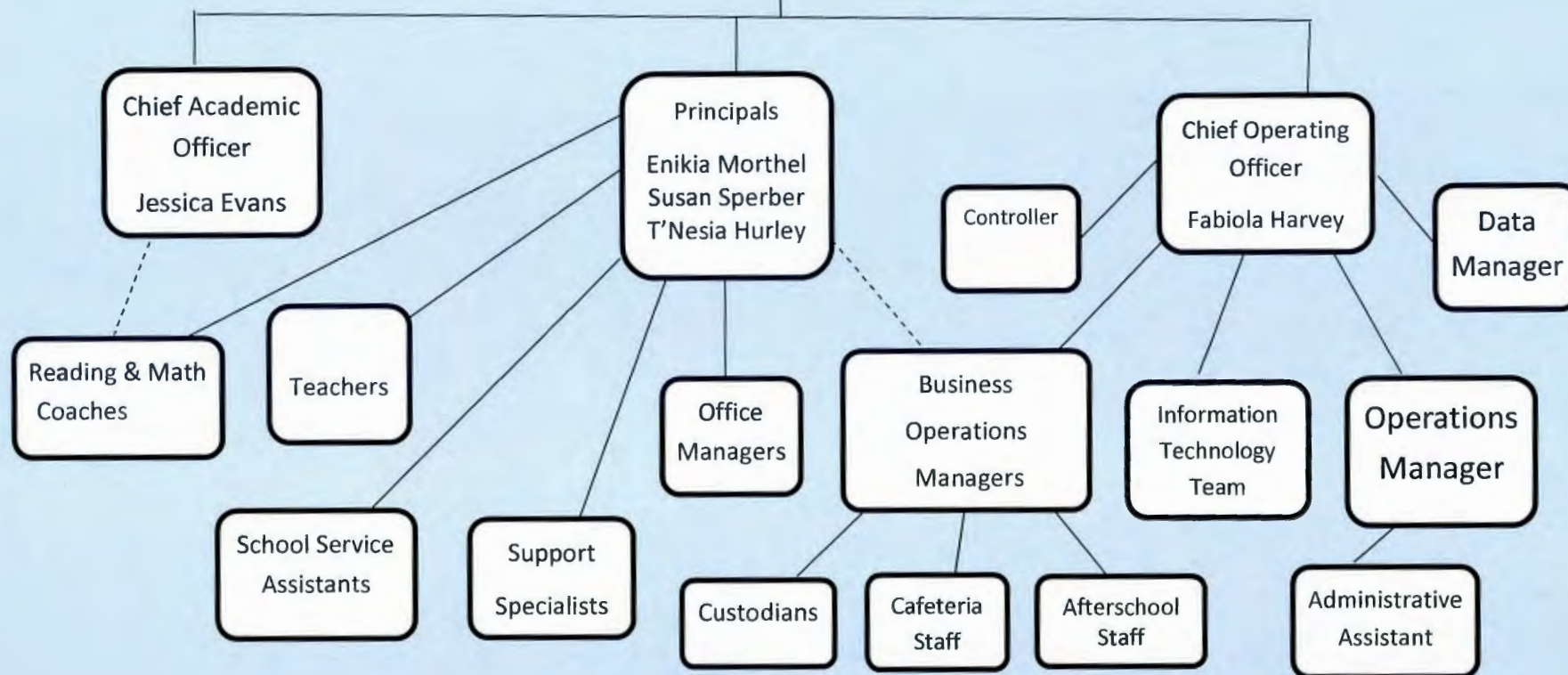


Education for Change

Board of Trustees

CEO

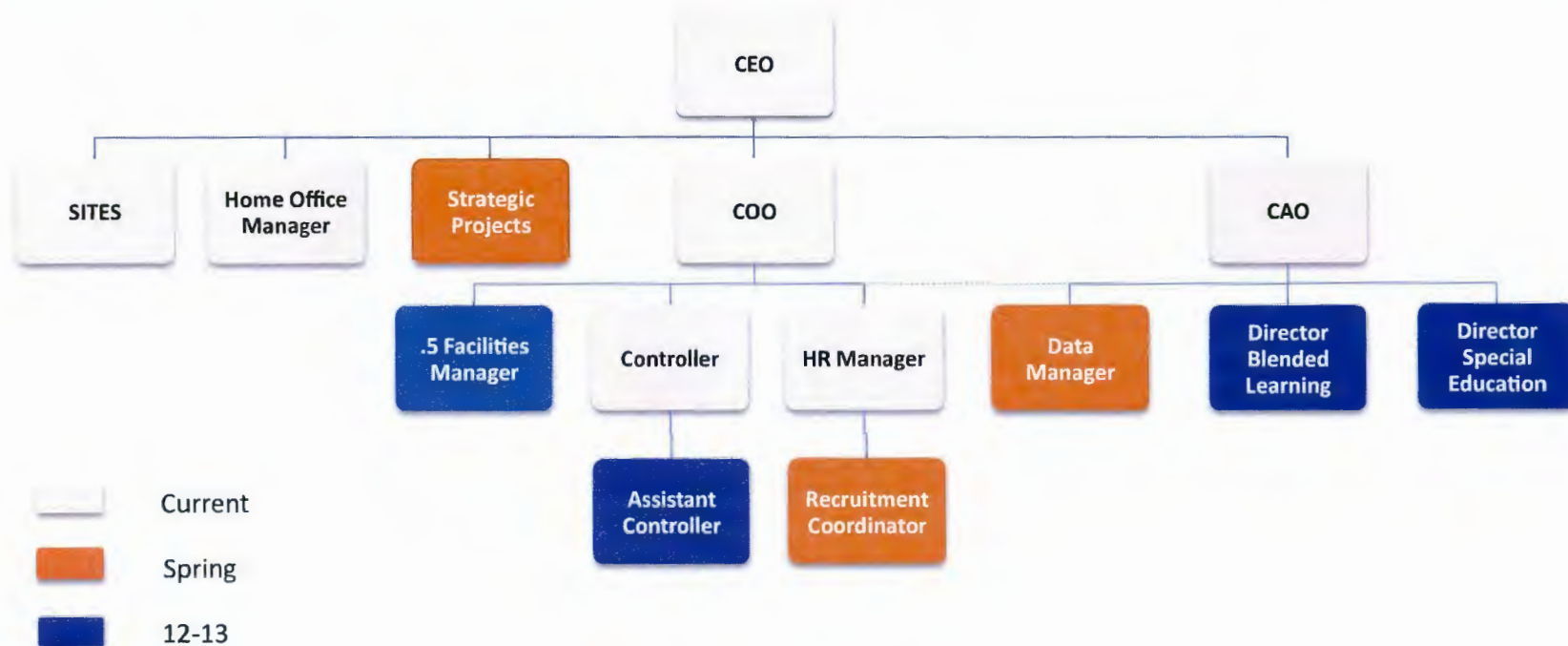
Hae-Sin Thomas



INTERNAL CAPACITY FOR GROWTH

HUMAN CAPITAL – KNOWLEDGE

Home Office Organization Chart





EDUCATION FOR CHANGE PUBLIC SCHOOLS CHIEF EXECUTIVE OFFICER

Background

Founded in 2005 by experienced educators and entrepreneurs, Education for Change (EFC) is a nonprofit public benefit corporation. As a Charter School Management Organization, EFC operates public elementary schools designed to offer a high quality education at no cost to parents. EFC serves ethnically and economically diverse student bodies. EFC currently enrolls over 1200 students at three elementary schools in Oakland, California: Education for Change at Cox Elementary, World Academy and Achieve Academy.

The mission of Education for Change is straightforward: to provide a superior public education to Oakland's most underserved children by maintaining a system of public schools that relentlessly focuses on academic achievement. The high quality instruction at EFC and its continuous refinement is the key to success for their students. Since its inception, all three EFC schools have experienced substantial growth on the API. Cox gained 148 points, improving from 581 to 729; Achieve gained 117 points, improving from 672 to 789; and World gained 182 points, improving from 603 to 785.

Education for Change has several core beliefs that are at the foundation of the organization. They strive to hire individuals who share their beliefs about what makes a great school - and what it takes for all children to succeed in school and in life. EFC believes that organizations can only be successful when people are aligned around a common purpose and a shared set of goals. This applies to their schools and to Education for Change as a whole.

Through a shared set of core beliefs, EFC is building one community of adults across multiple schools that share responsibility for the EFC mission. The following is a list of EFC's core beliefs:

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

Additional information about Education for Change can be found at www.efcps.org.

Opportunity

Education for Change is seeking a visionary Chief Executive Officer who can capitalize on the momentum of the past five years and work collaboratively with the board and dedicated staff to take the organization to the next level. EFC is well-positioned to have a significant impact on the education landscape in Oakland for a number of reasons. First, EFC has a strong academic foundation and schools continue to experience significant academic gains every year. Second, the organization is financially stable. And third, the board has recently restructured and added several new members. They are united in their commitment to create more quality educational options for traditionally underserved families, and they are engaged around finding a strong CEO who can lead this effort.

Additionally, the new CEO will be have the opportunity to galvanize the team behind a shared vision and build a dynamic organizational culture that is embraced by school level and central office staff.

Specifically, over the next two to three years, the new CEO will be expected to:

- Evaluate potential expansion models and execute on a growth strategy in order to increase the number of students served by EFC;
- Achieve aggressive academic targets by supporting the instructional team;
- Build the EFC brand in the community by engaging stakeholders at all levels;
- Create a culture of openness and trust where there is collaboration between central office and school staff, and where all employees feel supported and empowered with the tools they needs to be successful.

Responsibilities

In addition to leading the growth and replication of EFC, the CEO will be responsible for overseeing the central office team and working with them collaboratively to create sustainable, scalable systems and policies that will support the schools and enable them to maintain their focus on delivering high quality instruction.

S/he will address the strategic challenges the organization will face as it transitions into a growth mode and will consider specific strategic questions including the following: How does EFC maintain a focus on improving academic outcomes while pursuing growth? What is the ideal growth model? Where should the next school(s) be located? How will the organization secure the financial resources necessary to fund its growth in an increasingly tight economic environment? What types of human capital systems are necessary to support the growth of the organization and ensure that there are enough high quality teachers and administrators to staff new schools?

The specific responsibilities of the CEO include:

- **Strategic Planning:** In partnership with the Board of Directors, the CEO will finalize a strategic plan to set the stage for both short and long term growth;

- **Team Building:** CEO will be responsible for creating the team necessary to carry out the expansion of the organization and provide ongoing operations and instructional support to the established schools;
- **Advancement:** The CEO will further advance the mission of the organization by identifying and securing new sources of funding from foundations, corporations and individual donors, and by forming additional strategic partnerships;
- **Governance:** The CEO will work with the Board Chair to ensure that the Board of Directors fulfills its governance functions. S/he will be responsible for facilitating optimum performance of the Board, its committees, and individual members;
- **External Relations:** The CEO will serve as the chief spokesperson for the organization, ensuring proper representation of the organization to the local civic, business and political community, the greater education reform sector and other external constituents, including parents and families;
- **Financial Management:** The CEO will oversee the financial systems of the organization, including the development of the annual budget;
- **School Support:** The CEO will provide support to instructional team as needed in the areas of staff management and evaluation, hiring, HR issues, and other tasks that are necessary to ensure that the mission of EFC is fulfilled.
- **Compliance** – add description

The CEO will report directly to the EFC Board of Directors. S/he will directly manage the Chief Operating Officer and the Chief Academic Officer.

Qualities & Qualifications

The ideal candidate will demonstrate the following qualities:

- **Commitment to Urban Education:** Belief that reversing the racial and socio-economic achievement gap is one of the greatest civil rights issues of our generation;
- **Philosophical Alignment:** Belief that every single student should be held to the highest academic and behavioral expectations and that a structured environment is essential for learning;
- **Relentlessness & Composure:** Drive to do whatever it takes, regardless of circumstances, to fulfill responsibilities and to achieve results. Ability to remain calm even when faced with the relentlessness of the work and with unexpected challenges.
- **High Emotional Intelligence:** The requisite self-awareness, confidence, and maturity to work productively with a wide variety of people and personalities;
- **Natural Transparency:** An open, honest and transparent style that is effective with a wide range of audiences;
- **Collaborative Style:** A management style that is collaborative, inclusive, supportive and empowering.

The ideal candidate will have some background in education, with experience leading a successful classroom or school preferred. However, the board is open to traditional and non-traditional candidates who possess the following qualifications:

- At least 15 years of work experience including a track record of leadership, ideally in an entrepreneurial, start-up and/or high growth organization;

- Specific and substantial management experience in at least two of the following functions: human resources, information technology, general operations, strategic planning, fundraising and marketing;
- A track record of leading, motivating and developing high performance teams;
- The executive presence to inspire confidence and passion in both *internal* and *external* audiences;
- Bachelor's degree from an accredited, four-year university; advanced degree preferred (e.g. MBA, JD, MPA).



Education for Change
Chief Operating Officer

Job Description

The Chief Operating Officer will be a member of the senior leadership team and will report to the CEO. S/he will play a critical role in developing the systems and policies that will serve Education for Change as it pursues growth and long-term sustainability. S/he will have primary responsibility for finances, operations, human resources, information systems, and strategic planning. This is an exciting opportunity for an accomplished finance executive with significant management experience who understands and appreciates the charter school movement, even if s/he has not worked within education in the past.

Skills/Required

The Chief Operating Officer will be a seasoned manager with at least ten years of progressively responsible financial and operations management experience to create and expand systems and operations of a successful, fast-paced, start-up nonprofit organization expected to make a major impact on the education of our nation's children. The Chief Operating Officer will demonstrate maturity, leadership, intellectual acumen, and a commitment to the mission. Expertise in a wide range of management processes, including strategic planning, organizational development, and financial management. Creativity in providing first-rate operations support to a small but national non-profit will be critical. Flexibility, patience, resiliency, and tenacity along with an abundance of common sense and good judgment.

Major areas of responsibility:

1. *Financial management and oversight*
 - a. Maintain and manage the budget; fiscal oversight of the sites
 - b. Payroll and invoice payment
 - c. Manage cash effectively
 - d. Oversee fundraising and grant management
 - e. Financial planning for future
 - f. Manage state financial/operational reporting
2. *General operations*
 - a. Oversee payroll and benefits administration
 - b. Oversee general administrative support and contracts for home office
 - c. Oversee non-instructional, operational support and contracts for school sites
 - d. Oversee human resources administration (hiring, in-processing, integration)
 - e. Oversee staffing plan
 - f. Oversee information technology and student information systems
 - g. Manage and support meetings of the board of directors
3. *Growth and strategy development*
 - a. Coordinate petition submissions
 - b. Evaluate operational impact of new school growth opportunities
 - c. Financial planning and budget development for new schools

NON-DISCRIMINATION POLICY

EFC does not discriminate in any program, activity, or in employment on the basis of age, creed, sex, race, ethnic background, marital or veteran status, national origin, disability, sexual orientation or religion.



EDUCATION FOR CHANGE PUBLIC SCHOOLS

PRINCIPAL

ORGANIZATION: Education for Change

POSITION: Elementary Charter School Principal

REPORTS TO: CEO

Instructional Leadership

Education for Change is looking for a dynamic instructional leader who will engage students, staff and parents to ensure high student achievement. The site principal, as the instructional leader, communicates and supports the mission of Education for Change, maintains the focus on high student achievement for all students, creates a collaborative, results-oriented professional learning community, analyzes and responds to data, supports teachers in their growth, evaluates and responds to the effectiveness of interventions and instructional practices. As the instructional leader, the principal creates an environment in which school attendance, learning and high achievement are valued.

Having well developed knowledge of what is required to successfully manage an urban elementary school with a high English Learner and low income population is critical. Being driven to achieve success is a basic characteristic of the ideal candidate.

Responsibilities:

Instructional Leadership

- Establish and maintain an instruction and results- oriented professional learning community
- Analyze performance and observational data to determine professional development needs, including content and pedagogical knowledge, grade level needs, teacher coaching and support
- Monitor student performance data and effectiveness of instructional responses and interventions
- Provide concrete and actionable feedback for teachers to drive instructional improvement
- Maintain and support the focus on high student achievement for all students through the Education for Change instructional program
- Work collaboratively with the Instructional Management team to identify professional development needs, develop and lead professional development
- Communicate a sense of urgency around student academic needs
- Utilize research-based content and pedagogical knowledge in core areas including the reading and writing process, mathematics instruction, educational theory, research and current issues in urban education

Personnel Performance Management and Interpersonal Relations:

- Attract, recruit and select high performing staff members
- Evaluate all personnel in an effective, timely manner
- Create support systems for staff improvement
- Motivate staff to excel
- Create a culture where the staff works as a dedicated professional team
- Hold staff accountable for high quality job performance
- Involve staff in decision making appropriate to the situation including school site planning, committees, etc.
- Actively commit to building a strong EFC Management Team

Site Management

- Lead school site planning and implementation processes
- Manage school budget, ensuring that expenditures are aligned to the school plan, in compliance with restricted and categorical fund restrictions, compliance with assurances
- Follow all established EFC policies and procedures
- Develop systems, timelines and milestones for completion of initiatives
- Work collaboratively with the Business Operations Manager to ensure that the school site is safe, clean and well maintained
- Develop, lead and manage systems for efficient and efficacious daily operations
- Ensure effective, regular communication system with all staff

Community Relations

- Skillfully and appropriately involve parents and the community in school activities
- Maintain good community relations and effective, regular communication with parents
- Foster and maintain positive working relationship with co-located EFC school and neighboring district schools
- Organize and facilitate Parent Leadership Council and grade level specific parent education meetings
- Develop and execute strategy to attract and retain students and families at school site, with the goal of full enrollment with a waiting list
- Function as a collaborative team member (EFC Management Team, Instructional Management Team, with co-located school)
- Effectively collaborate and assume responsibility for organizational success

The site principal performs other related duties as assigned. The site principal is responsible for the administration of the school within the regulations of the Governing Board and reports to the Chief Executive Officer

Basic Qualifications:

- Minimum of 3 years teaching experience with a minimum of 7 years teaching and/or administrative experience
- Valid Teaching and Administrative Credentials
- Knowledge of primary/elementary curriculum and administrative practices
- Successful experience working in a collaborative environment
- Experience working with diverse communities

Desired Qualifications:

- Experience as an Assistant Principal for aspiring Principals
- Spanish Bilingual
- Masters Degree
- Content Knowledge in the Reading Process, Writing Process, and Mathematics instruction
- Strong data analysis skills
- Experience working with English Language Learners
- Experience coaching, mentoring or developing teachers
- Strong community building skills
- Outstanding communication and organization skills

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6. The best measure of what we value is how we spend our time.
7. Every adult within the school community - principals, teachers, staff, parents/guardians, and administrators - is responsible for student performance.

EDUCATION FOR CHANGE
303 Hegenberger Road, Suite 301
Oakland, CA 94621
EIN: 20-2204424

EXHIBIT C:
Conflict of Interest Policy

Article I

Purpose

The purpose of the conflict of interest policy is to protect this corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of this corporation or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II

Definitions

1. Interested Person

Any director, principal officer, or member of a committee with Board of Directors-delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which this corporation has a transaction or arrangement,
- b. A compensation arrangement with this corporation or with any entity or individual with which this corporation has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which this corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the Board of Directors or committee, as appropriate, decides that a conflict of interest exists.

Article III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with Board of Directors-delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board of Directors or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the Board of Directors or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The Chairman of the Board or the chairperson of the committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the Board of Directors or committee shall determine whether this corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board of Directors or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in this corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a. If the Board of Directors or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board of Directors or committee determines the member has failed to

EDUCATION FOR CHANGE

EIN: 2204424

Exhibit C

Page 3

disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV

Records of Proceedings

The minutes of the Board of Directors and all committees with Board of Directors-delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V

Compensation

- a. A voting member of the Board of Directors who receives compensation, directly or indirectly, from this corporation for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from this corporation for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the Board of Directors or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from this corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI

Annual Statements

Each director, principal officer, and member of a committee with Board of Directors-delegated powers shall annually sign a statement which affirms such person:

EDUCATION FOR CHANGE

EIN: 2204424

Exhibit C

Page 4

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands this corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII

Periodic Reviews

To ensure this corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's-length bargaining.
- b. Whether any partnerships, joint ventures, and arrangements with management organizations conform to this corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, this corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of Directors of its responsibility for ensuring periodic reviews are conducted.

Education for Change

Uniform Complaint Policy

POLICY

The Education for Change (EFC) Governing Board recognizes that the Charter Management Organization (CMO) is responsible for ensuring that it complies with state and federal laws and regulations governing educational programs.

The CMO shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based upon age, ancestry and/or national origin, color, physical or mental disability, race, ethnic group identification, religion, veteran status, sex, gender, marital status, medical condition (cancer related) and/or sexual orientation, in any program or activity that receives or benefits from State and/or Federal financial assistance.

The CMO shall also follow uniform complaint procedures when addressing complaints alleging failure to comply with state or federal law in:

1. Consolidated Categorical Aid Programs
 - a. School Based Coordinated Programs
 - b. School Improvement Program
 - c. Title I Programs – No Child Left Behind Act
 - d. Program for English Learners
 - e. Educational Equity
 - f. Gifted and Talented Education (GATE)
 - g. State Compensatory Education (SCE)
 - h. Safe and Drug Free Schools & Tobacco Use and Prevention Education (TUPE)
2. Child Nutrition Programs
3. Special Education Programs.
(Title 5, Section 4621 and 4610)

Upon receipt of a written complaint from an individual, public agency or organization, the uniform complaint procedures shall be initiated. The CEO of EFC or designee shall distribute full information about these procedures.

COMPLAINT DEFINITION

A complaint is an allegation that is reduced to writing by a parent/guardian, student, employee, duly authorized representative or interested third party, public agency, or organization alleging that the CMO, otherwise known as the Local Education Agency (LEA), violated (did not comply with) a Federal, or State regulation, or engaged in unlawful discrimination in programs and activities directly funded by the State or in receipt of any financial assistance from the State or Federal government.

TIMELINE FOR FILING COMPLAINTS

All complaints must be filed no later than six (6) months after the alleged occurrence, but may be extended not to exceed ninety (90) calendar days by the consent of the CMO or designee for good cause.

Complaints alleging unlawful discrimination may be filed by a person who alleges that he/she suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint must be initiated no later than six (6) months from the date of when the alleged discrimination occurred, unless the timeline is extended for good cause as outlined above, or when the complainant first obtained knowledge of the facts of the alleged discrimination.

CONFIDENTIALITY OF DISCRIMINATION COMPLAINTS

The Governing Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the CEO or designee on a case-by-case basis. (Title 5, Sections, 4621 and 4630)

PROHIBITION AGAINST RETALIATION

The Governing Board prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination or participating in complaint procedures. Such participation shall not in any way affect the status, grades or work assignments of the complainant. (Title 5, Section 4621 and 4630)

ASSISTANCE

If a complainant is unable to put a complaint in writing due to conditions such as literacy or other disabilities, CMO staff shall help him/her to file the complaint. (Title 5, Section 4600)

NOTIFICATIONS

The CEO or designee shall meet the notification requirements of the Code of Regulations, Title 5, Section 4622, including the annual dissemination of the CMO complaint procedures and information about available appeals, civil law remedies and conditions under which a complaint may be taken directly to the California Department of Education. The CMO or designee shall ensure that complainants understand that they may pursue other remedies, including actions before civil courts or other public agencies.

Each year, the CMO shall provide written notice of the right to file a complaint against the CMO and/or CMO employees and the procedure for filing such a complaint. The notice shall be distributed to parents, students, staff, CMO/school advisory committees, and other interested parties in English and the other four major primary languages (Cambodian, Chinese, Spanish, and Vietnamese). The notice will include a statement that the complainant is protected from retaliation.

ADMINISTRATIVE REGULATION

DIRECTOR OF SITE SERVICES

The CMO or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the CMO or designee.

The CMO designates the following Director of Site Services to receive and investigate complaints and ensure CMO compliance with law:

The Director of Site Services is responsible for the intake and monitoring of all formal complaints. The Director of Site Services is also responsible for investigating complaints concerning the program for English Language Learners (ELL) and retaliation for, or interference with, ELL Program advocacy.

DIRECTOR OF SITE SERVICES
Education for Change, CMO
303 Hegenberger Road Suite 301
Oakland, California 94621
(510) 568-7936; FAX (510)

The Director of Site Services is responsible for investigating complaints regarding discrimination, including sexual harassment. The Director of Site Services also coordinates requests and program notifications for employees and students with disabilities (i.e. Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA)).

DIRECTOR OF SITE SERVICES
Education for Change, CMO
303 Hegenberger Road Room 301
Oakland, CA 94621
(510) 568-7936; FAX (510)

Other complaints will be routed to the appropriate school site administrator, department director or to the CMO's designee for investigation.

STEP I:

PROCEDURES FOR FILING A FORMAL COMPLAINT - LEVEL I

The following procedures shall be used to address all complaints which allege that the CMO has violated federal or state laws or regulations governing educational programs. Director of Site Services shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with the Code of Regulations. (Title 5, Section 4632)

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled and when a decision or ruling is made.

The complaint shall be presented to the Director of Site Services who shall maintain a log of complaints received, providing each with a code number and a date stamp. The Director of Site Services shall route the complaint to the appropriate investigator.

Any individual, public agency or organization may file a written complaint of alleged

noncompliance by the CMO.

Level I Complaints must be submitted in writing on the appropriate form requiring the signature of the complainant. (Forms shall be available at schools, work sites, and the Public Information Office.)

COMPLAINTS AGAINST EMPLOYEES

For complaints regarding employees, except for sexual harassment or discrimination complaints, the appropriate manager/designee shall provide a copy of the written complaint to the employee against whom the complaint is directed. The employee(s) shall have the right to respond to the complaint and to recommend an appropriate course of action.

MEDIATION (OPTIONAL)

The CMO recognizes that a neutral mediator can often suggest an early compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try to resolve their problem through mediation, the CEO or designee shall initiate a mediation process before beginning a formal compliance investigation. The CEO or designee shall ensure that mediation results are consistent with state and federal laws and regulations. (Title 5, Section 4631)

Within five working days of receiving the complaint, the Director of Site Services may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the Director of Site Services shall make all arrangements for this process.

Before initiating the mediation of a discrimination complaint, the Director of Site Services shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of the law, the Director of Site Services shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the CMO's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (Title 5, Section 4631)

STEP 2: INVESTIGATION OF COMPLAINT

In cases of discrimination and/or sexual harassment, where the parties have declined mediation, the Director of Site Services shall hold an investigative meeting within (5) five calendar days. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally. The complainant and/or his/her representative shall have an opportunity to present information relevant to the complaint. The CMO's representative will also have an opportunity to present relevant information at a separate meeting.

DIRECTOR OF SITE SERVICES

Education for Change, CMO
303 Hegenberger Road Room 301
Oakland, CA 94621
(510 568-7936; FAX (510)

In all other cases, the appropriate manager or designee shall confer with the complainant and the person against whom the complaint is made in an effort to resolve the complaint, unless mutually waived. Parties shall have the option of presenting evidence related to the complaint and of meeting together to discuss the complaint or question each other and may also question each other's witnesses. (Title 5, Section 4631)[Note: Does not apply to sexual harassment and discrimination complaints].

In addition to accepting information from the parties to the complaint, the investigating official in all cases will review any relevant documents and question relevant witnesses before issuing the final written decision. Within thirty (30) calendar days of receiving the complaint, the investigating officer shall prepare and send to the complainant a written report of the CMO's investigation and decision, as described in Step #5 below.

STEP 3: LEVEL II APPEAL

A complaint not satisfactorily resolved at Level I may be appealed to the CEO or designee in writing by the complainant within five (5) calendar days of receipt of the Level I response. The appeal form shall be filed with the Office of the Director of Site Services. The appeal can only include the allegations outlined in the Level I Complaint. New allegations cannot be included in the Level II Appeal.

Upon receiving the appropriately completed appeal form from the complainant, the CEO or designee shall:

1. Notify the employee(s) to whom the complainant was directed.
2. Investigate the appeal. This may include the following steps:
 - Review the appeal filed by the complainant.
 - Review documents from the Level I investigator.
 - Conduct additional interviews as necessary.
 - Allow both parties to discuss complaint, Level I decision, or question each other, except for discrimination or sexual harassment complaints.
3. Respond in writing to the complainant within ten (10) calendar days after receipt of appeal, including a resolution.
4. Notify the employee(s) of the resolution.

STEP 4: LEVEL III APPEAL

A complaint not satisfactorily resolved at Level II may be appealed to the Education for Change Board or its designee in writing by the complainant within five (5) calendar days of receipt of the Level II response.

The appeal form shall be filed with the Office of the Director of Site Services who shall notify the CEO. The CEO shall transmit the statement to the Education for Change Board of Directors.

Written notification of the Board's decision shall be received by the complainant and the employee(s) against whom the complaint is directed within ten (10) calendar days.

Exception/Board Recess – During the period of the CEO/Board's unavailability, the complainant will be consulted to extend the time to complete the appeal process.

In all cases of this nature which come to the Board's attention, the decision of the CMO's Board shall be final, except for cases which may be appealed to the California Department of Education regarding Federal or State laws or regulations governing these programs:

- Education of English Learners
- Child Nutrition
- Consolidated Categorical Programs
- Migrant Education
- Special Education

STEP 5: FINAL WRITTEN DECISION

A written report shall be sent to the complainant via certified or U.S. Mail within sixty (60) calendar days from receipt of the complaint. The report of the CMO's decision shall be written in English and in the primary language of the complainant whenever feasible or required by law. If it is not feasible to write this report in the complainant's primary language, the CMO shall arrange a meeting at which a community member will interpret it for the complainant.

This report shall include:

1. The findings and disposition of the complaint, including corrective actions, if any. (Title 5, Section 4631)
2. The rationale for the above disposition. (Title 5, Section 4631)
3. Notice of the complainant's right to appeal the decision to the California Department of Education within fifteen (15) calendar days of receiving the CMO's decision and procedures to be followed for initiating such an appeal. (Title 5, Section 4631)
4. A detailed statement of all specific issues that were raised during the investigation and the extent to which these issues were resolved.

If an employee is disciplined as a result of the complaint, this report shall simply state that effective action was taken and that the employee was informed of CMO expectations. The report shall not give any further information as to the nature of the disciplinary action.

APPEALS TO THE CALIFORNIA DEPARTMENT OF EDUCATION (CDE)

If dissatisfied with the CMO's decision, the complainant may appeal in writing to the California Department of Education within fifteen (15) calendar days of receiving the CMO's decision. For good cause, the Superintendent of Public Instruction may grant an

extension for filing appeals. (Title 5, Section 4652)

When appealing to the California Department of Education, the complainant must specify the reason(s) for appealing the CMO's decision and must include a copy of the locally filed complaint and the CMO's decision. (Title 5, Section 4652)

CIVIL LAW REMEDIES

Complainants may seek help from agencies such as legal assistance agencies, local mediation centers or the County Office of Education.

A complainant may pursue available civil law remedies outside of the CMO's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys.

Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing an appeal with the California Department of Education before pursuing civil law remedies in state court. The moratorium does not apply to injunctive relief and is applicable only if the CMO has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with Title 5, CCR Section 4622.

Complaints not satisfactorily resolved at the CMO level may be filed, as applicable, with the following State and Federal agencies:

**California Department of Education (CDE)
Categorical Programs Complaints Management (CPCM)**

P.O. Box 94244-2729

Sacramento, California 94244-2729

Telephone: (916) 319-0929

Filing deadline: Within 15 days after CMO's final written decision.

**United States Office of Education
Office for Civil Rights (OCR), Region IX**

50 United Nations Plaza, Room 239

San Francisco, California 94102

Telephone: (415) 556-4275

Filing deadline: Within 60 days of CMO's completion of the Uniform Complaint Procedures.

(Note: Complaints may be filed directly with OCR within 180 days
of the alleged incident of discrimination)

Equal Employment Opportunity Commission (EEOC)

1301 Clay Street, Suite 1170N

Oakland, California 94612

Telephone: (510) 637-3230

Filing deadline: Within 300 days from date of the alleged incident of discrimination.

Department of Fair Employment and Housing (DFEH)

1330 Broadway
Oakland, California 94612-2412
Telephone: (800) 884-1684

Filing deadline: Within one year from date of the alleged incident of discrimination.

7/14/05



EDUCATION FOR CHANGE- CHARTER SCHOOLS

ELEMENTARY SCHOOL TEACHER

BASIC FUNCTION:

Under the direction of the Principal, to serve as a upper grade teacher in an elementary school.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Organize and direct a classroom program meeting the individual needs of students, implementing EFC and school instructions, goals and objectives. Provide a classroom climate and learning experience that will further the emotional, physical, social, and mental development of the student. Make effective daily and long-range instructional plans. Evaluate and record student progress. Demonstrate knowledge of child growth and development by identifying student needs, and, when necessary, referring to appropriate resources, such as health and psychological services. Demonstrate sensitivity to various family and cultural patterns in planning classroom activities. Maintain an attractive room environment appropriate to grade level and area of student and maintain high standards of classroom neatness. Work cooperatively with Home Office staff, support personnel, local school staff, and parents to coordinate effective learning for students. Supervise pupils in out of classroom activities during assigned work time, and accept responsibility for maintaining behavior standards school wide. Establish and maintain standards of pupil behavior needed to achieve a desirable learning atmosphere in and out of the classroom. Participate in and support activities that are conducive to staff rapport and morale and positive school-community relationships. Participate in professional growth activities such as classes, workshops, conferences, school and District curriculum committees, and school community activities, (such as advisory committees, PTA, youth organizations)

OTHER FUNCTIONS:

Perform related duties as assigned.

REQUIRED KNOWLEDGE AND ABILITIES:

Plan and prepare lessons.

Present lessons in a variety of instructional deliveries.
Maintain a climate conducive to student learning.
Create an appropriate physical environment.
Utilize a variety of classroom discipline strategies.
Develop and maintain open channels of communication between home and school.
Develop and maintain an atmosphere of mutual respect among students, teachers and staff.
Diagnose and prescribe in order to enable the progress of pupils toward established standards.
Evaluate academic progress.
Adhere to curricular objectives
Participate in curriculum development.
Incorporated within one or more of the previously mentioned performance responsibilities, which are essential functions of this job description, are the following essential physical requirements:
Ability to read printed matter and computer screens.
Ability to communicate so others will be able to clearly understand a normal conversation.
Ability to understand speech at normal levels.
Ability to bend, twist, stoop, and reach.
Ability to push, pull, and transport instructional materials.
Ability to drive a personal vehicle to conduct business.

OTHER INFORMATION:

Employment is subject to and contingent upon the completion of a criminal background check by the California Department of Justice. Convictions of certain crimes, including, but not limited to sex and narcotics offenses and serious and violent felonies, as specified in the Education and Penal Codes, will bar employment with the Organization. In addition, employees will be required to provide a current verification of a negative TB test prior to employment

CREDENTIAL:

Must possess a valid California teacher credential authorizing service in a self-contained elementary classroom, including an authorization to teach English Language Learners.
Must be NCLB compliant.
Must possess a valid California driver's license.



EDUCATION FOR CHANGE

LANGUAGE ARTS INTERVENTION SPECIALIST

BASIC FUNCTION:

Provide direct instruction to 18-22 4th and 5th grade students reading two or more years below grade level. Language arts instructional block will be from 2.5 -3 hours per day using a state approved intervention program. In addition the intervention specialist will provide instruction and support during, before, and after school, as well as helping school plan and prepare to address the needs of all students needing intervention support.

REPRESENTATIVE DUTIES:

This position description is not intended to be an exhaustive list of all duties, knowledge or abilities associated with this classification, but it's intended to accurately reflect the principal job elements.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Provide direct instruction for upper grade intervention group

Support appropriate curriculum and intervention services including before and after school, intersession and in-classroom interventions.

Use assessment data to design or identify targeted intervention services. Conduct demonstration lessons, assist teachers with unit and lesson planning, and build teacher collaboration in mathematics.

Assist classroom teachers in diagnosing areas of need and planning appropriate instruction and intervention.

Provide classroom teachers and site administrators with observational data and feedback based upon mutually agreed upon focus areas.

Assist teachers to obtain materials as needed.

Coordinate and facilitate grade level team, teacher leaders or curriculum focus group sessions, as needed.

Maintain linkages with local partnerships in the community.

Provide assistant to schools in parent education and family subject-area initiatives related to the program.

Participate in curriculum and assessment development activities, including the revision of pacing/instructional guides and district benchmark assessments.

Support facilitation of teacher and administrator analysis, discussion, and use of benchmark and other assessments, student work, and observational data in content area to ensure student access to standards-based instruction.



Attend and participate in ongoing coach/content knowledge professional development.

Provide professional development support

MINIMUM QUALIFICATIONS:

Must possess a Bachelor's degree and minimum three years experience in classroom teaching; recent relevant experience training and experience in teaching and/or modeling the State and District adopted content area program.

Must possess a valid California Clear Teaching Credential

Must possess a valid California Driver's License

Employment eligibility that may include fingerprints, health (TB) and/or other employment clearance.

EXPERIENCE:

Experience teaching language arts at the elementary level

Experience working in diverse classrooms preferred

Experience working with English learners

KNOWLEDGE OF:

Adult learning

Effective strategies, theories, techniques, and methods of professional development

District curriculum and school instructional programs

ABILITY TO:

Analyze, interpret and communicate data. (Quantitative Thinker)

Deal with diverse school sites and conditions. (Flexibility)

Motivate change in low-income, African-American, Latino, and/or Asian communities.

Facilitate, communicate orally and in writing.



Cafeteria Worker

Job Description:

Duties include but are not limited to the following:

- Perform routine food service activities related to the preparation and serving of foods
- Prepare food service facilities for the serving of food
- Assure that serving lines are properly stocked with adequate food, beverages and supplies; count and set out food trays, heat items and serve meals
- Ensure safety of students by being visible and providing active supervision
- Assist in storing unused food and supplies to assure compliance with health and sanitation standards
- Dispose of unusable leftovers and trash
- Operate a variety of standard kitchen equipment such as food warmer, can opener, etc
- Maintain work areas and serving areas in a clean, sanitary and safe condition
- Wash and clean counters and tables, wash and store equipment
- Proficient in Microsoft Outlook and trainable in "Mealtime" software

Physical Demands

Dexterity of hands and fingers to operate kitchen utensils and equipment; seeing to clean assigned areas; bending at the waist, kneeling or crouching to clean assigned areas; reaching overhead, above the shoulders and horizontally; standing for extended periods of time; lifting and carrying moderately heavy objects.

Working conditions

Food service environment; heat from ovens and cold from refrigerators and freezers; exposure to sharp knives.

Ability to:

Prepare and serve food in accordance with health and sanitation regulations
Learn and follow health and sanitation requirements
Maintain food service equipment and areas in a clean and sanitary condition
Follow oral and written instructions
Demonstrate interpersonal skills using tact, patience and courtesy
Maintain cordial relations with co-workers, children, school staff and public



Custodian

Position Duties and Responsibilities:

- Clean and disinfect restrooms
- Vacuum carpet floors
- Wet and dry mop floors
- Operate power vacuums, scrubbing and buffing machines, and shampooing machines
- Clean, dust, and polish furniture, woodwork, lockers, walls, and metal work
- Coat special hardwood gym floor; chemically clean, prep, tack, and apply finish
- Clean and sweep walks, corridors, and entrances
- Clean and disinfect drinking fountains
- Clean and wash windows and glass doors
- Empty waste containers and carry out waste
- Move and rearrange desks, chairs, tables, furniture, and other equipment
- Replace light bulbs
- Lubricate and service equipment used in the course of work
- Report safety, sanitary, and fire prevention hazards
- Secure buildings and turn off lights
- Learn and implement safe work practices to meet safety standards
- Use cleaning methods, chemicals, and equipment for all phases of custodial services
- Understand Hazard Communication Regulations and Material Safety Data Sheets
- Perform heavy physical labor
- Demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of staff and students, and of staff and students with physical and learning disabilities
- Establish and maintain cooperative working relationships with faculty, staff, students, and others contacted in the performance of duties
- Perform other related duties as required.

Education/Certifications:

- Equivalent to graduation from 12th grade
- Must possess a valid California Driver's License

Experience: Prior experience in custodial work preferred

Skills:

- Knowledge of: Modern cleaning methods, procedures, equipment, and materials;
- Basic building maintenance and repair techniques;



Instructional Literacy Coach

Job Description:

The primary focus of the Instructional Literacy Coach (ILC) is to provide support to teachers to move their instruction through the phases of improved instructional practice. While the main focus of the ILC will be on the core English Language Arts program, they also may be asked to coach other instructional areas including ELD. As Literacy instruction is the core of this position, the ILC needs to have a deep content knowledge in the Reading Process and Writing Process as well as a developing portfolio of effective instructional approaches. The ILC should be able to both coach new teachers in the fundamentals (procedures and routines of Open Court, developing and deepening their content knowledge) and coach veteran teachers in instructional approaches that will result in high student achievement.

The Instructional Literacy Coach's role is to support teachers in their implementation of EFC's English Language Arts program by providing:

- in classroom coaching, modeling/demonstrations, elbow coaching, observing and providing feedback in both the instructional program and high level instructional approaches,
 - supporting and modeling differentiation techniques, including high quality workshop,
 - professional development on Wednesdays and professional development days,
 - observing and then debriefing instruction,
 - assisting with individual or grade level cognitive planning,
 - providing content expertise,
 - assist with data analysis and the resulting instructional planning
 - provide EFC benchmark assessments as well as training in how to administer, score, scan, run reports and analyze the data
 - provide training in developing appropriate formative and diagnostic assessments, including exit tickets, and monitoring systems
 - facilitating teacher inquiry which may include:
 - providing research articles to read and facilitating discussion
 - identifying high quality instruction in the area of teacher inquiry, facilitating observations of other teachers, and providing whisper coaching
 - finding appropriate instructional videos to watch with teachers and debrief
 - meeting with the assigned Grade Level Chair prior to the GLT meetings to ascertain the GLT needs and attending a Grade Level Team meeting each Tuesday
 - meeting with teachers individually during debrief time
 - providing SB472 Open Court 2002 training for new teachers
-
- The ILC is expected to be in classrooms every day for the entire English Language Arts instructional time.
 - All ILCs will be fully utilized to improve instruction and will not serve in other capacities (i.e. answering phones, lunch duty, translation, etc.)
 - All Instructional Literacy Coaches will be expected to attend EFC trainings and meetings.
 - ALL ILC are to meet weekly with the Principal and AP to plan coaching needs for the upcoming week.



- All ILCs are expected to keep records of their observations, planning and debriefs
- The ILC ensures that every classroom has all the instructional materials they need and conducts the beginning of year and end of year inventory process.
- The ILC is not a supervisor or evaluator; their role is purely as support to the teaching staff.
- The ILC is expected to be a BTSA provider for one teacher, if needed.

Qualifications

Minimum of 3yrs classroom teaching experience with a high degree of success

Demonstrated proficiency in teaching of language arts

Deep knowledge of Reading Process, Writing Process and EFC's adopted English Language Arts curriculum (Open Court)

Ability to coach teachers and move instruction to the next level



Job Description

Office Manager-School Site

The School Site Office Manager performs a variety of complex and diverse administrative duties requiring independent judgment.

In conjunction with the Site Administrator, the School Site Office Manager will identify, implement and monitor office administrative procedures and policies.

BASIC FUNCTIONS

- Prioritize the work and activities of a school office, ensuring the completion of a wide variety of work related to operating a school
- Maintain and ensure accuracy of Student Information Systems and submit monthly enrollment reports
- Maintain and ensure accuracy of data of daily attendance records for staff and submit monthly report to Home Office Operations and Finance
- Prepare requisitions for school materials, provide budget line codes, monitor available funds and verify receipt of materials
- Arrange for substitutes teachers, as needed, to ensure classes are covered; orient and explain policies and procedures to substitutes
- Perform secretarial functions for the principal which include typing correspondence; coordinating and maintaining calendars, master schedules, handbooks, reports and work orders; arranging conferences, appointments and events; and ordering and maintaining office and instructional supplies
- Maintain communications with Home Office and other schools
- Maintain absence, registration, transcripts, and other files and records related to students, including confidential records, and assist in compiling information and preparing reports
- Process and distribute all incoming mail for the principal and staff
- Serve as chief information receptionist, greeting visitors and responding to routine inquiries
- Supervise schedules and work assignments for the school's support staff
- Be proficient with Microsoft Office applications and email system
- Perform all other tasks and duties assigned



Coherence and Enrichment Pool

All CEP-SUBS will be used everyday through out the year to insure all Education for Change schools have access to a group of substitutes who are trained and supported to implement the EFC instructional program.

CEP-Substitutes will be assigned by the Home Office based on need.

CEP-Substitutes not needed to cover teacher absences will be used to release teachers for a variety of purposes including, professional development, grade level meetings and evaluation and coaching conferences.

As needed, CEP-Substitutes could be assigned to support the instructional program, including materials prep and clerical tasks.

This is a full-time position 8am-4:00pm.



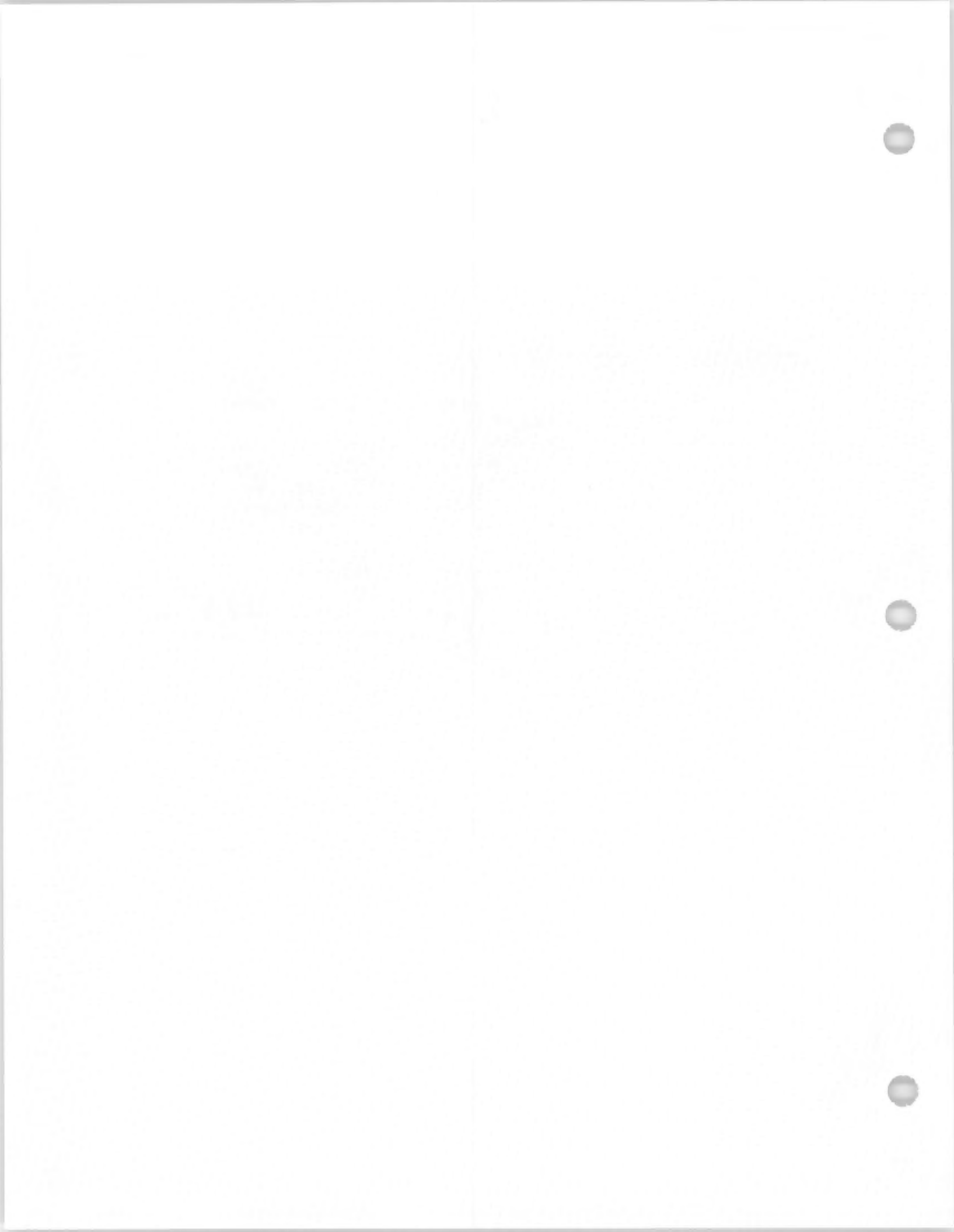


School Service Assistant

Job Description:

Duties include but are not limited to the following:

- Work with the Principals to insure smooth school operations and the promotion of a high achieving school environment.
- Work with the Principals to provide and maintain safety for school sites.
- Ensure safety of students by being visible and providing active supervision on and around school grounds and securing and monitoring all exits.
- Work with the Office Manager to provide on-going support to teachers and staff, ex: supply orders, copying, providing office coverage, inventorying supplies, etc.
- Provide assistance, as needed, for all afterschool programs.
- Provide support for parent communication.
- Good communication and interpersonal skills; accuracy, discretion, and ability to work independently and as part of a team; flexibility; and a willingness to learn are essential.
- Solid computer skills - proficiency in Microsoft Office (Word, Excel)
- Spanish bilingual preferred.





Education *for* Change

**Employee Handbook
2011-12**

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I.

WHO WE ARE

Introduction

As an Education for Change ("EFC") employee, you are an integral member of our team. Your dedication and commitment are the primary ingredients of our success as an organization and of the success of our students. We trust that you will find your employment with EFC to be both challenging and rewarding.

EFC recognizes that our strength as an organization lies in the quality of our employees and our ability to work together as a team to achieve our shared mission. We believe that each individual makes a profound and positive difference, not only in shaping the lives of our students, but also in contributing to the effectiveness of our Leadership Team. Toward this end, we encourage you to engage in open communication with the Leadership Team about any aspect of your employment with EFC.

Education for Change's History

Education for Change ("EFC"), a non-profit school management organization, was founded in 2005 by experienced educators and entrepreneurs to develop quality public charter elementary schools. EFC serves ethnically and economically diverse students and its schools are located in or near low-income neighborhoods.

Our Governance Structure

EFC is a California Non-Profit Public Benefit Corporation, and is a tax-exempt 501(c)(3) organization. All EFC schools operate as part of this single organization and all EFC employees are employees of this single non-profit corporation. While local school boards approve our charters, neither they nor the local school districts direct EFC's internal operating policies and procedures. EFC has the freedom to establish its own policies and procedures, as long as they comply with the EFC charters and applicable state and federal law.

The leader of each school is the school Principal and the entire school staff reports to the Principal. The principal, in turn, reports to the Chief Executive Officer ("CEO") of Education for Change. Each principal will work with and receive guidance on local issues from the Home Office, Parent Liaison, and the Parent Leadership Council, which include parents and community members

The EFC Board of Directors is responsible for governing the organization. The Trustees each have a personal fiduciary duty to look out for the long-term well-being of EFC. The Board is responsible for dealing with the strategic policies that affect the organization, as well as approving budgets, policies, and other important decisions. The Board is composed of a broad cross-section of the school community, the community-at-large, and professionals and community leaders.

Role of the EFC Home Office

The EFC Home Office provides support and assistance to each school, and helps disseminate EFC's values, programs, norms, and high standards. The Home Office focuses on:

- Facilitating learning across the community based on best practices, site innovation and research.
- Guiding school development, negotiating school district relationships, and building community partnerships.
- Providing centralized services and support, including professional development, curriculum development, financial management, enrollment-outreach, fundraising, human resources, recruiting, payroll, facilities development, government compliance, technology planning, and purchasing.

EFC combines Home Office coordination and oversight with significant school authority. Centralized functions have economies of scale and support our educational mission by enabling principals, teachers and school staff to focus on teaching, students and learning. The goal of the Home Office is to provide services to the schools far in excess of what a stand-alone charter school would be able to afford or acquire on its own.

EFC Community

The EFC community of schools is designed to help students, teachers and parents by ensuring that all students experience a high quality, coherent, and research-based instructional program.

Research-based instruction will be a primary focus of staff development. The EFC community enables individual schools to better communicate with districts. Community partners are able to avoid "back office" support issues that school systems and individual schools must often address (i.e. politics, facilities operations and overall fundraising). The power of the community ensures financial sustainability of individual schools and flexibility in meeting challenges as the organization grows.

Charter Schools Background

Welcome to the world of charter schools! Charter schools are having a profound impact on K-12 public education around the country. It is sometimes hard to believe that the charter school movement is less than 20 years old!

In 1991, Minnesota was the first state to approve charter school legislation. California was the second in 1992, followed by Massachusetts. As of this date, forty-one states including the District of Columbia now have charter school laws, although some state laws effectively make it difficult to start these schools. From one school in 1992, there are now approximately 2,996 charter schools operating nationwide, serving over one million students.

What is a charter school? A charter school is a tuition-free independent public school working within the public school system. Charter schools can design their own innovative curriculum, hire their own staff, and control their own budget. They are publicly funded like other public schools.

A charter school is created or organized by a group of teachers, parents and community leaders or a non-profit organization like EFC, and the charter petition is usually approved by an existing local public school board or county board of education.

Specific goals and operating procedures for the charter school are detailed in an agreement (or "charter") between the granting authority school board and charter organizers. The charter establishing each such school is a performance contract detailing the school's program, goals, students served, methods of student assessment, and ways to measure student success.

A charter school is generally exempt from most laws governing school districts, except where specifically noted in the law. For example, California public charter schools are required to participate in the statewide testing program. The law also requires that a public charter school be nonsectarian in its programs, admission policies, employment practices, and all other operations, and it prohibits the conversion of a private school to a charter school. Public charter schools may not charge tuition and may not discriminate against any person on the basis of ethnicity, national origin, gender, or disability.

Some of the goals of the charter school movement are to:

- Increase opportunities for learning and access to quality education.
- Create choice for parents and students within the public school system.

- Provide a system of accountability for results in public education.
- Encourage innovative teaching practices.
- Create new professional opportunities for teachers.
- Encourage community and parent involvement in public education.
- Leverage improved public education broadly.

For additional information on charter schools, please visit the following websites:

- California Charter School Association: www.charterassociation.org
- California Department of Education Charter Schools Home Page: www.cde.ca.gov/sp/cs/
- US Charter Schools: www.uscharterschools.org
- Charter Schools Development Center: www.cacharterschools.org
- US Department of Education Charter Schools Program: www.ed.gov/programs/charter/index.html

II.

THE EDUCATION FOR CHANGE WAY

Our Vision

Education for Change intends to take the tools available to charter schools—increased flexibility and the opportunity to align schools around a common educational vision—and use them to transform Oakland's most failing elementary schools into high-performing communities of learning. By building a small community of schools based on a common educational program, and focused on the most underserved areas within one struggling district, we will be able to transform these schools more effectively and more dramatically than would be possible as individual schools.

Our schools will not struggle under the weight of isolation as they take on the tough work of bringing high performing schools to the children most dependent on public education. Instead we will offer a shared support system—tightly focused on the single purpose of continuous improvement of instruction—that will allow each of our schools to achieve more than would be possible alone. When we succeed in this task, our schools will perform at high levels, and our students will build the foundation required for success throughout their lives. Even more importantly, we will prove that a small community of schools can succeed in providing high-quality instruction to the most underserved, lowest income students in Oakland.

Our Mission

The mission of Education for Change is to provide a superior public education to Oakland's most underserved children by creating a system of public schools that relentlessly focuses on student achievement through the continuous refinement of high quality instruction. If we do this, we will succeed in both preparing our students to make thoughtful and informed choices that will set them on a path for a successful life, and in creating a catalytic change across the country that transforms our urban public schools into high performing organizations for the children most dependent upon them. It is critical that all instructional staff understand that serving communities that have been underserved for decades is a serious commitment. Critical to our mission is the idea of a teacher not serving just a group of 20 or 30 students for a year but serving all the students for their entire K-5 experience.

Our Core Beliefs

At Education for Change, our core beliefs are the foundation for our organization. We integrate strict and deliberate screening mechanisms into our hiring processes so that we hire only individuals, at all levels of the organization, who share our beliefs about what makes a great school—and what it takes for all children to succeed in school and in life. Just as we believe every adult within a school must be aligned around a common purpose and a shared set of goals to be successful, we also believe that our organization must be aligned around our shared sense of purpose and goals. Through a shared set of core beliefs, we will build one community of adults across multiple schools who share a common purpose. Our core beliefs are:

1. Every child has a right to a high quality, free, public education. We believe a school's ability to provide a high quality education to every child is dependent on the adults within the school.
2. Every student can learn and succeed at high levels. Many make this claim, and quickly qualify it behind closed doors or in quiet conversation. At Education for Change, we will succeed with every child. We believe not only that we can, but that we must succeed. No matter the circumstance, no matter the income level, no matter the race or religion, no matter the socio-economic position or the situation at home, we will succeed without making excuses.
3. The most important attribute of successful schools is the ability to have consistently high quality instruction in every classroom. This is only possible when the quality of instruction is continuously

improved. We believe that education is one of the few areas within our society where the quality of the primary service—teaching young people—has been allowed to stagnate at a level of quality that was appropriate for a time long ago. This level of quality was sufficient at a time when children were sorted early for their life's work, and most did not need to continue their education beyond high school to earn a family-supporting wage. This time is gone. Our schools and much of their culture have developed over decades in ways where continuous improvement of the craft/art of teaching is optional at best, unheard of at worst. At Education for Change, our organization will be tightly focused on continuously improving our skill in imparting knowledge and teaching children. This is a simple yet revolutionary concept. We believe that a charter management organization aligned around the common purpose of providing high quality instruction and continuously improving upon classroom practice will succeed in creating great schools, where every child achieves at high levels.

4. Building a professional learning community is key. Continuous improvement of instruction is only possible through objective reflection, peer collaboration, and coaching from instructional leaders who are well versed in how to successfully impart instruction.
5. Every child will succeed when a school is organized around a coherent, comprehensive, rigorous, and standards-based curriculum, and school leaders make decisions about how to improve instruction based on data. When curriculum is directly linked to assessments used to measure the effectiveness of instruction, it enables data-driven decision-making around the refinement and improvement of instruction. When data informs the professional development of teachers, it enables and supports them in improving their craft.
6. The best measure of what we value is how we spend our time. Every instructional minute is precious. The organization of a school is primarily about how time, our most precious resource with our students, is used. We will invest the time required for effective, comprehensive professional development for our teachers that supports our collective expectation of high quality instruction.
7. Every adult within the school community—principals, teachers, staff, parents and administrators—is responsible for student performance. Together we will succeed in creating a high performing school for all of our students.

EFC expects to achieve our mission by focusing on:

1. High Quality Teaching.

Every student deserves a high quality teacher in the classroom. EFC expects that teachers are committed to the belief that every student can achieve. EFC expects a commitment on the part of its teachers to continually strive toward high-level implementation of the core curriculum and high levels of student engagement. "Differentiated instruction" and "scaffolding" so all students can access the core curriculum, are vital components of high quality instruction. The goal of EFC is to create powerful, collaborative learning communities where high quality instruction is the ultimate goal. Through data analysis and grade level planning, teachers will be expected to collaborate with their colleagues to share their successes and challenges, to deepen their knowledge of instructional designs, and to continually work toward improving their instruction.

2. Extended Time for Collaboration and Learning.

All teachers will have additional professional development and dedicated collaboration time to improve their instructional practices.

Extended learning opportunities with aligned after school instructional programs will facilitate students' acquisition of grade level knowledge and skills, as well as broad extracurricular experiences that will prepare them for middle school and high school.

3. Coherent, Comprehensive, Rigorous Standards Based Curriculum.

No school succeeds without focus, especially a school with educationally underserved students. EFC will implement a core curriculum using Open Court Reading and Saxon Mathematics. Teachers will implement these programs as designed, focusing on the systematic instruction underlying each program. Additionally, science and social studies will be offered both as integrated components leveraging Open Court themes where they traverse subject areas and traverse subject areas and as their own instructional period. Teachers will be working as a team to analyze assessments more deeply and utilize the resulting data systematically to inform instructional practices.

4. Choice & Commitment.

Students, their parents, and the faculty and administration are part of the school by choice. No one will be assigned or forced to attend the school. Everyone must make and uphold a commitment to the school and to each other to do what is required to achieve success. While no child is assigned to the school, EFC is deeply committed to serving the children in the neighborhood. Thus all students who are interested in the school will be welcomed, unless the school is at capacity.

5. Engagement of Community.

EFC is an Oakland-based organization and as such is intent on engaging each school community and collaborating with local partners so that the whole child can be adequately developed. Lifelong learners are not just cultivated within the boundaries of the classroom nor solely in the core subjects. In order for true success for the larger student body to be achieved, the school must engage in consistent and meaningful dialogue and partnership with its community, reaching out to engage parents and other community members who often have not participated in the school community.

Curriculum and Instructional Design

Presenting every student with a rigorous and coherent curriculum and high expectations for achievement is the foundation for learning. EFC will emphasize differentiated instruction to better meet each student's needs and deliver a much more personalized and effective educational experience for every student.

At this stage of our development, we have a clear and purposeful razor-like focus on English Language Arts and Math. Our number one priority is helping each of our students be proficient in these two areas. We firmly believe the foundation of the future success of our students lies in their skill development as communicators and problem solvers. As we continue to make advances in the proficiency levels of our students, we will begin to infuse more social science, science, and visual arts into our program. Science is currently taught as a prep release class in grades 1-5. This year EFC is rolling out its Social Science curriculum. Although covering the depth and breadth of all grade appropriate standards is a worthy goal, the reality of the length of the instructional day and year require that we strategically and coherently plan and collaboratively implement a powerful, focused plan based on the needs of our students. This will ensure their success.

Research demonstrates that building connections to adults, especially with dedicated and motivated teachers, also consistently leads to higher achievement. Each teacher will work with students utilizing assessment data to personalize the learning experience and target difficulties to be overcome. On a daily basis, teachers will be accountable for implementing lesson plans that are aligned with the academic program and with the schools' mission and values. Classroom observation and weekly check-ins by the schools' instructional support staff will be used as opportunities to explore successes in this area.

EFC will correlate its curriculum objectives to the California Content Standards adopted by the California State Board of Education. The schools' focus is not to change what the state feels are appropriate academic outcomes, but rather to ensure that all students master all areas of the California Content Standards. The California Content Standards will be combined with the pedagogical methodologies that have proven successful in other charter and traditional district schools. Clear and specific academic objectives will be

mastered at each grade level as students move through the curriculum at EFC's intensified pace, addressing both the grade level standards and intensive intervention for those not at grade level.

Methods of Instruction

EFC will work with the schools to develop instructional methods that will successfully maximize student learning. Students will acquire the knowledge and skills needed to pursue academic excellence, as well as the ability to independently apply, evaluate, and expand upon their knowledge.

The instructional designs that teachers will be expected to learn and incorporate into their practice include:

- transactional strategy instruction
- direct instruction
- mnemonics
- writing process
- inquiry instruction
- concept formation
- relational thinking

Each instructional design or instructional technique is aligned to the purpose of the lesson. Thus, EFC would expect that instructional designs and techniques would be used as appropriate to the purpose of the lesson. Examples of instructional techniques that the school will likely implement include:

- whole-class instruction
- small group instruction
- individualized instruction
- cooperative learning (i.e., Theme Connections)
- paired repeated reading and feedback
- computer activities for inquiry
- educational excursions/study tours
- multi-sensory instruction
- phonetic-based instruction
- balanced literacy
- research and inquiry projects

EFC teachers will teach to all levels of learning. Students whose needs have not been met through traditional teaching methods will benefit from a number of alternative instructional techniques, which may include pre-teaching, choral response, front-loading, role-playing, departmentalized teaching and other techniques. Additionally, teachers at the schools will continuously work together to enhance student learning by sharing, developing and refining effective teaching strategies.

ACCESS

In an effort to deepen students' academic and intellectual engagement in instruction, EFC has begun to provide professional development in ACCESS, Applying Culturally Comprehensive Engagement for Students. The primary focus of ACCESS strategies are those outlined in Teach Like a Champion and Teaching As Leadership. These strategies focus on creating and maintaining high expectations for all students. Additionally, Marzano's strategies are also included as a component of ACCESS. As each strategy is rolled out, teachers are expected to employ them in their classrooms to render greater academic engagement. EFC feels

that these strategies will greatly enhance the instruction of our core curricula. As a part of ACCESS, EFC will also focus on strategically deepening student's connection with our curricula, ensuring that students learn about the achievements of people who look like them and the members of their community.

Professional Development

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

During the school year, staff development will continue through professional development days, whole staff meetings, and grade level team meetings. Professional development will typically take place during the Wednesday minimum day afternoons from 2:30 p.m. until 4:00 p.m. The Instructional Management Team will work with EFC's academic support team to determine session content based on identified school site needs. Some areas of training that have already been identified include:

- Deeper understanding of the educational research and sharing of best practices around the Open Court program
- Delving into the instructional design of Open Court, Saxon Math and Language for Learning, Thinking, Writing
- Analyzing formative and summative data to inform instruction
- Integration of arts, science and social studies
- Effective ELL and AED strategies
- Developing a high quality, continuous learning environment
- ACCESS strategies

Professional Development Time

Every Wednesday from 2:30 p.m. to 4:00 p.m. is dedicated to professional development. Teachers are given 5 minutes between their prep time ending (2:25 p.m.) and the beginning of professional development (2:30 p.m.) to gather the materials necessary for professional development and to get to the location of the professional development. All professional development will begin promptly at 2:30 p.m. Teachers' current compensation includes a stipend to support any necessary travel for professional development to other sites/locations.

Professional development is dedicated to improving our content knowledge and understanding of the instructional program. Our regular professional development time focuses on English Language Arts, Mathematics and ACCESS. Professional development is targeted at developing both content and pedagogical knowledge.

Data analysis is a critical component of our professional development model. Teachers are expected to analyze their data as part of a grade level process. Together they set goals, design instructional responses to the data, implement those instructional responses, monitor students' progress and then assess whether the grade level has met their goals on the following assessment.

Data is also used in determining where the majority of instructional support is given. EFC uses a practice-based professional development model in English Language Arts where coaches co-teach with teachers for a unit of instruction. The initial focus of this practice-based professional development was on improving comprehension and was termed Text Analysis. However, this same professional development model may be used to focus on other areas of instruction.

Grade Level Chairs involved in the Instructional Leadership Team receive professional development with the support from Smar2tel in English Language Arts and the Math Coaches and ACOE in Math. These teams work to strengthen the implementation of the core instructional program in each content area.

To assure that faculty and staff participate in meaningful activity beyond the classroom, the Principal and the CAO (with other Home Office staff) will work with faculty and staff to plan time that will enhance their teaching and involvement in professional development. This work might include structured dialogues, conferences, workshops, school visits, peer observation and coaching, videotaping in the classroom, collaboration with partner organizations, or involvement in other projects designed to enhance one's professional skill and knowledge. In addition, administrators will observe the implementation of the professional development strategies and give faculty members feedback.

Preparation and Collaborative Planning

- **Preparation Time (commonly called "prep")**

Preparation time is time for teachers to prepare for their teaching. This can include reading the Teacher Manuals, cognitively planning lessons, getting the necessary materials together, planning instructional responses to data, copying, etc. This also is a time when teachers can meet with parents, schedule pre- and post-observation conferences, meet with colleagues, etc. We officially do not begin Wednesday prep time until 2:05 p.m. as we recognize that teachers may have parents who wish to speak to them immediately after school.

Preparation Time:

- ✓ 8:00 a.m. to 8:30 a.m. every day
- ✓ Wednesdays from 2:05 p.m. - 2:30 p.m. 4:00-4:15(may be done on another day)
- ✓ Once a week with a staffed prep release

The process of cognitively planning lessons is key to having a highly coherent program. Although some experienced teachers could prep more quickly for their individual class, it is our intent to use their expertise along with their grade level team to prep for the entire grade. Ultimately, all teachers prep for the entire school.

- **Collaboration Time**

Collaboration time (from 3:00 p.m. – 4:00 p.m., except Wednesdays, when it is part of the professional development block) is part of the planned structure of every day. Tuesdays are always designed for grade level collaboration in the form of a grade level meeting. Teachers are expected to attend the entire grade level meeting and to arrive on time for it. This time is to be spent collaboratively planning Open Court, Math or ELD with colleagues. Other uses for this time include: reading research articles and discussing them, watching DVDs and analyzing them, having a Reading or Math Coach conduct a component training, collaboratively planning the unit opener, reviewing the assessment data, collaboratively scoring writing assessments, and discussing questions about instruction. If for any reason, a teacher cannot attend the grade level meeting he/she must clear it through the Principal and alert the grade level chair that he/she will not be available. In addition to the Tuesday grade level meetings, grade level chairs can call additional meetings for further instructional planning, grade level business (i.e., planning a study tour), or to address grade level concerns. Mondays are held for Faculty meetings. Typically, Principals hold Faculty meetings once a month.

III.

CONDITIONS OF EMPLOYMENT

General Professional Expectations

As a charter and reform-minded community of schools, EFC requires staff roles to be different from some traditional schools. EFC teachers and administrators will, at times, assume and incorporate new roles such as student mentor, activity leader, peer coach, problem solver, and team member. It is important that each staff member be accountable for his/her actions so that the intricate web of school functions remains intact. A breakdown in any part of this web puts great strain on all members of the school community. The school expects all staff to be professionals. The following professional expectations are the basis for staff to recognize and develop those attitudes and responsibilities necessary to function as a member of EFC. EFC staff will:

- Practice professional and respectful discourse in all communications with each other, students, parents, other community members and school partners. Staff will strive to consider others' points of view when identifying and solving problems. Whenever possible, we should seek to understand before we seek to be understood. Assume good intentions.
- Wear appropriate professional attire. Our professional reputation and atmosphere is maintained, in part, by the image that we present to the students, parents and community.
- Be on time to school, class, meetings and other scheduled events.
- Follow meeting norms, office norms and other agreed-upon norms.
- Model appropriate leadership and respectful behavior at school and all school events.
- Strive to support each other. Staff will go to the source when there is a conflict and use the appropriate and agreed-upon measures for conflict resolution.
- Maintain confidentiality for sensitive and/or confidential issues involving students and other staff.
- Be honest (e.g., in communications and on employment documents and time reports).
- Collaborate to create a positive learning environment for all that is focused on teaching and learning.
- Help maintain a safe work environment, one free of workplace injuries. This includes, among other things, not coming to work under the influence of alcohol or illegal drugs, not possessing firearms or weapons at work, not engaging in physical aggression with any person at work, and not engaging in the willful destruction of property or material.
- Model punctuality and appropriate attendance for students.

EFC takes professional expectations seriously as we want to create a positive place to work and learn.

At-Will Employment Status

All employment at EFC is at-will. That means that either the employee or EFC may terminate the employment relationship at any time with or without advance notice, and with or without cause. Nothing in this handbook shall limit the right to terminate at-will employment. No manager, supervisor, or employee of EFC has any authority to enter into an agreement for employment for any specified period of time or to make an agreement for employment on other than at-will terms. Only the CEO or the Board of Directors has the authority to make any such agreement, which is binding only if it is in writing.

Generally, employees may also be demoted or disciplined and the terms of their employment may be altered at any time, with or without advance notice, and with or without cause, at the discretion of the principal, CEO and/or the Board of Directors.

The CEO or the Human Resources Designee/Manager and Principal jointly are the only representatives who have the authority to promise or enter into a written salary agreement or other employment contracts. To be enforceable, any commitment must be in writing and signed by both parties.

Salary agreements are generally made on an annual basis and are renewed in approximately May or June preceding the academic year. Staff members who do not intend to return to the school the following year should inform the Principal of that decision by April 1, and certainly no later than May 1.

Job Duties

When you begin working at EFC, your supervisor will review your job essentials, responsibilities and the performance standards expected of you. Be aware that your job responsibilities may change at any time during your employment. From time to time, you may be asked to work on special projects, or to assist with other work necessary or important to the operation of your department or the organization. EFC depends on your cooperation and assistance in performing such additional work, and reserves the right to alter or change job responsibilities, reassign or transfer job positions, or assign additional job responsibilities.

School-site staff members are expected to attend all school arranged parent-teacher conferences, and to assume supervisory responsibilities at school events/activities. In addition, teachers are expected to share responsibility for attending Back to School Nights, Open House, Data Summits, other school-wide events, and participating on school committees.

We know that at times, the administrators will need to be away from the schools. In this case, the Principal appoints a Teacher in Charge who will act as principal in the absence of the administrators. The Teacher in Charge makes decisions for the administrators, except with regard to pupil suspension.

Work Schedule

Following are work schedule expectations for all staff. There are some staff members (e.g., receptionists, custodians) whose specific job requirements demand their presence at certain times. Part-time staff may have other hours, as determined by their supervisor. Occasionally, there will be events that require attendance at non-school times of the day or week, and staff members are expected to be present.

- **School Staff Arrival Time**

School-site staff is expected to be at school every work day at least 30 minutes before school begins in order to be ready for classes or work, or at the time directed for other school events/responsibilities. Other school-site staff, such as the School Office Manager and the Business Operations Manager may be required to be on campus earlier because of their specific job responsibilities.

- **School Staff Departure Time**

Unless otherwise indicated or required, teachers are expected to be at school until 4:00 p.m. daily. We expect teachers will do significant instructional preparation and coursework correction at other times and locations. Meetings, committees, tutoring and other responsibilities may require additional time at school. All other management staff (including Home Office staff) and administrators are expected to be at the school (or office) until 4:30 p.m., although later hours will be needed frequently.

- **Home Office Arrival and Departure Time**

Home Office staff is generally expected to be in the office from 8:30 a.m. to 4:30 p.m. unless arrangements are approved by one's supervisor. Longer hours will be required as needed.

Meal and Rest Periods

The duty-free lunch period for teachers and other certificated employees required by Education Code Section 44813, shall not be less than 30 minutes. It shall be allowed as near noon as is reasonably possible.

If the principal leaves the school premises during his/her duty-free lunch period, he/she shall leave the vice-principal or other certificated employee in charge.

As required by law, non-exempt employees who work five (5) hours/day or more are entitled to a 30 minute unpaid meal period approximately in the middle of the day. Non-exempt employees are allowed a 10-minute paid rest period for every four hours of work. Non-exempt employees will be relieved of all active responsibilities during lunch periods and will not be compensated for that time. In addition, you may *not* work during your lunch period without prior authorization.

Documentation Required Prior to Employment

All EFC employees are responsible for submitting the following forms required either by our charters, insurance carriers, local law or state law: (a) a valid teaching certificate and transcripts for teachers; (b) a TB test; (c) fingerprints clearance; (d) employee benefit forms, if applicable; (e) a W-4 form; and (f) an I-9 Form. Other required forms are specified in our new hire checklist provided to new employees. In addition, all employees must consent to a background check as a condition of employment.

Equal Opportunity Employer

Education For Change is an equal opportunity employer and makes employment decisions on the basis of merit. EFC strives to hire the best available people for each job. EFC cultivates a work environment that encourages fairness, teamwork and respect among all employees. EFC is firmly committed to maintaining a work atmosphere in which people of diverse backgrounds and lifestyles may grow personally and professionally. EFC does not unlawfully discriminate on the basis of race, color, creed, citizenship, gender, religion, marital status, age, national origin or ancestry, veteran status, physical or mental disability, medical condition including genetic characteristics, sexual orientation, family care status, sex or any other basis protected by federal, state, or local laws.

EFC is committed to compliance with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in the operations of EFC and prohibits unlawful discrimination by any employee of EFC.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, EFC will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Policy Against Sexual Harassment

All employees should be able to work in an atmosphere free of sexual harassment. EFC will not condone or tolerate sexual harassment of any type by any employee. This policy applies to all employee actions and relationships, regardless of position or gender. EFC will promptly and thoroughly investigate any complaint of sexual harassment and take appropriate corrective action, if warranted.

Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexually suggestive nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of employment.

2. Submission to or rejection of such conduct is used as the basis for personnel decisions, including but not limited to appraisals, promotion, salary increases, and termination.
3. Such behavior has the purpose or effect of interfering with an individual's performance on the job or creating an intimidating, hostile or offensive working environment.

Each supervisor has the responsibility to maintain a work place free from any form of sexual harassment. Consequently, should supervisors become aware of any conduct which may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct.

Employees are expected to act in a positive and professional manner and to contribute to a productive work environment that is free from harassing or disruptive activity.

Prohibited conduct by anyone includes but is not limited to:

- Sexual flirtations, touching, advances or propositions;
- Verbal abuse of a sexual nature;
- Graphic or suggestive comments about dress or body;
- Sexually degrading words;
- The display in the workplace of sexually suggestive or offensive objects or pictures.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

Any employee who has experienced or is aware of a situation, which is believed to be sexually harassing, has a responsibility to report the situation immediately to the individual's manager and/or to the appropriate human resource representative. A Sexual Harassment Complaint Form may be found at the end of the employee's handbook or obtained from your manager or the human resources representative. The human resource representative and the individual's manager will conduct an immediate investigation into the allegation(s) and determine whether the allegations have merit. A written report, including findings related to the allegations, will be completed. In all cases, when the allegation(s) is determined to be valid, appropriate remedial action will be taken immediately and may include disciplinary action up to and including termination.

If the alleged sexual harassment involves the employee's director or Supervisor, or if the employee is not satisfied with the outcome of the investigation, the employee should bring the matter to the attention of The Board of Directors.

All complaints of sexual harassment will be investigated promptly, objectively and as-confidentially as possible. Employees are required to cooperate in any investigation. Retaliation against any employee for filing a complaint or participating in an investigation is strictly prohibited and shall be cause for termination.

All matters regarding this policy will be treated with confidentiality and on a need-to-know basis.

If EFC determines that unlawful harassment has occurred, effective remedial action will be taken in accordance with the circumstances involved. Any employee determined by EFC to be responsible for unlawful harassment will be subject to appropriate disciplinary action, up to, and including termination. A representative of the organization will advise all parties concerned of the results of the investigation. EFC will not retaliate against you for filing a complaint and will not tolerate or permit retaliation by management, employees or co-workers.

EFC encourages all employees to report any incidents of harassment forbidden by this policy immediately so that complaints can be quickly and fairly resolved. You also should be aware that the Federal Equal Employment Opportunity Commission and the California Department of Fair Employment and Housing investigate and prosecute complaints of prohibited harassment in employment. If you think you have been harassed or that you have been retaliated against for resisting or complaining, you may file a complaint with the appropriate agency. The nearest office is listed in the telephone book.

Fraud Policy

The corporate fraud policy is established to facilitate the development of controls which will aid in the detection and prevention of fraud against Education for Change. This policy applies to any fraud or suspected fraud involving employees as well as consultants, vendors, contractors, outside agencies doing business with employees of such agencies, and/or any other parties with a business relationship with Education for Change (also called EFC). Management is responsible for the detection and prevention of fraud, misappropriations, and other inappropriate conduct. Fraud is the intentional false representation or concealment of a material fact for the purpose of inducing another to act upon it. Any fraud that is detected or suspected must be reported immediately.

If you suspect someone is committing fraud or unethical practices, you have a safe place to go with Fraud Alert. You can submit your alert by telephone (1888-372-3825), mail (PO Box 220, La Verne, CA 91750), or web site (1888FRUADALERT.com Code Alert220). The employee or complainant may remain anonymous.

Suspected improprieties concerning an employee's moral, ethical or behavioral conduct should be resolved by departmental management or Human Resources. If there is any question, contact the Human Resources Manager for direction. EFC officers treat all information received confidentially. The reporting individual should not attempt to personally conduct investigations or interviews related to any suspected fraudulent act.

Volunteers

EFC recognizes the importance of parent and community involvement in all aspects of our educational and extracurricular school programming. Volunteers contribute to the success of our schools and allow schools to expand many programs and activities. A volunteer is defined as someone who is not employed by EFC, and who, for no compensation, wishes to be involved in school activities or programs four (4) or more times during the school year.

EFC requires that:

1. Any volunteer who will be associated with any school program in any capacity and on a frequent basis during the year, and who may have regular and/or unsupervised contact with students, will submit fingerprints to allow for a criminal background check at the expense of the school. The volunteer may also need to complete a TB test depending upon the frequency/duration of the volunteer's visits to EFC. Administrators of each school will maintain records of volunteers and their number of visits to the school.
2. All volunteers comply with all policies and regulations set forth by the school or EFC that involve the safety of students, as well as have a signed "Volunteer Commitments & Oath" form on file with EFC.
3. All volunteers must sign in with the Office Staff when on school property.
4. All volunteers must work under the direction and supervision of a school employee.
5. All volunteers wear some form of proper identification (Volunteer Badge) visible to the entire staff and outside visitors.

Implementation:

- o Volunteers must check in with the Office Manager and/or main office. Office Manager will monitor volunteer hours using a "Sign-in and out binder".

- Any volunteer who will be in schools and have significant and/or possibly unsupervised contact with students must be fingerprinted.

Fingerprinting and TB Test process:

- Office Staff provides a fingerprint/TB test packet to the volunteer. Packets can be found at the Home Office.
- Volunteer completes fingerprinting at the West Oakland location for appropriate billing
- Return the at least one copy of the completed form to the Office Manager
- Return the original TB test results to Office Manager
- Office Manager maintains dated records for tracking purposes. For example, this may be a spreadsheet noting volunteer name, volunteer dates, TB test, and submission of fingerprints to EFC and DOJ results.
- EFC – HR Manager informs Office Manager of results and maintains confidential records
- EFC – HR Manager informs Principal of any updated DOJ information as it is available

Child Abuse Reporting Requirements

All EFC personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters must report suspected child maltreatment *immediately* when they have "reasonable suspicion to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed – physically, sexually, or through neglect – and that a caregiver either committed the harm or should have taken steps to prevent the child from harm."

EFC shall provide training to all personnel regarding the obligations as mandatory reporters and the steps required to report suspected abuse.

California law requires that you acknowledge your understanding of child abuse reporting requirements and that you will comply with these laws. Child abuse is defined as a physical injury which is inflicted by other than accidental means, sexual abuse, willful cruelty or unjustifiable punishment, cruel or inhuman corporal punishment or injury, and negligent treatment or maltreatment under circumstances indicating harm, or threatened harm, to the child's health or welfare. The California Penal Code section and acknowledgement are in your employment materials and must be filed with the Home Office.

Student Files

Student files are kept under the supervision of the School Office Manager. All files are confidential and may not be removed from the locked file cabinet without the express consent of the Office Manager. The school makes every attempt to access the cumulative files of every student, though it is often a lengthy process to obtain the information. When a student transfers out of EFC, the school will not release copies of the files without written notification from the requesting school.

Confidentiality and Proprietary Information

The security of EFC property is of vital importance to EFC. School property includes not only tangible property, such as desks and computers, but also intangible property such as data and information. All employees share responsibility to ensure that proper security is maintained at all times. In the course of your work, you may have access to confidential information regarding EFC, its students, its suppliers, its customers, or perhaps even fellow employees. You have responsibility to prevent revealing or divulging any such information unless it is necessary for you to do so in the performance of your duties. Access to confidential information should be on a "need-to-know" basis and must be authorized by your supervisor.

Technology and Security of Passwords

EFC has developed an email system, voice mail system, access to the Internet and other technology systems to assist employees in conducting EFC business. All information, data and messages created, received, sent or stored in these systems are, at all times, the property of EFC. These systems are to be used solely for business related purposes. EFC does not allow these systems to be used in creating, receiving, sending, or storing data that may reasonably be considered to be offensive, defamatory, obscene or harassing. EFC has software and systems in place that are capable of monitoring and recoding all community traffic to and from any computer employees may use. EFC reserves the right to inspect any and all files stored in all areas of the EFC community in order to assure compliance with this and other policies.

EFC relies on PowerSchool, a student information system, and other software to run mission critical functions of the school, such as student attendance, grades, scheduling, and transcripts. Each employee entrusted with a network ID and password, and/or access to PowerSchool, must carefully protect the assigned passwords, regularly change the passwords used, and use non-obvious passwords to avoid unauthorized access to the system. When leaving a computer unattended, always lock the workstation or shut down the machine to avoid unauthorized access by others on your account.

Employees must acknowledge their acceptance of EFC Acceptable Use Policy in order to use EFC technology resources.

Electronic Communications

This policy describes EFC's guidelines with regard to the use of electronic mail, voice mail, Internet access and computer systems. This policy covers all EFC systems including all individual equipment (e.g., stand alone computers and laptops). These systems are important assets of EFC and have been installed at substantial expense to facilitate business communications.

EFC respects the individual privacy rights of its employees; however, employee privacy does not extend to the employee's work-related conduct or to the use of our equipment or supplies. EFC operates under this policy for several reasons including: (1) to ensure that these systems are only used for business purposes; (2) to follow up on departing employees' work-in-progress; (3) to ensure that the confidentiality of these trade secrets is being preserved; (4) to monitor employee performance; (5) to maintain the systems; and (6) to monitor our customer service and relations with outside business. You should be aware that the following guidelines might affect your privacy in the workplace.

Although each employee may have individual passwords to access these systems, the systems belong to EFC and the contents are to be accessible at all times by management for any business purpose. The systems may be subject to periodic unannounced inspections, and should be treated like other shared filing systems. All systems passwords must be given to EFC management and you may not use passwords that are unknown to your supervisor or Human Resources Manager. Of course, these systems are intended solely for business use. Employees should inform family members and friends not to use the systems for any confidential messages (e.g., confidential voice mail or e-mail messages).

Do not assume that messages and files are confidential. EFC has the capability to access, review, and copy or delete any messages sent, received or stored on the systems. EFC reserves the right to access, review, and copy or delete all such messages for any purpose and to disclose them to any party (inside or outside of EFC) it deems appropriate. Back-up copies of electronic mail messages, voicemail messages and computer files are maintained and referenced for business and legal reasons.

These systems may not be used in any manner that would be discriminatory, harassing or obscene, or for any other purpose which is illegal, against EFC policy or not in the best interests of EFC. Employees are not permitted to access the electronic communications of other employees or third parties unless directed to do so by EFC management. Accessing another employee's electronic communications is strictly forbidden. EFC reserves the right to access and review files and messages and to monitor the use of electronic

communications as is necessary to insure that there is no misuse or violation of EFC policy or any law. Employees who misuse these communication systems will be subject to discipline up to and including termination.

Employees may not install personal software in EFC computer systems without prior written approval.

All electronic information created by any employee using any means of electronic communication provided by EFC is the property of EFC and remains the property of EFC.

Use of e-mail on the Internet to copy and/or transmit any documents, software or other information protected by copyright laws is prohibited.

Employees must exercise a greater degree of caution in transmitting EFC confidential information by e-mail than they take with other means of communicating information, (e.g., written memoranda, letters or phone calls) because of the reduced human effort required to redistribute such information. EFC confidential information should never be transmitted or forwarded to outside individuals or companies not authorized to receive that information and should not even be sent or forwarded to other employees inside EFC who do not need to know the information.

Always use care in addressing e-mail messages to make sure that messages are not inadvertently sent to outsiders or the wrong person inside EFC. In particular, exercise care when using distribution lists to make sure that all addresses are appropriate recipients of the information. Lists are not always kept current and individuals using lists should take measures to ensure that the lists are current. Refrain from routinely forwarding messages containing company confidential information to multiple parties unless there is clear business need to do so.

Access to the Internet, Web sites and other types of EFC-paid computer access are to be used for EFC-related business only. The CEO must approve any information about EFC, its products or services, or other types of information that will appear in the electronic media about EFC before the information is placed on an electronic information source.

Any EFC provided laptops or portable computers are covered by this policy at all times. They are not to be used by employees for personal business activity.

Also, EFC strives to maintain a workplace that promotes a culture of respect. Therefore, EFC prohibits the use of computers, access to the Internet, and the E-mail system in ways that are disruptive, offensive to others, or harmful to morale.

For example, the display or transmission of sexually explicit images, messages, and cartoons is not allowed. Other such misuse includes, but is not limited to, ethnic slurs, racial comments, off-color jokes, or anything that may be construed as harassment or showing disrespect for others.

E-mail may not be used to solicit others for commercial ventures or purchases, religious or political causes, outside organizations, or other non-business matters or fundraising not approved by the CEO.

Remember that EFC purchases and licenses the use of various computer software for business purposes and does not own the copyright to this software or its related documentation. Unless authorized by the software developer, EFC does not have the right to reproduce such software for use on more than one computer.

Employees may only use software on local area networks or on multiple machines according to the software license agreement. EFC prohibits the illegal duplication of software and its related documentation.

Employees should notify their supervisor or Human Resources Manager upon learning of violations of this policy. Employees who violate this policy will be subject to disciplinary action, up to and including termination of employment.

Cell Phone Policy

Cell phones (including ear pieces) of any type may not be used in the classroom during instructional time. If you have a camera-phone, you may not use the camera function in any areas where other employees and students may have an expectation of privacy. Also, EFC has the legitimate expectation that you will respect all confidential information when using your cell phone on EFC premises. Violation of either of these expectations may result in discipline up to and including release from at-will employment.

News Media Contacts

Employees may be approached for interviews or comments by the news media. Only individuals specifically designated by the CEO or Principal may comment on behalf of EFC to news reporters regarding matters such as EFC policy or events relevant to EFC.

Personal Property

EFC is not responsible for any loss or damage that occurs to employees' personal property which is brought onto its premises, in vehicles or in parking areas. Employees are to use their own discretion when choosing to bring personal property to the workplace and do so at their own risk. Employees should take necessary precautions to protect their personal effects from theft, loss, or damage while on EFC premises.

Parking

Employees may park their vehicles in permissible public areas in the vicinity of EFC facilities. Employees may not use loading zones or parking areas specifically designated for other vehicles. EFC is not responsible for any loss or damage to employee vehicles or contents while parked during EFC sessions, nor is it responsible for employees' parking violations.

Solicitation and Distribution of Literature

In order to ensure efficient operation of EFC's business and to prevent disruption to students and employees, EFC has established control of solicitations and distribution of literature unrelated to EFC business on EFC property.

Employees may not solicit or disturb other employees for any reason whatsoever during working time and may not circulate, distribute, or post notices or other written material of any kind during working time or in working areas. "Working time" is when an employee should be performing his or her job duties. Non-working time includes rest or meal periods, before or after assigned work shifts, and other specified periods, if any, during the work day when employees are not expected to be performing their job duties.

Persons not employed by EFC may not solicit nor distribute literature for any purpose at any time without the express authorization of the Principal or CEO.

Conflicts of Interest

All employees must avoid situations involving actual or potential conflicts of interest. Personal or romantic involvement with a competitor, supplier, or subordinate employee of EFC, which impairs an employee's ability to exercise good judgment on behalf of EFC, creates an actual or potential conflict of interest. Supervisor-subordinate romantic or personal relationships also can lead to supervisory problems, possible claims of sexual harassment, and morale problems.

An employee involved in any of the types of relationships or situations described in this policy should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or Human

Resources Director, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, EFC may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

EFC has no prohibition against hiring relatives of our staff members. However, to avoid potential conflicts of interest, relatives will not be hired, promoted, or transferred into positions in which there is a direct relationship between relatives. Relatives include the employee's spouse, children, parents, siblings, all in-laws, grandparents, grandchildren, stepparents, stepchildren, domestic partner, and any relative living in the household of the employee or domestic partner.

IV. WORKPLACE SAFETY

Health and Safety

The School is committed to providing and maintaining a healthy and safe work environment for all employees.

You are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. You are required to report immediately to your supervisor any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

EFC has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to security personnel or your supervisor. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable or personal articles around your work station that may be accessible. The security of facilities as well as the welfare of our employees depends upon the alertness and sensitivity of every individual to potential security risks. You should immediately notify your supervisor when keys are missing or if security access codes or passes have been breached.

Occupational Safety and Health

EFC will comply with applicable state and federal laws and regulations relating to Occupational Safety and Health.

Any employee(s) shall report to the Principal, any possible health or safety hazards so that EFC may resolve any such circumstances.

Like all citizens, EFC's employees do have the right to file anonymous OSHA complaints if they see a need that is not being addressed.

EFC agrees to take no retaliatory action against any employee for his/her actions in reporting possible health or safety hazards.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on EFC premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

School Facilities and Security

EFC facilities are generally located in or near urban neighborhoods with higher than average crime rates. It is critically important that staff follow security procedures established for each school, and carefully protect keys, passwords, and other security related information.

Inspection of Property

In order to help ensure the health and safety of EFC students and staff, EFC reserves the right to inspect School premises, as well as of any of the personal property of its employees on School premises during work hours. An employee's consent to such a search is required as a condition of employment. By signing the acknowledgement of receipt of this Handbook, employees understand that they do not have a reasonable expectation of privacy with regards to EFC property and personal property while on EFC premises.

Drug Free Workplace

Employees are expected to remain drug free. "Drug free" shall be understood to mean free from the use of any illegal, non-physician prescribed drugs, alcohol, or other substances. Violation of this policy will not be tolerated. Use of these substances, whether on or off the job can detract from an employee's work performance, efficiency, safety, and health, and therefore seriously impair the employee's value to EFC. In addition, the use or possession of these substances on the job constitutes a potential danger to the welfare and safety of students and of other employees and exposes EFC to the risk of property loss or damage, or injury to other persons.

Employees shall not use, purchase, sell, transfer, or possess any form of illegal drugs or any type of drug paraphernalia on EFC property at any time or during working time in a professional capacity (e.g., with students) anywhere. Likewise, employees shall not possess or consume alcoholic beverages on EFC property or during work hours, including lunch and break periods. In addition, employees shall not report for work under the influence of drugs or alcohol.

Where a violation of this policy is suspected, an employee may be asked to submit to drug and alcohol screening and/or allow a search of his or her desk, work area, personal belongings, or vehicle. As stated earlier in this Handbook, an employee's consent to such a search is required as a condition of employment. Refusal to consent to a drug or alcohol screening or to allow a search of personal property will be considered to be insubordination and a basis for discipline, including possible release from at-will employment. In addition, EFC will decide, based on all other available information, whether a violation of the drug or alcohol prohibition in this policy has occurred. Such a violation, if found, constitutes a separate and independent basis for discipline or termination. EFC also may bring the matter to the attention of appropriate law enforcement authorities.

An employee's conviction on a charge of illegal sale or possession of any controlled substance while in the employment of EFC property will not be tolerated because such conduct, even while off duty, reflects adversely on EFC. In addition, EFC must keep people who sell or possess controlled substances off EFC premises in order to keep the controlled substances themselves off the premises.

Any employee who is using prescription or over-the-counter drugs that may impair the employee's ability to safely perform the job, or affect the safety or well-being of others, must notify a supervisor of such use immediately before starting or resuming work.

EFC will encourage and reasonably accommodate employees with alcohol or drug dependencies to seek treatment and/or rehabilitation. Employees desiring such assistance should request a treatment or rehabilitation leave. EFC is not obligated, however, to continue to employ any person whose performance of essential job duties is impaired because of drug or alcohol use, nor is EFC obligated to re-employ any person

who has participated in treatment and/or rehabilitation if that person's job performance remains impaired as a result of dependency. Additionally, employees who are given the opportunity to seek treatment and/or rehabilitation, but fail to successfully overcome their dependency or problem, will not automatically be given a second opportunity to seek treatment and/or rehabilitation. This policy on treatment and rehabilitation is not intended to affect EFC's treatment of employees who violate the regulations described previously. Rather, rehabilitation is an option for an employee who acknowledges a chemical dependency and voluntarily seeks treatment to end that dependency.

On occasion, the EFC CEO may authorize the use of EFC premises for celebrations or gatherings wherein alcohol is served. Employees participating in these gatherings are expected to show good judgment and reasonable behavior with respect to alcohol.

Lactation Accommodation

EFC will provide a reasonable amount of break time to accommodate an employee desiring to express milk for her infant child. The break time, if possible, must run concurrently with rest and meal periods already provided to the employee. EFC will make reasonable efforts to provide a room or other respectful location for an employee to express milk in private. This location may be a private room, if applicable. EFC may not be able to provide additional break time if doing so would seriously disrupt operations. Please speak to the Human Resources Director for additional information.

Recycling, Waste Prevention, and Conservation

EFC actively recycles as many materials as possible. Please place aluminum cans, glass, white paper, and envelopes in the proper recycling bins. Recycling containers are located near computer printers, copiers, and in the staffroom. Please do your part to prevent waste, conserve resources, and recycle reusable materials.

Workplace Violence

EFC is committed to providing a safe workplace. We want to minimize the risk of personal injury to employees and damage to property. We specifically discourage you from engaging in any physical confrontation with a violent or potentially violent individual. However, we do expect and encourage you to exercise reasonable judgment in identifying potentially dangerous situations and informing your supervisor or appropriate manager.

Smoking

Pursuant to California law, no smoking will be allowed in school facilities or at school-related activities. Employees choosing to smoke must do so only during their break and/or lunch periods, and must do so away from school facilities.

V.

COMPENSATION AND BENEFITS

Salary Basis Employee Classifications

For salary administration purposes and to determine eligibility for certain employee benefits, EFC assigns employees to one or more of the following employment categories:

10 Month Staff

10 Month Staff members typically work a 187-208 day work-year. School-Year staff typically does not have scheduled work days between the end of June and mid-August. This category generally includes all classroom teachers and some other school-site staff.

Payroll schedule and medical benefits runs from September to August.

11 Month Staff

11 Month Staff members typically work from 200-208 days per year, depending on the position. These staff members typically do not have scheduled work days in the month of July. This category generally includes Reading Coaches and some other Intervention positions.

Payroll schedule and medical benefits runs from July to June.

12 Month Staff/Year-Round Staff

Year-Round staff typically works a 12 month work year. This category includes all Home Office and other support staff as school-site custodians.

Payroll schedule and medical benefits runs from July to June.

Full-Time Staff

Staff who are regular employees who are scheduled to work 8 hours per day and five days a week.

Part-Time Staff

Staff who are regular employees who regularly work less than 8 hours per day or less than five days per week.

Temporary Staff

Temporary staff is those working for less than 90 days. Temporary staff is not eligible for certain benefits, including health insurance, or paid time off.

Non-Exempt Staff (Eligible for overtime)

Under federal and state law, employees in certain types of jobs are entitled to overtime pay for hours worked in excess of eight (8) hours per day or forty (40) hours per workweek or for working seven consecutive days during the workweek. These employees are referred to as 'non-exempt' in this handbook. This means they are not exempt from (and therefore should receive) overtime pay. Supervisors will approve any overtime hours in advance and submit appropriate documentation for payroll purposes.

Salaried Non-Exempt Employees (Eligible for overtime)

Salaried Non-Exempt employees are generally salaried, i.e., not paid on an hourly basis, and eligible for overtime for hours worked over eight (8) hours per day or 40 hours in a week. Supervisors must approve any overtime hours in advance and will submit appropriate documentation for payroll purposes.

Exempt Employees (Not eligible for overtime)

Exempt employees include professional staff, teachers, supervisors, and executives, and others whose duties and responsibilities allow them to be exempt from overtime pay provisions. Exempt employees are paid on a

salary basis, and their salary already takes into account that long hours are necessary at times. Change in employment status may result from a job change, promotion, a change in working hours, or a change in a job description.

Compensation

It is important to us that our compensation levels reflect the capabilities of our employees. It is EFC's objective to attract and retain talented and dedicated employees. EFC desires to pay all regular employees' wages and salaries that are competitive with other non-profit employers and local school districts. EFC has a teacher compensation system like that of traditional public school districts.

Classified employees' annual salary will be based on work experience and qualifications, and will be based on market rate salaries for similar positions. Classified employees will be paid on a semi-monthly basis.

Certificated employees (teachers only): compensation shall be determined based on the EFC Teacher Salary Schedule. Employees' annual salary will be based on verification of education and work experience, and will be paid in twelve (12) equal monthly payments, less statutory and other authorized deductions. The EMPLOYEE understands that his/her position is exempt from overtime under State and Federal law and other applicable wage and hour laws. Until Employee submits appropriate verification, employee will be paid at the equivalent of Step 1, Column 1.

- **Column and Step Movement (Teachers only)**

Official transcripts must be submitted by October 1st for fall movement and February 1st for spring movement. EFC does not retroactively adjust salaries due to incomplete transcripts or receiving late documents. The EFC teacher salary schedule reflects compensation based on the number of semester units completed after the issuance of a Bachelor's Degree. One quarter unit is equal to 2/3 of a semester unit. Courses taken outside of a USA institution must state the amount of hours completed.

EFC units for certain **preapproved** training can be earned at the rate of 1 unit per 15 hours of training. These units would be valid for EFC salary schedule purposes only. Completion of a program without hours specified will not be accepted for movement.

- Teachers hired between September and December will receive step increases during the fall.
- Teachers hired between January and March will receive step increases in February (Spring Semester).
- Teachers hired between March and June will not receive a step increase until one school year of teaching experience. Example: If you are hired May 15, 2007 you would not move a step until the fall of 2008.

EFC does not reimburse for college course work taken during employment. Upper division courses to graduate maybe taken for column movement

- **Automatic Payroll Deposit**

EFC requires automatic payroll deposit for all employees. Your paycheck will be deposited on or before the last business day of each month. To begin automatic payroll deposit, you must submit a direct deposit form and a cancelled check to the Home Office at least one (1) pay period before. The automatic deposit should begin with the second payroll following your submission of the cancelled check.

- **Payroll Advance**

A payroll advance may be granted to any regular employee when circumstances defined as unforeseen, unplanned and unavoidable require a staff member to secure funds on short notice and the employee has exhausted all other reasonable sources of financial relief. An employee may request 1 pay advance in a 12 month period. Any additional pay advance requests must have CEO approval. Repayments must be made through payroll deductions.

Payroll Information

Paydays are generally scheduled on the last business day of each month. Your paycheck or pay stub will include an itemization of the various deductions required by law or authorized in writing by you. You should keep these statements for your personal records. Paychecks will be presented only to the named employee. Requests for special handling of your check in certain cases must be arranged in writing in advance with the Office Manager at the Site or the Home Office.

For non-exempt, hourly, temporary, or part-time employees (including substitute teachers), as well as full-time employees performing approved extra duties, timesheets should be kept from the 16th day of the month to the 15th day of the following month. Timesheets should be submitted to your supervisor for approval no later than the 15th (your supervisor will forward your approved timesheet to the Home Office for processing). If the 15th falls on a weekend or holiday, timesheets should be submitted on the school day closest to the 15th. You are responsible for accurately recording your time on your timesheet. Falsification of any time records is cause for disciplinary action, up to and including termination.

If you believe there is a mistake on your paycheck, notify your Human Resource Manager for submission to Home Office.

Reimbursement/Purchasing Policy

EFC will pay reasonable expenses incurred in the course of an employee's work. Employees must obtain approval prior to incurring expenses on behalf of EFC to ensure the expenses are within budgetary guidelines. In order to receive reimbursement, all costs should be itemized on an expense report, signed by your supervisor and accompanied by actual receipts affixed to a full sheet of paper and submitted to the Home Office. Purchases made on behalf of EFC must be separated from personal items on the store receipt. All reimbursement reports must be completed in one calendar month of purchase.

EFC will reimburse employees for reasonable and necessary travel, accommodations, and other actual expenses incurred during the course of business travel. Use of an employee's personal automobile for company business will be reimbursed at the IRS-approved mileage reimbursement amount per mile after 'basic' miles are deducted. Basic miles are the number of round trip miles from home to your regular workplace.

Our EFC Operating Guidelines will contain more detailed information on our reimbursement and travel policies. If you have any questions about EFC's expense reimbursement policy, please contact your Principal, who is your liaison to the Home Office.

Employees requesting additional classroom supplies and/or instructional material must obtain approval prior to incurring expenses on behalf of EFC, to ensure the expenses are within budgetary guidelines.

Group Benefits

EFC is committed to providing competitive benefits. The following benefits are currently provided to those employees meeting eligibility requirements (e.g., those employees classified as Full-Time and Part-time and working in excess of 32 hours per week). You are responsible for completing the necessary paperwork in a timely matter to ensure activation of your benefits. Also, please refer to the separate EFC benefits summary

for more information. If there is any conflict between this handbook and the official Summary Plan Descriptions ("SPD"s) or plan documents, the official SPDs and/or plan documents will govern.

Health coverage runs consistently with your work term dates.

10 Month Employees: September – August

11 Month Employees: July – June

12 Month Employees: July – June

- **Medical Insurance**

Kaiser Permanente and HealthNet are our current medical providers. Currently EFC only offers open enrollment in Kaiser Permanente. For the 2010-11 school year employees will pay 4% of the premium for Kaiser coverage and 6% for Healthnet coverage. In the 2011-12 school year employees will pay 10% of the premium for Kaiser coverage and 15% for Healthnet coverage. You will be given more information about the specific plans upon enrollment.

- **Dental Insurance**

Dental benefits are provided by Delta Dental. For the 2010-11 school year employees will pay 4% of the premium. In the 2011-12 school year employees will pay 10% of the premium. You will be given more information about the specific plans upon enrollment.

- **Vision Insurance**

Vision benefits are provided by Vision Service Plan (VSP). For the 2010-11 school year employees will pay 4% of the premium. In the 2011-12 school year employees will pay 10% of the premium. You will be given more information about the specific plans upon enrollment.

- **Employee Assistance Program (EAP)**

Employee Assistance benefits are provided by Concern-EAP. EFC currently covers the entire cost of the EAP plan for employees and their dependents. You will be given more information about the plan.

- **Disability Insurance**

All employees participate in California State Disability Insurance. The state designated amount is deducted from your paycheck.

You are eligible to enroll in disability insurance from Standard Insurance. This program is designed to assist with your income should you become partially or totally disabled and are unable to perform the essential functions of your job. Partial salary replacement begins after a 7-day waiting period for Short-Term Disability or a 90-day waiting period for Long-Term Disability. Please see the Summary Plan Description.

- **Life Insurance**

Life Insurance from Hartford is payable up to \$10,000 in the event of your death, in accordance with the policy. You can indicate your beneficiary or beneficiaries by submitting the appropriate documents to Human Resources. You can change beneficiaries by submitting the change in writing.

- **COBRA**

The federal Consolidated Omnibus Budget Reconciliation Act ("COBRA") gives you and your qualified beneficiaries the opportunity to continue health insurance coverage under our health plan when a "qualifying event" would normally result in the loss of eligibility. Some common qualifying events are: resignation, termination of employment, or death of an employee; a reduction in your hours or a leave of absence; your divorce or legal separation; and a dependent child no longer meeting eligibility requirements.

Under COBRA, you or your beneficiary pays the full cost of coverage at our group rates, plus an administration fee.

You will be provided with a written notice describing your rights granted under COBRA when you become eligible for coverage under our health insurance plan. The notice contains important information about your rights and obligations.

Health Insurance Portability

Under the Health Insurance Portability and Accountability Act, you and your qualified beneficiaries are entitled to Certificates of Coverage from EFC when any of three circumstances are present. These Certificates allow you and your dependents to transfer from one employer health plan to another without starting a new pre-existing condition waiting period. The three conditions are:

- When you are no longer covered under the health plan, or you begin COBRA coverage (as in the case of extended leaves of absence or termination);
- At the time your COBRA coverage ends; and
- When a request is made within 24 months of termination of coverage.

The term "portability" does not mean you may take your specific health insurance policy from one job to another. It means that once you obtain health coverage, you will be able to use evidence of that insurance to reduce or eliminate any pre-existing medical condition exclusion period that might otherwise have been imposed on you when you move to another group health plan. Portability is designed to help people maintain coverage by giving them credit for having been covered previously.

You will be advised in writing of any pre-existing condition clause in your health insurance plan when you are hired. You may then request Certificate(s) from your previous employer (if applicable) to apply to your current plan. You may also request Certificate(s) from us under the conditions mentioned above when applicable.

Domestic Partners Coverage

EFC offers domestic partners insurance coverage. This policy gives you the opportunity to cover a long-term, significant non-spouse partner under our medical and dental plans. A domestic partnership will be recognized when it meets the provisions of Family Code Section 297 and when the couple has registered with the California Secretary of State.

Unemployment Compensation

Depending upon the circumstances, employees may be eligible for unemployment compensation upon termination of employment with EFC. Eligibility for unemployment compensation is determined by the State Employment Development Department and not by EFC.

Retirement

EFC currently offers one of two mandatory retirement programs (depending on your job description and status), and an additional voluntary retirement program available to all employees.

- **Which Retirement Plan?**

Mandatory participation: Full time non-teaching staff is automatically enrolled in the Public Employee Retirement System ("PERS"). Teachers working greater than 50% of full time are automatically enrolled in the California State Teachers Retirement System ("CalSTRS" or "STRS"). Special regulations dictate the participation of foreign teachers. In addition, any teacher or substitute already enrolled in STRS through a previous job must participate in STRS while working at EFC.

Elective participation: Teachers working less than 50% of full time, who are not already members of STRS, can elect to participate in STRS. However, membership in STRS becomes mandatory if a teacher works more than 60 hours in any month. Similarly, substitute teachers who are not already members of STRS can elect to participate in STRS. Membership in STRS becomes mandatory for substitutes once they have served 100 days in any school year.

- **Public Employee Retirement System**

For eligible staff, EFC offers PERS, a "defined benefit" retirement plan which covers most California classified employees. Employees contribute 7% of their salary, and EFC contributes 10.707% of the staff member's salary (these rates may change over time). PERS has a five year vesting period; once vested, members are eligible for retirement benefits based on a formula including the member's years of service and salary. Complete information on PERS is available at www.calpers.com.

Accrued sick time from previous employers maybe carried over to EFC within 90 days of initial employment. It is the responsibility of the employee to contact a previous employer to obtain official documentation that lists the sick balances of previous work years. If a previous employer needs authorization from EFC please contact the Human Resources Manager.

- **California State Teachers Retirement System**

For eligible staff, EFC offers STRS, a "defined benefit" retirement plan which covers most California public school teachers. Employees contribute 8% of their salary, and EFC contributes 8.25% of the teacher's salary (these rates may change over time). STRS has a five year vesting period; once vested, members are eligible for retirement benefits based on a formula including the member's years of service and salary. Complete information on STRS is available at www.calstrs.com.

Accrued sick time from previous employers maybe carried over to EFC. It is the responsibility of the employee to contact a previous employer to obtain official documentation that lists the sick balances of previous work years. If a previous employer needs authorization from EFC please contact the Home Office.

- **Voluntary Supplemental Retirement Plans – 403(b)**

EFC allows additional voluntary retirement plans for employees who wish to save additional money for retirement on a pre-tax basis. Participation is voluntary, and all employees are eligible to participate. Employees can specify a percentage of salary or a flat amount to be withheld from each paycheck (the IRS currently caps contributions at \$15,000 per year for each plan).

A limited list of 403B carriers is available for viewing.

- **Social Security**

EFC does not participate in federal Social Security for certificated staff members.

VI.

EVALUATION AND RECORD KEEPING

Support, Evaluation and Intervention

The support, evaluation, and intervention process for EFC faculty and staff is constantly being improved. More than an evaluation process, it is a philosophy. This process considers all aspects of the person at work: from the teacher in the classroom to the colleague in the faculty meeting or the staff person at a school or in the Home Office. Home Office Staff will also use the same process adapted for administrative functions. The evaluation process will typically occur annually.

The philosophy is that all staff can improve and that the evaluator is a support provider as well as an evaluator. Asking for help is valued because it helps others help you, the employee.

Staff Feedback and Organization Participation

Employees (both classified and certificated) can volunteer to be a part of the EFC Leadership Council. The employees meet with the CEO once monthly and hear about new ideas and changes for the organization. This gives the CEO an opportunity to talk with employees directly about goals and concerns. It also gives employees an opportunity to express their opinions about issues and concerns and be part of problem solving within the organization.

Dine and Delve is another means for Home Office to employee communication link. Employees are invited to explore certain topics in depth and give suggestions for solutions and hear the thinking of the Home Office Team. **Please contact the Home Office if you need more information about Dine and Delve.**

Grade Level Chairpersons are appointed by the Principal to lead the grade level at each school and facilitate meetings. The Grade Level Chair meets regularly with the grade level team about math, language arts, ELD, school functions and reports to the Principal and Chief Academic Officer ("CAO"). The Grade Level Chair meets monthly with all the Grade Level Chairs at Date with Data. At this meeting, data is shared and a plan of action to improve instruction is developed and shared.

Ongoing Support

EFC believes that being an educator is a professional role that can be enhanced through continued scholarship, collegial interaction, evaluation, goal setting, self-assessment, and involvement in educational work beyond the school.

EFC is committed to use faculty and staff development time to:

- Reflect on our own practice for improvement;
- Educate ourselves on current research and best practices; and
- Build collegiality through a structured system of collaborations, peer observations ("peer coaching") and other protocols.

Formal Certificated Evaluations

EFC is committed to working towards providing all students with a highly effective teacher. EFC is currently using Teaching As Leadership and Teach Like A Champion as important resources in this effort. We are purposely setting the performance standard high as we believe that highly effective teachers are critical to the success of our students. We firmly believe that the most important resource that we can provide for each and every one of our students is a highly skilled teacher. EFC is an appropriate organization for teachers who

recognize the depth and breadth of content and pedagogical knowledge necessary to perform at proficient and advanced levels and who are committed to their own continuous growth as professionals.

Formal evaluations for teachers will typically take place annually during a teacher's first two years, and then every other year or as needed (as determined by EFC in its sole discretion). Written evaluations of teachers will be completed by the Principal and be distributed during the final quarter of the academic year. New staff will be evaluated mid-year so that they can implement changes as needed and/or be reassured of their job effectiveness.

The Principal (or appropriate supervisor) will meet with the faculty member to discuss the evaluation. The person's self-assessment (if completed as a part of the process), as well as any informal observations or formal supervision notes created since the previous evaluation, shall be discussed during this meeting. Final evaluations will be placed in the person's personnel file. The person being evaluated may add additional comments for the file if desired.

Formal observations shall include a minimum of three (3) scheduled observations to occur during the cycle; scheduled observations will include pre and post conferences; the first pre-conference will include a review of procedures and documents; and a minimum of two (2) non-scheduled observations to occur during they cycle.

Formal evaluations may also include evaluator's informal observations, review of appropriate documentation or participation in collaboration and professional development activities.

Evaluation Cycle Dates

Full Evaluation Cycle

Fall	Two full observation cycles At least 1 non scheduled observation	December 9, 2011
Winter	One additional full observation cycle At least 1 non scheduled observation Completion of Midterm Teacher Performance Rubric	January 27, 2012 February 24, 2011
Spring	One additional full observation cycle At least 1 non scheduled observation Completion of Final Teacher Performance Rubric	April 27, 2012 June 1, 2012

Submit original observations to Home Office.

Formal Classified Evaluations

Formal evaluations for classified staff occur twice each year (once in the fall and once in the spring). The evaluation process is used to recognize high levels of performance and to help all employees continue to grow as professionals.

Fall Window: October 3 – December 16

Spring Window: April 2 – June 1

Personnel Files

EFC maintains a personnel file on each employee. The personnel file includes such information as your job application, resume, records of training, documentation of performance appraisals and salary increases, and other employment records.

Personnel files are the property of EFC and are kept in a locked file. Access to the information they contain is restricted. Generally, only management personnel who have a legitimate reason to review information in a file are allowed access.

You may review your personnel records and your payroll records if you wish. If you would like to review these records, you should contact the Human Resources Manager. With reasonable advance notice, you may review your own personnel file in the School's offices and in the presence of the Human Resources Manager.

Any records containing medical information are kept in a separate file and they will not influence employment decisions about you without your permission.

EFC's records about you will not be disclosed in individually identifiable form to people or organizations outside EFC without your written approval unless disclosure is compelled for legal reasons. The only other exception will be to confirm you are or were an employee, the dates of your employment and your title or position. This information may be disclosed without your authorization in response to a request identifying you by name.

Changes in Status

All employees are required to notify the Administration office of any status changes including

- a) Name
- b) Address
- c) Marital status
- d) Number of dependents
- e) Telephone number (home, work, cell)
- f) Person to be notified in case of emergency
- g) Loss of driver's license, or restriction(s) in driving privileges
- h) Felony arrest or pending charges or convictions

Since tax deductions, insurance benefits, and other administrative matters are often affected by changes in your personal status, it is very important that you notify the Home Office immediately in writing of any changes to your personal information, such as your name, address, telephone number, marital status, number of dependents, insurance beneficiaries, and names of persons to be notified in case of emergency.

VII.

HOLIDAYS, VACATIONS AND LEAVES

General Policies Regarding Paid Time Off, Sick Days, and Personal Days

It is EFC's expectation that all employees make every effort to schedule appointments outside of regular work hours. In the event that is not possible to schedule a necessary appointment outside of regular hours, employees may use sick leave for medical appointments and request personal leave for other important appointments (i.e. court date or a residential emergency). Leave time is usually requested and used in half-day increments. Should you have a need for minimal amount of leave time during regular work hours your supervisor should be consulted to determine the best way to address the specific circumstances.

Staff must arrive at school, to class, and to meetings on time every day. We ask staff make every effort to avoid absences on days preceding or following school vacations or long weekends. We strongly discourage the families of EFC students from taking such days off, and it is important that we model the behavior we request. Similarly, since students are not allowed to attend an after-school activity on a day during which they have been absent, staff should avoid absences on days when their attendance is required after school.

Planned absences for medical and dental appointments are expected to be arranged, as much as possible, during non-school hours and must be taken on either half-day or full-day blocks.

The school staff has an obligation to make sure their responsibilities are covered, including arranging substitutes with the Home Office.

Scheduled Holidays

EFC observes the following 12 holidays for all staff:

- New Year's Day
- Martin Luther King Jr.'s Birthday
- President's Day
- Cesar Chavez Day
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving Day
- Friday after Thanksgiving Day
- Christmas Eve
- Christmas Day

When a holiday falls on a Saturday or Sunday it is usually observed on the preceding Friday or the following Monday. Specific holiday observance will be announced in advance. Holidays are not counted as part of the work year

Vacation Time (custodians only)

Vacation time for custodians is typically scheduled during the summer. At the supervisor's discretion a limited number of days maybe used at other times of the year. Any carryover of vacation days is not permissible without direct authorization from the CEO.

Personal Necessity Days

All full-time employees are entitled to up to five paid personal days off per year. Teachers hired mid-year are eligible for pro-rated personal leave. Employees must notify their supervisors as early as possible of their intention to use a personal day. Supervisors must report employees' use of personal days to the Home Office. It should be clear to all employees that personal days are to be used only in cases of necessity.

Staff must request personal days (paid or unpaid) at least 48 hours in advance. Personal days must be approved by the employee's supervisor. Approval is subject to school/organizational needs (i.e., substitute availability, number of staff out, etc.) Approval is limited to two requests for a particular day at each school site, and then may be approved only after all other classes are covered and if the requesting teacher secures coverage of her/his classes, and submits the plan for coverage along with her/his substitute plans.

Paid personal days will not be approved for the day before or after vacations (including the day before or after a three day weekend) nor on Staff Development Days. In addition, personal days may not be used consecutively when school is in session. Exceptions may be granted with principal's/supervisor's recommendation and final approval of the CEO. If a faculty or staff member wants to take a personal day on the day before or after a vacation, he/she may request an unpaid personal day. A request for an unpaid personal day will be considered on a case by case basis. Unused personal days for classified personnel will no longer be paid out at the end of the year.

Sick Leave

In order to help prevent employees' loss of earnings that may be caused by accident or illness, EFC provides paid sick leave to all employees. Sick leave also may be used by employees for the purpose of securing necessary medical treatment. All full-time employees who work a 10 month work calendar are entitled to ten (10) days paid sick leave per year, 11 month employees who work a 11 month calendar are entitled to eleven (11) days paid sick leave per year, and 12 month employees who work a 12 month calendar are entitled to twelve (12) days paid sick leave per year, granted at the beginning of the employment year. Temporary employees are not entitled to sick leave benefits. Staff working more than half-time is eligible for pro-rated sick leave. Teachers hired mid-year are eligible for pro-rated sick leave. Sick leave shall not be used for extending vacations or three day weekends.

Employees may use up to half of their annual grant of sick leave to attend to the illness of a child, parent, or spouse. However, such family-related sick leave usage is subject to all of the same conditions and restrictions which apply to each employee's use of earned sick leave for his or her own personal illness. For example, employees must give as much prior notice as possible of such need to be absent, are subject to the same verification of illness requirements, and are subject to termination for any falsification of information related to such family illness sick leave usage.

Employees must notify their immediate supervisors of their need to take sick leave as soon as practicable and, in no event, no later than 30 minutes after their scheduled starting time.

EFC reserves the right to request verification from a health care provider for all absences due to illness or disability. Sick pay may be withheld if a satisfactory verification is not provided by the employee.

Eligible employees will receive pay at their normal base rate for any sick leave taken. However, no employee will receive pay in lieu of sick leave for any granted but unused sick leave at the close of any calendar year or at the time of termination.

For members of STRS or PERS unused sick leave counts toward service credit for retirement purposes. Accrued sick time from previous employers may be carried over to EFC. It is the responsibility of the

employee to contact a previous employer to obtain official documentation that lists the sick balances of previous work years. If a previous employer needs authorization from EFC, please contact the Home Office.

Workers' Compensation/Industrial Illness Leave

EFC maintains a workers' compensation insurance policy for the benefit of all EFC employees with Star Insurance Company/MidWest Insurance. This policy provides compensation for lost wages and medical expenses resulting from an on-the-job injury. It covers work-related injuries only. The earnings benefit is provided only in those instances where the employee cannot immediately return to work as a result of his/her injury. Medical expenses are covered for any on-the-job injury that requires medical attention.

Any employee injured while performing work for EFC should report the incident immediately to his/her supervisor. The supervisor will complete an incident report and submit to the Home Office immediately. You are required to go to the EFC designated medical clinic to receive medical attention.

Workers' compensation coverage may be effective-upon the occurrence of a work-related injury; sick leave may be used during the waiting period.

It is important that all employees use caution on a daily basis while working. For example not using furniture for anything other than the purpose for what it was designed i.e. sitting on a table or standing on a chair.

Personal Unpaid Medical Leave

Any regular full-time employee who is temporarily disabled and unable to work due to a medical condition, will, upon request, be granted a leave of absence without pay for the period of his or her disability, provided such period shall not exceed 6 weeks, except where other laws require a greater leave entitlement. The term "medical condition" as used in this policy encompasses all temporary medical disabilities including, but not limited to, pregnancy, childbirth, and related medical conditions.

As soon as you become aware of a need for a medical leave of absence, you should request a leave from your supervisor in writing. A physician's statement must be provided verifying the beginning and expected ending dates of your leave of absence. Any changes in this information should be promptly reported to your supervisor.

Except where other laws require a greater leave entitlement, eligible employees are normally granted leave for the period of the disability, up to a maximum of 6 weeks. You must take any available paid sick leave or paid time off as part of the approved period of leave. If paid time off or sick leave is used, the paid and unpaid portions of the leave will be added together to total 6 weeks. You may also be eligible for State Disability Insurance ("SDI"). You may not apply for Paid Family Leave benefits for your own disability.

Subject to the terms, conditions, and limitations of the applicable plans, health insurance benefits will be provided until the first day of the month following the first full month of disability. After that time, you will become responsible for the full costs of these benefits if you wish coverage to continue. When you return from medical leave, benefits will again be provided by EFC according to the applicable plans. If you sustain a work-related injury or illness, you are eligible for a medical leave of absence for the period of disability in accordance with all applicable laws covering occupational disabilities.

Holiday benefits will be suspended and vacation and sick leave benefits will not continue to accrue during the approved medical leave period.

Please notify EFC at least two weeks before the date you will be able to return to your job. Prior to returning to your position, you must provide a written release from your doctor on or before your return date.

When a medical leave ends, every reasonable effort will be made to return you to the same position, if it is available, or to a similar position for which you are qualified. However, EFC cannot guarantee reinstatement in all cases.

If you fail to timely report to work at the end of the medical leave, we will assume that you have terminated your employment in accordance with the policies herein.

Family Care and Medical Leave

EFC complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), and all applicable state and local laws regarding staff leave. Eligible employees may take up to 12 weeks of unpaid job-protected leave in any 12-month period for specified family and medical reasons. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

To be eligible for FMLA/CFRA leave, the employee must have been employed by EFC for at least 12 months and must have worked at least 1,250 hours preceding commencement of the FMLA leave.

Events That May Entitle An Employee To FMLA Leave

- To care for the employee's newborn child or a child placed with the employee for adoption or foster care.
Leaves for this purpose must conclude 12 months after the birth, adoption, or placement. If both parents are employed by EFC, they will be entitled to a combined total of 12 weeks of leave for this purpose.
- Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by EFC's separate pregnancy disability policy).
- To care for a spouse, domestic partner, child, or parent with a serious health condition.

A "serious health condition" is an illness, injury, impairment, or physical or mental condition that involves: (1) inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care; or (2) continuing treatment by a health care provider.

- Leave due to the "active duty of a family member," which is leave due to a "qualifying exigency" arising out of the fact that the employee's spouse, domestic partner, child or parent is on active duty or has been notified of an impending call or order to active duty in the Armed Forces in support of a contingency operation;
- For service member family leave, which is leave taken by an employee to care for an injured "covered service member" when the employee is the spouse, domestic partner, child, parent or next of kin of that service member.

Pay During FMLA Leave

- Family care and medical leave is unpaid; except to the extent that paid sick leave is substituted for family care or medical leave. An employee on FMLA leave because of his or her own serious health condition must use all accrued paid sick leave and may use any or all accrued paid vacation time at the beginning of any otherwise unpaid FMLA leave period. An employee on FMLA leave for child care

or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued paid vacation at the beginning of any otherwise unpaid FMLA leave.

All other FMLA leaves are unpaid leaves.

The receipt of vacation pay, sick leave pay, or State Disability Insurance benefits will not extend the length of the FMLA leave. Vacation pay and sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

Health Benefits

The provisions of EFC's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by EFC during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, EFC will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

Seniority

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he or she had when the leave commenced.

Medical Certifications

1. An employee requesting FMLA leave because of his or her own or a relative's serious health condition must provide medical certification from the appropriate health care provider [on a form supplied by EFC]. Failure to provide the required certification in a timely manner (within 15 days of the leave request) may result in denial of the leave request until such certification is provided.
2. If EFC has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, EFC may request a second opinion by a health care provider of its choice (paid for by EFC). If the second opinion differs from the first one, EFC will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
3. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA Leave

1. An employee should request FMLA leave by completing a Request for Leave form and submitting it to the [Executive Director]. An employee asking for a Request for Leave form will be given a copy of EFC's then-current FMLA leave policy.
2. Employees should provide not less than 30 days' notice or such shorter notice as is practicable, for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt EFC's operations.
4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
5. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two weeks, except that EFC will grant a request for FMLA leave for this purpose of at least one day but less than two weeks' duration on any two occasions.
6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
7. [In most cases, EFC will respond to a FMLA leave request within two days of acquiring knowledge that the leave is being taken for an FMLA-qualifying reason and, in any event, within 10 days of receiving the request]. If an FMLA leave request is granted, EFC will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

1. Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to EFC's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.
2. When a request for FMLA leave is granted to an employee (other than a "key" employee), EFC will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from FMLA leave taken because of his or her own serious health condition, the employee must obtain a certification from his or her health care provider that he or she is able to resume work.
4. If an employee can return to work with limitations, EFC will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from EFC.

Limitations on Reinstatement

1. EFC may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to EFC's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of EFC's employees within 75 miles of the employee's worksite.

2. A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a "key" employee and the potential consequences with respect to reinstatement and maintenance of health benefits if EFC determines that substantial and grievous injury to EFC's operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, EFC will notify the "key" employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause EFC to suffer substantial and grievous injury. If EFC realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

- **Employment During Leave**

An employee on FMLA leave may not accept employment with any other employer without EFC's written permission. An employee who accepts such employment will be deemed to have resigned from employment at EFC.

Pregnancy Disability Leave

This policy explains how EFC complies with the California Pregnancy Disability Act, which requires EFC to give each female employee an unpaid leave of absence of up to four (4) months, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- **Employee Eligibility Criteria**

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- **Events That May Entitle An Employee to Pregnancy Disability Leave**

The four-month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

- **Duration Of Pregnancy Disability Leave**

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five eight hour days per week, four months means 88 working and/or paid eight hour days of leave entitlement based on an average of 22 working days per month for four months.

Pregnancy disability leave does not count against the leave which may be available as Family Care and Medical Leave.

- **Pay During Pregnancy Disability Leave**

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits will not extend the length of pregnancy disability leave.
3. Vacation pay and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits

The provisions of EFC's various employee benefit plans govern continued eligibility during pregnancy disability leave and these provisions may change from time to time. When a request for pregnancy disability leave is granted, EFC will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

Seniority

An employee on pregnancy disability leave remains an employee of EFC and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, he or she will return with the same seniority he or she had when the leave commenced.

Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by EFC. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

Requesting And Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to her supervisor. An employee asking for a Request for Leave form will be referred to EFC's current pregnancy disability leave policy.
2. Employee should provide not less than thirty (30) days or as much notice as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt EFC's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

6. In most cases, EFC will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, EFC will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return To Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position (at the time reinstatement is requested). If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless there is no comparable position available, but filling that position with the returning employee would substantially undermine EFC's ability to operate the business safely and efficiently. A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.
2. When a request for pregnancy disability leave is granted to an employee, EFC will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from a pregnancy disability leave of three days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
4. If the employee can return to work with limitations, EFC will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from EFC.

Employment During Leave

An employee on pregnancy disability leave may not accept employment with any other employer without EFC's written permission. An employee who accepts such employment will be deemed to have resigned from employment with EFC.

Paid Family Leave (Wage Replacement Benefits)

Paid Family Leave ("PFL") does not create the right to a leave of absence but is part of the State Disability Insurance program which provides wage replacement benefits for eligible employees. California employees may file a claim for up to six (6) weeks of PFL benefits with the Employment Development Department ("EDD") within a 12 month period to take time off work to care for a child, spouse, parent or domestic partner or the child of a domestic partner with a serious health condition, or to bond with a newborn or a child under eighteen (18) who has been placed in their home by adoption or foster care. The plan will provide benefits of approximately 55% of lost wages after a 7-day waiting period. This leave is sponsored within the State Disability Insurance ("SDI") program and funded through employee contributions.

If you are eligible for either federal Family Medical Leave Act ("FMLA") and/or California Family Rights Act ("CFRA") leave, both of these leaves will overlap with your receipt of PFL benefits and you will be reinstated to the same position, or to a similar available position for which you are qualified. If you are not eligible for FMLA or CFRA, then reinstatement is not guaranteed.

PFL does not apply to your own illness or injury nor can benefits be applied to time off under medical leave, workers' compensation leave or pregnancy disability leave. Before collecting paid time off under Paid Family Leave, you must serve a seven (7)-day unpaid waiting period. If you have accrued unused vacation, you may apply one (1) week to the otherwise unpaid waiting period. You may apply accrued but unused sick leave but are not required to do so.

Subject to the terms, conditions, and limitations of the applicable plans, health insurance benefits will be provided until the first of the month following the first full month of leave. After that time, you will become responsible for the full costs of these benefits if you wish coverage to continue. When you return from Paid Family Leave, benefits will again be provided according to the applicable plans.

Bereavement Leave

Bereavement leave of up to three (3) days with pay will be granted to regular employees, upon request and approval by the Human Resources Manager, in the event of a death of the employee's spouse, child, parent, parent-in-law, grandparent, grandparent-in-law, granddaughter, grandson, daughter-in-law, son-in-law, stepparent, domestic partner, brother, sister, brother-in-law, sister-in-law, stepchild, or domestic partner's child, and any relative living in the household of the employee or domestic partner. If you must travel to another state, up to (5) days will be granted upon request and approval. Personal days or non-scheduled days may be used in the event of a death of others not listed.

Time Off for School Children

Employees are encouraged to participate in the school activities of their child(ren). Parents, guardians, or grandparents having custody of schoolchildren are provided unpaid time off to participate in school or day care activities. EFC may require proof of your participation in these activities. You may use accrued vacation or unpaid time off for this purpose. Please provide reasonable notice to your supervisor before taking time off for schoolchildren.

Military Leave of Absence

Any employee who is in any branch of the uniformed services or a similar government military operation may take military service leave for military duty for up to five (5) years. Advance notice is required to maintain such a leave status. Available time off may be used for the absence as military service leave is unpaid. For teaching staff a request must first be made to serve the time when school is not in session. Sick time and holiday benefits will not accrue during a military service leave.

Domestic Violence Crime Victims Leave

Victims of domestic violence and sexual assault may take time off work to obtain help from a court, seek medical attention, obtain services from a shelter, program, or crisis center, obtain counseling, or participate in safety planning. You may also assist a member of your immediate family who has been a victim. EFC may require proof of your participation in these activities. You may use accrued vacation or granted sick leave or time without pay. When possible, give your supervisor reasonable notice.

Bone Marrow and Organ Donation Leave

Organ donation: A leave not exceeding 30 days to an employee who is an organ donor in any one-year period, for the purpose of donating his/her organ to another person.

Bone marrow donation: A leave not exceeding 5 days to an employee who is a bone marrow donor in any one-year period, for the purpose of donating his/her bone marrow to another person.

Jury and Witness Duty

Staff should notify their supervisor and the Home Office upon receipt of a jury summons. In order to maximize student education and school efficiency, staff must, whenever possible, request and use options such as on-call status or postponement to school vacation times such as summer. Staff is also expected to report to work as soon as the court releases them each day if there are any work hours left in the school day. EFC permits you to take the necessary time off and wishes to help you avoid any financial loss because of such service. Except as otherwise required by law, EFC will continue your salary or pay during jury service for a maximum of five business days. Beyond five days, non-exempt employees will serve jury duty on an unpaid basis and exempt employees will be paid for any week in which they do any work.

Staff required by law to appear in court as a witness may take personal days or unpaid days for such purpose. EFC requests that advance arrangements be made with their supervisor and the Home Office, and any necessary substitute plans are taken care of. Please submit a copy of your jury service verification to Home Office.

Leave for Volunteer Firefighters and Emergency Personnel

If you are a volunteer firefighter, reserve peace officer or other type of emergency rescue personnel, you are entitled to take up to fourteen (14) days off per calendar year to perform your duties, or to engage in fire or law enforcement training. Leave is unpaid but you may apply any accrued paid time off to your absence.

If you receive notice that you must report for duty prior to coming to work, or leave work after you have come to work, you must inform your immediate supervisor as soon as possible, stating the amount of time you expect to be gone, if possible. You are expected to come back to work as soon as you are able to do so.

Voting Time Off

You are encouraged to fulfill your civic responsibilities by participating in elections. Generally, employees are able to find time to vote either before or after their regular work schedule. If you are unable to vote in an election during your non-working hours due to your work schedule, we will grant you up to two (2) hours of paid time off to vote.

You should request time off to vote from your supervisor at least two (2) working days prior to the Election Day. Time off will be scheduled at the beginning or end of the workday, whichever provides the least disruption to the normal work schedule.

You must submit a voter's receipt to your supervisor on the first working day following the election to qualify for paid time off.

VIII.

DISCIPLINE AND TERMINATION

Discipline and Rules of Conduct

Rules of Conduct

The following conduct is prohibited and will not be tolerated by EFC. This list of prohibited conduct is illustrative only and applies to all employees of EFC; other types of conduct that threaten security, personal safety, employee welfare and EFC operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on EFC property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
4. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of EFC property.
5. Fighting or instigating a fight on EFC premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing firearms, weapons or explosives of any kind on EFC premises.
8. Gambling on EFC premises.
9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
10. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record your clock card.
11. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
13. Excessive absenteeism or tardiness excused or unexcused.
14. Posting any notices on EFC premises without prior written approval of management, unless posting is on an EFC bulletin board designated for employee postings.
15. Immoral or indecent conduct.
16. Conviction of a criminal act.
17. Engaging in sabotage or espionage (industrial or otherwise)
18. Violations of the sexual harassment policy.
19. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
20. Sleeping during work hours.
21. Release of confidential information without authorization.
22. Any other conduct detrimental to other employees or EFC's interests or its efficient operations.
23. Refusal to speak to supervisors or other employees.
24. Dishonesty.

Separation of Employment

- **Termination Documentation**

EFC shall attempt to provide written notice to employees regarding release from at-will employment.

- **Exit Interview**

Employees who leave EFC for any reason, including at the end of a contract year, may be asked to participate in an exit interview. This interview is intended to permit terminating employees the opportunity to communicate their views regarding their work with EFC. At the time of the exit interview or before, the employee is expected to return all EFC-furnished property, such as keys, computer equipment and ID cards.

During the exit interview, you can provide your reasons for leaving, other impressions, and insights into areas for improvement that the EFC can make. Certain information may be considered confidential. An exit interview will be scheduled with the Human Resources Director.

- **Staff Resignation Process**

EFC may also consider that an employee has voluntarily terminated his or her employment if: (a) the employee fails to return from an approved vacation or leave on the date agreed upon; or (b) the employee fails to report for work without notice for three (3) consecutive days.

All EFC-owned property, including vehicles, computers, instructional materials, equipment, supplies, keys, security system fobs, uniforms, identification badges, and credit cards, must be returned immediately upon termination of employment.

IX.

COMPLAINTS AGAINST PERSONNEL

Resolution Support

All EFC faculty and staff are expected to work to create a positive atmosphere. This means that each of us must attempt to resolve issues of concern directly and in a supportive manner. The following resolution process is designed to have issues of concern resolved and to have successful faculty and staff. Please note that this policy does not apply to: (1) personnel actions; (2) complaints of harassment or discrimination, which are governed separately by the Anti-Harassment Policy included in this Handbook; or (3) other situations requiring immediate response as determined in EFC's sole discretion. A Home Office designee (designated by the CEO) will act as the point person in the resolution process. The resolution process is:

1. Go to the source. This means going directly to the person with whom you have an issue or concern if you are comfortable doing so. Ask clarifying questions and attempt to resolve the issue. If this first step is not successful, then proceed to the next step of the resolution process.
2. Document your efforts and consider using a voluntary resolution team. The team will be comprised of the peer coaching teams when they are implemented, and/or a team of several teachers chosen by the person being supported by the resolution process if the peer coaching teams are not yet implemented. All discussions should be treated as private and confidential, and should not be discussed by members of the Resolution Team with others outside of the team, except for discussion as needed with the Principal, Home Office designee, and other members of the Home Office dealing with personnel issues.

The Voluntary Resolution Team. This is a voluntary step in the process and, if the person involved does not wish to share the issues of concern with the members of a Resolution Team, the person may proceed directly to Step #3, below. If the person involved wishes to proceed with this step, the peer coaching team should be consulted to determine if all concerned want to form a Resolution Team. If three or more people from the peer coaching team wish to be involved, they will form a resolution team. If there are not three or more people who wish to do so, the peer coaching team (with the consent of the person involved) will find three other people to form a Resolution Team. In no event will a member of the Resolution Team be the subject of the complaint. Once formed, the Resolution Team will develop goals, a plan and a timeline with the person involved. This process will be documented by the Resolution Team and a copy will be provided to the Principal. If this second step is not successful, then proceed to the next step of the resolution process.

3. Use an Administrative Team. In this step, either the person involved goes directly to the Administrative Team after Step #1, or the Resolution Team described in Step #2 transfers responsibility and documentation to an Administrative Team (including the Principal and possibly the Vice Principal and a Home Office designee). This team will follow the same process of developing goals, a plan and a timeline with the faculty or staff member involved. This process will be documented by the Administrative Team and a copy will be provided to the Home Office designee. If this third step is not successful, then proceed to the next step of the resolution process.
4. The Principal may need to take action. The Principal, with possibly the Vice Principal and/or Home Office designee, will meet with the staff member to give him/her a chance to present his or her position. The staff member may have a colleague present if desired at the time of the presentation, although all matters discussed and involved are private and confidential, and should not in any case be shared further. After consultation with the Home Office designee, the Principal will make a recommendation to the CEO, up to and including release from at-will employment with EFC.

NOTE: Because the Principal and Vice Principal are involved in the last two steps of the intervention process, there is a similar but slightly different process when these employees are the subjects of the complaint. The Home Office will use a similar process.

The process for issues involving the Principal is as follows.

1. Go to the source (Principal) for attempted resolution.
2. Contact the supervisor at the Home Office or CEO. The supervisor or CEO will decide, much like the faculty and staff process, whether to create a voluntary Resolution Team.
3. If this effort is unsuccessful, or if the person involved does not want a voluntary Resolution Team, the supervisor or CEO will consider further action.

The process for the Vice Principal is similar.

1. Go to the source (VP) for attempted resolution.
2. Contact the Principal if this is unsuccessful. The Principal will decide, much like the faculty and staff process, whether to create a voluntary Resolution Team.
3. If this is unsuccessful, the Principal will consider further action with the Home Office, and make a final decision.

The same is true if there is an issue with a person from the Home Office.

1. Go to the source and, only if the matter remains unresolved, go to the supervisor.
2. In the case of the CEO, after going to the source (CEO), contact the Chair of the Board of Trustees.

Note: This resolution process does not change any EFC employee's employment status. Nor does it guarantee any rights or process prior to a disciplinary decision or release from at-will employment.

Open Door Policy

Suggestions for improving EFC are always welcome. At some time, you may have a complaint, suggestion, or question about your job, your working conditions, or the treatment you are receiving. We want to hear your good-faith complaints, questions, and suggestions. If you wish to raise an issue, please take the following steps:

- Bring the situation to the attention of your immediate supervisor, who will then investigate and provide a response or explanation.
- If the issue persists, you may describe it in writing and present it to the Human Resources Manager, who will investigate and provide a response or explanation. We encourage you to bring the matter to the Human Resources Manager as soon as possible after you believe that your immediate supervisor has failed to resolve it.
- If the issue is not resolved, you may present it in writing to the CEO, who will attempt to reach a final resolution.

This procedure, which we believe is important for both you and EFC, cannot guarantee that every problem will be resolved to your satisfaction. However, EFC values your observations and you should feel free to raise issues of concern, in good faith, without the fear of retaliation.

X.**EMPLOYEE ACKNOWLEDGEMENT**

PLEASE READ THE EFC EMPLOYEE HANDBOOK AND FILL OUT AND RETURN THIS PORTION TO YOUR PRINCIPAL OR SUPERVISOR WITHIN ONE WEEK OF RECEIVING THE HANDBOOK. This Acknowledgement will be placed in the employee's personnel file.

Employee Name: _____

I acknowledge that I have received and read a copy of the EFC Employee Handbook. I agree to abide by the rules, policies, expectations and standards set forth in the handbook. I also agree to the following EFC policies regarding: anti-harassment, discrimination policy, child abuse reporting, alcohol and drug abuse, and technology use.

I understand that my employment with EFC is not for a specified period of time and EFC can terminate me without cause or notice by providing me with a notice of termination and paying me the remainder of my salary for the term of my work agreement or the equivalent of salary representative of one twelfth of my annual salary, whichever is less. I further understand that EFC can terminate me with cause at anytime upon EFC providing me a written statement of the grounds of termination. I know that this at-will relationship can only be modified in writing signed by the CEO of EFC, and that no other supervisor, manager, or other employee can alter the foregoing.

I also understand that my employment agreement with EFC can be terminated anytime by mutual consent for any reason by written agreement with the EFC Board. EFC reserves the right to revise, delete, and/or add to the provisions of this Employee Handbook. All such changes must be in writing.

Finally, I understand that the foregoing agreement is the sole and entire agreement between me and EFC concerning the duration of my employment, the circumstances under which my employment may be terminated, and the circumstances under which the terms and conditions of my employment may change. I further understand that this agreement supersedes any and all prior agreements, understandings, and/or representations concerning these topics.

Date: _____

Signed: _____

APPENDIX A

SEXUAL HARASSMENT COMPLAINT FORM

It is the policy of EFC that all of its employees be free from sexual harassment. This form is provided for you to report what you believe to be sexual harassment, so that EFC may investigate and take appropriate disciplinary or other action when the facts show that there has been sexual harassment.

If you are an employee of EFC, you may file this form with the Director or Board President.

Please review EFC's policies concerning sexual harassment for a definition of sexual harassment and a description of the types of conduct that are considered to be sexual harassment.

EFC will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, EFC will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, EFC will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize EFC to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that EFC will be able to address your complaint to your satisfaction.

Charges of sexual harassment are taken very seriously by EFC both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe sexually harassed you or someone else: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize EFC to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

Received by: _____

Date: _____

MIDTERM**OVERALL
PROFICIENCY
LEVEL**

Name of Evaluator _____

Name of Evaluated _____

Date _____

Date _____

FINAL**OVERALL
PROFICIENCY
LEVEL**

Name of Evaluator _____

Name of Evaluated _____

Date _____

Date _____

RATINGS:**EXCEEDS STANDARDS**

This rating indicates that the standard of performance consistently is at the highest level and/or exceeds what is outlined by the quality descriptors which are listed under each area of review. At this level, performance consistently reflects the quality which should be used as a model for others and instructional practice is completely in line with the EFC instructional model. At this level a teacher should be able to provide domain and pedagogical professional development in reading or math, if not both. The kind of teacher highlighted in Teaching as Leadership would be rated as advanced.

MEETS STANDARD

This rating indicates that the standard of performance consistently meets the quality descriptors which are listed under each area of review. At this level, instructional practice is clearly in line with the EFC instructional model. This level of performance indicates a standard that could benefit from coaching, but should not require coaching to deliver comprehensive consistent high quality instruction. In addition, a rating of proficient in English Language Arts indicates that the teacher is skilled at providing effective targeted whole and small group instruction supporting the reading process. An overall all proficiency rating also indicates that the teacher effectively engages students, effectively manages student behavior and maximizes the use of all instructional time. Is clearly prepared to produce grade level achievement.

APPROACHING STANDARDS

A rating of developing is the generally expected rating for beginning (first three years) teachers. This rating indicates that the standard of performance is approaching that which is outlined by the quality descriptors which are listed under each area of review. At this level of performance, practice needs to be refined in some area(s). There is a clear commitment to refinement of practice and deeper implementation of the EFC instructional model. More experienced teachers who have not advanced to a rating of 3 or higher should be given very specific feedback in the form of an improvement plan.

DOES NOT MEET STANDARDS

This rating indicates a standard of performance far from approaching what is outlined by the quality descriptors which are listed under each area of review. At this level, intense support is needed to support improvement of performance and/or commitment to the EFC instructional model.

AREA OF PROFICIENCY	MIDTERM REVIEW	FINAL REVIEW
---------------------	----------------	--------------

Language Arts

RATING: ☐

RATING: ☐

OCR

Teacher is effectively implementing the instructional program
 Follows lesson planner and pacing guide
 Uses routines and procedures
 Teaching understands interrelationship between the reading process and the OCR as a tool to support the process.
 Instructional goals are evident and instruction consistently supports those goals
 Workshop implementation supports program goals and differentiates instruction based on student need.
 Assessment results are used to differentiate instruction
 The sections of OCR are delivered in the suggested time range

ELD

Teacher provides appropriate instruction in which specific language structures are taught
 Instruction addresses listening, speaking, reading and writing
 Differentiated language structures are taught
 Instruction effectively supports learning in other core subject areas

Math

RATING: ☐

RATING: ☐

Teacher follows structure of the EFC program with appropriate use of TM's and routines and procedures and lesson enhancements
 Follows lesson planner and pacing guide
 Uses routines and procedures
 Instructional goals are evident and instruction consistently supports those goals
 Workshop implementation supports program goals and differentiates instruction based on student need
 Assessment results are used to differentiate instruction
 Instruction is fluent

Social Studies

Teacher provides appropriate instruction.

RATING: ☐

RATING: ☐

**Management
and
Engagement**

High expectations are set and systematically reinforced
There is clarity in the system to manage student
behavior
Teacher is comfortable setting limits in classroom
Teacher models appropriate interactions with students
Expectation and techniques: Goal 100%

RATING: ☐

RATING: ☐

Mid-term Comments:

Final Comments:

Demonstrates high level of professionalism

- Strives to be positive and self-reflective
- Provides productive feedback
- Sets high standard for self, focused on effectiveness not minimum requirements
- Proactive problem-solver focused on solutions
- Consistently punctual
- Meets deadlines and adheres to timelines
- High degree of focused "on-task" behavior

Attendance

- Goal: 98%

Professional Development

- High Level of Engagement
- Content is reflected in practice/Observables

Collaboration

- Teacher is a team supporter and leader
- Always shares responsibility for group effectiveness and success
- Seeks to share load and maintain curriculum focus
- Always works collaboratively and is driven by student need
- Focused on how grade level and organization as a whole can be most successful

Accuracy of Reporting of Student Progress

- Report cards, including comments are accurate, consistent and aligned

Mid-term Comments:

Final Comments:

MIDTERM**OVERALL
PROFICIENCY
LEVEL**

Name of Evaluator _____

Name of Evaluated _____

Date _____

Date _____

FINAL**OVERALL
PROFICIENCY
LEVEL**

Name of Evaluator _____

Name of Evaluated _____

Date _____

Date _____

RATINGS:**EXCEEDS STANDARDS**

This rating indicates that the standard of performance consistently is at the highest level and/or exceeds what is outlined by the quality descriptors which are listed under each area of review. At this level, performance consistently reflects the quality which should be used as a model for others and instructional practice is completely in line with the EFC instructional model. At this level a teacher should be able to provide domain and pedagogical professional development in reading or math, if not both. The kind of teacher highlighted in Teaching as Leadership would be rated as advanced.

MEETS STANDARD

This rating indicates that the standard of performance consistently meets the quality descriptors which are listed under each area of review. At this level, instructional practice is clearly in line with the EFC instructional model. This level of performance indicates a standard that could benefit from coaching, but should not require coaching to deliver comprehensive consistent high quality instruction. In addition, a rating of proficient in English Language Arts indicates that the teacher is skilled at providing effective targeted whole and small group instruction supporting the reading process. An overall all proficiency rating also indicates that the teacher effectively engages students, effectively manages student behavior and maximizes the use of all instructional time. Is clearly prepared to produce grade level achievement.

APPROACHING STANDARDS

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DOES NOT MEET STANDARDS

This rating indicates a standard of performance far from approaching what is outlined by the quality descriptors which are listed under each area of review. At this level, intense support is needed to support improvement of performance and/or commitment to the EFC instructional model.

Evaluatee: _____
Evaluator: _____

Evaluation period: ☐ Mid-year
☐ End of year
☐ Other: _____

PERFORMANCE APPRAISAL OVERVIEW:

Performance appraisals are designed to improve performance, improve communication, give recognition for work well done, and promote an accountability model for organization's goals. Employees will be evaluated in terms of the overall performance based upon prescribed areas of responsibility (job requirements), competencies required for the job, and attainment towards individual goals.

In this document, the individual being evaluated is referred to as the "employee" or the "evaluatee." The individual conducting the evaluation is referred to as the "manager" or the "evaluator."

Employees will be formally evaluated once every year. The review period is July 1st through June 30th.

TIMELINE:

By the 1st Friday in September

The evaluatee develops 3 to 5 individual goals and objectives and sets 3, 6, and/or 10-month targets.

By the 2nd Friday in September

The evaluator approves the evaluatee's goals, objectives, and targets. Both evaluator and evaluatee sign off on agreed goals, objectives, and targets using the Goals and Key Objectives form.

Ongoing throughout year, as often as necessary

The evaluatee documents progress towards stated goals and targets. Evaluator may also provide feedback on evaluatee's progress towards stated goals and targets.

No later than the 4th Friday in January

- Mid-year assessments are completed. The evaluator evaluates the employee using the Performance Appraisal worksheet and completes the Summary Appraisal Rating form for mid-year assessments.

Note that mid-year assessments are required for:

- employees new to a position
- employees new to EFCPS
- employees who may be expected to receive a rating of "unsatisfactory: below expectations"
- employees who received a rating of "unsatisfactory: below expectations" in one or more competency areas during the previous evaluation period

After joint review, the evaluator and evaluatee should sign the interim Summary Appraisal Rating form. The evaluator submits the Summary Appraisal Rating form to the Human Resources department.

Note that additional interim assessments may be conducted as the evaluator sees appropriate. A Summary Appraisal Rating form should accompany any interim assessments. These forms should be signed by both the evaluator and evaluatee, and a copy submitted to Human Resources.

By June 15th

Evaluatee completes self-evaluation towards his / her stated goals and targets on the Goals and Key Objectives form.

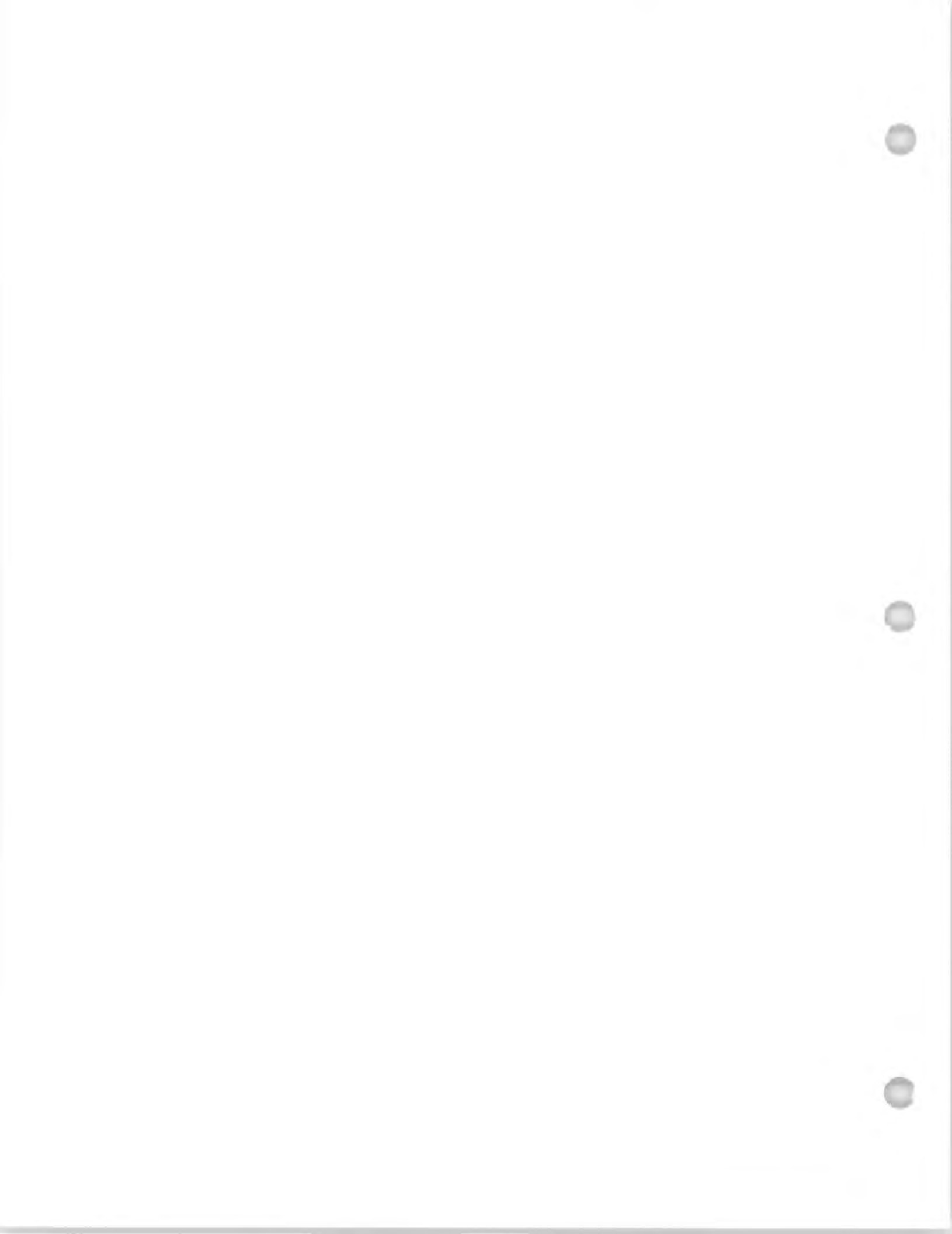
Evaluator completes Performance Appraisal worksheet and End of Year Summary Appraisal Rating form. After joint review, the End of Year Summary Appraisal Rating form is signed by both the evaluator and evaluatee.

By June 30th

Performance Appraisal worksheet and End of Year Summary Appraisal Rating forms are returned to the Human Resources department by June 30th. The completed Performance Appraisal sign-off form should also be turned in as well. The evaluatee and evaluator should also keep copies of these documents.

RATING SCALE:

The evaluator should consider quality, quantity, and preponderance of evidence when providing a rating for each competency area. Not all duties within a competency area may be applicable to all positions.



Evaluatee: _____

Evaluator: _____

Evaluation period:

☐ Mid-year

☐ End of year

☐ Other: _____

Exceeds expectations: Performance is consistently of the highest quality and exceeds requirements in the job description or in the particular area noted. Performance is highly effective and efficient, and results are apparent.

Meets expectations: Performance consistently meets all requirements in the job description or in the particular area noted.

Approaching expectations: Performance inconsistently meets all requirements in the job description or in the particular area. An employee rated "approaching expectations" are often new to a position and are still forming the knowledge and skills to be fully functional in the position. This should be viewed as a developmental category.

Unsatisfactory, below expectations: Performance is unacceptable and does not meet requirements in job description or in specific areas noted. Performance is of poor quality or is ineffective. An employee receiving an unsatisfactory rating is required to be evaluated during the next review cycle. An Improvement Plan is to be generated for any area rated unsatisfactory.

Not applicable (N/A): In using this form, you may mark "not applicable" or "N/A" if a subcategory is not relevant. Because this performance evaluation form applies to all principals, most competencies should be applicable. Still, we recognize some of the subcategories may not be applicable.

FURTHER INSTRUCTIONS:

Performance Appraisal Sign-off Form (page 4): As required steps are completed in the performance evaluation process, the evaluator and evaluatee should sign off on the performance appraisal process. The completion dates should also be documented. This completed form should be sent to the Human Resources department at the end of the evaluation cycle in June.



Evaluatee: _____
Evaluator: _____

Evaluation period: ☐ Mid-year
☐ End of year
☐ Other: _____

Goals and Key Objectives Form (page 5): The evaluatee sets goals and targets, regularly documents his/her progress on goals and targets and at the end of the year, summarizes and provides evidence of achievement towards stated goals and targets. The evaluator can use this documentation as evidence when considering how to rate the employee on the various competency areas.

Performance Appraisal Worksheet (pages 6-10): This document serves as a tool for the evaluator's reflection. The evaluator selects the rating appropriate for the employee for each duty within a competency area. Note that some duties may not be applicable to this employee; the evaluator may mark "not applicable" or "N/A" in that row. Conversely, the duties listed serve as guidelines but may not be comprehensive of all that is required in that competency area for a given position.

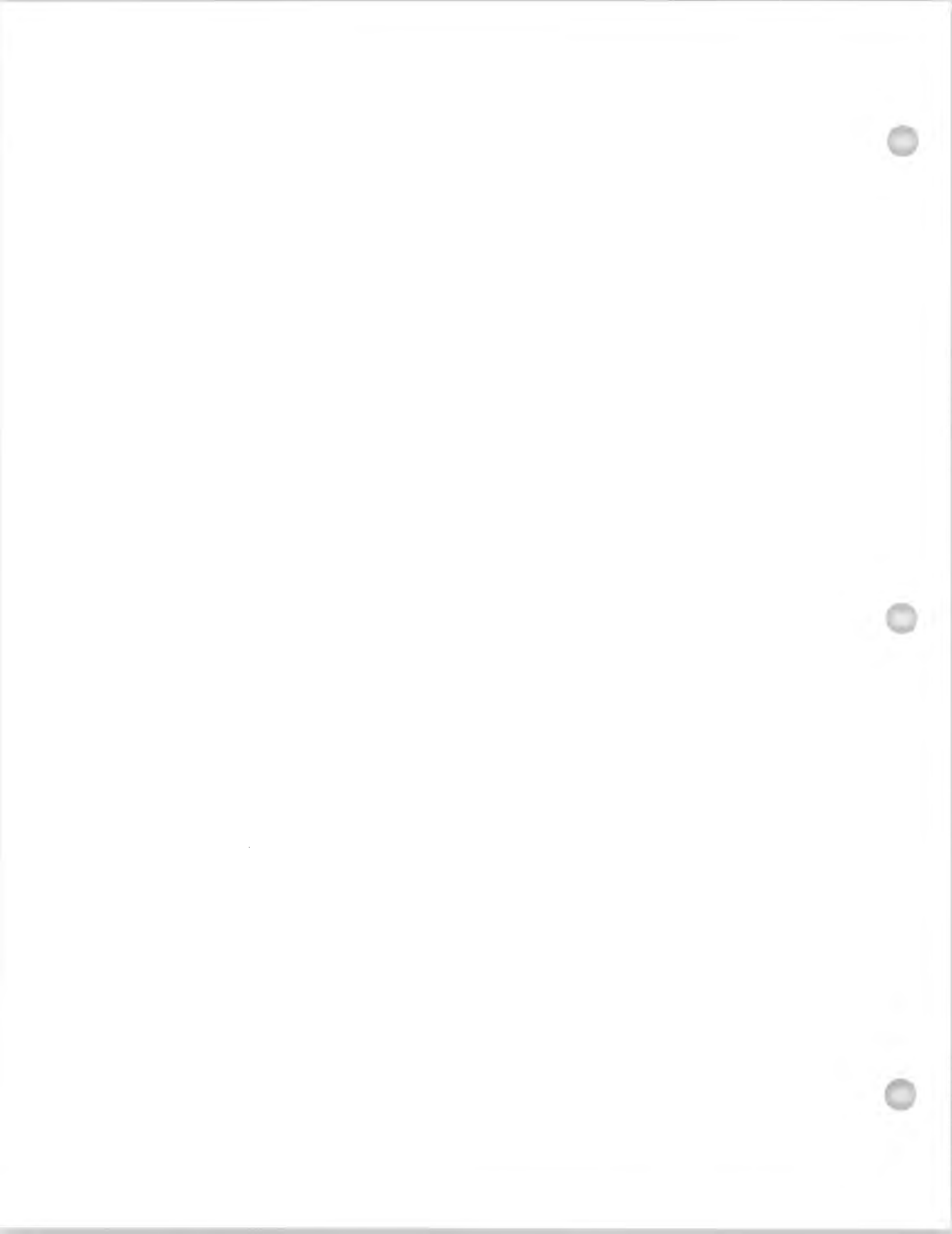
Based on one's ratings for each of these duties, the evaluator will then provide an overall summary rating for that competency area. This is a holistic overall rating for the competency area.

Additionally, the evaluator is required to document evidence of the rating. The evaluator's own notes and observations of the employee's attainment towards individual goals as well as the employee's documentation of his/her progress may serve as evidence.

Mid-Year Assessment and End of Year Summary Appraisal Forms (pages 11-12): The evaluator completes the Mid-Year and End of Year Summary Appraisal forms by transferring the ratings from the Performance Appraisal worksheets. The evaluator should then give a holistic overall summary rating for the employee.

A justification must be provided for this overall rating. When providing an overall rating of "unsatisfactory, below expectations" or "approaching expectations," the evaluator must document and discuss with the employee next steps for improving performance.

The Mid-Year Assessment and Final Summary Appraisal forms should be sent to Human Resources for placement in the employee personnel file.



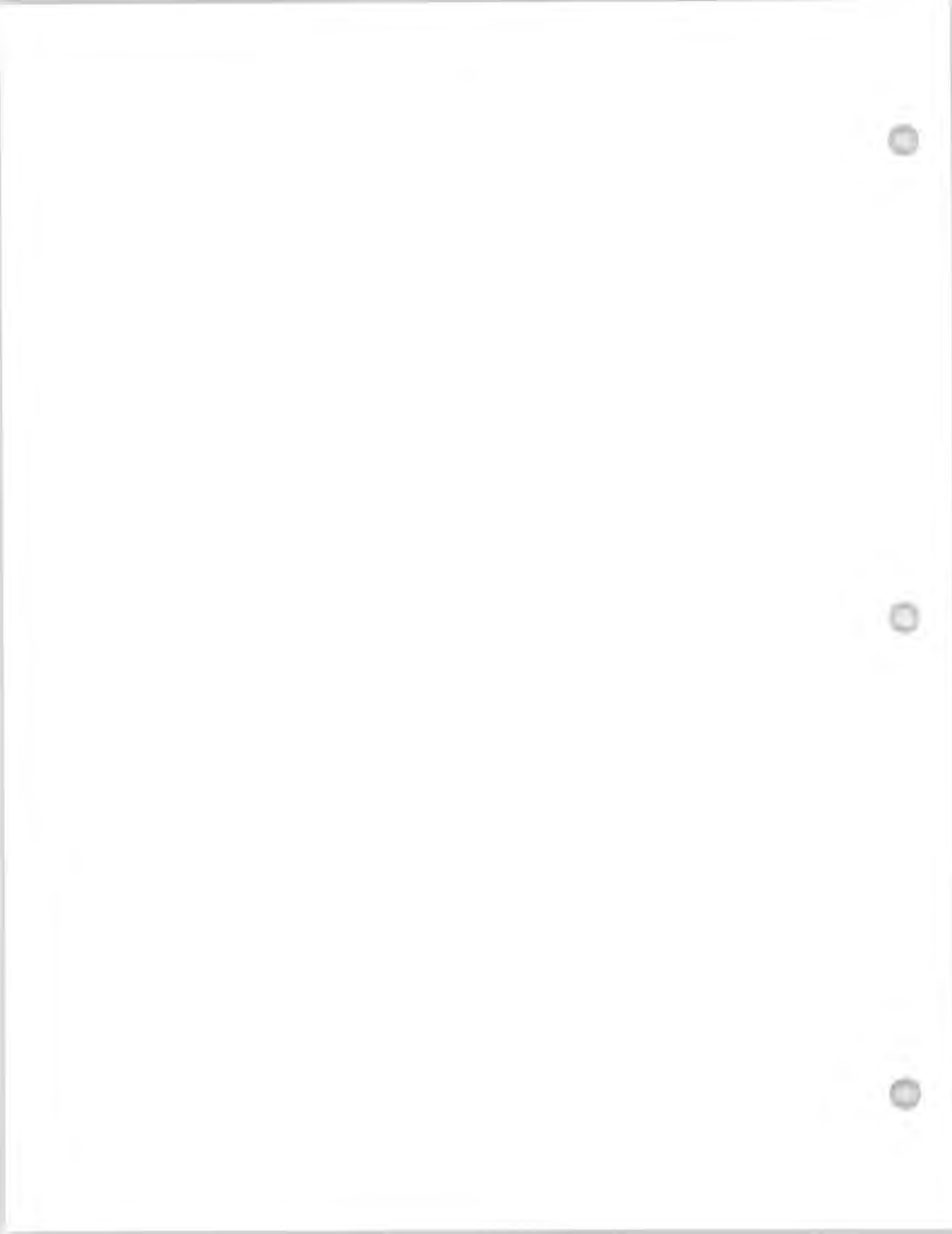
EDUCATION FOR CHANGE
PRINCIPAL EVALUATION

Evaluatee: _____
 Evaluator: _____

Evaluation period: ☐ Mid-year
☐ End of year
☐ Other: _____

PERFORMANCE APPRAISAL SIGN-OFF FORM

Timeline	Objective	Signature – Evaluatee	Signature – Evaluator	Date completed
By 1 st Friday in September	I. Evaluatee completes Goals and Key Objectives form	_____	_____	____/____/____
By 2 nd Friday in September	III. Evaluatee and evaluator meet to discuss Goals and Key Objectives and Targets. Evaluator signs off on evaluatee's Goals and Key Objectives for the year.	<input type="checkbox"/> Evaluatee- evaluator conference _____	<input type="checkbox"/> Evaluatee- evaluator conference OUTCOME: <input type="checkbox"/> Approved <input type="checkbox"/> Suggested modifications – attach written modifications <input type="checkbox"/> If no agreement can be reached, attach written response of evaluator	____/____/____
By 4 th Friday in January	VI. Mid Year Assessment completed	_____	_____	____/____/____
By 15 th of June	VII. End of Year Appraisal completed Improvement Suggestions attached (if applicable)	_____	_____	____/____/____



Evaluatee: _____
Evaluator: _____

Evaluation period: ☐ Mid-year
☐ End of year
☐ Other: _____

GOALS + KEY OBJECTIVES FORM (sample)

Individual goal setting and priorities for personal professional development

Please indicate key goals and corresponding actions. Choose 3-5 goals. Attach additional sheets if necessary.

Individual goals and objectives aligned with organizational goals	Personal professional development goals	Specific action steps + Measurement of achievement	Achievements for evaluation period
<p>What will you achieve over the course of this evaluation period? What projects and workstreams do you have planned and how do they align with EFC's goals?</p> <p>How will you contribute to your school's goals? How will you contribute to the organization's goals?</p>	<p>Consider how you want to develop professionally, which may include growth in the following competency areas:</p> <p>-</p>	<p>When you are working towards these goals, how will they be reflected in your day to day work? How will your achievements be measured?</p>	<p>What gains have you made on the goals you set for yourself? What examples from your work can you use to document the progress?</p>
School-wide targets 3 months	School-wide targets 6 months	School-wide targets 10 months	Achievements for evaluation period
	-		

Employee signature: _____

Date: _____

Evaluator signature: _____

Date: _____

Evaluatee: _____
Evaluator: _____

Evaluation period: ☐ Mid-year
☐ End of year
☐ Other: _____

PERFORMANCE APPRAISAL WORKSHEET

ORGANIZATIONAL VISION AND PLANNING FOR INCREASED STUDENT ACHIEVEMENT

Leads the development of a shared vision of academic excellence and sustains focus on student outcomes.

Exceeds Expectations	Meets Expectations	Approaching Expectations	Unsatisfactory: Below Expectations
<input type="checkbox"/> Inspires a shared vision that motivates staff to achieve academic priorities. Develops shared expectations, ownership, and responsibility for the school.	<input type="checkbox"/> Holds a shares vision with staff about academic priorities. Develops shared expectations, ownership, and responsibility for the school.	<input type="checkbox"/> Attempts to motivate and encourage others and sometimes communicates beliefs.	<input type="checkbox"/> Allows an isolated, individualistic environment. Does not communicate beliefs or may send mixed messages about beliefs and priorities.
<input type="checkbox"/> Consistently demonstrates commitment to high expectations and equity in students' opportunities to learn an academically rigorous curriculum. Behaviors and programs align to high expectations and equity.	<input type="checkbox"/> Consistently demonstrates commitment to high expectations and equity in students' opportunities to learn an academically rigorous curriculum.	<input type="checkbox"/> Can articulate a commitment to high expectations and equity in students' opportunities to learn an academically rigorous curriculum but doesn't always demonstrate that commitment.	<input type="checkbox"/> Doesn't clearly articulate core beliefs and values, or demonstrates a belief that some students can't learn at high levels.
<input type="checkbox"/> Unwavering commitment to and belief in high expectations for student achievement.	<input type="checkbox"/> Consistently articulates and demonstrates a commitment to high expectations for student achievement as a cornerstone.	<input type="checkbox"/> Often articulates and sometimes demonstrates a commitment to high expectations for student achievement.	<input type="checkbox"/> Doesn't articulate or demonstrate high expectations for student achievement for all students.
<input type="checkbox"/> Develops staff to lead and constantly engage in cycles of inquiry in order to make decisions aligned to the priorities and goals in the Site Plan.	<input type="checkbox"/> Leads and uses a variety of key data strategically and continuously to engage staff in cycles of inquiry and to make decisions aligned to the priorities and goals in the Site Plan.	<input type="checkbox"/> Implements an ongoing cycle of inquiry in an attempt to meet organization and school Site Plan goals but doesn't always use data strategically to prioritize decisions.	<input type="checkbox"/> Uses data sporadically, may feel overwhelmed by data (analysis paralysis); does not effectively communicate key data to staff, students or community. Site Plan goals and objectives are not based upon achievement gap data analysis.
<input type="checkbox"/> Recognizes and probes for causes of achievement gaps and develops different, effective strategies to address them.	<input type="checkbox"/> Recognizes and probes for causes of achievement gaps. Develops targeted but limited strategies.	<input type="checkbox"/> Recognizes achievement gaps but may focus on one gap and ignore another	<input type="checkbox"/> May recognize achievement gaps but does not implement strategies to close the gaps.
<input type="checkbox"/> Among peers, is regarded as an expert in culturally appropriate teaching strategies due to their innovative instructional programs that are able to address the needs and strengths of diverse learning modalities.	<input type="checkbox"/> Promotes and supports the use of culturally appropriate teaching strategies; develops an instructional program that addresses the needs and strengths of diverse learning modalities.	<input type="checkbox"/> Believes the use of culturally appropriate teaching strategies and strategies that address diverse learning modalities are important but has not developed a comprehensive program to address.	<input type="checkbox"/> Overlooks cultural diversity and diverse learning modalities as factors in student performance.
<input type="checkbox"/> Implements and sustains systems, structures, rituals and routines that consistently support teaching and learning, site/organization core values and goals. Broad communication and buy-in to these systems, structures, etc by staff, students, and parents.	<input type="checkbox"/> Implements and sustains systems, structures, rituals and routines that consistently support teaching and learning, site/organization core values and goals.	<input type="checkbox"/> Implements and sustains systems, structures, rituals and routines that usually support teaching and learning, site/organization core values and goals.	<input type="checkbox"/> Implements few systems, rituals or routines, or they may not support teaching and learning, site/organization core values and goals.

Overall Score for Organizational Vision and Planning:

☐ **EXCEEDS EXPECTATIONS** ☐ **MEETS EXPECTATIONS** ☐ **APPROACHING EXPECTATIONS** ☐ **UNSATISFACTORY: BELOW EXPECTATIONS**

Provide evidence for your rating. Consider the work / achievements of the employee over the period for which the employee is being evaluated. Also, use this space for additional comments.

Evaluatee: _____
Evaluators: _____

Evaluation period: ☐ Mid-year
☐ End of year
☐ Other: _____

PERFORMANCE APPRAISAL WORKSHEET

INSTRUCTIONAL PROGRAM MANAGEMENT

Manages instructional programs to drive student achievement

Exceeds Expectations	Meets Expectations	Approaching Expectations	Unsatisfactory: Below Expectations
<input type="checkbox"/> Demonstrates consistent commitment to curricular improvement by implementing innovative, research-based instructional programs in collaboration with network and service providers.	<input type="checkbox"/> Strong commitment to curricular improvement. Demonstrated willingness to collaborate with network and service providers.	<input type="checkbox"/> Articulates, but may not consistently demonstrate commitment to the improvement of curricula and instructional programs in collaboration with network and service providers.	<input type="checkbox"/> Demonstrates little to no enhancement or improvement in curricula and instructional programs at site; minimal collaboration with network and service providers.
<input type="checkbox"/> Understands and is able to articulate complexities with standards, assessment, student performance requirements. Regarded as an expert among peers.	<input type="checkbox"/> Demonstrates fluency with standards, curriculum, assessments, student performance requirements for all subjects and grade levels in the school.	<input type="checkbox"/> Demonstrates some familiarity with standards, curriculum, assessments, student performance requirements for most subjects and grade levels in the school.	<input type="checkbox"/> Unaware of, ignores, or disregards standards, curriculum, assessments and student performance requirements.
<input type="checkbox"/> Emphasizes and ensures benchmark assessments are used among staff to focus instruction on priority learning needs.	<input type="checkbox"/> Regularly uses benchmark assessments to identify priority learning needs.	<input type="checkbox"/> Presents benchmark assessments to inform teaching but outcome is inconsistent.	<input type="checkbox"/> Benchmark assessments do not inform teaching methods.
<input type="checkbox"/> Institutionalizes use of standards throughout the school through examination/sharing of student work, ongoing discourse, other assessments.	<input type="checkbox"/> Refers to standards often in examining/sharing of student work.	<input type="checkbox"/> Helps make standards visible by occasionally promoting examination/sharing of student work, and discussing standards with students and staff.	<input type="checkbox"/> Fails to bring in standards regularly when examining/sharing student work.
<input type="checkbox"/> Supports systematic use of multiple intervention strategies/supports to close gaps and meet needs of all students. Continually assesses effectiveness, fosters staff sharing of knowledge and skills.	<input type="checkbox"/> Supports systematic use of multiple intervention strategies/supports to close gaps and meet needs of all students. Occasionally assesses effectiveness.	<input type="checkbox"/> Supports use of strategies to close gaps and meet needs of some students, but may not be systematic in approach or regularly assess for effectiveness.	<input type="checkbox"/> Overlooks struggling students, rarely assesses effectiveness of intervention strategies.
<input type="checkbox"/> Keeps abreast of changes to compliance requirements, and is able to anticipate changing needs for meeting all major and minor instructional requirements.	<input type="checkbox"/> Meets all major and minor instructional compliance requirements.	<input type="checkbox"/> Meets most of the major and minor instructional compliance requirements.	<input type="checkbox"/> Does not address many of the major and minor instructional compliance requirements.

Overall Score for Instructional Program Management:

☐ **EXCEEDS EXPECTATIONS** ☐ **MEETS EXPECTATIONS** ☐ **APPROACHING EXPECTATIONS** ☐ **UNSATISFACTORY: BELOW EXPECTATIONS**

Provide evidence for your rating. Consider the work / achievements of the employee over the period for which the employee is being evaluated. Also, use this space for additional comments.

Evaluatee: _____
Evaluator: _____

Evaluation period: ☐ Mid-year
☐ End of year
☐ Other: _____

PERFORMANCE APPRAISAL WORKSHEET

HUMAN RESOURCES MANAGEMENT AND PROFESSIONAL LEARNING COMMUNITY DEVELOPMENT

Optimal management of staff including appropriate resourcing. Uses supervision and evaluation to promote high performance by teachers and staff. Creates a powerful professional learning community to promote student achievement.

Exceeds Expectations	Meets Expectations	Approaching Expectations	Unsatisfactory: Below Expectations
<input type="checkbox"/> Both operations and teaching or coaching staff members are consistently of high quality and are considered outstanding. Personnel needs are routinely met without disruptions to workflow.	<input type="checkbox"/> Makes every effort to secure consistently high quality staff and personnel services.	<input type="checkbox"/> Ensures staffing reflects school needs but quality is inconsistent.	<input type="checkbox"/> Does not adequately address staffing gaps.
<input type="checkbox"/> Routinely identifies, recruits, and develops emerging leaders from across the school. Staff sustains productive work in the principal's absence.	<input type="checkbox"/> Identifies emerging leaders and recruits but has provided limited professional growth development. Staff sustains productive work in principal's absence but continues to need direction and guidance.	<input type="checkbox"/> Relies on a few individuals to share expectations, ownership, and responsibility for the school. Focuses on a few individuals and mentors them as emerging leaders. Staff focuses primarily on basic operations in the principal's absence.	<input type="checkbox"/> Relies solely on self to maintain expectations and take responsibility for the school. Does not actively seek or develop emerging leaders. Staff struggles to sustain productive work in the principal's absence.
<input type="checkbox"/> Has clear and consistent expectations of staff performance	<input type="checkbox"/> Has clear and consistent expectations of staff performance	<input type="checkbox"/> Has largely clear and consistent expectations of staff performance	<input type="checkbox"/> Has unclear or inconsistent expectations of staff performance.
<input type="checkbox"/> Has system that uses variety of data and feedback including formal and informal observations; actively coaches staff for improvement. Uses observation information to identify patterns for improvement needs and patterns across the school.	<input type="checkbox"/> Uses variety of data and feedback including formal and informal observations; occasionally coaches staff for improvement in practice.	<input type="checkbox"/> Considers data but not frequently or consistently. Conducts observations and uses information based on observations but is limited in using this to inform teaching practice of staff.	<input type="checkbox"/> Makes decisions by intuition, tradition, emotion or pressure, and rarely assess them afterwards.
<input type="checkbox"/> Regularly documents teaching or coaching and operations staff performance in compliant, evidence-based writing, including all required evaluations. Identifies strengths and provides prescriptions for improvement accompanied by appropriate support.	<input type="checkbox"/> Regularly documents teaching or coaching and operations staff performance in compliant, evidence-based writing, including all required evaluations.	<input type="checkbox"/> Usually documents performance w/evidence-based writing; identifies strengths and areas for development.	<input type="checkbox"/> Only uses formal observations to provide feedback to staff. Tells staff what to do instead of coaching for improvement. May not complete evaluation process in some instances, or documents staff performance in vague writing without specific evidence, and/or may make technical mistakes.
<input type="checkbox"/> Challenges high performing staff and supports lower performing staff, ensuring that all staff improving their practice.	<input type="checkbox"/> Completes the evaluation process for both high and lower performing staff, with actionable next steps but provides limited support in ensuring action steps are actually taken.	<input type="checkbox"/> Completes the evaluation process for both high and lower performing staff, with actionable next steps but provides support that may not be aligned. Seeks ways to support both high performing and low performing staff but outcome is inconsistent.	<input type="checkbox"/> Tends to focus only on low performing staff and fails to properly identify areas of improvement and action steps.
<input type="checkbox"/> Makes difficult decisions and deals with challenging circumstances when staff is consistently not meeting expectations. Communicates effectively and proactively with staff when making these decisions. Follows EFC process effectively.	<input type="checkbox"/> Makes difficult decisions and deals with challenging circumstances when staff is consistently not meeting expectations. Follows EFC process effectively.	<input type="checkbox"/> Sometimes makes difficult decisions and deals with challenging circumstances when staff is not consistently meeting expectations. Follows EFC process.	<input type="checkbox"/> Avoids making difficult decisions and dealing with challenging circumstances related to staff performance. Does not follow EFC procedure effectively.

Evaluatee: _____
Evaluator: _____

Evaluation period: ☐ Mid-year
☐ End of year
☐ Other: _____

<input type="checkbox"/> Creates encouraging environment where staff are risk-takers in their learning. Develops reflective, mutually supportive environment in which faculty make practice public, and in which staff are improve their practice as a community and as individuals.	<input type="checkbox"/> Creates opportunities for staff to share best practices; environment is supportive. School community reflects individually and collectively on a regular basis.	<input type="checkbox"/> Creates opportunities for staff to share best practices and regularly collaborate, but participation and depth is uneven. Develops a school community in which members reflect individually but rarely collectively.	<input type="checkbox"/> Sustains an unreflective school community.
<input type="checkbox"/> Creates an environment where ethnic, cultural and other forms of diversity are valued; creates avenues for open, honest discussion despite diverse differences; works jointly with staff to integrate multiple points of view in decision-making.	<input type="checkbox"/> Creates an environment where ethnic, cultural and other forms of diversity are valued; solicits and integrates multiple points of view.	<input type="checkbox"/> Works towards valuing and achieving diversity within the staff; encourages multiple points of view.	<input type="checkbox"/> Does not identify diversity as an asset or priority. Suppresses other points of view and discourages disagreement or divergent thinking.
<input type="checkbox"/> Analyzes staff needs, strengths, and weaknesses in Professional Development (PD) and considers these needs in creating a comprehensive school PD plan.	<input type="checkbox"/> Aligns school and individual PD plans to needs and Site Plan objectives; builds on faculty strengths. Plans and models effective PD. Collaborates with PD providers.	<input type="checkbox"/> Participates in school and organization PD, but may not align PD plans to individual needs and Site Plan objectives. Sometimes collaborates with PD providers to discuss opportunities. Plans and implements PD but not always effective.	<input type="checkbox"/> Organizes "one size fits all" PD; seldom discusses or reviews individual PD plans. Struggles to implement quality PD.

Overall Score:

☐ **EXCEEDS EXPECTATIONS**

☐ **MEETS EXPECTATIONS**

☐ **APPROACHING EXPECTATIONS**

☐ **UNSATISFACTORY, BELOW EXPECTATIONS**

Provide evidence for your rating. Consider the work / achievements of the employee over the period for which the employee is being evaluated. Also, use this space for additional comments.

Evaluatee: _____
Evaluator: _____

Evaluation period: ☐ Mid-year
☐ End of year
☐ Other: _____

PERFORMANCE APPRAISAL WORKSHEET

FINANCIAL AND RESOURCE MANAGEMENT

Optimizes and aligns school resources and finances according to Site Plan goals and objectives. Utilizes material resources to ensure optimal learning environment, Demonstrates effective self-management and resilience.

Exceeds Expectations	Meets Expectations	Approaching Expectations	Unsatisfactory: Below Expectations
<input type="checkbox"/> Effectively identifies, secures, and utilizes organization and external resources to meet student achievement objectives and core school functions as outlined in the Site Plan.	<input type="checkbox"/> Aligns budgetary resources to meet student achievement objectives and core school functions as outlined in the Site Plan.	<input type="checkbox"/> Generally successful in aligning budgetary resources but may fall short occasionally.	<input type="checkbox"/> Does not focus budgetary resources towards student achievement objectives.
<input type="checkbox"/> Keeps abreast of changes to compliance requirements, and is able to anticipate changing needs for meeting all major and minor compliance requirements.	<input type="checkbox"/> Meets all major and minor resource compliance requirements.	<input type="checkbox"/> Meets most major and minor resource compliance requirements.	<input type="checkbox"/> Expenditures not aligned with the Site Plan.
<input type="checkbox"/> Engages community and identifies external resources as needed to increase available funding.	<input type="checkbox"/> Works with the community to identify external resources; has had some success although still limited.	<input type="checkbox"/> Sporadically engages community in identifying external resources; misses opportunities to increase available funding.	<input type="checkbox"/> Some funds misallocated or used inappropriately per compliance requirements.
<input type="checkbox"/> Evaluates resource needs in advance and is able to anticipate and effectively address gaps.	<input type="checkbox"/> Evaluates resource needs and manages to address gaps.	<input type="checkbox"/> Evaluates resource needs but doesn't address gaps consistently.	<input type="checkbox"/> Does not gather necessary resources or services to support school. Gaps unidentified or unaddressed.
<input type="checkbox"/> Effectively allocates resources to ensure a well-maintained, clean, and safe learning environment that promotes higher academic achievement.	<input type="checkbox"/> Ensures a well-maintained, clean, safe learning environment that promotes higher academic achievement.	<input type="checkbox"/> Facility is generally well-maintained, clean, and safe for students, but could be improved to promote higher student achievement.	<input type="checkbox"/> Does not adequately address cleanliness and/or safety concerns; does not support student learning.
<input type="checkbox"/> Finds efficient ways to maximize services to increase time spent on instructional activities. Efficiently ensures that quality services are delivered, in alignment with Site Plan objectives.	<input type="checkbox"/> Is focused on maximizing services and is generally successful, but may still have limited time to spend on instructional activities.	<input type="checkbox"/> Occasionally inefficient in attempt to maximize services; can spend a disproportionate amount of time on ensuring a particular service is delivered.	<input type="checkbox"/> Spends excessive time managing operations in an inefficient manner. Allows service needs and gaps to remain unnoticed and/or unresolved.
<input type="checkbox"/> Easily establishes priorities and objectives and prioritize interruptions. Juggles clearly between strategic and tactical priorities without reducing effectiveness.	<input type="checkbox"/> Clearly establishes daily priorities and aligned objectives. Distinguishes among interruptions that are urgent, important, or distractions. Removes/delegates non-essential tasks.	<input type="checkbox"/> Establishes daily priorities and aligned objectives. Occasionally attends to distractions before urgent/important situations.	<input type="checkbox"/> Involved with constant interruptions; actions overall are reactive, not proactive.
<input type="checkbox"/> Encourages multiple opinions, including those that disagree with the leader.	<input type="checkbox"/> Sometimes encourages multiple opinions and is generally successful at reaching "win-win" solutions.	<input type="checkbox"/> Willing to listen to and engage with opposing viewpoints but does not actively promote differing opinions.	<input type="checkbox"/> Discourages dissent. May create a climate of fear or intimidation.
<input type="checkbox"/> Focuses relentlessly on problem-solving and strategic objectives, esp. in challenging and complex situations.	<input type="checkbox"/> Problem-solves strategically and regularly. Could be more proactive, but is still considered effective.	<input type="checkbox"/> Usually focuses on problem solving, solutions. May shift focus without strategic consideration.	<input type="checkbox"/> Rarely focuses on problem-solving, solutions, objectives.

Overall Score for Financial and Resource Management:

☐ **EXCEEDS EXPECTATIONS** ☐ **MEETS EXPECTATIONS** ☐ **APPROACHING EXPECTATIONS** ☐ **UNSATISFACTORY, BELOW EXPECTATIONS**

Provide evidence for your rating. Consider the work / achievements of the employee over the period for which the employee is being evaluated. Also, use this space for additional comments.

Evaluatee: _____
Evaluator: _____

Evaluation period: ☐ Mid-year
☐ End of year
☐ Other: _____

PERFORMANCE APPRAISAL WORKSHEET

COMMUNITY ENGAGEMENT AND COMMUNICATIONS

Works effectively with parents and community members.

Builds a respectful culture that emphasizes high expectations for all members of the school community, in particular students.

Exceeds Expectations	Meets Expectations	Approaching Expectations	Unsatisfactory: Below Expectations
<input type="checkbox"/> Proactively and effectively identifies and addresses issues that are important to parents and community.	<input type="checkbox"/> Effectively addresses and communicates about issues that are important to parents and community.	<input type="checkbox"/> Generally tries to respond to community questions and concerns. Response may sometimes be inadequate or not very visible.	<input type="checkbox"/> Does not reach out to community or address their concerns.
<input type="checkbox"/> Creates multiple opportunities for the school to connect families and the community to student learning. Provides opportunities for parents to deepen their understanding of achievement data, curriculum, and instruction. Engagement strategy builds parent leadership capacity from diverse groups and addresses community needs.	<input type="checkbox"/> Generally well received by parents and community and has developed high sustaining relationships with some constituents. Provides varied opportunities for parents to learn about student achievement and instruction. Includes some parent leadership development.	<input type="checkbox"/> Builds strong relationships with some constituents. Provides a few opportunities for parents/caregivers to learn about student achievement, curriculum, and instruction. Engagement strategy may not intentionally build parent leadership capacity.	<input type="checkbox"/> Does not build productive, strong community relationships focused on student achievement. Does not provide substantive opportunities for parents/caregivers to learn about student achievement, curriculum or instruction.
<input type="checkbox"/> Anticipates varying needs and assets of students, families, and the community even before issues arise directly. Builds on these assets and addresses needs effective to support student learning.	<input type="checkbox"/> Assesses the needs and assets of students, families, and the community. Builds on assets and addresses needs in support of students learning.	<input type="checkbox"/> Attempts to address community needs. Assesses needs and assets of students, families, and the community but doesn't address or build upon them consistently.	<input type="checkbox"/> Views students, families, and the community as bringing more needs than assets. Cannot clearly articulate needs and assets specific to the students, families, and the community.
<input type="checkbox"/> Meets all compliance requirements around parent and community participation and input. Understands and uses the possible benefits of compliance to support learning.	<input type="checkbox"/> Meets all compliance requirements around parent and community participation and input.	<input type="checkbox"/> Meets majority of compliance requirements around parent and community participation and input.	<input type="checkbox"/> Demonstrates minimal compliance around organization, state, and federal requirements around parent and community participation and input.
<input type="checkbox"/> Knows staff and students well and engages them; engages parents and community in ongoing dialogue and idea-sharing for improvement. Students and parents experience strong connections.	<input type="checkbox"/> Knows staff and students well and engages them; engages parents and community in ongoing dialogue and idea-sharing for improvement.	<input type="checkbox"/> Knows staff and students well. Listens and responds, but does not actively solicit ideas.	<input type="checkbox"/> Does not seek or welcome ideas from staff, students, parents or others. Knows some staff and is not familiar with the student body.
<input type="checkbox"/> Understands constituent needs in order to provide information in an appropriate, clear, and timely way.	<input type="checkbox"/> Provides information in an appropriate, clear and timely way.	<input type="checkbox"/> Provides information, but sometimes does not match the media to the message and sometimes gives late or short notice.	<input type="checkbox"/> Withholds information or delivers it in a confusing way.
<input type="checkbox"/> Has clear boundaries for student and staff behaviors and has consistent systems to reinforce infractions. Communicates boundaries well.	<input type="checkbox"/> Has clear boundaries for student and staff behaviors and consistent systems to reinforce boundaries and deal with infractions.	<input type="checkbox"/> Establishes boundaries for student and staff behaviors, but may inconsistently apply systems to reinforce desired behaviors.	<input type="checkbox"/> Has not established boundaries for behavior. Students and/or staff do not agree when asked to articulate boundaries.

Overall Score for Community Engagement and Communications

<input type="checkbox"/> EXCEEDS EXPECTATIONS	<input type="checkbox"/> MEETS EXPECTATIONS	<input type="checkbox"/> APPROACHING EXPECTATIONS	<input type="checkbox"/> UNSATISFACTORY, BELOW EXPECTATIONS
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Provide evidence for your rating. Consider the work / achievements of the employee over the period for which the employee is being evaluated. Also, use this space for additional comments.

EDUCATION FOR CHANGE
PRINCIPAL EVALUATION

Evaluatee: _____
Evaluator: _____

Evaluation period: ☐ Mid-year
☐ End of year
☐ Other: _____

MID-YEAR SUMMARY APPRAISAL RATING

☐ Mid-year ☐ Other

Organizational Vision and Planning	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Approaching Expectations	<input type="checkbox"/> Unsatisfactory: Below Expectations
Instructional Program Management	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Approaching Expectations	<input type="checkbox"/> Unsatisfactory: Below Expectations
Human Resources and Professional Learning Community Development	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Approaching Expectations	<input type="checkbox"/> Unsatisfactory: Below Expectations
Financial and Resource Management	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Approaching Expectations	<input type="checkbox"/> Unsatisfactory: Below Expectations
Community Engagement and Communications	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Approaching Expectations	<input type="checkbox"/> Unsatisfactory: Below Expectations
Interim Overall Rating	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Approaching Expectations	<input type="checkbox"/> Unsatisfactory: Below Expectations

Provide evidence for your rating. Consider the work / achievements of the employee over the period for which the employee is being evaluated.

Evaluation of benchmarks and targets.

Additional comments:

Employee signature: _____

Signature indicates receipt of performance review, not agreement or disagreement.

Date: _____

Evaluator signature: _____

Date: _____



EDUCATION FOR CHANGE
PRINCIPAL EVALUATION

Evaluatee: _____

Evaluator: _____

Evaluation period:

☐ Mid-year

☐ End of year

☐ Other: _____

END OF YEAR SUMMARY APPRAISAL RATING

Organizational Vision and Planning	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Approaching Expectations	<input type="checkbox"/> Unsatisfactory: Below Expectations
Instructional Program Management	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Approaching Expectations	<input type="checkbox"/> Unsatisfactory: Below Expectations
Human Resources and Professional Learning Community Development	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Approaching Expectations	<input type="checkbox"/> Unsatisfactory: Below Expectations
Financial and Resource Management	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Approaching Expectations	<input type="checkbox"/> Unsatisfactory: Below Expectations
Community Engagement and Communications	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Approaching Expectations	<input type="checkbox"/> Unsatisfactory: Below Expectations
End of Year Overall Rating	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Approaching Expectations	<input type="checkbox"/> Unsatisfactory: Below Expectations

Recommendation for next steps: Evaluator may check more than one (1) box.

☐ Dismissal

☐ Reassignment

☐ Continued evaluation

☐ Remain in present position

Provide evidence for your rating. Consider the work / achievements of the employee over the period for which the employee is being evaluated.

Evaluation of benchmarks and targets.

Additional comments of Evaluator/Evaluatee: (May use additional pages if needed)

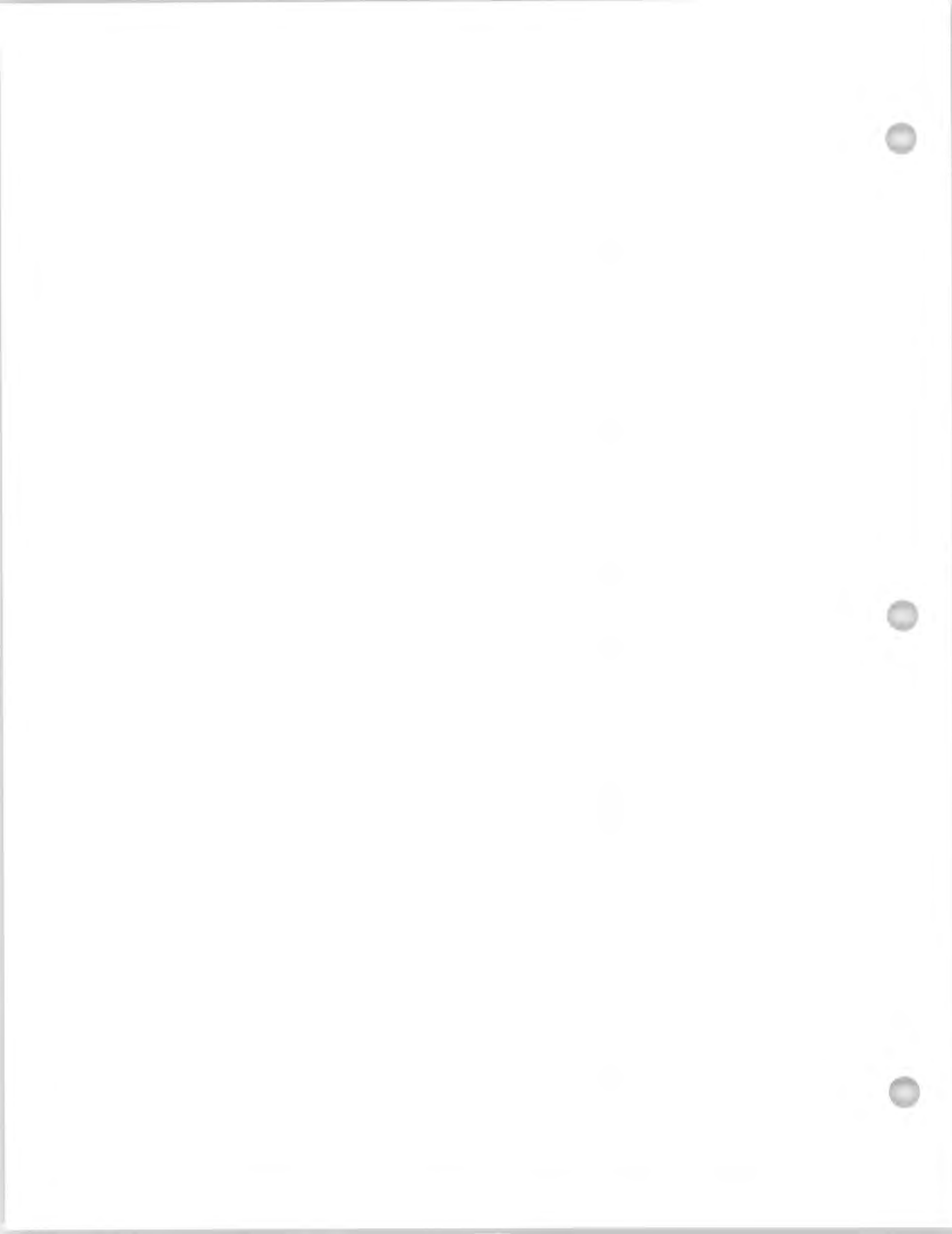
Employee signature: _____

Signature indicates receipt of performance review, not agreement or disagreement.

Date: _____

Evaluator signature: _____

Date: _____



EDUCATION FOR CHANGE - STUDENT ENROLLMENT FORM

GRADE

Student Last Name:

First Name:

Permanent Student Number:

► Has your student ever attended EFC public schools before? ☐ Yes, only complete the shaded areas ☐ No

PLEASE PRINT – STUDENT'S LEGAL NAME

Legal First Name Legal Middle Name Legal Last Name Other Legal Name (if applicable)

☐ Male ☐ Female Birth date: Month Day Year

Parent/Guardian First Name Last Name Home Phone Work Phone

Parent/Guardian First Name Last Name Home Phone Work Phone

Mailing Address Apt# City State Zip

Residence Address (house # & street name) (IF DIFFERENT) Apt # City State Zip

(P.O. Box or house # & street name)

WHAT IS YOUR CHILD'S ETHNICITY? (Please check one): ☐ Hispanic or Latino ☐ Not Hispanic or Latino

WHAT IS YOUR CHILD'S RACE? (Please check up to five racial categories)

The above part of the question is about ethnicity, not race. No matter what you selected above, please continue to answer the following by marking one or more boxes to indicate what you consider your race to be.

- | | | |
|---|--|---|
| <input type="checkbox"/> American Indian or Alaskan Native(100) | <input type="checkbox"/> Laotian (206) | <input type="checkbox"/> Samoan (303) |
| <input type="checkbox"/> Chinese (201) | <input type="checkbox"/> Cambodian (207) | <input type="checkbox"/> Tahitian (304) |
| <input type="checkbox"/> Japanese (202) | <input type="checkbox"/> Hmong (208) | <input type="checkbox"/> Other Pacific Islander (399) |
| <input type="checkbox"/> Korean (203) | <input type="checkbox"/> Other Asian (299) | <input type="checkbox"/> Filipino/Filipino American (400) |
| <input type="checkbox"/> Vietnamese (204) | <input type="checkbox"/> Hawaiian (301) | <input type="checkbox"/> African American or Black (600) |
| <input type="checkbox"/> Asian Indian (205) | <input type="checkbox"/> Guamanian (302) | <input type="checkbox"/> White (700) |

PARENT EDUCATION – Check the response that describes the education level of the **most educated parent**.

- ☐ Not a High School Graduate (14)
☐ High School Graduate (13)
☐ Some College or Associate's Degree (12)
☐ College Graduate (11)
☐ Graduate Degree or Higher (10)

Date student first attended school in the U.S.

Month Day Year

Date student first attended school in California

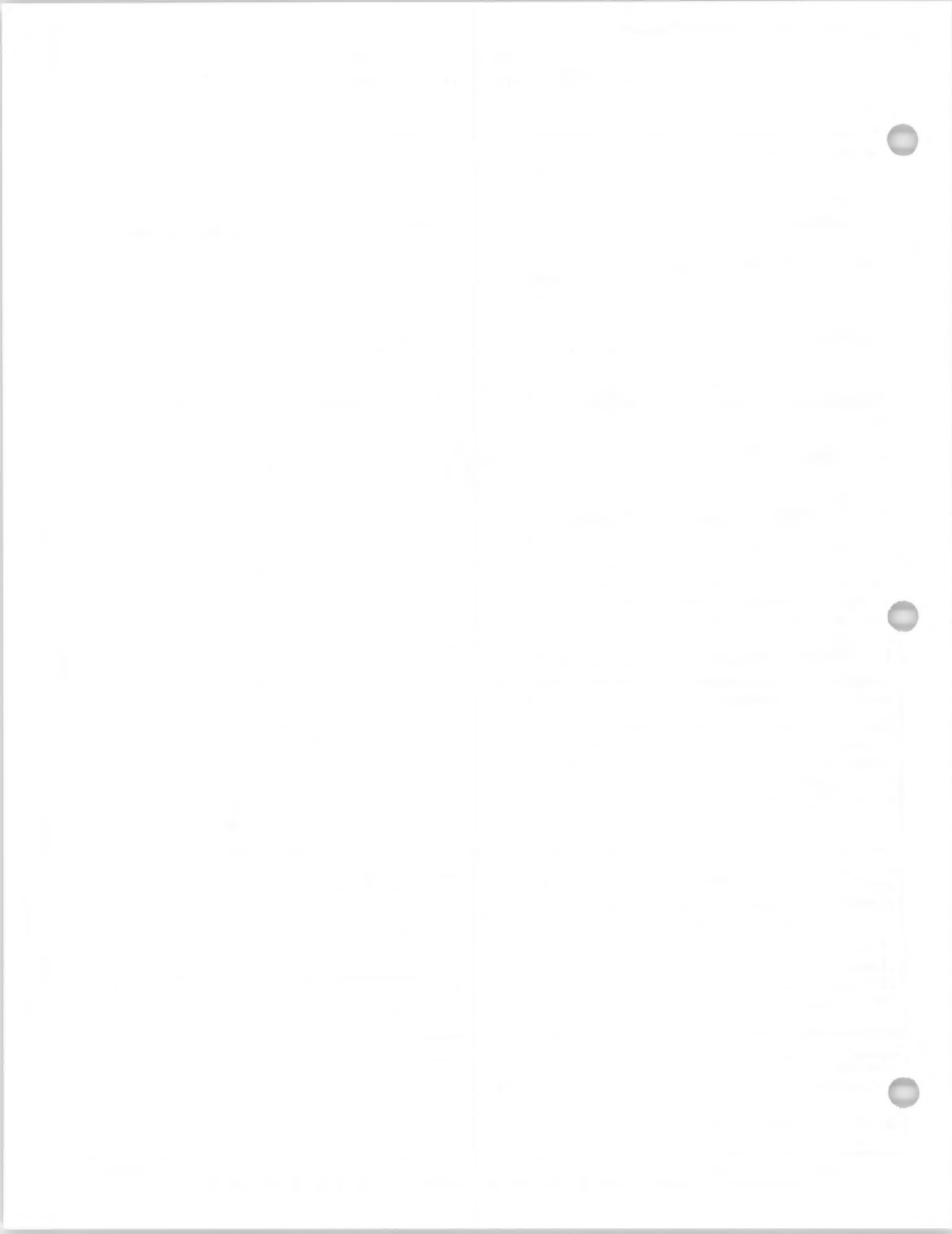
Month Day Year

STUDENT'S

BIRTHPLACE: City: _____ State: _____ Country: _____

U.S. Citizen: ☐ Yes ☐ No

PLEASE COMPLETE INFORMATION ON THE OTHER SIDE OF THE FORM



Student Last Name:

First Name:

Permanent Student Number:

HOME LANGUAGE SURVEY: Indicate only one language (most frequently used) per line:

1. What language/dialect does your son/daughter most frequently use at home? _____
2. Which language/dialect did your son/daughter learn when he/she first began to talk? _____
3. What language/dialect do you most frequently speak to your child? _____
4. Has your child ever been given the CELDT Test (Calif. English Language Development Test)? ☐ Yes ☐ No ☐ I don't know

In which language do you wish to receive written communications from the school? ☐ English ☐ Spanish**Residence – where is your child/family currently living? (federally mandated by NCLB) – Please check appropriate box:**

- ☐ In a single family permanent residence (house, apartment, condo, mobile home)
 ☐ In a motel/hotel (09)
- ☐ Doubled-up (sharing housing with other families/individuals due to economic hardship or loss) (11)
 ☐ Unsheltered (car/campsite) (12)
- ☐ In a shelter or transitional housing program (10)
 ☐ Other (15) (please specify) _____

Parent/Guardianship Information (with whom the student lives) – check all that apply (Emergency Contact Information)
☐ Father ☐ Mother ☐ Both ☐ Step-Father ☐ Step-Mother ☐ Guardian ☐ Foster/Group Home ☐ Other _____
Is the above (checked) person (s) the student's LEGAL guardian? ☐ Yes ☐ No If No, please complete a "Caregiver Affidavit"If there is a legal custody agreement regarding this student, please check one: ☐ Joint Custody ☐ Sole Custody ☐ Guardian**PLEASE COMPLETE INFORMATION BELOW FOR PARENT(S)/GUARDIAN WITH WHOM THE STUDENT LIVES:**1. ☐ Father ☐ Step Father/Guardian (check one) Full Name: _____

Employer: _____ City: _____ Daytime Phone # (____) _____

2. ☐ Mother ☐ Step Mother/Guardian (check one) Full Name: _____

Employer: _____ City: _____ Daytime Phone # (____) _____

DUPLICATE MAILING – If divorced/separated & joint custody allows duplicate mailing/information to be given to other parent, Please include their name, address, and phone number:

Full Name: _____ Phone #: (____) _____

Mailing Address: _____ City: _____ State: _____ Zip code: _____

MOST RECENT SCHOOL ATTENDED:

School	Address/City/State/Zip	Grade(s)	Date(s)

Are there psychological or confidential reports available from your child's former school? ☐ Yes ☐ NoHas your child been suspended? ☐ Yes ☐ No Has your child ever been expelled? ☐ Yes ☐ No

What special services has your child received? (please check all boxes that apply)

Special Education: ☐ Resource (RSP) ☐ Special Day Class (SDC) ☐ Speech/Language ☐ 504**Other:** ☐ Gifted (GATE) ☐ Remedial Math ☐ Remedial Reading ☐ Counseling ☐ English Language Development☐ Help to Improve Attendance/ Behavior ☐ Other (Specify) _____

Signature of Parent/Guardian: _____ Date: _____

BELOW FOR SCHOOL USE ONLY

Proof of Birth: Type: _____ Verified by: _____	Proof of Residence: Type: _____ Verified by: _____	Proof of Immunization: Type: _____ Verified by: _____	Entry Reason:	Enroll Date:	Assigned Grade:	Student Number:
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PLEASE COMPLETE INFORMATION ON THE OTHER SIDE OF THE FORM

Education for Change FY 2012-13 Unaudited Projection

REVENUES:	COX 12-13	WORLD 12-13	ACHIEVE 12-13	ASCEND 12-13	HOME OFF 12-13	TOTAL
Block Grant- General Purpose	\$ 1,877,259	\$ 1,564,545	\$ 836,739	\$ 1,515,446	\$ -	\$ 5,793,989
State Categorical Block Grant	\$ 533,219	\$ 480,184	\$ 226,681	\$ 362,947	\$ -	\$ 1,603,031
Property Tax Revenue	\$ 748,278	\$ 623,629	\$ 333,524	\$ 589,340	\$ -	\$ 2,294,771
State Lottery	\$ 68,191	\$ 57,005	\$ 27,268	\$ -	\$ -	\$ 152,464
Other State Revenue	\$ 313,705	\$ 277,755	\$ 151,165	\$ 509,741	\$ -	\$ 1,252,366
Federal Revenue	\$ 338,527	\$ 268,176	\$ 125,801	\$ 218,581	\$ 65,000	\$ 1,016,085
Contributions	\$ -	\$ -	\$ -	\$ -	\$ 100,000	\$ 100,000
Class Size Reduction	\$ 336,000	\$ 443,394	\$ -	\$ 128,520	\$ -	\$ 907,914
Other Local Rev (Home Office Fees & Transfers)	\$ 3,300	\$ 1,020	\$ 212	\$ 640,000	\$ 647,681	\$ 1,292,213
Total Unrestricted Revenues	\$ 4,218,479	\$ 3,715,708	\$ 1,701,390	\$ 3,964,575	\$ 812,681	\$ 14,412,833
EXPENSES:						
Certificated Salaries	\$ 1,694,426	\$ 1,484,619	\$ 575,463	\$ 1,418,833	\$ 373,481	\$ 5,546,822
Classified Salaries	\$ 479,683	\$ 292,087	\$ 181,739	\$ 173,334	\$ 528,347	\$ 1,655,190
Employee Benefits	\$ 677,117	\$ 546,076	\$ 231,716	\$ 443,312	\$ 228,407	\$ 2,126,628
Books and Supplies	\$ 156,610	\$ 109,215	\$ 58,456	\$ 67,917	\$ 22,000	\$ 414,198
Services and Other Operating Expenses	\$ 1,201,425	\$ 1,272,021	\$ 649,145	\$ 1,211,464	\$ 298,300	\$ 4,632,355
Capital Expenses and Depreciation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Expenses	\$ 4,209,261	\$ 3,704,018	\$ 1,696,519	\$ 3,314,860	\$ 1,450,535	\$ 14,375,193
Change in Unrestricted Net Assets	\$ 9,218	\$ 11,690	\$ 4,871	\$ 649,715	\$ (637,854)	\$ 37,640
Beginning unrestricted net assets	\$ 773,582	\$ 1,565,135	\$ 433,971	\$ -	\$ 1,463,928	\$ 4,236,616
Restatement of beginning net assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Beginning unrestricted net assets, restated	\$ 773,582	\$ 1,565,135	\$ 433,971	\$ -	\$ 1,463,928	\$ 4,236,616
Ending unrestricted net assets	\$ 782,800	\$ 1,576,825	\$ 438,842	\$ 649,715	\$ 826,074	\$ 4,274,256

Education For Change FY 2013-14 Unaudited Projection

REVENUES:	COX 13-14	WORLD 13-14	ACHIEVE 13-14	ASCEND 13-14	HOME OFF 13-14	TOTAL
Block Grant- General Purpose	\$ 1,896,032	\$ 1,580,190	\$ 845,106	\$ 1,530,600	\$ -	\$ 5,851,929
State Categorical Block Grant	\$ 538,551	\$ 484,986	\$ 228,948	\$ 366,576	\$ -	\$ 1,619,061
Property Tax Revenue	\$ 755,761	\$ 629,865	\$ 336,859	\$ 595,233	\$ -	\$ 2,317,719
State Lottery	\$ 68,873	\$ 57,575	\$ 27,541	\$ 52,679	\$ -	\$ 206,668
Other State Revenue	\$ 316,842	\$ 280,533	\$ 152,677	\$ 509,738	\$ -	\$ 1,259,789
Federal Revenue	\$ 338,527	\$ 330,403	\$ 158,595	\$ 277,584	\$ 65,000	\$ 1,170,109
Contributions	\$ -	\$ -	\$ -	\$ -	\$ 101,000	\$ 101,000
Class Size Reduction	\$ 339,360	\$ 447,828	\$ -	\$ 128,520	\$ -	\$ 915,708
Other Local Rev (Home Office Fees & Transfers)	\$ 3,300	\$ 1,020	\$ 212	\$ (50,000)	\$ 1,350,558	\$ 1,305,090
Total Unrestricted Revenues	\$ 4,257,246	\$ 3,812,400	\$ 1,749,938	\$ 3,410,931	\$ 1,516,558	\$14,747,073
EXPENSES:						
Certificated Salaries	\$ 1,711,370	\$ 1,499,465	\$ 581,218	\$ 1,433,021	\$ 377,216	\$ 5,602,290
Classified Salaries	\$ 484,480	\$ 295,008	\$ 183,556	\$ 175,067	\$ 533,630	\$ 1,671,742
Employee Benefits	\$ 697,431	\$ 562,458	\$ 238,667	\$ 456,611	\$ 235,259	\$ 2,190,427
Books and Supplies	\$ 156,610	\$ 109,215	\$ 58,456	\$ 68,034	\$ 22,000	\$ 414,315
Services and Other Operating Expenses	\$ 1,201,425	\$ 1,337,021	\$ 674,145	\$ 1,276,464	\$ 298,300	\$ 4,787,355
Capital Expenses and Depreciation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Expenses	\$ 4,251,316	\$ 3,803,167	\$ 1,736,043	\$ 3,409,198	\$ 1,466,405	\$14,666,129
Change in Unrestricted Net Assets	\$ 5,930	\$ 9,233	\$ 13,895	\$ 1,733	\$ 50,152	\$ 80,944
Beginning unrestricted net assets	\$ 782,800	\$ 1,576,825	\$ 438,842	\$ 649,715	\$ 826,074	\$ 4,274,256
Restatement of beginning net assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Beginning unrestricted net assets, restated	\$ 782,800	\$ 1,576,825	\$ 438,842	\$ 649,715	\$ 826,074	\$ 4,274,256
Ending unrestricted net assets	\$ 788,730	\$ 1,586,058	\$ 452,737	\$ 651,448	\$ 876,226	\$ 4,355,200

Education for Change FY 2014-15 Unaudited Projection

REVENUES:	COX 14-15	WORLD 14-15	ACHIEVE 14-15	ASCEND 14-15	HOME OFF 14-15	TOTAL
Block Grant- General Purpose	\$1,914,992	\$ 1,595,992	\$ 853,557	\$ 1,545,906	\$ -	\$ 5,910,448
State Categorical Block Grant	\$ 543,937	\$ 489,836	\$ 231,237	\$ 370,242	\$ -	\$ 1,635,252
Property Tax Revenue	\$ 763,318	\$ 636,164	\$ 340,228	\$ 601,186	\$ -	\$ 2,340,896
State Lottery	\$ 69,562	\$ 58,151	\$ 27,816	\$ 53,206	\$ -	\$ 208,734
Other State Revenue	\$ 320,010	\$ 283,338	\$ 154,203	\$ 509,738	\$ -	\$ 1,267,290
Federal Revenue	\$ 338,527	\$ 330,403	\$ 158,595	\$ 277,584	\$ 65,000	\$ 1,170,109
Contributions	\$ -	\$ -	\$ -	\$ -	\$ 75,000	\$ 75,000
Class Size Reduction	\$ 339,360	\$ 447,828	\$ -	\$ 128,520	\$ -	\$ 915,708
Other Local Rev (Home Office Fees & Transfers)	\$ 3,300	\$ 1,020	\$ 212	\$ (50,000)	\$ 1,350,558	\$ 1,305,090
Total Unrestricted Revenues	<u>\$4,293,006</u>	<u>\$ 3,842,732</u>	<u>\$ 1,765,649</u>	<u>\$ 3,436,362</u>	<u>\$ 1,490,558</u>	<u>\$14,828,527</u>
EXPENSES:						
Certificated Salaries	\$1,728,484	\$ 1,514,460	\$ 587,030	\$ 1,447,352	\$ 380,988	\$ 5,658,313
Classified Salaries	\$ 489,325	\$ 297,958	\$ 185,392	\$ 176,818	\$ 538,967	\$ 1,688,459
Employee Benefits	\$ 718,353	\$ 579,332	\$ 245,828	\$ 462,294	\$ 242,317	\$ 2,248,124
Books and Supplies	\$ 156,610	\$ 109,215	\$ 58,456	\$ 68,904	\$ 22,000	\$ 415,185
Services and Other Operating Expenses	\$1,200,155	\$ 1,339,032	\$ 676,167	\$ 1,280,391	\$ 299,195	\$ 4,794,940
Capital Expenses and Depreciation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Expenses	<u>\$4,292,927</u>	<u>\$ 3,839,997</u>	<u>\$ 1,752,873</u>	<u>\$ 3,435,759</u>	<u>\$ 1,483,467</u>	<u>\$14,805,022</u>
Change in Unrestricted Net Assets	\$ 79	\$ 2,735	\$ 12,976	\$ 624	\$ 7,091	\$ 23,505
Beginning unrestricted net assets	\$ 788,730	\$ 1,586,058	\$ 452,737	\$ 651,448	\$ 876,226	\$ 4,355,200
Restatement of beginning net assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Beginning unrestricted net assets, restated	<u>\$ 788,730</u>	<u>\$ 1,586,058</u>	<u>\$ 452,737</u>	<u>\$ 651,448</u>	<u>\$ 876,226</u>	<u>\$ 4,355,200</u>
Ending unrestricted net assets	<u>\$ 788,809</u>	<u>\$ 1,588,793</u>	<u>\$ 465,714</u>	<u>\$ 652,072</u>	<u>\$ 883,318</u>	<u>\$ 4,378,705</u>

Education For Change FY 2015-16 Unaudited Projection

REVENUES:	COX 15-16	WORLD 15-16	ACHIEVE 15-16	ASCEND 15-16	HOME OFF 15-16	TOTAL
Block Grant- General Purpose	\$1,934,142	\$ 1,611,952	\$ 862,093	\$ 1,561,366	\$ -	\$ 5,969,553
State Categorical Block Grant	\$ 549,376	\$ 494,734	\$ 233,550	\$ 373,945	\$ -	\$ 1,651,604
Property Tax Revenue	\$ 770,952	\$ 642,526	\$ 343,630	\$ 607,198	\$ -	\$ 2,364,305
State Lottery	\$ 70,257	\$ 58,732	\$ 28,094	\$ 53,738	\$ -	\$ 210,822
Other State Revenue	\$ 323,211	\$ 286,171	\$ 155,745	\$ 509,738	\$ -	\$ 1,274,865
Federal Revenue	\$ 338,527	\$ 330,403	\$ 158,595	\$ 277,584	\$ 65,000	\$ 1,170,109
Contributions	\$ -	\$ -	\$ -	\$ -	\$ 85,000	\$ 85,000
Class Size Reduction	\$ 339,360	\$ 447,828	\$ -	\$ 128,520	\$ -	\$ 915,708
Other Local Rev (Home Office Fees & Transfers)	\$ 3,300	\$ 1,020	\$ 212	\$ (50,000)	\$ 1,350,558	\$ 1,305,090
Total Unrestricted Revenues	<u>\$4,329,124</u>	<u>\$ 3,873,366</u>	<u>\$ 1,781,919</u>	<u>\$ 3,462,088</u>	<u>\$ 1,500,558</u>	<u>\$14,947,056</u>
EXPENSES:						
Certificated Salaries	\$1,745,769	\$ 1,529,604	\$ 592,900	\$ 1,461,825	\$ 384,798	\$ 5,714,896
Classified Salaries	\$ 494,218	\$ 300,938	\$ 187,246	\$ 178,586	\$ 544,356	\$ 1,705,344
Employee Benefits	\$ 739,904	\$ 596,712	\$ 253,202	\$ 472,149	\$ 249,586	\$ 2,311,554
Books and Supplies	\$ 156,610	\$ 109,215	\$ 58,456	\$ 69,774	\$ 22,000	\$ 416,055
Services and Other Operating Expenses	\$1,192,155	\$ 1,336,032	\$ 676,167	\$ 1,279,391	\$ 299,195	\$ 4,782,940
Capital Expenses and Depreciation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Expenses	<u>\$4,328,656</u>	<u>\$ 3,872,501</u>	<u>\$ 1,767,972</u>	<u>\$ 3,461,725</u>	<u>\$ 1,499,936</u>	<u>\$14,930,789</u>
Change in Unrestricted Net Assets	\$ 469	\$ 865	\$ 13,948	\$ 362	\$ 622	\$ 16,266
Beginning unrestricted net assets	\$ 788,809	\$ 1,588,793	\$ 465,714	\$ 652,072	\$ 883,318	\$ 4,378,705
Restatement of beginning net assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Beginning unrestricted net assets, restated	<u>\$ 788,809</u>	<u>\$ 1,588,793</u>	<u>\$ 465,714</u>	<u>\$ 652,072</u>	<u>\$ 883,318</u>	<u>\$ 4,378,705</u>
Ending unrestricted net assets	<u>\$ 789,278</u>	<u>\$ 1,589,658</u>	<u>\$ 479,661</u>	<u>\$ 652,434</u>	<u>\$ 883,940</u>	<u>\$ 4,394,971</u>

Education For Change FY 2016-17 Unaudited Projections

REVENUES:	COX 16-17	WORLD 16-17	ACHIEVE 16-17	ASCEND 16-17	HOME OFF 16-17	TOTAL
Block Grant- General Purpose	\$ 1,953,483	\$ 1,628,072	\$ 870,714	\$ 1,576,979	\$ -	\$ 6,029,248
State Categorical Block Grant	\$ 554,870	\$ 499,681	\$ 235,885	\$ 377,684	\$ -	\$ 1,668,120
Property Tax Revenue	\$ 778,661	\$ 648,951	\$ 347,066	\$ 613,270	\$ -	\$ 2,387,948
State Lottery	\$ 70,960	\$ 59,320	\$ 28,375	\$ 54,275	\$ -	\$ 212,930
Other State Revenue	\$ 326,443	\$ 289,033	\$ 157,303	\$ 509,738	\$ -	\$ 1,282,517
Federal Revenue	\$ 338,527	\$ 330,403	\$ 158,595	\$ 277,584	\$ 65,000	\$ 1,170,109
Contributions	\$ -	\$ -	\$ -	\$ -	\$ 65,000	\$ 65,000
Class Size Reduction	\$ 339,360	\$ 447,828	\$ -	\$ 128,520	\$ -	\$ 915,708
Other Local Rev (Home Office Fees & Transfers)	\$ 3,300	\$ 1,020	\$ 212	\$ (50,000)	\$ 1,350,558	\$ 1,305,090
Total Unrestricted Revenues	\$ 4,365,604	\$ 3,904,308	\$ 1,798,151	\$ 3,488,050	\$ 1,480,558	\$15,036,670
EXPENSES:						
Certificated Salaries	\$ 1,763,226	\$ 1,544,900	\$ 598,829	\$ 1,476,443	\$ 388,646	\$ 5,772,045
Classified Salaries	\$ 499,160	\$ 303,947	\$ 189,118	\$ 180,372	\$ 549,800	\$ 1,722,397
Employee Benefits	\$ 762,101	\$ 614,613	\$ 260,798	\$ 486,313	\$ 218,268	\$ 2,342,094
Books and Supplies	\$ 156,610	\$ 109,215	\$ 58,456	\$ 69,774	\$ 22,000	\$ 416,055
Services and Other Operating Expenses	\$ 1,184,155	\$ 1,331,032	\$ 676,167	\$ 1,274,391	\$ 299,195	\$ 4,764,940
Capital Expenses and Depreciation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Expenses	\$ 4,365,253	\$ 3,903,708	\$ 1,783,369	\$ 3,487,294	\$ 1,477,908	\$15,017,532
Change in Unrestricted Net Assets	\$ 351	\$ 600	\$ 14,781	\$ 756	\$ 2,649	\$ 19,138
Beginning unrestricted net assets	\$ 789,278	\$ 1,589,658	\$ 479,661	\$ 652,434	\$ 883,940	\$ 4,394,971
Restatement of beginning net assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Beginning unrestricted net assets, restated	\$ 789,278	\$ 1,589,658	\$ 479,661	\$ 652,434	\$ 883,940	\$ 4,394,971
Ending unrestricted net assets	\$ 789,629	\$ 1,590,258	\$ 494,443	\$ 653,191	\$ 886,589	\$ 4,414,109



Education for Change, Ascend Academy

5-Year Budget Assumptions Narrative

The following assumptions are unaudited statements based on the current financial position of Education for Change, Inc. and an estimate of Revenues and expenditures based on known charter rates and Ascend's current and future program as an Education for Change school. They are accurate to the best of the current information available as of October, 2011.

1. Ascend Academy is projected to maintain current enrollment (435 students) projected through Fiscal Year 2016-2017 with very little fluctuation.
2. The average daily attendance number is budgeted at 96.88% based on Ascend's 2010-2011 rate of attendance.
3. Ascend Academy will continue to serve the targeted student population which is approximately 85% Free and Reduced Lunch students, 55% English Language Learners and 4% Special Education students.
4. The school will operate a school schedule of 179 instructional days.
5. Ascend Academy will continue to run Class Size reduction for grades K-3 with slight overage penalties anticipated.
6. Ascend Academy is budgeted for an estimated 1% annual increase in all State funding each year beginning in 2013-2014.
7. General Purpose block grant numbers (\$4,923 for K-3, \$4,996 4-6 and \$5,144 7-8 per ADA) as well as the Charter Categorical block grant numbers (\$402 per ADA) are based on the July 1, 2011, CSDC Charter Currents Article written by Eric Premack. These numbers are the lower "Trigger" numbers if revenues fall short and schools are affected. The In Lieu of Economic Impact Aid Revenue is based on \$318 per weighted concentration factor pupil.
8. Federal revenues include Title I, Title II, and Title III. It was assumed that after 2012-2013, Title I would continue to be funded at current rates going forward with no increases. Title I was calculated based on the current population with a per student rate of \$1,200 and a conversion factor of .41.
9. Ascend Academy qualifies for the National School Lunch Program (NSLP) as certified by the California Department of Education (CDE). Ascend Academy will likely use San Lorenzo Unified as a Lunch Provider. The lunch program is budgeted at approximately \$65 per student.
10. Ascend Academy has an after school academic and enrichment program. This program is funded with ongoing Proposition 49 ASES resources and a Century 21 grant.
11. Ascend Academy is budgeted for \$442.17 per student as a projected SELPA member of Eldorado County. In FY 2013-2014 the Federal funds will follow at an additional \$140 per student.
12. There are expenses budgeted for a contract with a Special Education Services provider that estimated at \$186,000.
13. Proposition 39 rent is calculated at \$3.62 per square foot with a square footage estimate of 53,030 feet.

14. The average teacher salary is estimated at \$60,221 based on existing staff average with a bump to Education for Change's Certificated Teacher pay scale and a 1% COLA in future years pending board approval. There are 18 classroom teachers budgeted as well as 3.85 additional certificated positions including a 1.0 Reading Coach, a .75 Literacy Specialist, a .60 reading Interventions Teacher and 1.0 Technology teacher.
15. Ascend Academy employs one full time Principal.
16. Ascend Academy is budgeted for 5.9 Support Staff Personnel including a 1.0 Office manager, 2.5 Custodians, a .75 Cafeteria position, .65 Noon Supervisors, a 1.0 Office Manager and a 1.0 Office Clerk.
17. Ascend Academy provides STRS benefits to certificated staff.
18. Ascend Academy provides PERS benefits for full time classified staff.
19. Ascend Academy estimates the annual weighted benefit cost at \$8,385 per employee. This amount is projected to increase at 3% each year after 2012-2013.
20. Workmen's compensation rate is calculated at 4% of total salaries.
21. Ascend Academy has an estimate of Books and Supplies costs at \$156.13 per student.
22. Ascend Academy has two computer labs which are an integral part of the academic program during normal school hours. The labs are also an integral part of the after school program. New computers will need to be purchased as the need arises.
23. Ascend Academy allocates one laptop to each teacher. New computers will need to be purchased as the need arises.
24. There is an expected technology expense need of \$25,000 budgeted to cover technology build out and internet costs.
25. Ascend Academy budgets \$372,000 for educational consultants as well as for community outreach which includes an intensive after school program, an Art program as well as a Parent Center.
26. Ascend Academy has an estimated need of substitute teachers at \$30,000, which is based on Ascends' FY2011-2012 District projected budget.
27. Maintenance and repair for the site is budgeted at \$.20 per square foot.
28. Education for Change's Home Office will loan \$640,000 at no interest to Ascend so that Ascend will be able to meet cash flow obligations due to deferrals in year one. This will be paid back at \$50,000 per year beginning in FY2013-2014.
29. Ascend will apply for a Start up Grant, but this revenue is not assumed in this model.

582,058	479,089	279,468	872,175	851,568	716,490	607,744	465,577	346,220	444,921	251,173	0		
70,721	47,147	47,147	47,147	47,147	47,147	82,508	41,254	41,254	41,254	41,254	589,340	0	589,340
0	0	833,495	0	0	0	43,342	54,859	153,969	31,673	0	1,117,338	398,108	1,515,446
											0		0
				65,574			437	52,459			118,471	100,110	218,581
0	41,848		32,665	32,665	92,443	10,380	13,139	36,875	7,586	0	267,601	95,346	362,947
					32,130		32,130				64,260	64,260	128,520
						0		0			0	0	0
						2,068		19,045	6,205		27,318	159,028	186,346
			96,128					37,383			133,511	0	133,511
			98,181					38,182			136,363	0	136,363
							26,761				26,761	26,761	53,521
											0	0	0
											0	0	0
											0		0
											640,000		640,000
											0		0
											0		0
70,721	88,995	880,643	274,122	145,387	171,720	138,298	168,579	379,167	86,718	41,254	3,120,963	843,612	3,964,575
14,188	120,601	120,601	120,601	120,601	120,601	120,601	120,601	120,601	120,601	120,601	1,220,196	198,637	1,418,833
14,445	14,445	14,445	14,445	14,445	14,445	14,445	14,445	14,445	14,445	14,445	166,112	7,222	173,334
36,943	36,943	36,943	36,943	36,943	36,943	36,943	36,943	36,943	36,943	36,943	443,312		443,312
2,717	10,867	10,188	16,979	2,717	2,717	2,717	10,188	2,717	2,717	2,717	67,917		67,917
105,397	105,761	105,761	105,761	105,761	105,761	105,761	105,761	105,761	105,761	105,761	1,211,464		1,211,464
											0		0
											0		0
											0		0
											0		0
											0		0
173,690	288,615	287,936	294,728	280,465	280,465	280,465	287,936	280,465	280,465	280,465	3,109,001	205,859	3,314,860
0	0										0		0
											0		0
											0		0
											0		0
0											0		0
											0		0
											0		0
											0		0
-	-	-	-	-	-	-	-	-	-	-	-	-	-
(102,969)	(199,621)	592,706	(20,606)	(135,079)	(108,746)	(142,167)	(119,357)	98,702	(193,748)	(239,212)	11,962	637,753	649,715
479,089	279,468	872,175	851,568	716,490	607,744	465,577	346,220	444,921	251,173	11,962	11,962		

380,909	363,604	398,625	150,157	259,940	272,977	547,333	446,760	357,731	496,171	326,153	11,962		
71,428	47,619	47,619	47,619	47,619	47,619	83,333	41,666	41,666	41,666	41,666	595,233	0	595,233
0	176,478	0	137,754	137,754	389,844	43,775	55,408	155,509	31,990	0	1,128,512	402,089	1,530,600
											0		0
				83,275			555	66,620			150,451	127,133	277,584
0	42,266		32,992	32,992	93,367	10,484	13,270	37,244	7,661	0	270,277	96,300	366,576
					32,130			32,130			64,260	64,260	128,520
						13,170		13,170			26,340	26,340	52,679
						37,269	37,269	37,269	37,269	37,269	186,343	0	186,343
			96,128					37,383			133,511	0	133,511
			98,181					38,182			136,363	0	136,363
							26,761				26,761	26,761	53,521
											0	0	0
											0	0	0
											0	0	0
											-50,000	0	-50,000
											0	0	0
											0	0	0
71,428	266,363	47,619	412,674	301,640	562,960	188,030	207,058	427,043	118,586	78,935	2,668,049	742,882	3,410,931
14,330	121,807	121,807	121,807	121,807	121,807	121,807	121,807	121,807	121,807	121,807	1,232,398	200,623	1,433,021
14,589	14,589	14,589	14,589	14,589	14,589	14,589	14,589	14,589	14,589	14,589	167,773	7,294	175,067
38,051	38,051	38,051	38,051	38,051	38,051	38,051	38,051	38,051	38,051	38,051	456,611		456,611
2,721	10,885	10,205	17,009	2,721	2,721	2,721	10,205	2,721	2,721	2,721	68,034		68,034
111,052	111,435	111,435	111,435	111,435	111,435	111,435	111,435	111,435	111,435	111,435	1,276,464		1,276,464
											0		0
											0		0
											0		0
											0		0
											0		0
180,744	296,767	296,087	302,891	288,603	288,603	288,603	296,087	288,603	288,603	288,603	3,201,281	207,917	3,409,198
191,329	65,426										843,613		843,613
											0		0
											0		0
											0		0
99,318											198,637		198,637
											7,222		7,222
											0		0
											0		0
											0		0
											0		0
92,011	65,426	-	-	-	-	-	-	-	-	-	637,754	-	637,754
(17,305)	35,022	(248,468)	109,783	13,036	274,356	(100,573)	(89,029)	138,439	(170,017)	(209,668)	104,523	534,964	639,487
363,604	398,625	150,157	259,940	272,977	547,333	446,760	357,731	496,171	326,153	116,485	116,485		

517,667	429,983	399,923	149,619	259,189	272,194	549,643	448,362	358,126	496,826	325,407	116,485		
72,142	48,095	48,095	48,095	48,095	48,095	84,166	42,083	42,083	42,083	42,083	601,186	0	601,186
0	178,243	0	139,132	139,132	393,742	44,213	55,962	157,064	32,309	0	1,139,797	406,110	1,545,906
											0		0
				83,275			555	66,620			150,451	127,133	277,584
0	42,689		33,322	33,322	94,301	10,589	13,403	37,617	7,738	0	272,980	97,263	370,242
					32,130			32,130			64,260	64,260	128,520
						13,301		13,301			26,603	26,603	53,206
						37,269	37,269	37,269	37,269	37,269	186,343	0	186,343
			96,128					37,383			133,511	0	133,511
			98,181					38,182			136,363	0	136,363
							26,761				26,761	26,761	53,521
											0	0	0
											0	0	0
											0	0	0
											0	0	0
											-50,000	0	-50,000
											0	0	0
											0	0	0
72,142	269,027	48,095	414,858	303,823	568,268	189,538	208,162	429,519	119,399	79,352	2,688,253	748,129	3,436,382
14,474	123,025	123,025	123,025	123,025	123,025	123,025	123,025	123,025	123,025	123,025	1,244,722	202,629	1,447,352
14,735	14,735	14,735	14,735	14,735	14,735	14,735	14,735	14,735	14,735	14,735	169,451	7,367	176,818
38,525	38,525	38,525	38,525	38,525	38,525	38,525	38,525	38,525	38,525	38,525	462,294		462,294
2,756	11,025	10,336	17,226	2,756	2,756	2,756	10,336	2,756	2,756	2,756	68,904		68,904
111,394	111,778	111,778	111,778	111,778	111,778	111,778	111,778	111,778	111,778	111,778	1,280,391		1,280,391
											0		0
											0		0
											0		0
											0		0
											0		0
181,883	299,087	298,398	305,288	290,819	290,819	290,819	298,398	290,819	290,819	290,819	3,225,762	209,997	3,435,759
122,368											742,882		742,882
											0		0
											0		0
											0		0
100,311											200,623		200,623
											7,294		7,294
											0		0
											0		0
											0		0
											0		0
22,056	-	-	-	-	-	-	-	-	-	-	534,964	-	534,964
(87,684)	(30,060)	(250,303)	109,569	13,005	277,449	(101,281)	(90,236)	138,700	(171,419)	(211,467)	(2,545)	538,132	535,588
429,983	399,923	149,619	259,189	272,194	549,643	448,362	358,126	496,826	325,407	113,940	113,940		

517,567	429,763	400,143	148,079	257,524	270,588	551,253	449,348	357,985	497,039	324,295	113,940		
72,864	48,576	48,576	48,576	48,576	48,576	85,008	42,504	42,504	42,504	42,504	607,198	0	607,198
0	180,025	0	140,523	140,523	397,680	44,655	56,521	158,635	32,633	0	1,151,195	410,171	1,561,366
											0		0
				83,275			555	66,620			150,451	127,133	277,584
0	43,116		33,655	33,655	95,244	10,695	13,537	37,993	7,815	0	275,709	98,235	373,945
					32,130			32,130			64,260	64,260	128,520
						13,434		13,434			26,869	26,869	53,738
						37,269	37,269	37,269	37,269	37,269	186,343	0	186,343
			96,128					37,383			133,511	0	133,511
			98,181					38,182			136,363	0	136,363
							26,761				26,761	26,761	53,521
											0	0	0
											0	0	0
											0	0	0
											-50,000	0	-50,000
											0	0	0
											0	0	0
72,864	271,717	48,576	417,063	306,029	573,629	191,061	209,276	432,019	120,220	79,772	2,708,659	753,429	3,462,088
14,618	124,255	124,255	124,255	124,255	124,255	124,255	124,255	124,255	124,255	124,255	1,257,170	204,656	1,461,825
14,882	14,882	14,882	14,882	14,882	14,882	14,882	14,882	14,882	14,882	14,882	171,145	7,441	178,586
39,346	39,346	39,346	39,346	39,346	39,346	39,346	39,346	39,346	39,346	39,346	472,149		472,149
2,791	11,164	10,466	17,444	2,791	2,791	2,791	10,466	2,791	2,791	2,791	69,774		69,774
111,307	111,691	111,691	111,691	111,691	111,691	111,691	111,691	111,691	111,691	111,691	1,279,391		1,279,391
											0		0
											0		0
											0		0
											0		0
											0		0
182,944	301,338	300,640	307,617	292,965	292,965	292,965	300,640	292,965	292,965	292,965	3,249,629	212,097	3,461,725
123,592											748,129		748,129
											0		0
											0		0
											0		0
101,315											202,629		202,629
											7,367		7,367
											0		0
											0		0
											0		0
22,277	-	-	-	-	-	-	-	-	-	-	538,132	-	538,132
(87,803)	(29,621)	(252,064)	109,446	13,064	280,664	(101,904)	(91,364)	139,054	(172,744)	(213,192)	(2,838)	541,332	538,494
429,763	400,143	148,079	257,524	270,588	551,253	449,348	357,985	497,039	324,295	111,102	111,102		

517,017	429,124	400,085	146,372	255,910	269,066	553,010	450,509	358,135	497,580	323,530	111,102		
73,592	49,062	49,062	49,062	49,062	49,062	85,858	42,929	42,929	42,929	42,929	613,270	0	613,270
0	181,826	0	141,928	141,928	401,657	45,102	57,087	160,221	32,959	0	1,162,707	414,272	1,576,979
											0		0
				83,275			555	66,620			150,451	127,133	277,584
0	43,547		33,992	33,992	96,196	10,802	13,672	38,373	7,894	0	278,466	99,218	377,684
					32,130			32,130			64,260	64,260	128,520
						13,569		13,569			27,138	27,138	54,275
						37,269	37,269	37,269	37,269	37,269	186,343	0	186,343
			96,128					37,383			133,511	0	133,511
			98,181					38,182			136,363	0	136,363
							26,761				26,761	26,761	53,521
											0	0	0
											0	0	0
											0	0	0
											-50,000	0	-50,000
											0	0	0
											0	0	0
73,592	274,434	49,062	419,291	308,256	579,044	192,599	210,402	434,545	121,050	80,197	2,729,268	758,782	3,488,050
14,764	125,498	125,498	125,498	125,498	125,498	125,498	125,498	125,498	125,498	125,498	1,269,741	206,702	1,476,443
15,031	15,031	15,031	15,031	15,031	15,031	15,031	15,031	15,031	15,031	15,031	172,857	7,516	180,372
40,526	40,526	40,526	40,526	40,526	40,526	40,526	40,526	40,526	40,526	40,526	486,313		486,313
2,791	11,164	10,466	17,444	2,791	2,791	2,791	10,466	2,791	2,791	2,791	69,774		69,774
110,872	111,254	111,254	111,254	111,254	111,254	111,254	111,254	111,254	111,254	111,254	1,274,391		1,274,391
											0		0
											0		0
											0		0
											0		0
											0		0
183,985	303,473	302,775	309,753	295,186	295,100	295,100	302,775	295,100	295,100	295,100	3,273,076	214,218	3,487,294
124,828											753,429		753,429
											0		0
											0		0
											0		0
102,328											204,656		204,656
											7,441		7,441
											0		0
											0		0
											0		0
											0		0
22,500	-	-	-	-	-	-	-	-	-	-	541,333	-	541,333
(87,892)	(29,039)	(253,714)	109,538	13,156	283,944	(102,502)	(92,373)	139,445	(174,050)	(214,903)	(2,475)	544,564	542,089
429,124	400,085	146,372	255,910	269,066	553,010	450,509	358,135	497,580	323,530	108,627	108,627		

Education for Change - School Calendar 2012-2013 (Tentative)

This is a general template calendar. Individual EFCP's schools may require additional PD days for teachers pending funding; parent conference dates will be set by individual schools; and schools may opt to add additional minimum days for PD in compliance with instructional minutes required and EFCP's workyear/days

JULY 2012

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

July 4th Holiday
Kindergarten Registration
Kindergarten Orientation
Kindergarten CELDT Testing
Kindergarten CELDT Testing

AUGUST 2012

S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

All Wednesdays minimum days
New teacher training
Aug. 22nd Teachers return
Aug. 27th First Day of School

SEPTEMBER 2012

S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

All Wednesdays minimum days
Sept. 3rd Labor Day Holiday

OCTOBER 2012

S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

All Wednesdays minimum days
Oct 5 Professional Development/No School

NOVEMBER 2012

S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

All Wednesdays minimum days
Nov. 12th Veteran's Day Holiday
Nov 9th Professional Development/No School
Nov. 19th - 23rd Thanksgiving Recess

DECEMBER 2012

S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

All Wednesdays minimum days
Dec. 24th - 31st Winter Recess/No School

JANUARY 2013

S	M	T	W	TH	F	S
						5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

All Wednesdays minimum days
Jan 1st-Jan 4th Winter Recess/No School
Jan 7 Students back to School
Jan. 21st Martin L. King Jr. Day Holiday
Jan 25th Professional Development/No School

FEBRUARY 2013

S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

All Wednesdays minimum days
Feb. 18th Presidents' Day Holiday

MARCH 2013

S	M	T	W	TH	F	S
						1
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**Easter is March 31

APRIL 2013

S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

All Wednesdays minimum days
April 1st - 5th Spring Recess/No School

MAY 2013

S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	





All Wednesdays minimum days
May 25th & 26th Memorial Day Holiday

JUNE 2013

S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

All Wednesdays minimum days
June 14th Last Day of School

CODES:

-  First and Last Days of School
-  Minimum Days
-  Holiday/Vacation/No School
-  Professional Development/No School



2010-2011 Academic Year

Dear Parent/Guardian,

Thank you for taking the time to read the Education for Change Parent-Student Handbook. This handbook was designed to aid you and your child. It is not all-inclusive, but does cover most of the items that commonly concern parents and students.

The staff of EFC continues to encourage your active involvement in your child's education. A strong partnership between home and school can greatly benefit your child as he/she grows and matures. To this end, we ask that you read carefully through this handbook with your child(ren) and discuss its contents.

We know that your experience at EFC will be positive and pleasant with high expectations for academic and social success. Please save your handbook for reference throughout the school year. As always we are here to assist you and your child. Please feel free to contact us at **(510) 904-6440**

Sincerely,

ABOUT EDUCATION FOR CHANGE

Founded in 2005 by experienced educators and entrepreneurs, Education for Change (EFC) is a non-profit public benefit corporation. As a Charter School Management Organization, EFC operates public elementary schools designed to offer a high quality education at no cost to parents. EFC serves ethnically and economically diverse student bodies. EFC currently operates three schools in Oakland: Cox Academy, World Academy, and Achieve Academy.

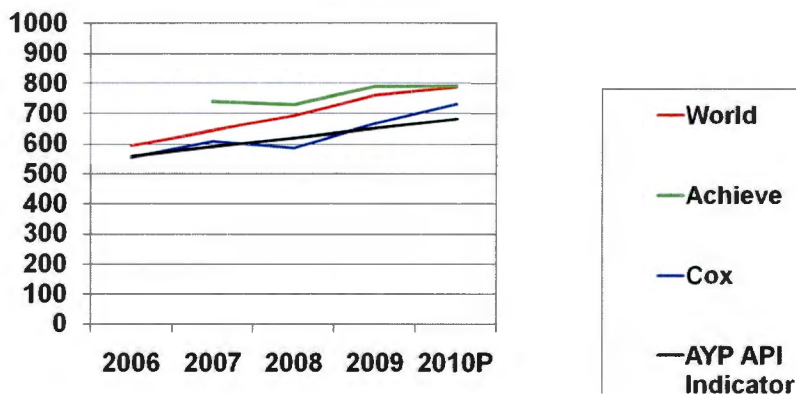
WHAT IS A CHARTER SCHOOL?

Charter schools are schools of choice: parents select the school their child attends. Families and community members are welcomed in charter schools and are treated as partners in their child's education. Charter schools are held accountable for student achievement by parents, authorizers, and the state. This accountability leads quality schools and high achievement; research shows charter schools do a better job increasing student achievement than traditional public schools. Charter schools are performing particularly well in areas in California known to have struggling public schools.

By working in an environment that values innovation, charter school teachers and staff have the opportunity to have real impact on students and colleagues. Charter schools provide teachers with the freedom and flexibility to innovate to best meet their students' needs. Staff experience less bureaucracy, greater autonomy, and have the support of parents who help to discover fresh approaches to their student's education. And members of the community can be involved, too, by volunteering or serving on a charter school's governing board.

Charter schools across the state are positively impacting students, resulting in improved achievement.

The following grid shows the success at our three schools:



MISSION STATEMENT

The mission of Education for Change is to provide a superior public education to Oakland's most underserved children by creating a system of public schools that relentlessly focuses on the continuous refinement of high quality instruction.

VISION STATEMENT

When we succeed in building a high performing system of public schools serving the most underserved students, we will make the changes necessary for success to be replicated across every urban public school.

BOARD OF DIRECTORS

EFC recruits qualified and appropriate candidates for the board from education, non-profit, community, business, and legal organizations. The current board is diverse in skill sets, perspectives, and backgrounds, and it can fully and responsibly govern the organization and schools while maintaining a unifying and passionate commitment to the vision and mission of EFC.

The EFC Board of Trustees will consist of at least five but will not be more than eleven voting members. The board has appointed a President, Treasurer/Audit Committee, and a Secretary.

Board agendas are posted at all sites 72 hours before the meeting and minutes are posted after approval. These can also be found on our website.

The Board of Directors of EFC is responsible for the following:

- Ensuring the legal and fiscal well being of the organization and each school.
- Hiring and evaluating the EFC Chief Executive Officer.
- Approving and monitoring the implementation of policies of the organization.
- Developing and monitoring an overall operational business plan that focuses on student achievement.
- Approving and monitoring the organization's annual budget and fiscal policies.
- Acting as fiscal agent. This includes the receipt and management of funds for the operation of the organization in accordance with all applicable laws and the mission statement of the organization.
- Contracting with an external auditor to produce an independent annual financial audit according to generally accepted accounting practices.
- Regularly measuring the progress of both student and staff performance.
- Encouraging active involvement of students, parents, grandparents and the community.
- Performing all of the responsibilities provided for in the California Corporations code, the Articles of Incorporation Bylaws, and this charter as required to ensure the proper operation of the organization and member schools.

PARENT LIAISON

While the Parent Leadership Council has led to greater opportunities for parent input at the site level, parents traditionally have not participated in the overall governance of EFC, through the EFC

Board. Having a Parent Liaison who represents the Parent Leadership Council from each school will create a consistent, formalized link between the parents at the site level and the EFC Board. This will create greater accountability to the parents at each school site. The Liaison would then report back the decisions made at the EFC Board meeting to the Parent Leadership Council.

Site administrators have invited parents from the Parent Leadership Council to run for the position of Chairperson/ Parent Liaison. Home Office staff has created the description of the Parent Liaison role as well as provided training for the Parent Liaisons. Home Office staff will ensure that the Parent Liaisons have access to all the agendas and documents concurrent with the EFC Board members. Home Office will ensure that translation services will be available if needed.

OFFICE HOURS

The school is open from 8:00 am to 4:00 pm on all school days.

ATTENDANCE

General Attendance Information

School hours are from 8:30 am to 3:00 pm. Wednesdays are minimum days and all students are dismissed at 2:00 pm. Prior to 7:45 am and after dismissal, we have no assigned supervisory duty and cannot be held responsible for your child.

***Breakfast:** Breakfast is served in the cafeteria between 7:45 am and 8:25 am. **If arriving earlier for breakfast, students may wait in the cafeteria after eating.** Please do not bring or send your children prior to the time they can be supervised by the staff on duty.

Education for Change uses an attendance system called Power School which supports our school in monitoring student attendance. **Parent/guardians must send a note and/or telephone the school to clear all excusable absences within 72 hours.** Failure to excuse the absence results in a recorded truancy on your child's record. Power School automatically mails truancy notification letters to the parent/guardians of the students who accumulate 3 or more days of unexcused absences. School or Home Office staff may request your attendance at a conference when your child has unexcused absences. Please also be aware that students may be withdrawn from classes and placed on inactive status if 10 days of absence occur and the parents have failed to contact school staff. (Please see Official EFC Illness Policy included in the Handbook.)

Tardiness

Students shall arrive at school and be in the classroom at the properly scheduled time (8:30am). Habitual tardiness, according to California law, is truancy and will be treated as such.

Truancy

Students shall abide by the attendance laws of the State of California.

Early Dismissal of Students

Students leaving before the end of the school day are dismissed through the school office. They are not allowed to wait in front of the building or to enter cars unless accompanied by a parent. These rules are necessary to ensure student safety. You must come to the office to sign out your child.

You must send a note each time there will be a change in your child's dismissal time or procedure. We will ask to see identification of any person we do not know and will not release a child to a babysitter, stepparent or friend without prior authorization. We will follow the child's normal routine without a note from the parent.

Excused Absences

The following conditions may excuse a student from school attendance:

- ✓ Personal illness or injury (A Medical Verification note may be required by the school attendance clerk or school principal.)
- ✓ Family illness, an extreme emergency situation requiring the student to be absent from school
- ✓ Quarantine of the home by local health officials
- ✓ Death of a relative (limited to three days, unless reasonable cause can be shown for a longer absence)
- ✓ Observance of a religious holiday, consistent with student's established beliefs or creed

Rainy Days

Please make sure that you discuss a rainy day procedure with your children. All students are dismissed as usual on rainy days. Students waiting to be picked up are to wait in the lobby of the main building.

Education for Change Illness Policy

Attendance at school is closely related to achievement and success in school. As a parent or guardian, you are obligated to send your child to school.

Any student who has more than three unexcused absences is truant. Habitually truant students will be referred for a School Attendance Review Team at the school where a contract to improve attendance will be developed. If absences continue to occur, the school will refer the parents to a School Attendance Review Board at the District Home Office where a plan will be developed. If that plan is not completed, the parents may be referred to the Alameda County District Attorney.

The state law states that absences are only **excused** if the child is ill or there is a death in the family (1-3 day limit). All other absences are **unexcused**. Any tardy over 30 minutes, except for medical reasons, is also unexcused. If your child had 3 unexcused absences and/or tardies, s/he will be considered truant.

"Going out of town" with your child during school is an **unexcused** absence and also "family emergencies". In extreme emergencies, on a limited basis, you may request permission for approval of **Independent Study** from the school principal.

It is the EFC (Education for Change) policy that we may require a doctor's note for three consecutive days of absence. If we feel that your child is excessively absent (over 10%), we can require a doctor's note for every absence.

Our teachers work very hard to insure that your child receives the best education possible. This can only be done if your child is in school, on time, every day when s/he is healthy. Your child deserves an outstanding education.

**PLEASE REMEMBER THAT FOR US TO DO OUR JOBS YOUR CHILD
MUST ATTEND SCHOOL REGULARLY. A GOOD SOLID
FOUNDATION IS CRITICAL TO YOUR CHILD'S FUTURE ACADEMIC
SUCCESS!**

EMERGENCY AND MEDICAL INFORMATION

Emergency Medical Authorization Form

Parents are required by state law to fill out an Emergency Medical Authorization Form. These are kept on file in the office and used in emergency situations. This form will be sent home with your child the first day of school. It is very important that you fill it out and return it the next day. If your child is injured at school and we cannot reach you, we will use the information on this form.

It is your responsibility to inform the school of any changes in residency, custody, home/work phone numbers and emergency contact information.

Medical Concerns - Allergies

It is imperative that all school personnel know of any type of allergy your child has, such as to bee stings or foods. This information should be provided to the school office manager as well as your child's teacher, who will see to it that the appropriate personnel are notified.

Illness / Injury at School

It is important that students are not sent to school with a fever, diarrhea, or if they are vomiting. It is advisable to keep a child home until they are **fever free for twenty-four hours without benefit of a fever-reducing medication**.

If you and the other people on your emergency contact list are to be away from the phone and therefore unable to be reached, please designate a person we can call temporarily in the event of an illness or accident.

COMMUNICATION

Home-School Communication/School Publications

You will receive many pieces of information from our school. Notes from teachers or the office may be sent home on any given day. Any encouragement you can give to your child about being responsible in bringing home school information would be appreciated since this is the only way we have to communicate with you. Please also check your child's backpack nightly for any important information.

Contacting teachers

Please do not phone teachers at home unless the teacher gives you permission to do so. If you call the office, we will relay the messages. Teachers will not be interrupted during instruction time. The Achieve Academy office number is (510) 904-6440.

Written notes and e-mails are another media via which to communicate with your child's teacher throughout the year. Ask your child's teacher about this option for communication.

Use of Telephones

The school telephones are not for student use. Calling home for permission to visit with friends or to ask for forgotten lunch money, homework or books, or to ask someone to pick them up because they do not want to walk home is not permitted. In an **emergency situation, or when there is an acceptable reason**, students may use the phone with a written pass from the teacher.

Students WILL NOT be called out of class to speak to someone on the phone. Classes are not interrupted unless it is an extreme emergency. Messages will be taken and given to students at the appropriate time.

Students may have cell telephones however, they **CANNOT** disrupt class. Cell telephones must be turned off and put away during school hours unless there is an emergency situation. If a student is caught using his/her cell telephone in class and/or for a non-emergency situation, the cell telephone can and will be confiscated by the staff. A parent is the only one who will be allowed to retrieve the student's cell telephone.

Cell Phones that have been confiscated by a staff member may only be picked up by parent by appointment.

Standards Based Report Cards

Our schools are using a standards- based report card that is aligned with the California State Standards. For each academic section (Reading Language Arts, Math, Cross Curricular Integration), students are scored on a 1-5 scale which mirrors the California Standardized Test scores. English Language Development also uses the 1-5 scale, but the scores mirror the California English Language Development Test (CELDT) scores. The guidelines for Language Arts and Math indicate the Proficiency Level. Proficient is considered "at grade level." To receive a Proficient (4), the expectation would be that the student would have mastered all the standards indicated in the guidelines for that marking term. Each component or standard in Language Arts and Math, should receive one of the following marks for their Grade Level Performance:

Academic Grades

1 = Far Below Basic

2 = Below Basic

3 = Basic

4 = Proficient

5= Advanced

ELD Grades

1 = Beginning

2 = Early Intermediate

3 = Intermediate

4 = Early Advanced

5= Advanced

Students will receive a report card 3 times a year (see school calendars for the end of the trimester dates). At the end of the first and second trimester teachers will arrange a conference to discuss the report card.

Valuable Property

Valuable property such as radios, CD and tape players, pagers, expensive jewelry, electronic games, iPods, etc. may not be brought to school by students. The school will NOT accept responsibility for the loss of personal property. No scooters, skateboards or "heelies" are allowed on campus.

School Visitation

We welcome visitors to our school. You must enter through the Achieve Academy office, located in portable #41, and sign the Visitor's Log. You are also required to wear visitor identification.

CURRICULAR AND ENRICHMENT PROGRAMS

Class Assignments

Students are assigned to classes with input from the classroom teachers from the previous year. They are grouped to provide balanced classes for everyone's benefit. After the classes are formed, the Principal assigns teachers to each list of classes. This is the most educationally sound way to group students; therefore, parent requests for teachers cannot always be honored.

Curriculum

The adopted curricula for EFC are Open Court Reading and Saxon Math. Each grade level teaches grade level standards. Teachers will discuss these curricula and standards in greater depth at Back to School Night and at grade level parent meetings. As we continue to make advances in the proficiency level of our students we will begin to infuse more Social Sciences, Science, and Art into our program. Science is currently taught as a prep-release class in grades 1-5. This year EFC is rolling out its Social Science curriculum.

Homework

The EFC policy for homework varies by grade level and should be about 85-90 minutes nightly for your fourth and/or fifth grader. This is a guideline and may vary by a few minutes from day to day. For a more detailed description of homework, please contact your child's teacher.

After School Enrichment and Intervention

This year, Achieve Academy students will have the opportunity to participate in after-school enrichment and intervention classes. Classes will be offered in 10-week sessions, after school in two hour blocks.

PARENT/COMMUNITY INVOLVEMENT

Volunteers

Volunteer help and support makes all the difference in broadening the spectrum of activities each year. Parents, grandparents, and friends are involved in many ways at our schools. They help in various capacities throughout the school. They also chaperone study tours and help students with special activities. Please contact the classroom teacher or the office if you would like to support the school program by volunteering, and we will assist you in completing the necessary paper work. Please be aware that there are requirements for fingerprinting and TB clearance for school volunteers.

Parent Committees

Parent Leadership Council (PLC): We are always searching for more efficient and effective venues for parents and teachers to collaborate and work together to meet the needs of the students. Parent Leadership Council meetings are a very important way for parents to provide input about how we can continuously improve the school and to stay current about what is happening at our school. As we dialogue about the nature and name of this group, we invite you to join us for meetings as they are announced. (Look for meeting dates and times in each month's newsletter, school calendar and reminder memos).

EFC Scholars: This year, Education for Change is beginning a program called EFC Scholars. This program will require parents and students to formally agree to set list of academic and behavioral expectations. We encourage all students and families to become a part of the EFC Scholars.

STUDY TOURS

Study Tours are an important extension of our school curriculum. In order for your child to benefit from these activities, appropriate behavior from all students is necessary. EFC schools reserves the right to prohibit students from attending study tours because of behavior that could create unsafe conditions for him/herself or others. It is critical that all students consistently exhibit the ability to follow rules and respond appropriate to adults without delay.

Parent permission slips will be sent home in advance and must be signed and returned at least a day prior to the trip. Modes of transportation may be walking, charter bus, or public transportation.

Chaperones are an essential element for study tours to take place. Without chaperones and/or drivers our students may not be able to partake in these enrichment opportunities. We encourage parents to find ways to support the classroom teacher in making [at least one] study tours possible each school year. Parents who chaperone **MUST** leave other children at home. This is in adherence to EFC Administration Regulations.

POSITIVE BEHAVIOR LEADS TO SUCCESS

The Six Ps of EFC:

Be Prompt. Be Polite. Be Proud. Be Productive. Be Prepared. Be Positive.

At EFC we believe in the six 'P's of a quality education experience: be prompt, be polite, be proud, be productive, be prepared, and be positive. As a staff, we regularly discuss these characteristics with the students and reward positive behavior that represents the six 'P's.

Code of Conduct

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

1. SERIOUS MISCONDUCT CODE:

A violation of any rule may result in disciplinary actions, including In-School Suspension, Out-of-School Suspension, expulsion, compensatory payment of damages, assigned work, loss of credit for assigned work or tests, or loss of privileges:

1. **Disruption of school:** A student shall not, by the use of violence, force, coercion, threat or any other means, cause disruption or obstruction of the normal operation of school.
2. **Damage of school property, including buses and bus seats:** A student shall not cause or attempt to cause damage to property of EFC Schools.
3. **Damage of private property:** A student shall not damage private property, on or off school premises, during a school activity, function or school event.
4. **Assault:** A student shall not behave in a way that could cause physical injury to other students, any school employee or other persons in the school building or on school property. This rule also applies during school-related activities held off school premises.
5. **Dangerous Weapons and Instruments:** Students shall not possess, handle, transmit or conceal any dangerous weapon or instrument on school property, in a school vehicle or at any school-sponsored activity.
6. **Threats:** Students shall not through verbal, written, technological or any other means make statements threatening that physical or emotional harm may come to another person or to an institution. Bomb threats will result in expulsion from school.
7. **Harassment:** Students shall not harass other students, school employees, persons who are guests of the school or persons conducting business for the school. This category also applies to remarks or actions of a sexual, racial, ethnic or religious nature that are deemed offensive.
8. **Narcotics, alcoholic beverages, drugs, look-alike drugs or drug paraphernalia:** A student shall not use, possess, transmit, conceal or be under the influence of the aforementioned items while in the school building, on school property or involved in any school activities held off the school premises.
9. **Insubordination:** A student shall not repeatedly fail to comply with the directions of teachers, student teachers, secretaries, substitute teachers, teacher aides, bus drivers, the principal or other school personnel.
10. **Theft:** Students shall respect the personal ownership rights of others. In addition to taking any of the disciplinary actions listed on the previous page, the principal may exercise his/her prerogative of reporting thefts to local law enforcement agencies.
11. **Tobacco:** Tobacco in any form shall not be in the possession of students or used in the building, on school property, while being transported in school vehicles or at any school function.
12. **Possession of vulgar materials:** A student shall not possess vulgar materials (i.e. pornographic pictures, etc.)
13. **Repeated Violation of School Rules:** A student shall not repeatedly fail to comply with any school rules.

A violation of any rule may result in disciplinary actions, including suspension, detention, loss of privileges, isolation, written notice to, or conference with, parents, assigned work or loss of bus privileges. Student shall be given due process before a disciplinary action is taken.

1. **Use of profanity:** A student shall not use profanity of any kind
2. **General misconduct:** Students shall refrain from running in the halls, throwing objects, purposely cluttering a restroom or other area, writing on furniture or on inappropriate places or being excessively loud in their talk or abusive in their behavior.
3. **Inappropriate display of affection:** Students shall refrain from displays of affection, (i.e., kissing, embracing, etc.) while on school premises or any other school property, during school activities at or away from school.
4. **Chewing Gum:** Students will not be permitted to chew gum. Teachers will enforce disciplinary action for chewing gum in school.
5. **Violation of playground rules**
6. **Violation of cafeteria rules:** Students shall not throw food or any object, leave their eating space in a dirty condition, talk too loudly, use food in an inappropriate manner or refuse to comply with instructions by any school employee.
7. **Violation of Dress Code:** Students shall not dress in such a way as to cause a disruption of the normal operation of the school or affect the health or safety of students. (See Dress Code Policy.)
8. **Other violations that are not covered in the above items**

Dress Code Policy

Students and parents need to be aware of the importance of good grooming and its effect upon the learning environment. Additionally, it is crucial that we have the support of the parents in upholding our school uniform policy. It is the responsibility of the parents to see that grooming reflects the modesty and good taste expected in school.

EFC students wear uniforms. The uniforms are yet another way to ensure our students' safety and build school community. Uniform colors are white and navy blue. The uniform is a white, yellow or light blue shirt and navy blue or denim pants/shorts/skirts or jumpers.

Boys may wear navy blue or denim pants or shorts along with a white, yellow or light blue shirt. Girls may wear navy blue or denim pants, skirts, skorts, jumpers, or shorts along with a white, yellow or light blue top. Students may also wear EFC t-shirts.

Appropriate attire does not disrupt the normal operation of school. The following dress and grooming guide and restrictions are to be followed by all students.

Restrictions are as follows:

- No gang related clothing or headgear is allowed under any circumstances.
- No backless shoes or sandals, thongs, or slick-soled dress shoes are allowed. Shoes must cover the foot for protection.

- No halter tops, strapless tops, midriff shirts or blouses, see through tops, spaghetti straps, sleeveless undershirts or muscle shirts allowed. (Tank tops may be worn with a sleeved outer garment, such as a blouse or shirt.)
- No hats or caps may be worn at school.
- No hip-huggers or overly baggy pants falling below the waist
- No shorts or skirts shorter than the length of the finger extended straight down one's side (the finger tip rule)
- No shirts with obscene pictures, wording or advertisements of drugs, alcohol, or cigarettes
- No makeup.
- No dangling earrings.
- No sagging of pants.

Procedure to Resolve Parent / Teacher Disagreements

Complaints about school personnel will be investigated fully and fairly. Anonymous complaints will be disregarded.

The goal of this section is:

- To establish a simple framework for addressing concerns
- To provide for prompt resolution of concerns
- To expect that all parties will participate in a cooperative manner to resolve concerns
- To expect that most concerns will be handled without resorting to this procedure beyond Step 1
- To assure that the system has a procedure to receive citizens' concerns in an orderly fashion to achieve the best possible educational program for students

Step No.1 - Direct Conversation

If a parent or community member has a disagreement or misunderstanding with a staff member, the complainant should address the concern to the specific staff member directly involved with the circumstances surrounding the concern. The staff member will meet with them as soon as possible (subject to mutual agreement by key parties).

Step No. 2 - Fact and Possible Resolution

If the complainant or the staff member is not satisfied with the outcome of Step No. 1, or the complainant or the staff member is unwilling to meet independent of an administrator, a meeting with the staff member and appropriate administrator will be arranged as soon as possible at a mutually convenient time. This step is to be informal and verbal.

No further action will be taken beyond Step No. 2, unless the complainant submits in writing a signed and dated statement of facts giving rise to this concern, the name of the staff member and the remedy sought.

UNIFORM COMPLAINT PROCEDURE POLICY

The Education for Change (EFC) Governing Board recognizes that the Charter Management Organization (CMO) is responsible for ensuring that it complies with state and federal laws and regulations governing educational programs.

The CMO shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based upon age, ancestry and/or national origin, color, physical or mental disability, race, ethnic group identification, religion, veteran status, sex, gender, marital status, medical condition (cancer related) and/or sexual orientation, in any program or activity that receives or benefits from State and/or Federal financial assistance.

The CMO shall also follow uniform complaint procedures when addressing complaints alleging failure to comply with state or federal law in:

1. Consolidated Categorical Aid Programs
 - School Based Coordinated Programs
 - School Improvement Program
 - Title I Programs - No Child Left Behind Act
 - Program for English Learners
 - Educational Equity
 - Gifted and Talented Education (GATE)
 - State Compensatory Education (SCE)
 - Safe and Drug Free Schools & Tobacco Use and Prevention Education (TUPE)
2. Child Nutrition Programs
3. Special Education Programs.
(Title 5, Section 4621 and 4610)

Upon receipt of a written complaint from an individual, public agency or organization, the uniform complaint procedures shall be initiated. The CEO of EFC or designee shall distribute full information about these procedures.

Removal from the Classroom

A student may be removed from the classroom and sent to the "Buddy" teacher when that student's behavior interferes with classroom instruction. In this case, the parent will be contacted by the teacher regarding the child's behavior. The principal will contact the parent if the inappropriate behavior continues. In case of suspension, the parent will be asked to pick up the child. If the behavior persists, a family member or adult will be asked to accompany the child to school.

Cafeteria

Breakfast and lunch are provided in our cafeteria. Pricing and Free/Reduced applications and information are available at the front office (and are included in enrollment packets).

No parents are allowed in the cafeteria during breakfast or lunchtime. Parents who come to eat with their child or deliver food are required to check in at the office and get a visitor's pass. Parents who choose to eat with their child must sit outside the cafeteria in a designated area.

Teacher Collaboration and Professional Development

Just as we foster a love of learning in our students, our staff is a staff of professional educators dedicated to lifelong learning. We continue to set aside weekly time to reflect on and improve our practice for our own professional development. Several times a week teachers are involved in grade-level meetings and/or trainings to help us improve our ability to consistently meet all students' needs. During these times teachers are required to be in attendance and are unable to meet with you.

Staff Development Days

During staff development days, school is not in session. Refer to the school calendar for the dates of staff development days. You will be notified in advance of these dates so that you can make appropriate arrangements for your child(ren).

SAFETY

Emergency Procedures

Our schools practice fire drills and disaster drills on a regular basis. Teachers are prepared if anything occurs on campus. If there is an emergency situation, the staff will stay on site until all students have been picked up. Students will only be released to those people who are on the emergency card and no one else. All students must be signed out in any extreme emergency situation. Remember to update emergency cards as the information changes.

Safety Drills

There will be monthly fire and earthquake drills to familiarize students with proper safety procedures. We hope we will never have to use these procedures, but we want students to be comfortable with them in case of an emergency. Review with your children your safety procedure at home.

Campus Security

All perimeter gates are closed 30 minutes after school begins and after school ends. The main entrance on East 17th Avenue should be used during school hours.

Internet User Policy for Students

Education for Change provides students and staff (users) with access to the Internet as a learning tool. This electronic communications network gives users an opportunity to explore a diverse and unique pool of information.

Utilizing this network in a school setting allows users of all ages to research information related to their classes participate in innovative educational projects and develop personal skills needed to communicate with others in the global community.

The students and staff utilize the Internet as an instructional tool in grades 4 and 5. The following list highlights examples of the Internet usage in our schools:

- Searching for information to support research projects for classes
- Collecting and analyzing information
- Participating in enrichment activities
- Researching current events and developments

The staff guides and supports students in developing skills and behaviors needed to properly use the Internet. In addition to staff supervision, the school network is equipped with software directed at preventing students from accessing illegal, defamatory, or potentially offensive resources.

However, the content of the Internet changes on a daily basis and, even with these safeguards, by chance or determination a user may be exposed to inaccurate or inappropriate information.

Students, parents/guardians, staff and administrators must form a partnership to promote responsible educational use of the Internet. Federal and State laws as well as Education of Change policies outline the responsibility and govern the appropriate use of the Internet and the school network. Education for Change staff will teach and clarify appropriate use standards to students.

If a student violates acceptable use of the Internet by engaging in any of the following actions, he or she will face the consequences as outlined in the Code of Conduct.

- Sending or receiving offensive language or graphics
- Violating copyright laws
- Utilizing another user's password
- Attempting to harm or destroy the equipment or data of any user
- Posting defamatory or slanderous statements

- Engaging in unauthorized access of data or transfer of files
- Using Internet access for non-educational purposes.

Internet access is an important privilege to aid in the educational process and to help prepare our students for their role in the 21st century. It is our intention to provide this access for our students.

FUNDRAISING

Education for Change ("EFC") appreciates and supports the fundraising efforts of the students and staff at each of its schools. This Fundraising Policy is intended to ensure the orderly scheduling of fundraising projects/events and the proper accounting and disbursement of the money raised through these fundraising projects/events.

1. Prior Approval

(a) A Fundraising Project Approval Form must be approved by the Chief Operating Officer at least two (2) weeks in advance of the proposed fundraising project/event.

(b) All literature to be distributed relating to the proposed fundraising project/event must be submitted with the Fundraising Project Approval Form and approved by the Chief Operating Officer. This includes, but is not limited to, flyers, brochures, and emails.

2. Conduct of Fundraising Project/Event

A school employee shall be designated as the fundraising representative and shall be responsible for collecting and documenting all funds raised by the project/event.

3. Post-Fundraising Project/Event

(a) All employees must adhere to EFC's cash policy guidelines

(b) All fundraising money shall be remitted to the Chief Operating Officer by 5:00p.m. on the following business day after the completion of the fundraising project/ event.

(c) All fundraising money shall be deposited, at the direction of the Chief Operating Officer, in the EFC general business account.

(d) The funds raised by each school shall be coded to correspond to each school.

4. Disbursement of Fundraising Money

Fundraising money will be disbursed to the Principal of each school after approval by the Chief Operating Officer of a disbursement request. The disbursement request shall contain: a) The name of the school; b) The date of the disbursement request; c) The amount of the disbursement request; d) A description of the purpose of the disbursement request; and e) Supporting documentation, including invoices and estimates.

DONATIONS

Many parents and community members have expressed a desire to contribute to our schools in light of the impact of the state budget crisis on schools. It is no secret that all schools in California have been severely affected by the cuts and there is no better time to help than today. There are many ways to help our students! We invite you to sign-up at the main office to volunteer to help with a variety of projects. We also appreciate all donations. Monetary donations can be made out to Education for Change to support activities such as field trips or the purchase of supplies for special projects. We are also accepting supplies we use on a daily basis. Please rest assured that no child will provide all necessary items to continue to operate effective schools and we are very happy to be a part of communities in which so many people want to be part of the team.

The following are items are used throughout the year and donations of these items are particularly appreciated: Hand Sanitizer (Purell), Kleenex (Facial Tissues), Post-It notes, Highlighters, Paper Towels, Disinfecting wipes (Lysol, Clorox), Baby wipes, Dry erase markers, White Copy Paper.

Updated 8 26 2010 Fabiola Harvey



Suspension and Expulsion Policy

The following Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at this Education for Change Charter School (the "Charter School"). When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Charter School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Charter School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to school activity, 2) school attendance occurring at Charter School or at any other school, or 3) a Charter School sponsored event. A Pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

B. Suspension Offenses

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
18. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
19. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

20. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

21. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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

23. A pupil who aids or abets, as defined in [Section 31 of the Penal Code](#), the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

1) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Expellable Offenses

Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.

- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the

threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- w) A pupil who aids or abets, as defined in [Section 31 of the Penal Code](#), the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

Non -Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

If it is determined by the Governing Board that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

E. Authority to Expel

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

F. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

G. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School, Panel Chair or the hearing officer in the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person,

in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

H. Students With Disabilities

A pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. the Charter School will follow the IDEIA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. NOTIFICATION OF DISTRICT

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

2. SERVICES DURING SUSPENSION

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. PROCEDURAL SAFEGUARDS/MANIFESTATION DETERMINATION

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

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the Charter School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

- 1. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- 2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- 3. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. DUE PROCESS APPEALS

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. SPECIAL CIRCUMSTANCES

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

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

1. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
3. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. INTERIM ALTERNATIVE EDUCATIONAL SETTING

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

7. PROCEDURES FOR STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION SERVICES

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
2. The parent has requested an evaluation of the child.
3. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

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

I. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

J. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or

designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

K. Written Notice to Expel

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the County.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

The Board's decision to expel shall be final.

L. Disciplinary Records

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

M. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

N. Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

O. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.



**ASCEND
Emergency
Management Plan**

FORWARD

The ASCEND Emergency Management Plan identifies the School's Emergency Planning, Organization, and Response Policies and Procedures. This plan addresses how the School will respond to any emergency, disaster or extraordinary event, from preparation to response and through short term recovery.

Public schools are required by law and designated to prepare and respond to emergencies much like a local government. Charter schools are exempt from many of the laws and legislation mandated for public schools, but in theory should abide in the same principals that govern public schools to provide for the safety and security of the students and staff of the charter school. Section 8607 of the *California Government Code* requires that state and local governments, and special districts such as schools, respond to disasters using the Standardized Emergency Management System (SEMS). State law also requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies (*California Education Code* § 35295 through § 35297; *California Code of Regulations* § 2400 - 2450). Although not mandated by the California Department of Education, it is recommended that Charter Schools comply with these same laws and regulations.

ASCEND recognizes the importance of emergency preparedness for the safety of its students and staff and has based this Emergency Management Plan on the functions and principles of the Standardized Emergency Management System (SEMS), the National Incident Management System (NIMS), as well as the requirements of the California Education Code for preparedness and response. Both of the management systems are built upon the principles and concepts of the Incident Command System (ICS).

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SECTION ONE
ADMINISTRATION

PURPOSE AND SCOPE

ASCEND is responsible for emergency response operations and will commit all available resources to save lives, minimize injury to persons, minimize damage to property, and protect the environment. If properly implemented, this plan will reduce or prevent personal injuries and disaster related losses on the school campus. This plan is designed to provide administrators with a resource for protecting students, staff and school facilities, as well as to describe the responsibilities of staff members for a wide range of emergency and disaster situations that may occur.

DISTRIBUTION AND TRAINING

This plan will be made available to all school personnel and will be distributed to the Education for Change headquarters, Oakland Unified School District, which is the authorizing school district as of July 1, 2012, and local law enforcement and fire service agencies. An overview of the plan will be explained and distributed to parents. As recommended by the California Department of Education, staff and students will participate in drills on a regular basis to train in their roles and responsibilities during any emergency. Annual planning, preparation, and training will be conducted for staff to learn and exercise the proper courses of action in an emergency. All staff members will be trained on this plan and its response procedures in order to prepare effectively for maximum safety, efficiency and communication in the event of an emergency. This plan cannot foresee all possible circumstances of an emergency and recognizes that staff will need to assess the circumstances of any emergency and make decisions based on the current situation.

PLAN FORMAT

This Emergency Management Plan is formatted into four sections; Administration, Concept of Operations, Emergency Response Procedures, and Appendices. Each section contains information that outlines the basic components of critical areas in emergency management.

- **Administrative Section** includes the legal requirements of emergency planning for schools and recovery planning.
- **Concept of Operations Section** outlines how the school will operate and respond during an emergency and includes Action Checklists for the ICS positions of the emergency organization.
- **Emergency Response Procedures** are checklists for response to specific hazards that could occur.
- **Appendices** contain supplemental emergency and supporting documentation.

PLAN REVISIONS AND MAINTENANCE

As recommended by the California Department of Education, this plan will be reviewed and updated annually. Recommended changes to this plan should be approved by the Charter School principal. All approved changes shall be distributed to appropriate agency personnel. This plan will be updated on an annual basis.

Review/ Change No.	Date Entered	Description of Change	By
1	2/17/10	Personnel Update	TBD
2	6/2/10	Personnel and Finalization Updates	TBD

LINES OF SUCCESSION

Under normal circumstances, the Charter School principal would be in charge of making major decisions affecting the school. Immediately following an emergency or disaster the Principal may be displaced, incapacitated, or unavailable for other reasons, however, the school's responsibilities and functions must continue without interruption regardless of the availability of any individual. It is important to appoint a successor to key positions at the school in the event something would happen. The individual who is appointed as the successor shall have the same powers and authority of the person they are succeeding, and will serve until that person is again able to serve or is replaced permanently.

Primary Position	First Alternate	Second Alternate	Third Alternate
TBD	TBD	TBD	TBD

APPROVAL STATEMENT

The ASCEND Emergency Management Plan has been reviewed and found to comply with SEMS and NIMS and the California Department of Education recommended requirements.

This plan shall be reviewed annually by the Principal and updated to maintain current procedures.

Drills will be conducted periodically and at least once annually to test the overall effectiveness of the plan. A debriefing shall be conducted after each drill to receive feedback from all participants on the effectiveness of the plan. Identified weaknesses will be addressed to strengthen the plan.

A copy of this plan will be distributed to: Education for Change, CMO

Oakland Unified School District

Oakland Police Department

Oakland Fire Department

The following administrators have read this plan and understand its policies and procedures and concur with the roles and responsibilities that are outlined in this document:

Principal: _____
Signature Date

Date Plan Adopted: _____

AUTHORITIES AND REFERENCES

The following laws pertain to school safety and school disaster preparedness. Check with your Charter School's legal counsel for complete wording of applicable laws and regulations.

State Codes

Education Code section 35294.2 (Chapter 736, Hughes, Statutes of 1997) requires all schools to develop and implement comprehensive Safe School Plans.

Education Code section 33031 requires school principals to formulate a disaster preparedness plan. Principals must test the plan during the school year.

California Constitution, Article I, Section 28(c) guarantees all students and staff of primary, elementary, junior high and senior high schools the inalienable right to attend campuses which are safe, secure and peaceful.

Labor Code, Section 6400 mandates that every employer furnish a place of employment which is safe and healthful for the employees therein.

Title 8, California General Industry Safety Orders, Section 3203 requires that every employer inaugurate and maintain an accident prevention program which shall include, but not be limited to, a training program to instruct employees in general safe work practices and specific instructions with respect to hazards unique to the employee's job assignment and the scheduling of periodic inspections to identify and correct unsafe conditions and work practices which may be found.

The Field Act (Garrison Act and Riley Act)

The California Field Act of 1933 (Education Code Section 39140-39159-K-12, and 81130-81147- Community Colleges), enacted after the Long Beach earthquake, established a procedure to be followed in the design, review and construction or alteration of a public school building for the protection of life and property.

The Private Schools Building Safety Act of 1986 (Education Code 39160) requires new construction or renovation of private school buildings to seismic safety standards similar to those of public schools under Education Code Section 39140.

Title 24, California Code of Regulations prescribes standards for the design and construction of public schools. However, non-structural seismic safety elements receive limited attention. Nonstructural elements include anything, which is not part of the columns, beams, and load-bearing walls; these light fixtures, bookcases filing cabinets and windows can pose life safety threats during an earthquake.

The Katz Act

The "Katz Bill" (*Education Code 35295, 35296, 35297*) requires that public and/or private elementary and high schools with an enrollment of more than 50 students or more than one classroom establish an "earthquake emergency system" so that pupils and staff will act instinctively and correctly when an earthquake disaster strikes. Specifically:

- Develop a disaster plan
- Conduct periodic drop and cover drills, evacuation procedures and emergency response actions—once each quarter in elementary schools and once each semester in secondary schools
- Provide training to students and staff in emergency response procedures
- Be prepared to have your school serve as a possible public shelter
- Take mitigation measures to ensure the safety of students and staff—such as securing equipment and furniture.

Disaster Service Workers

Government Code, Section 3100 specifies that whenever there is a "State of Emergency" declared by the Governor, public employees may be declared "Disaster Service Workers" and have a responsibility to be as prepared as possible to meet emergencies. "Public employees" applies to all persons employed by the State, County, City, or other Public District.

During a declared disaster, public school employees are required to serve as Disaster Service Workers and cannot leave their school site until formally released. Failure to do so could result in:

- Certificated employees risk losing their teaching credentials
- Classified employees may be charged with a misdemeanor

Post – Disaster Shelters

Public schools are required by both federal statute and state regulation to be available for shelters following a disaster. It is recommended that Charter Schools contact their local American Red Cross (ARC) and local governments to develop plans and make arrangements in advance to assure that they are prepared.

The Petris Bill

California Government Code Section 8607 requires public schools to respond to disasters using the Standardized Emergency Management System (SEMS) by December 1996. SEMS includes

- ICS - (Incident Command System) organizing response efforts into five basic functions: Management, Operations, Logistics, Planning/Intelligence and Finance/Administration
- EOC - (Emergency Operations Center) setting up a central area of control using the five basic functions

- Incorporation of SEMS into all school plans, training and drills
- Documentation of the use of SEMS during an actual emergency

Homeland Security Presidential Directive 5 (HSPD-5)

On February 28, 2003, President George W. Bush issued Homeland Security Presidential Directive 5. HSPD-5 directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS). HSPD-5 requires Federal departments and agencies to make the adoption of NIMS by state and local organizations a condition for Federal preparedness assistance grants (including REMS grants), contracts and other activities by Fiscal Year 2005.

"All K-12 schools receiving Federal preparedness monies through the U.S. Department of Education (ED), the U.S. Department of Homeland Security (DHS), and/or the U.S. Department of Health and Human Services (HHS) are required to support the implementation of NIMS. Award recipients of ED's Readiness and Emergency Management for Schools (REMS) are required to implement, in conjunction with community partners, identified NIMS compliance activities".

NIMS includes training requirements in the Incident Command System. All "key school personnel" are to complete ICS100, ICS200 and IS700.

VITAL RECORD PROTECTION

School records are considered vital records and need to be protected. It is recommended that vital records be duplicated and kept off-site in the event something happens to the facility at ASCEND. **Office Manager** is responsible for the protection and preservation of vital records. Back-up data systems are stored on a server at the Education for Change headquarters, 303 Hegenberger Rd., Suite 301, Oakland, CA 94621.

AMERICANS WITH DISABILITIES ACT

ASCEND must ensure that disaster planning, response, and recovery takes into consideration the students and employees protected by the Americans With Disabilities Act. For people with disabilities, the problems of evacuating a building during an emergency are a major concern. Many people with mobility impairments cannot use stairs and people with hearing and vision impairments may not receive emergency notification and directions unless they are provided in both audible and visual forms. In addition, people with learning, emotional or cognitive disabilities may need to have safety and emergency procedures taught in a language or terms they understand. Because schools may, at one time or another, have staff, students or visitors who need evacuation assistance, ASCEND will make every effort in an emergency to deal with the needs of individuals with disabilities. In the initial hours of a disaster there may be a shortage of resources, and priorities will be on lifesaving operations, not care & sheltering. It may therefore, take additional time to deal with the needs of individuals with disabilities.

SECTION TWO

CONCEPTS OF OPERATIONS

FOUR PHASES OF EMERGENCY MANAGEMENT

There are four phases of emergency management described by the Department of Homeland Security, FEMA, the California Emergency Management Agency (CalEMA) and the U.S. Department of Education Office of Safe and Drug-Free Schools:

- **Phase I – Mitigation/Prevention** addresses what schools can do to reduce exposure to risks and hazards and lessen the potential impact of an emergency situation. Mitigation efforts can occur both before and after emergencies or disasters.
- **Phase II – Preparedness** focuses on the roles and responsibilities of the school emergency response teams and the actions, exercises and supplies needed for various emergency scenarios. These activities develop readiness and response capabilities.
- **Phase III – Response** presents detailed procedures for implementing appropriate actions for most types of emergencies that may be encountered in a school setting. In this phase, schools mobilize resources needed to address the emergency at hand. Emphasis is placed on minimizing the effects of the emergency or disaster.
- **Phase IV – Recovery** focuses on general strategies to follow after the emergency and restoring affected areas to pre-emergency conditions in order to return to the normal learning environment as quickly as possible. Recovery activities may be both short-term and long-term; ranging from restoration of essential utilities such as water and power, to mitigation measures designed to prevent future occurrences of a specific threat.

EMERGENCY MANAGEMENT SYSTEMS

Incident Command System (ICS)

Developed in the 1970's by Southern California Fire Protection Agencies, this system was designed to coordinate multi-jurisdictional response. The features of ICS are common terminology and the division of response activities into five functional units that essentially eliminate the possibility of the duplication of efforts. ICS became the model for the state's standardized system.

Standardized Emergency Management System (SEMS)

The SEMS was developed as a result of the lack of agency and multi-jurisdictional coordination during the East Bay Hills Fires in Oakland in 1991. SEMS is used throughout California to manage and coordinate any emergency response involving more than one agency or jurisdiction. The primary components of SEMS are the Incident Command System, Multi-Inter-Agency Coordination, the Master Mutual Aid System and Operational Areas. Use of SEMS during a disaster response is an eligibility requirement for local governments, agencies and special districts (utility companies,

public schools, etc.) to receive State reimbursement of personnel and equipment response costs following a disaster.

National Incident Management System (NIMS)

After the national tragedy on September 11, 2001, the NIMS was developed to address incidents of national significance. NIMS is the nation's first standardized management approach that unifies federal, state and local government resources for incident response. Implementation of a common language, organizational structure and procedures facilitates the flow of communication and coordination among all responding agencies to improve tracking, deployment, utilization, and demobilization of needed mutual aid resources. Federal funding for emergency preparedness, response, and recovery grants is attached to the use of NIMS.

Mutual Aid

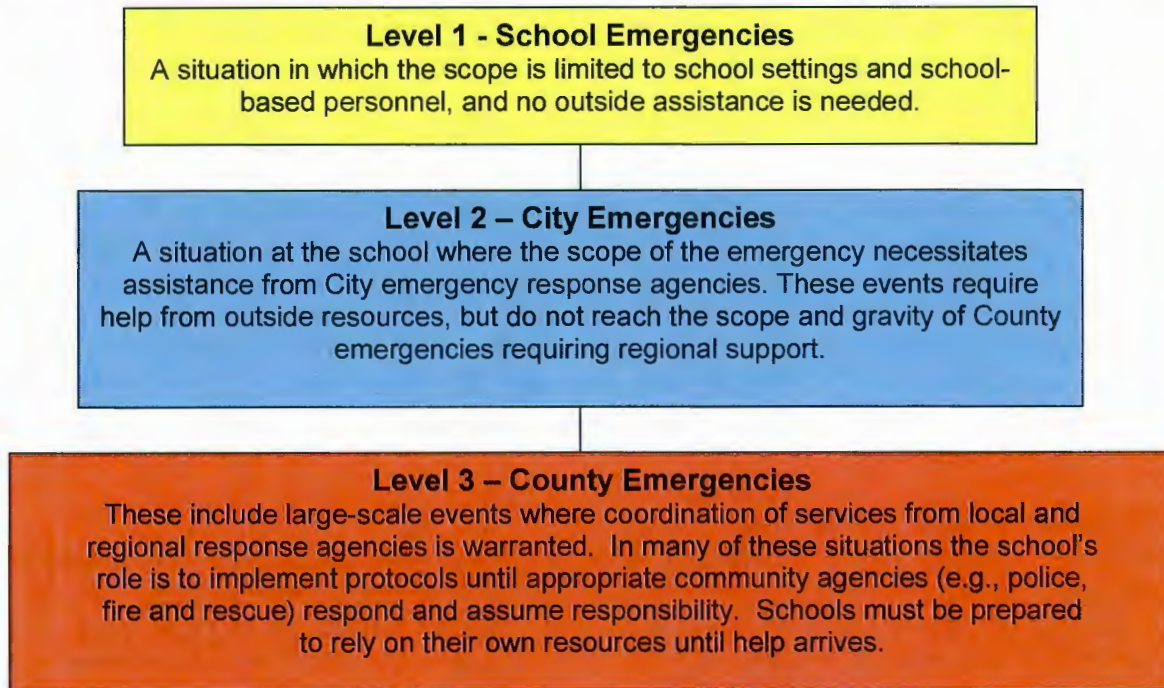
Public schools are not traditional response organizations and more typically are recipients of first responder services provided by fire and rescue, emergency medical and law enforcement agencies. Individual school participation in local government's emergency preparedness programs is essential to ensure that first responder services are delivered to schools in a timely and effective manner. In case of an emergency that is beyond the capabilities of the school to handle, it is recommended school personnel coordinate with local emergency response agencies. This may include having a member or members act as liaison with the responding agencies.

Unified Command

The control of and response to campus emergencies is the sole responsibility of the school site emergency teams until professional first responders arrive. Once they are on scene, incident command transitions to a Unified Command, wherein representatives from each of the agencies present work together to coordinate resources and give direction. The school's Principal/Incident Commander will begin to work closely with the professional Incident Commander to plan and carry out response activities. Other school employees may be asked to participate as well, depending upon the incident at hand and the available staffing of emergency responders. All staff should be prepared to participate if necessary.

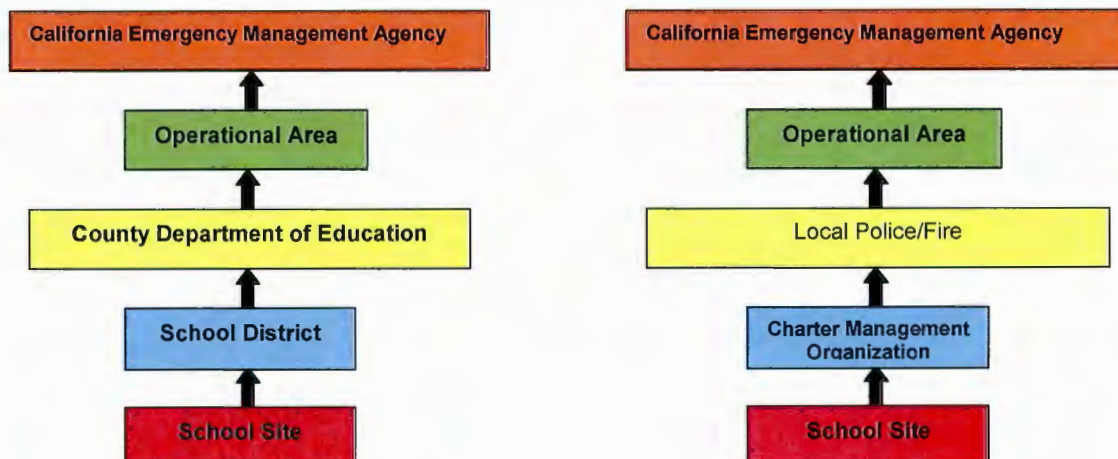
LEVELS OF EMERGENCIES

Emergencies are often described in terms of the following three levels:



SEMS LEVELS OF EMERGENCY MANAGEMENT

SEMS consists of five emergency management levels. The chart on the left depicts the emergency management reporting levels as they would reflect a typical public school, while the chart on the right shows the levels for a charter school. These levels are followed as the resource requirements are exhausted and expand over the course of the incident.



Plan Activation

When an emergency situation occurs, school staff must quickly determine what initial response actions are required. This is done by identifying the type of emergency; identifying the level of emergency; and determining the immediate actions that are required. This plan will be activated under conditions where support and involvement from resources outside of the school are necessary to ensure the safety and security of the students and staff. The principle, or designee, has the responsibility and authority to activate this emergency plan.

Incident Command Post

The Incident Command Post (ICP) is a designated field location that the Incident Commander will use to oversee all of the incident operations and coordinate and direct the units involved in the emergency response. The ICP should be set up a safe distance from the emergency site and be identified with a sign, so that it is visible to staff and incoming emergency responders. If the Incident Commander activates the Management Section positions, those staff members will work alongside the Incident Commander from the ICP. The ICP location will be selected based on the type and size of the incident that has occurred.

Emergency Operations Center

An EOC is typically used to coordinate large scale emergencies that will last for several days and will require assistance from outside emergency response agencies.

An EOC is a facility used to be the central point of coordination, policy direction, organization and support for the emergency or disaster. The EOC's primary function is to support the emergency response operations that are occurring at the scene of the emergency. Information gathered from individuals working at the incident will provide an overall view of what has occurred, what is taking place, and what needs to be done. The EOC is also where resource allocations can be prioritized, tracked and coordinated with the outside assisting agencies. Within the EOC, the overarching objectives for the emergency response should be developed to achieve the overall goals of life safety, and protection of property and the environment. The EOC location must have sufficient work space for the EOC responders to communicate with representatives from the field operations and coordinate the emergency incident.

Note: Typically not activated by a Charter School

Situation and Assumptions

The school is located at 9860 Sunnyside St., Oakland, CA 94603. The site is shared with Oakland Unified School District's traditional school, Reach . ASCEND occupies two buildings known as Building A and Building C. In addition the site contains 12 portables, most of which house Reach while construction of its building is completed. ASCEND has an average daily attendance of 520 students and approximately 50 faculty members on the site. In most instances, school staff and/or local fire and law enforcement agencies will handle the emergencies on site. During an emergency, centralized direction and control is the most effective approach to management of

emergency operations. School administration and staff will coordinate with local emergency response agencies in the event they are called to respond to an emergency.

Communications

When an emergency condition exists, the Incident Commander will notify the pre-designated personnel to respond to their area of assignment, or make assignments as necessary. The methods of communication that will be used are Intercom, two-way radios, telephones, or runners. Notifications will be given in plain language. Code words shall not be used.

MAP OF SCHOOL SITE WITH EVACUATION ROUTES and UTILITY LOCATIONS

INSERT YOUR SCHOOL MAP HERE

**AT MINIMUM INCLUDE THE FOLLOWING INFORMATION ON THE MAP:
(Primary and Alternate evacuation route maps shall be placed in each room)**

NOTE:

Develop a diagram of the entire school site and surrounding area and identify the locations and staging areas. Blue prints of the site should be available in addition to the map or diagram. Blue prints may be necessary in certain fire or law enforcement situations.

Include:

- Primary evacuation routes
- Alternate evacuation routes
- Handicap evacuation areas
- Utility access/shut-off for
 - Gas
 - Water
 - Electricity
 - HVAC System
 - Telephone system
- Site assignments and Staging Areas
- HazMat storage areas
- Heat plants/boilers
- Room numbers
- Door locations

EMERGENCY TELEPHONE NUMBER DIRECTORY

Purpose	Name of Agency	Number		
Local Law Enforcement (i.e. Oakland PD, Alameda S.D, etc.)	Oakland Police Dept.	510 777-3333		
Fire/Paramedics (i.e. Oakland FD, Alameda Co., etc.)	Oakland Fire Department	510 444-3322		
Local Hospital (1)	Highland County Office	510 437-4800		
Local Hospital (2)	Children's Hospital	510 428-3000		
Electric Company	Pacific Gas & Electric	1800 743-5000		
Gas Company	Pacific Gas & Electric	1800 743-5000		
Water Company	East Bay Municipal Utility District	1866 403-2683		
Animal Control/Shelter	Oakland Animal Control	1510 535-5602		
ASCEND				
Position	Name	Home	Work	Pager/Cell
Principal				
Assistant Principal				
Facility Manager				
Secretary				
Other Important Numbers				
Support Specialist				
Support Specialist Assistant				
Support Specialist Assistant				
Support Specialist Assistant				

INCIDENT COMMAND SYSTEM FUNCTIONS

ICS is the standardized management tool for command, control, and coordination of the response to an emergency. ICS provides a means to coordinate the efforts of individual agencies as they work toward the common goal of stabilizing the incident and protecting life, property, and the environment. ICS uses principles that have been proven to improve efficiency and effectiveness and applies those principles to emergency response for any type of situation.

Responding to emergencies, from a single victim accident to a large-scale disaster, often requires cooperation among several responding agencies. In an emergency, you and other personnel from your school may be called upon to help with the response. You may not be working in your day-to-day position. All emergency response agencies utilize ICS as the organizational structure for emergency response, so it is more efficient for your school to function in the ICS environment as well.

The five major components of ICS, Management, Operations, Planning/Intelligence, Logistics, and Finance/Administration, are the foundation upon which the ICS organization develops. ***These five components will be colorized through the remainder of this section.***

Management: Provides overall emergency policy and coordination. This function is directed by the Incident Commander (IC) who is typically the principal. The IC is assisted in carrying out this function by a Management Team which consists of a Public Information Officer, Safety Officer, and School Liaison.

Operations: Directs all tactical operations of an incident including implementation of response activities according to the emergency procedures including care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Planning/Intelligence: Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan an appropriate response. Also documents information about the emergency response and plans for recovery operations.

Logistics: Supports emergency operations by acquiring and providing needed personnel, equipment, facilities, resources and services required for the response including coordinating personnel; assembling and deploying volunteers; and facilitating communications among emergency responders.

Finance/Administration: Oversees all financial activities including purchasing of necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation to FEMA for reimbursement and recovering school records following an emergency.

Within the ICS, an emergency response organization consisting of these five components or *Sections* can be activated, depending on the needs established. These sections may be applied during a routine emergency, when preparing for a major non-emergency event, or when managing a response to a major disaster. In small-scale incidents, all of the components may be managed by one person, the Incident Commander. Large-scale incidents usually require that each component, or section, is set up separately. Each of the primary ICS sections may also be divided into smaller functions as needed and customized for the needs that occur in a school environment.

DESCRIPTION OF ICS POSITIONS

The Management Section consists of the following functional components:

Incident Commander: the person in charge at the incident and responsible for the overall response to the emergency. The IC may conduct all of the functions of the sections, or activate positions and units as the incident grows, and de-activate them as the incident stabilizes.

Public Information Officer: handles all media inquiries, writes press releases and coordinates the release of information to the media through the Incident Commander.

Safety Officer: monitors safety conditions and develops measures for ensuring the safety of all assigned staff.

School Liaison: is the on-scene contact for other agencies responding to the incident.

The Operations Section consists of the following components:

Search and Rescue Unit: conducts search of every room on campus for victims that are trapped or injured and evacuates them from the building to a triage or safe location.

First Aid/Medical Unit: establishes a medical triage area and provides/oversees care given to the injured.

Fire Suppression/Hazmat Unit: locates and extinguishes small fires as appropriate and evaluates the area for release of any chemicals.

Damage Assessment Unit: performs initial assessment of damage to buildings and structures looking for structural damage, and shuts down utility systems if necessary.

Student Release/Reunion Unit: manages the assembly area for students and ensures proper identification procedures to reunite students with parents or authorized persons.

Assembly Area/Shelter Unit: establishes and sets-up shelter facilities for staff and students required to stay at the site.

Crisis Intervention Unit: provides the immediate mental health assistance needed by staff and students, and assesses long-term mental health requirements.

The Planning/Intelligence Section consists of the following components:

Situation/Resource Status Unit: the collection, evaluation, dissemination, and use of information about the status of the incident and the resources assigned to it.

Documentation Unit: maintains a log of all emergency developments and response actions and other necessary documentation.

The Logistics Section consists of the following components:

Supplies/Distribution Unit: acquires and distributes the necessary resources, supplies, equipment and materials for the response to the emergency.

Transportation Unit: provides for the transportation of students and staff to evacuation sites and for trucks/vehicles to deliver equipment.

Personnel Unit: coordinates the assignment of staff and volunteers to fill positions as needed and requested by the Incident Commander.

Facilities Unit: designates facilities for the ICS organization as necessary and ensures that the accommodations fit the requirements of the function.

The Finance/Administration Section consists of the following components:

Compensation/Claims Unit: processes workers compensation claims and claims for damages related to the emergency response.

Purchasing/Procurement Unit: arranges for purchases of needed equipment, supplies and materials with vendors or pre-designated contractors.

Timekeeping Unit: maintains a log of all response actions, including financial expenditures, timekeeping, and other necessary documentation.

ICS FUNCTIONAL POSITIONS

It is recommended that the school conduct a survey to assess the emergency response related skills, previous training and experience of the school staff to determine who may

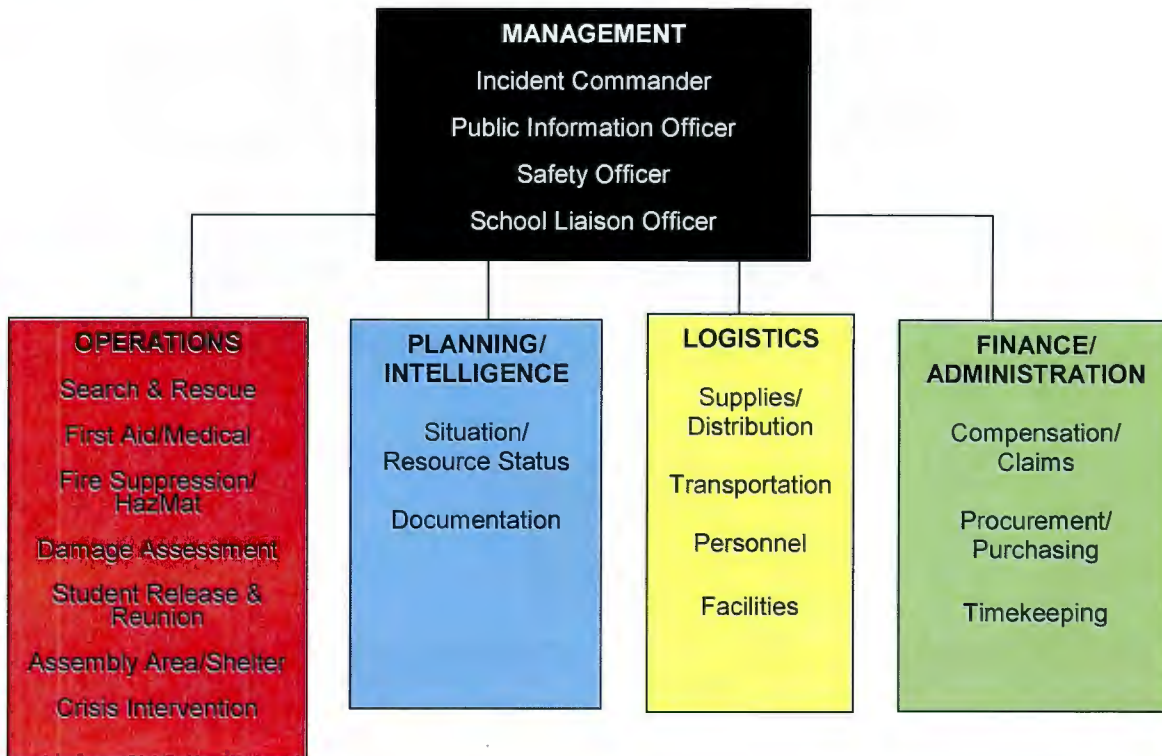
best work in the different ICS functional positions. Pre-assigning staff to the functional ICS roles will enable each staff member to prepare for the responsibilities they may have during the response to an actual emergency. The school should also evaluate the need for additional emergency response training for staff members. (See Appendix A – Employee Emergency Skills Survey)

ICS Functional Positions		
Position/Unit	Staff Member	Alternate
MANAGEMENT SECTION		
Incident Commander		
Public Information Officer		
Safety Officer		
School Liaison		
OPERATIONS SECTION		
Search & Rescue		
First Aid/Medical		
Fire Suppression/Hazmat		
Damage Assessment		
Student Release/Reunion		
Assembly Area/Shelter		
Crisis Intervention		
PLANNING/INTELLIGENCE SECTION		
Situation/Resource Status		
Documentation		
LOGISTICS SECTION		
Supplies/Distribution		
Transportation		
Personnel		
Facilities		
FINANCE/ADMINISTRATION SECTION		
Compensation/Claims	Fabiola Harvey	LaRayne Povlsen
Purchasing/Procurement	Rich McNeel	Fabiola Harvey

Timekeeping		
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SCHOOL EMERGENCY ORGANIZATION

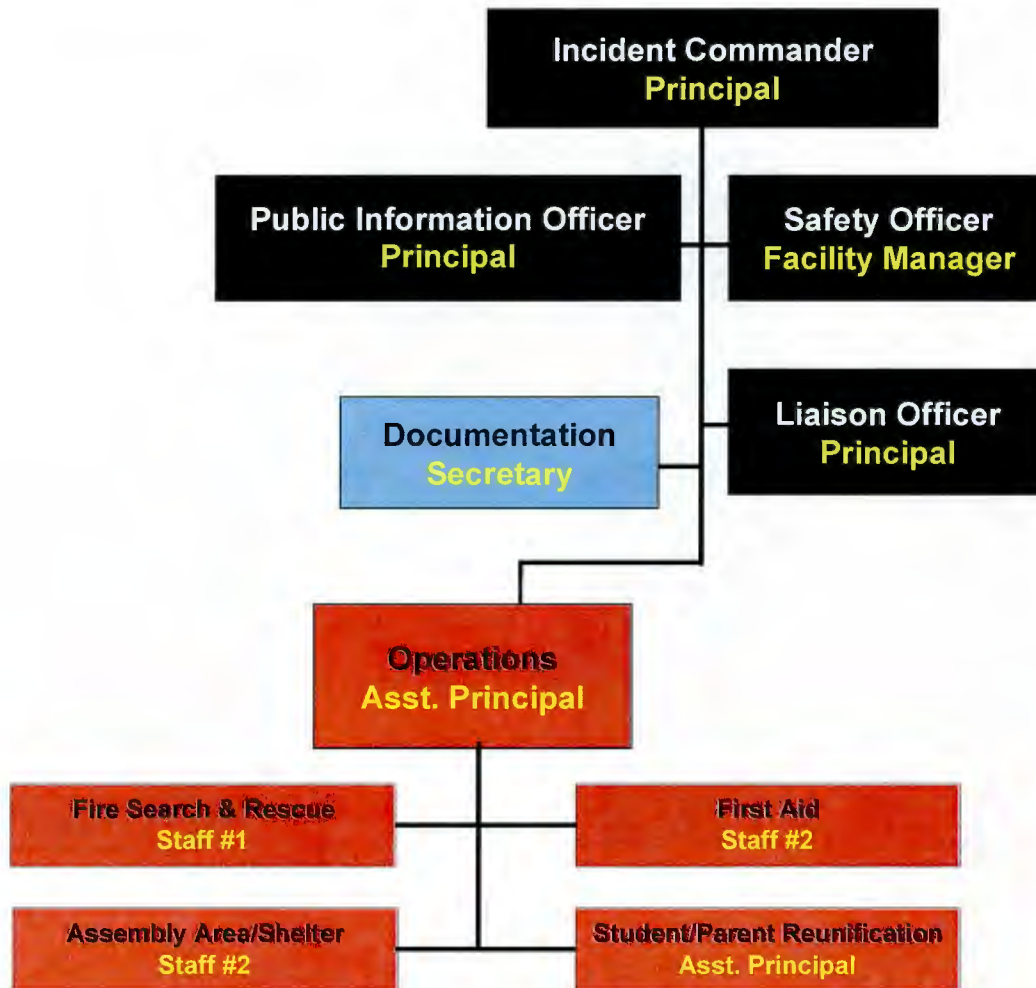
The following ICS organizational chart shows an ICS organization at a typical public school. Each one of the five sections has specific functions that typically occur or need to be conducted during the course of an emergency or disaster. Each functional position has a person or a team tasked with carrying out the responsibilities associated with the position. These positions and their affiliate Sections are outlined as follows:



Inevitably, at some point in an emergency or large scale disaster, most of these functions will need to be conducted. Within the ICS, you can expand the response organization on an as needed basis, activating a functional position when needed, and deactivating positions that are no longer necessary. Typically the school principal assumes the Incident Commander responsibilities and activates the other positions as needed. *Staff may be assigned to perform more than one role, depending on the number of school personnel available to respond.*

SAMPLE CHARTER SCHOOL ICS ORGANIZATIONAL CHART

The following ICS chart shows what an ICS organization could look like at a typical charter school incident. Note that some staff members perform more than one role.



ASCEND ACADEMY ICS ORGANIZATIONAL CHART

The following shows the ASCEND ICS Organizational Chart.

Incident Commander	Principal
Public Information Officer	Principal
Safety Officer	TBD
Documentation	Office Manager
Liaison Officer	TBD
Operations	TBD
Fire Search & Rescue	TBD
First Aid	Office Manager
Assembly Area Shelter	TBD
Student Parent Reunification	TBD

INCIDENT ACTION CHECKLISTS FOR ICS

The following pages are Incident Action Checklists for each ICS position in the school emergency organization that may be activated at the time of an emergency. Staff members that have been pre-assigned a role in an emergency should familiarize themselves with the specific checklist for their pre-assigned position.

MANAGEMENT SECTION – INCIDENT COMMANDER

Primary Responsibilities

- ☐ Overall management of the response to the incident
- ☐ Assess the severity of the incident
- ☐ Make notification to professional/outside emergency responders of the incident
- ☐ Establish the Incident Command Post
- ☐ Set up check-in procedures at the ICP
- ☐ Activate ICS organization positions as necessary
- ☐ Establish objectives for the incident action plan
- ☐ Ensure the safety of students, staff, volunteers and campus visitors
- ☐ Deactivate ICS positions as needed

Start-up Actions

- ☐ Put on personal safety equipment
- ☐ Read position description
- ☐ Assess nature and scope of emergency/disaster
- ☐ Determine level of threat to people and facilities
- ☐ Implement emergency/disaster plan appropriate to situation (see Appendix C)
- ☐ Meet with activated Management Staff and Unit Leaders
- ☐ Make sure you assign an alternate Incident Commander

Operational Duties

- ☐ Monitor overall response activities by staying in communication with assigned staff in ICS positions
- ☐ Work with assigned staff to write overall response objectives and revise as needed
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Initiate Student Release when appropriate (*be sure Student Release Unit is set up*)
- ☐ Approve media releases for Public Information Officer (PIO) to release information to the appropriate agencies
- ☐ Supervise Section activities, schedule breaks and re-assign staff, as needed
- ☐ Remember shift changes and establish a process for briefing incoming staff

Deactivation

- ☐ Terminate all response activities after determining the incident has been resolved
- ☐ Ensure that all pending actions will be completed after deactivation

- ☐ Initiate recovery operations
- ☐ Direct the return of all equipment and reusable supplies to Logistics
- ☐ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit.
- ☐ Check-out at ICP and leave contact information in case you need to be reached

MANAGEMENT SECTION – PUBLIC INFORMATION OFFICER

Primary Tasks

- ☐ Liaison between the school, the media and the public
- ☐ Obtain information about the incident to write press releases
- ☐ Get press releases approved by the Incident Commander
- ☐ Deliver press releases to media and public

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Put on personal safety equipment
- ☐ Read position description
- ☐ Meet with Incident Commander, Management Staff and Unit Leaders
- ☐ Designate a media reception area (*with Incident Commander approval*)
- ☐ Advise on-site media of time of first press release or press conference

Operational Duties

- ☐ Keep updated on response activities
- ☐ Schedule regular press conferences, if appropriate
- ☐ Get approval of Incident Commander for all press releases/statements
- ☐ Remind staff/volunteers to refer all questions from parents or the media to the PIO
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being made on the Position Activity Log
- ☐ Arrange for the translation of announcements and response-related information
- ☐ Monitor news broadcasts and correct any misinformation as soon as possible
- ☐ Make sure that the Incident Commander is aware of all media-related incidents
- ☐ Supervise activities, schedule breaks and re-assign staff, as needed
- ☐ Remember shift changes and establish a process for briefing incoming staff

Deactivation

- ☐ Release PIO staff and volunteers when directed by Incident Commander
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached

Guidelines for Speaking to the Media

When speaking to the media about campus emergencies, it is extremely important to adhere to the following guidelines:

- **READ** all press statements
- **Re-state** the nature of the incident; its cause and time of origin
- **Describe** the size and scope of the incident
- **Report on** the *current* situation
- **Speak about the resources** being utilized in response activities
- **Reassure** the public that everything possible is being done
- **DO NOT release any names**
- **When answering questions** be truthful; but consider the emotional impact the information could have upon listeners

- **Avoid speculation**; do not talk "off the record"
- **Do not use** the phrase "no comment"
- **Set up** press times for updates
- **Control** media location

(See Appendix M – Sample Informational Releases)

MANAGEMENT SECTION – SAFETY OFFICER

Primary Tasks

- ☐ Monitor all response operations to ensure the safety of staff, students and others on campus
- ☐ Stop any response activity that would create an unsafe situation or put anyone at risk

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Put on personal safety equipment
- ☐ Read position description
- ☐ Meet with Incident Commander, Management Staff and Unit Leaders

Operational Duties

- ☐ Maintain incident records and track response activities
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Monitor emergency response activities for safe practices
- ☐ Identify and mitigate on-site hazards and unsafe situations whenever possible
- ☐ Stop or modify any unsafe activities/operations
- ☐ Ensure that school response units are using appropriate safety equipment
- ☐ Anticipate situation/problems before they occur
- ☐ Consider probable situation changes (aftershocks, etc.) and how they will affect response activities
- ☐ Work with Maintenance/Fire/Site Security Team Leader to determine if buildings are safe to search

- ☐ Supervise activities, schedule breaks and re-assign staff, as needed
- ☐ Remember shift changes and establish a process for briefing incoming staff

Deactivation

- ☐ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- ☐ Release Safety staff and volunteers when directed by Incident Commander
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Check-out at ICP and leave contact information in case you need to be reached

MANAGEMENT SECTION – LIAISON OFFICER

Primary Tasks

- ☐ Meet with response agencies and organizations such as law enforcement, fire services, the American Red Cross, etc. on behalf of the Incident Commander
- ☐ Maintain the check-in log for all staff and volunteers responding to the incident

Start-Up Actions

- ☐ If already initiated, take over check-in/check-out procedures. If not, implement these procedures
- ☐ Put on personal safety equipment
- ☐ Read position description
- ☐ Meet with the Incident Commander, Management Staff and Unit Leaders for initial briefing

Operational Duties

- ☐ Brief agency representatives on the status of the situation, response priorities, and the incident action plan
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Ensure the coordination of efforts by keeping the Incident Commander informed of agency action plans
- ☐ Provide periodic updates to agency representatives as necessary
- ☐ Supervise activities, schedule breaks and re-assign staff, as needed
- ☐ Remember shift changes and establish a process for briefing incoming staff

Deactivation

- ☐ Release Liaison staff and volunteers when directed by the Incident Commander
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- ☐ Complete Check-in/Check-out Log and provide to Documentation Team. Make sure to leave contact information in case you need to be reached (see Appendix D)

OPERATIONS SECTION – SEARCH AND RESCUE UNIT LEADER

Primary Responsibilities

- ☐ Conduct visual search of every classroom, office, storage area, auditorium, bathroom, outdoor area, etc. for trapped or injured victims
- ☐ Evacuate trapped or injured victims from their location to a safe place
- ☐ Cordon off buildings or locations that are unsafe to enter
- ☐ Mark buildings that have been searched with a sign or caution tape
- ☐ Ensure that Search and Rescue is conducted with a two-person team

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Put on personal safety equipment
- ☐ Meet with IC for briefing and assignments
- ☐ Gather and inspect all equipment and supplies
- ☐ Check flashlight and radio batteries; perform radio check
- ☐ Make sure you and your partner have school site maps

Operational Duties

- ☐ Report all gas leaks, fires, and structural damage to the Utilities Unit.
- ☐ Inspect the exterior of each building for structural integrity *before* entering.
- ☐ Identify unsafe areas with caution tape (**DO NOT** enter unsafe buildings)
- ☐ Search **ONLY** structurally sound buildings
- ☐ Search assigned areas using established search protocols
- ☐ As searched rooms have been cleared, call in report to the IC ("Room B-2 is clear")
- ☐ Perform emergency first aid on severely injured victims first
- ☐ Rescue lightly trapped victims afterward
- ☐ Transport injured victims to triage area **Remember to use proper lifting techniques to avoid back strain*
- ☐ Provide any medical treatment given for injured victims to Medical Unit
- ☐ Provide IC with regular updates on numbers and condition of victims (*Use proper protocol, i.e., no names are broadcast over the radio.*)
- ☐ Note damage on your team map and relay information to the IC
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log (see Appendix N)

Deactivation

- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Complete/close-out all logs, paperwork and other documents and turn them over to the Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – FIRST AID/MEDICAL UNIT

Primary Responsibilities

- ☐ Establish a medical triage area with CPR/first aid trained staff or volunteers
- ☐ Provide care and oversee status of injured people
- ☐ Request advanced medical care when necessary
- ☐ Provide personal protective equipment (latex gloves, bandages, etc.) when needed
- ☐ Document any and all care given to injured and pass information on to professional medical responders

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Put on personal safety equipment
- ☐ Attend a briefing with the IC
- ☐ Gather all supplies and personal safety equipment and transport to site of medical triage area
- ☐ Set-up medical triage area away from public view. Area should be accessible to emergency vehicles
- ☐ Set-up morgue (*if needed and if long response time from Coroner*)
- ☐ Assess need to set-up intervention/counseling area with Crisis Intervention Unit

Operational Duties

- ☐ Maintain accurate treatment records using the Medical Treatment Form
- ☐ Monitor/assess patients at regular intervals
- ☐ Report deaths immediately to IC (*by runner, NOT over the radio*)
- ☐ When transportation becomes available, facilitate patient evacuation and note status on Medical Treatment Form (*maintain original Medical Treatment Forms*) (see Appendix I)
- ☐ If injured student is transported off campus, send a copy of student emergency contact card with him/her (*request copies from Documentation Unit*)

If sufficient staffing for Medical Team - Set Up Treatment Areas "Immediate" and "Delayed"

- ☐ Have team members check-in at the ICP
- ☐ Assign one team member to do intake:
 - ☐ Greet injured student/staff, reassess and/or confirm triage category
 - ☐ Direct victim or transport of victim to appropriate treatment area.
- ☐ Assign one team member to conduct "head to toe" assessment
- ☐ Provide appropriate first aid
- ☐ Fill out Medical Treatment Form. If triage category changes, attach any previous tags to current tag
- ☐ Monitor condition of "delayed" victims and watch for any changes in condition
- ☐ Maintain Medical Treatment Forms for all victims

Deactivation

- ☐ Oversee the closing of the first aid station

- ☐ Direct the proper disposal of hazardous waste
- ☐ Release Medical Team per direction of the IC
- ☐ Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Ensure that all team members have checked-out at the ICP
- ☐ Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – FIRE SUPPRESSION/HAZMAT UNIT

Primary Responsibilities

- ☐ Locate and extinguish small fires as appropriate
- ☐ Shut off utilities that could be hazardous or fire danger and report to IC
- ☐ Evaluate areas for any release or potential release of chemicals
- ☐ Cordon off hazardous areas with caution tape
- ☐ Ensure Fire Suppression/Hazmat is conducted with a two-person team
- ☐ This position could be assigned in conjunction with the Damage Assessment/Utilities Unit

Start-Up Actions

- ☐ Check-in at the ICP
- ☐ Put on personal safety equipment
- ☐ Attend a briefing with the IC
- ☐ Locate all needed supplies
- ☐ Assess available personnel, make appropriate assignments and provide a briefing
- ☐ Survey on-campus hazards and prioritize team response
- ☐ Work with Safety Officer to determine if buildings are safe to begin search and coordinate with Search and Rescue Unit
- ☐ Make sure you have a school site map

Operational Duties

- ☐ Control and/or suppress small fires
- ☐ Check for gas leaks or any other potential hazard that could start a fire
- ☐ Determine building damage levels before entering and inform IC if buildings are not safe to enter for a search
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ☐ Release Team members per direction of IC
- ☐ Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Ensure that all team members have checked-out at the ICP
- ☐ Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – DAMAGE ASSESSMENT/UTILITIES UNIT

Primary Responsibilities

- ☐ Perform initial assessment of buildings and structures looking for structural damage
- ☐ Check gas meters, electrical outlets and wires, water pipes, filters, systems for damage
- ☐ Turn off utility if damaged and poses a hazard
- ☐ Cordon off the areas of hazard with caution tape
- ☐ This position could be assigned in conjunction with the Fire Suppression/Hazmat Unit

Start-Up Actions

- ☐ Check-in at the ICP
- ☐ Put on personal safety equipment
- ☐ Attend a briefing with the IC
- ☐ Locate all needed supplies
- ☐ Assess available personnel, make appropriate assignments and provide a briefing
- ☐ Utilize Damage Assessment Checklist (Appendix B) to survey buildings
- ☐ Survey on-campus hazards and prioritize team response
- ☐ Work with Damage Assessment Unit and Safety Officer to determine if buildings are safe to begin search
- ☐ Coordinate with Search and Rescue Unit and Fire Suppression/Utilities Unit
- ☐ Make sure you have a school site map

Operational Duties

- ☐ Check gas meter and shut it off **ONLY IF IT IS LEAKING**
- ☐ Secure on-campus water system
- ☐ Survey buildings for potential hazards and post warnings with signs and caution tape
- ☐ If possible, determine damage levels and inform IC if buildings are not safe to enter for a search
- ☐ Provide clear routes for campus access for emergency response vehicles
- ☐ Maintain security for campus and ensure facility is inaccessible to public
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ☐ Release staff and volunteers per direction of IC
- ☐ Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Ensure that all team members have checked-out at the ICP
- ☐ Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – STUDENT RELEASE/REUNION UNIT

Primary Responsibilities

- ☐ Account for students in the Assembly Area by conducting roll call
- ☐ Track missing students and staff
- ☐ Ensure proper identification procedures to reunite students with parent or authorized person for student release
- ☐ Supervise student Assembly Area
- ☐ Maintain accurate account of students

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Put on personal safety equipment
- ☐ Gather all equipment and supplies
- ☐ Attend a briefing with the IC
- ☐ Set-up secure Request and Release Gates
- ☐ Post alphabetized signage on Request Table (i.e., A-F, G-L, M-R, S-V, W-Z)
- ☐ Get Student Emergency Contact Cards from Documentation Unit

Operational Duties

- ☐ Check with school secretary to account for staff absences, substitutes or visitors
- ☐ Determine if there are any staff/visitors unaccounted for and refer to Safety Officer
- ☐ Gather classroom rosters from teachers to account for all enrolled students

Request Gate Staff

- ☐ Divide Student Emergency Cards that correspond with table signage
- ☐ Verify ID of adult requesting to pick up student (see Appendix F)
- ☐ Send runner to assembly area for requested student(s)
- ☐ Direct requestor to Release Gate to wait for their student(s)

Runners

- ☐ Retrieve student(s) from Assembly Area Unit
- ☐ If student is absent, missing, or receiving first aid, direct parent/guardian to proper location, i.e., First Aid area, Crisis Intervention area, etc.
- ☐ Release student(s) to parent/authorized adult when directed by Release Gate Staff and return to Request Gate

Release Gate Staff

- ☐ Match adult requester to student(s)
- ☐ Verify requester ID and have them countersign Student Request Form
- ☐ Release Student(s) (see Appendix G)
- ☐ Release Runner to return to Request Gate
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ☐ Close down tables and return all equipment and reusable supplies to Logistics.

- ☐ Make sure all confidential information (i.e., student emergency contact cards) is returned to Documentation Unit for secure storage
- ☐ Complete/close-out all logs and turn them over to Documentation Unit
- ☐ Check-out and leave contact information in case you need to be reached

OPERATIONS SECTION – ASSEMBLY AREA/SHELTER UNIT

Primary Responsibilities

- ☐ Lead students to temporary Assembly Area
- ☐ Oversee the care and needs of students in the Assembly Area
- ☐ Establish a shelter for students/staff required to stay at the school site
- ☐ Manage and staff the shelter in accordance with Shelter Procedures

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Attend a briefing with the IC
- ☐ Put on personal safety equipment
- ☐ Locate all needed supplies
- ☐ Assess available personnel, make appropriate assignments and provide a briefing
- ☐ If designated assembly/shelter site is destroyed or inaccessible, consult with IC to determine alternate location(s)
- ☐ Initiate shelter set-up or, *if evacuating*:
 - ☐ Confirm that assembly area and routes to it are safe
 - ☐ Count/observe classroom evacuations (make sure all exit)

Operational Duties

- ☐ Ensure initial record of all students and staff in shelter/assembly area is made and that it is updated regularly during the incident
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Monitor safety/well being of students and staff in shelter or assembly area
- ☐ Oversee the procurement and distribution of food and water
- ☐ Direct set-up of sanitary facilities when necessary
- ☐ Coordinate Student Release with Student Release Unit when directed by IC
- ☐ Administer *minor* first aid, as needed
- ☐ Supervise team activities, schedule breaks and re-assign staff, as needed
- ☐ Remember shift changes and establish a process for briefing incoming staff

Deactivation

- ☐ Close shelter per direction of IC, release staff and volunteers
- ☐ Collect all logs, documentation and paperwork and provide to Documentation Unit
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Ensure that all team members have checked-out at the ICP
- ☐ Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – CRISIS INTERVENTION UNIT

Primary Responsibilities

- ☐ Assess the immediate crisis intervention required by students and staff involved
- ☐ Consider the long-term mental health support needs of students and staff
- ☐ Provide counseling/crisis intervention by contracting with licensed provider

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with IC for a briefing
- ☐ Put on personal safety equipment
- ☐ Establish a quiet location to conduct crisis intervention/counseling
- ☐ Gather all supplies and transport to intervention/counseling site

Operational Duties

- ☐ Set-up campus intervention/counseling site
- ☐ Provide for and monitor well being of staff, students, and volunteers
- ☐ Maintain log of all assistance given and nature of that assistance
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Communicate need for outside assistance to IC
- ☐ Cooperate with outside agency crisis intervention teams
- ☐ When necessary, request student emergency contact cards from Documentation Unit

Deactivation

- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Complete/close-out all logs and turn them over to Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached.

PLANNING/INTELLIGENCE SECTION – SITUATION ANALYSIS

Primary Responsibilities

- ☐ Collect, organize and analyze information about the emergency
- ☐ Provide current situation analysis by visual displays for IC and Management Staff
- ☐ Give periodic updates of the emergency situation to the IC

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Put on personal safety equipment
- ☐ Meet with the IC for a briefing
- ☐ Gather all supplies and set up work area

Operational Duties

- ☐ Record appropriate response-related information on site map (and keep it current)
- ☐ Facilitate the updating of the site map throughout the response
- ☐ Assess and analyze situation-relevant information
- ☐ Anticipate situations and potential problems and develop contingency plans
- ☐ Keep IC informed by relaying information gathered from field units
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Complete/close-out all logs, paperwork and documentation and turn them over to Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached

PLANNING/INTELLIGENCE SECTION – DOCUMENTATION

Primary Responsibilities

- ☐ Maintain a log of all emergency developments and response actions
- ☐ Keep Student Emergency Contact Cards for use at the Medical Unit and Student Release/Reunion Unit
- ☐ Assess the severity of the incident

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Put on personal safety equipment
- ☐ Meet with IC for a briefing
- ☐ Check communications equipment to monitor verbal communications orders
- ☐ Gather all supplies and set up work area

Operational Duties

- ☐ Maintain Student Emergency Contact Cards, making copies for staff when necessary

- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Dispatch runners to relay messages to Incident Commander, Management Staff, Unit Leaders, as needed
- ☐ Ensure all radio and verbal communications are recorded on Position Activity Log
- ☐ Refer all media requests to the PIO
- ☐ File all reports as they are turned in. *Although a permanent log may be typed up at a later date; all original notes and records MUST be kept—they are legal documents.*

Deactivation

- ☐ Collect all Student Emergency Contact Cards and secure them
- ☐ Close out all logs and pending messages, and turn over to Documentation Unit
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – SUPPLIES AND DISTRIBUTION UNIT

Primary Responsibilities

- ☐ Acquire supplies, equipment and materials as requested and distribute
- ☐ Obtain necessary food, water, sanitary items for immediate use
- ☐ Request purchases of supplies as needed to the Purchasing Unit

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with the IC for a briefing
- ☐ Put on personal safety equipment
- ☐ Gather all necessary supplies and equipment

Operational Duties

- ☐ Distribute supplies and equipment as requested
- ☐ Track all supplies, equipment, materials, sundry items that are distributed
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Make requests for purchases of supplies as needed to the Purchasing Unit
- ☐ Stay in contact with IC

Deactivation

- ☐ Receive and store all returned equipment and unused supplies
- ☐ Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- ☐ Complete/close-out all logs and turn them over to Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – TRANSPORTATION UNIT

Primary Responsibilities

- ☐ Procure transportation vehicles to evacuate students and staff
- ☐ Use trucks/vehicles to deliver equipment to and from campus
- ☐ Assist in providing traffic routes for emergency vehicles on and off campus

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with the IC for a briefing
- ☐ Put on personal safety equipment
- ☐ Gather all supplies and equipment needed

Operational Duties

- ☐ Provide for transportation needs as assigned by IC and various Unit Leaders
- ☐ Assess the need for and use of vehicles on campus
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ☐ Facilitate the return of vehicles to pre-incident locations
- ☐ Complete/close-out all logs and other paperwork and turn them over to Documentation Unit
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – PERSONNEL UNIT**Primary Responsibilities**

- ☐ Track assigned staff to the emergency and re-assign when Unit is de-activated
- ☐ Assess skills of volunteers and assign people as requested by Units
- ☐ Assignments are based on a persons experience and training, not by their daily job assignment.

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with the IC for a briefing
- ☐ Put on personal safety equipment
- ☐ Gather necessary supplies and set up work station

Operational Duties

- ☐ Survey skills and experience of staff/volunteers to make assignments to Units
- ☐ Track assigned staff and notify IC when staff is available for assignment
- ☐ Issue needed equipment and supplies to personnel being assigned
- ☐ Coordinate with the Timekeeping Unit for accurate records of personnel
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Stay in contact with IC

Deactivation

- ☐ Receive and store all returned equipment and unused supplies
- ☐ Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- ☐ Complete/close-out all logs and turn them over to Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – FACILITIES UNIT**Primary Responsibilities**

- ☐ Assess and locate facilities that could be used during the emergency response
- ☐ Ensure the facility fits the accommodations necessary to conduct the operations
- ☐ Assess the severity of the incident

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with the IC for a briefing
- ☐ Put on personal safety equipment
- ☐ Gather necessary supplies and equipment

Operational Duties

- ☐ Assess facility for listed accommodations as needed
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Secure and restore facilities when no longer needed for the incident
- ☐ Stay in contact with IC

Deactivation

- ☐ Receive and store all returned equipment and unused supplies
- ☐ Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- ☐ Complete/close-out all logs and turn them over to Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached

ADMINISTRATION/FINANCE SECTION – COMPENSATION/CLAIMS UNIT

Primary Responsibilities

- ☐ Process workers compensation claims for injured employees
- ☐ Receive claims for damages related to the emergency response
- ☐ Maintain accurate records of all claims related to the emergency response

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with the IC for a briefing
- ☐ Put on personal safety equipment
- ☐ Gather all supplies and equipment as necessary

Operational Duties

- ☐ Track staff and volunteer hours
- ☐ Track response-related purchases
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Process purchase requests from Logistics Section Chief

Deactivation

- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Unit and turn them over to the IC
- ☐ Check-out at ICP and leave contact information in case you need to be reached

ADMINISTRATION/FINANCE SECTION – PURCHASING/PROCUREMENT UNIT

Primary Responsibilities

- ☐ Arrange for purchases of necessary equipment, supplies and materials
- ☐ Utilize pre-designated vendor contracts for purchases
- ☐ Seek vendors for materials or services that are not pre-designated
- ☐ Track all expenditures related to the incident

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with the IC for a briefing
- ☐ Put on personal safety equipment
- ☐ Gather all supplies and equipment as needed

Operational Duties

- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Get approval from the IC for purchases requested
- ☐ Process purchase requests from Logistics
- ☐ Utilize pre-designated vendor contracts for purchases

- ☐ Seek vendors for materials or services that are not pre-designated
- ☐ Track all purchases and item requests

Deactivation

- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Unit and turn them over to the IC
- ☐ Check-out at ICP and leave contact information in case you need to be reached

ADMINISTRATION/FINANCE SECTION – TIMEKEEPING UNIT

Primary Responsibilities

- ☐ Maintain a log of all personnel hours working at the emergency
- ☐ Track all equipment hours related to the incident
- ☐ Set up a timekeeping system to ensure accurate records of the incident

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with the Documentation Unit for a briefing
- ☐ Open Go-Kit and put on personal safety equipment
- ☐ Gather all supplies and equipment as needed

Operational Duties

- ☐ Track staff and volunteer hours
- ☐ Track response-related purchases
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Team and turn them over to the IC
- ☐ Check-out at ICP and leave contact information in case you need to be reached

RECOVERY PLANNING

The goal of recovery is to return to learning and restore the infrastructure of the school as quickly as possible. Focus should be on students and the physical school site, and to take as much time as needed for recovery. School staff can be trained to deal with the emotional impact of the crisis, as well as to initially assess the emotional needs of students, staff and responders. One of the major goals of recovery is to provide a caring and supportive school environment. Financial recovery and protection of the school's assets are also crucial to the overall restoration of the educational process.

Plan for recovery in the preparedness phase. Determine the roles and responsibilities of staff and others who will assist in recovery during the planning phase. Seek out counseling services so as to train school staff to assess the emotional needs of students and colleagues to determine intervention needs. Experience shows that after a crisis many unsolicited offers of assistance from outside the school community are made. During planning, you may want to review the credentials of service providers and certify those that will be used during recovery.

Also, during the preparedness phase, local vendors who can assist in various recovery efforts should be identified. Items and services, such as debris removal, carpet repair and replacement, cleaning services, computer data recovery, fire restoration, structural engineers, tree damage/repair/removal, etc. should be arranged for in advance of an emergency situation.

Crisis Intervention Team. Service providers in the community may want to assist after a crisis. With prior planning, those with appropriate skills and certifications may be tapped to assist in recovery. This will help school personnel coordinate activities of the community service providers and see that procedures and intervention goals are followed.

Return to the "business of learning" as quickly as possible. Experts agree that the first order of business following a crisis is to return students to learning as quickly as possible. This may involve helping students and families cope with separations from one another with the reopening of school after a crisis.

Provide information on the incident to the appropriate person(s). Follow the chain of command when providing information about an incident. All information is to be disseminated through the school PIO position. It is important to have a single message being sent out to parents, staff, the community and the media. Be clear about what steps have been taken to attend to student safety. Let families and other community members know what support services the school is providing or what other community resources are available. Messages to students should be age appropriate. It may be necessary to translate letters and other forms of communication into languages other than English depending on the composition of the communities feeding the affected school. Be sure to consider cultural difference when preparing these materials.

Focus on the building, as well as people, during recovery. Following a crisis, buildings and their grounds may need repairing, renovation or repainting/re-landscaping. Conduct safety audits and determine the parts of the building that can be used and plan for repairing those that are damaged.

Provide assessment of emotional needs of staff, students, families and responders. Assess the emotional needs of all students and staff, and determine those who may need intervention by a counselor, social worker, psychologist or other mental health professional, if available. Arrange for appropriate interventions by school or community-based service providers. In addition, available public services could be pre-identified for families who may want to seek treatment for their children or themselves. Appropriate group intervention may be beneficial to students and staff experiencing less severe reactions to the crisis. Group interventions should be age appropriate.

Provide stress management during class time. Trauma experts emphasize the need to create a caring, warm and trusting environment for students following a crisis. Allow students to talk about what they felt and experienced during the traumatic event. Younger children who may not be able to fully express their feelings verbally will benefit from participating in creative activities including drawing, painting or writing stories. Young adolescents benefit from group discussions in which they are encouraged to talk about their feelings, as well as from writing plays or stories about their experiences. Engage older adolescents in group discussions, and address any issues of guilt ("I could have taken some action to change the outcome of the crisis").

Take as much time as needed for recovery. An individual recovers from a crisis at his or her own pace. Recovery is not linear. After a crisis, healing is a process filled with ups and downs. Depending on the traumatic event and the individual, recovery may take months or even years.

Remember anniversaries of crises. Many occasions will remind staff, students and families about crises. The anniversary of a crisis will stimulate memories and feelings about the incident. In addition, other occasions may remind the school community about the crises, including holidays, returning to school after vacations and other breaks, as well as events or occasions that seemingly have little connection to the incident. This underscores the notion that recovery may take a longer time than anticipated.

Staff members need to be sensitive to their own as well as the students' reactions in such situations and provide support when necessary.

RECOVERY ACTION CHECKLISTS

- ☐ Assemble a Crisis Intervention Team as needed.
- ☐ Strive to return to learning as quickly as possible.
- ☐ Restore the physical school site, as well as the school community.
- ☐ Restore communications systems.
- ☐ Institute data recovery procedures.
- ☐ Make arrangements for alternative housing for classes and offices, if necessary.
- ☐ Monitor how staff are assessing students for emotional impact of the crisis.
- ☐ Identify what follow up interventions are available to students, staff and first responders.
- ☐ Conduct debriefings with staff and first responders.
- ☐ Assess curricular activities that address the crisis.
- ☐ Allocate appropriate time for recovery.
- ☐ Plan how anniversaries of events will be commemorated.
- ☐ Capture "lessons learned" and incorporate them into revisions and trainings.
- ☐ Complete all paperwork and reports for financial aid for disaster relief if available.
- ☐ Work with local or state emergency services professionals to maximize your cost-recovery efforts.

Government Assistance Programs

The following are recovery programs typically available after a disaster. Not all programs may be applicable to Charter Schools or activated in response to every disaster. In addition, other governmental actions (such as tax relief) and programs (e.g., job training services) may be implemented if disaster conditions warrant. *Consult with your Charter School's legal counsel for applicability.*

▪ Local Emergency Proclamation Required

California Disaster Assistance Act (CDAA) – The CDAA (Government Code § 8680-8692) authorizes the Director of the California Emergency Management Agency (CalEMA) to administer a financial assistance program from the state for costs incurred by local governments as a result of a disaster. This program offers public schools up to 75% of the eligible costs to repair, restore, reconstruct or replace disaster-related damage to buildings; covers direct and indirect costs of grant administration; and covers the cost of overtime and supplies used in response. The remaining 25% cost share is the responsibility of the local government.

▪ Governor's State of Emergency Proclamation Required

California Disaster Assistance Act (CDAA) – With a Governor's Proclamation, a local agency may receive reimbursement (75%) for permanent repair, replacement, restoration costs for disaster-damaged facilities. The remaining 25% cost share is the responsibility of the local government.

▪ Presidential Emergency Declaration Required

Federal Emergency Management Agency Emergency Declaration – With an Emergency Declaration, a local agency, state agency, Indian Tribe or certain non-profit agencies may get reimbursement (75%) for emergency work up to a limit of \$5 million per event. Local agencies may also receive cost-sharing assistance under the provisions of the CDAA for the remaining 25% local share. CDAA assistance is provided on a 75% (state) / 25% (local) cost-sharing basis, which yields a local cost share of 6.25%.

Note: For disaster assistance, charter K-12 schools may first be required to make a claim with their insurance provider, then apply to the Small Business Administration (SBA) for a Physical Disaster Loan (up to \$1.5 million), and then, if rejected by SBA or if there is damage above \$1.5 million, the school can apply to FEMA for additional assistance.

For more information contact the California Emergency Management Agency at ((916) 845-8100 or <http://www.calema.ca.gov> and FEMA at 800-621-FEMA or online at <http://www.fema.gov/assistance/register.shtm> for appropriate updated forms to use for disaster recovery documentation and requests.

EMERGENCY ACTION PROCEDURES

The following Emergency Action Procedures are designed for staff to follow in the event they need to take immediate steps to protect students, themselves and others during an emergency occurrence. All staff members need to familiarize themselves with these procedures and all students must be trained in what to do when any of these common emergency actions are implemented.

EMERGENCY ACTION – DROP, COVER AND HOLD ON

DROP, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for:

- Earthquake or Explosion

ANNOUNCEMENT:

The following is an example announcement that would be made over the public address system and/or by teachers in the classrooms:

Example: **"Attention please. We are experiencing seismic activity. For your protection, follow DROP, COVER AND HOLD ON procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions."**

STAFF AND STUDENT ACTIONS:

Inside

- ❑ Prior to an Earthquake or Explosion, arrange desks so that they do not face windows.
- ❑ Instruct students to move away from windows.
- ❑ Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- ❑ Remain in place until shaking stops. When quake is over, leave building if it is determined to be unsafe to remain inside. **Do not run.** Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

Outside

- ❑ Instruct students to move away from buildings, trees, overhanging wires and **DROP, COVER and HOLD ON (if anything is nearby to hold onto).**
- ❑ Upon the command **DROP, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table

close by, place head between knees, and cover back of neck with arms and hands.

- ❑ Remain in place until shaking stops.

EMERGENCY ACTION – EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. Evacuation is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

ANNOUNCEMENT:

1. Fire alarm (bell, horn signal, PA system, bullhorn, etc.).
2. Provided time is available, the following is an example of an announcement made over the public address system:

Example: **"Attention please. We need to institute an EVACUATION of all buildings. Teachers are to take their students to their designated Evacuation Area. Students please remain with your teacher."**

3. Use messengers with oral or written word to deliver additional instructions to teachers.

PRINCIPAL/SITE ADMINISTRATOR:

- ❑ The Evacuation Area should be a safe location on the school campus away from the building and where it wouldn't conflict with emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Evacuation Area.
- ❑ When clearance to return to the buildings is determined or received from appropriate agencies, announce an "all clear" to return to classrooms and resume school activities.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Evacuation Area.

- ❑ Take the emergency supplies and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
- ❑ Remain in the Evacuation Area until further instructions are given.
- ❑ Wait for another ACTION or announce an "all clear" and instruction to return to school buildings and normal class routine.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

- ❑ Announce the type of emergency.
- ❑ Offer your arm for guidance.
- ❑ Tell person where you are going, obstacles you encounter.
- ❑ When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- ❑ Turn lights on/off to gain person's attention -OR-
- ❑ Indicate directions with gestures -OR-
- ❑ Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- ❑ Evacuate these individuals as injured persons.
- ❑ Assist and accompany to evacuation site, if possible -OR-
- ❑ Use a sturdy chair (or one with wheels) to move person -OR-
- ❑ Help carry individual to safety.

To evacuate individuals using wheelchairs

- ❑ Give priority assistance to wheelchair users with electrical respirators
- ❑ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- ❑ Reunite person with the wheelchair as soon as it is safe to do so.

EMERGENCY ACTION – LOCKDOWN

LOCKDOWN is used to prevent intruders from entering occupied areas of the building, or when it is necessary to isolate students and school staff from danger on the school grounds or from within a building. During a Lockdown, all exterior doors are locked, and students and staff are to remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the classroom or safe area. A Lockdown is not normally preceded with any warning. Lockdown is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire • Rabid animal at large • Extreme violence outside the classroom

LOCKDOWN differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems to provide protection from outside air and does not allow for the free movement of staff and students within the building.

ANNOUNCEMENT:

1. The following is an example of an announcement that could be made in person or over the public address system:

<u>Example:</u>	"Attention please. We have an emergency situation and need to implement LOCKDOWN procedures. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."
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PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- ❑ Call 911. Provide location; status of campus; all available details of situation.
- ❑ When clearance is received from appropriate agencies, announce an "all clear" instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Immediately lock doors and close any shades and/or blinds if it appears safe to do so
- ❑ Instruct students to move away from the windows and to get down on the floor.
- ❑ Remain in the classroom or secured area until further instructions are provided by the principal or law enforcement.

EMERGENCY ACTION – SHELTER-IN-PLACE

SHELTER-IN-PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air. Shelter-in-place is considered appropriate for, but is not limited to, the following types of emergencies:

- Gas Leaks
- External Chemical Release
- Hazardous Material Spills
- Dirty Bombs

ANNOUNCEMENT:

1. The following is an example of an announcement that could be made in person or over the public address system:

Example: "Attention please. We have a hazard in the community and are instituting SHELTER-IN-PLACE procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- ❑ When clearance is received from appropriate agencies, announce an "all clear" instruction to indicate that the normal school routine can resume.
- ❑ Make arrangements for central HVAC shutdown, as necessary.

TEACHER and STAFF ACTIONS:

- ❑ Immediately clear students from the halls. Stay away from all doors and windows.
- ❑ Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- ❑ Secure individual classrooms:
 - a) Close and lock doors and windows
 - b) Seal gaps under doors and windows with wet towels or duct tape
 - c) Shut down the classroom HVAC system
 - d) Turn off local fans in the area
 - e) Seal vents with aluminum foil or plastic wrap
- ❑ Remain in the classroom or secured area until further instructions are provided by the principal or emergency responders

STUDENT ACTIONS:

- ❑ Proceed to the classroom, if it is safe to do so, or to a nearby classroom or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

SECTION THREE

EMERGENCY RESPONSE PROCEDURES

AIRCRAFT CRASH

DATE / /

Emergency response will depend on the size of the aircraft, nature of the crash and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

PRIORITY PROCEDURES AIRCRAFT CRASHES INTO THE SCHOOL			NOTES (person contacted, call back phone numbers, etc.)
x	TIME	PRINCIPAL	NOTES
		Notify police and fire department (call 9-1-1).	
		Implement immediate Evacuation procedures to a safe location, on or off campus as necessary.	
		Account for all building occupants and determine extent of injuries, numbers injured, etc.	
		Initiate search and rescue of injured occupants from building and begin first aid treatment.	
		If the crash results in a fuel spill on school property, isolate contaminated victims (refer to HazMat checklist).	
		Consider activating Emergency Plan, ICS organization and Incident Command Post.	
		Secure area to prevent unauthorized access from the public, parents or media.	
		Do not allow re-entrance to any buildings until the authorities provide clearance to do so.	
		If directed by authorities to close school, implement student release procedures	
x	TIME	STAFF ACTIONS	NOTES
		Notify Principal.	
		Move students away from immediate vicinity of the crash.	
		Evacuate students from the building using primary and/or alternate routes to a safe assembly area away from the crash scene. Take class roster and emergency supplies.	
		Check school site to ensure that all students are in the evacuation area.	
		Take attendance at the evacuation area.	
		Report missing students to the principal and emergency response personnel.	
		Maintain control of the students a safe distance from the crash site.	
		Initiate first aid for any injured students or staff.	
		If given an all clear by authorities to return to the building, escort students back to the classroom.	
		If directed by authorities to close school, assist in student release procedures.	
x	TIME	CUSTODIAN/MAINTENANCE STAFF	NOTES
		Assist emergency responders with utility shut-off as needed.	
		Ensure emergency responders have access to buildings/rooms.	
x	TIME	POST INCIDENT ACTIONS – AS ASSIGNED	NOTES

		Notify parents of situation and prognosis.	
		Consider activating mental health professionals as appropriate.	
		Consider notifying Charter Management Organization.	
PRIORITY PROCEDURES AIRCRAFT CRASHES NEARBY THE SCHOOL			NOTES (person contacted, call back phone numbers, etc.)
x	TIME	PRINCIPAL	NOTES
		Notify police and fire department (call 9-1-1).	
		Implement Shelter-in-Place as necessary.	
		Ensure that students and staff remain a safe distance from the crash site.	
		Authorities will secure area to prevent unauthorized access.	
		If directed by authorities to close school, implement student release procedures.	
x	TIME	STAFF ACTIONS	NOTES
		Notify principal.	
		Move students away from immediate vicinity of the crash.	
		Account for all students. If any students were away from class, ensure safe return to classroom.	
		Remain inside with students unless subsequent explosions or fire endangers the building.	
		If school closes, assist in student release procedures.	
x	TIME	CUSTODIAN/MAINTENANCE STAFF	NOTES
		Assist emergency responders with securing school as directed.	
x	TIME	POST INCIDENT ACTIONS – AS ASSIGNED	NOTES
		Notify parents of situation and prognosis.	
		Consider notifying Charter Management Organization.	

ASSAULT/FIGHTING

DATE / /

Violence or threat of physical harm to students, staff, administrators or other persons *not* involving a dangerous weapon or firearm.

PRIORITY PROCEDURES

NOTES
(person contacted, call
back phone numbers, etc.)

x	TIME	PRINCIPAL	NOTES
		Ensure safety of other students/staff by clearing halls, room, or immediate vicinity. Maintain safe distance from combatants.	
		Approach in a calm manner and direct combatants to stop fighting. Call 9-1-1 if necessary.	
		Separate combatants to a safe area, if possible.	
		Determine who has been injured, and the extent of injuries. Request medical help as needed.	
		If suspect has already left the scene, obtain suspect identification, description, location, direction of travel, vehicle description, etc.	
		Notify Law Enforcement Agency or School Resource Officer for follow up.	
		Preserve any evidence for law enforcement purposes.	
		Identify any witnesses to the assault or fight.	
		Conduct investigation and follow school discipline policies and administrative procedures.	
		Notify parents of any students that are involved in the incident.	
		Determine consequence for the offender(s). This could include: suspension, in-school punishment, or criminal charges.	
		Debrief with school staff.	
x	TIME	STAFF	NOTES
		Immediately notify principal and call 9-1-1 if necessary.	
		Approach in a calm manner and direct combatants to stop fighting.	
		Escort combatants to the office, keeping them isolated from other students.	
		Assess extent of injuries, administer first aid and seek further medical support as needed.	
x	TIME	POST INCIDENT ACTIONS – AS ASSIGNED	NOTES
		Assist principal or designee with notifying parents of victims.	
		If the situation warrants, prepare a written statement for staff to read to students at school and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed.	

BOMB THREAT

DATE / /

Receipt of an oral or written threat of a bomb or discovery of a suspicious device or note. Schools are primarily responsible for assessing the threat. The decision to evacuate rests with the school, *not emergency responders*, **UNLESS** a device is located.

BOMB THREAT BY PHONE			NOTES (person contacted, call back phone numbers, etc.)
x	TIME	PERSON RECEIVING THREAT	NOTES
		Record exactly what the caller says using the following questions	
		Ask the caller: Time bomb set to denote? _____ Where it's located? _____ Is it visible or hidden? _____ What it looks like? _____ Type of bomb? _____ Why placed at school or on grounds? _____ How it got on campus? _____	
		Note caller accent, age, sex, noise, mental state, etc.	
		If available, write down caller's <i>Caller ID</i> number	
		Notify the principal as soon as possible	
		If threat is a written note, place in envelope to preserve any fingerprints. Avoid handling the written note if possible.	
		If written on door, wall, etc. cordon off area for evidence.	
		If suspicious device or package is found, DO NOT TOUCH ITEM , and clear immediate area. Notify law enforcement immediately.	
		Prepare to provide information for police report.	
x	TIME	PRINCIPAL	NOTES
		Restrict use cell phones, radios or fire alarm system because of risk of activating a device.	
		Contact police department and give information for assessment.	
		Determine, with assistance of law enforcement, if bomb threat is credible.	
		Decide whether or not to evacuate the building. If evacuating, establish the evacuation area a safe distance from the buildings. Check evacuation site for anything suspicious prior to evacuating.	
		Have staff check their immediate area for suspicious packages or devices. Report findings to principal or emergency responders.	
		Consider implementing Emergency Plan, ICS organization and Incident Command Post.	
		Ensure accountability of all students and staff.	
x	TIME	CUSTODIAN/MAINTENANCE STAFF	NOTES
		Check buildings and grounds for any suspicious devices, abandoned backpacks, boxes, etc. that do not belong to anyone or seem out of place. Report findings to principal or police.	

BOMB THREAT (CONTINUED)

x	TIME	STAFF	NOTES
		Check your immediate area for any suspicious devices, abandoned backpacks, boxes, etc. that do not belong to anyone or seem out of place. Report to principal or police.	
		<i>Restrict use cell phones, radios or fire alarm system because of risk of activating a device.</i>	
		If suspicious device or package is found, DO NOT TOUCH ITEM, and clear immediate area. Notify law enforcement and the principal immediately.	
		If directed, evacuate students to safe distance away from buildings. Bring class roster and emergency supplies.	
		Take attendance in evacuation area and immediately report missing students.	
		Be prepared to treat injuries that may arise.	
x	TIME	POST INCIDENT ACTIONS – AS ASSIGNED	NOTES
		If the situation warrants, prepare a written statement for staff to read to students at school and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed.	
		Prepare press release for media. When communicating with the media, always coordinate with emergency response agency for clear, consistent message.	
		Consider notifying Charter Management Organization.	

EARTHQUAKE

DATE / /

Earthquakes strike without warning. The effect of an earthquake varies depending on the size, duration, and location of the quake. Damage within a building depends on the type of design, architecture and structure of the building. It is imperative to quickly move away from windows, free-standing partitions and shelves and Drop, Cover under and Hold on to a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops.

PRIORITY PROCEDURES INSIDE BUILDING			NOTES (person contacted, call back phone numbers, etc.)
x	TIME	PRINCIPAL	NOTES
		After shaking stops, initiate assessment of potential damage.	
		If earthquake is significant with signs of damage, immediately implement evacuation procedures prior to assessing buildings for damage. If upstairs, do not use elevators and inspect stairways prior to use.	
		If earthquake is mild or moderate, direct staff to inspect and assess their classrooms. Direct custodian/maintenance staff to inspect and assess utilities, outside of buildings, and school grounds.	
		Receive reports of any building damage and any students or staff unaccounted for. Send search and rescue team to look for missing or trapped students and staff.	
		If evacuation is necessary, make determination to temporarily close school until building can be inspected. If building is deemed to be safe, give an all clear to staff and resume class.	
		If evacuated, do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.	
		Determine whether to close school. If school must be closed, notify staff members, students and parents.	
		Notify Charter Management Organization of school status and personnel status.	
x	TIME	STAFF	NOTES
		Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.	
		Check for any injured students and render First Aid.	
		Make a visual check of classroom for any damage; structural damage or cracks in walls, broken windows, fallen lights or ceiling tiles, etc., and report findings to principal.	
		If classroom or building is heavily damaged, initiate immediate evacuation. Be aware of overhead wires that may fall. Bring attendance roster and emergency supplies.	
		Check attendance at the evacuation area. Report any missing students.	

EARTHQUAKE (CONTINUED)

		Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines or damaged buildings.	
		Stay alert for aftershocks. Implement Duck, Cover and Hold On procedures for all aftershocks.	
		Do NOT re-enter building until it is determined to be safe.	
		Follow instructions of principal.	

PRIORITY PROCEDURES OUTSIDE BUILDING

NOTES
(person contacted, call
back phone numbers, etc.)

x	TIME	PRINCIPAL OR STAFF	NOTES
		Direct students to move away from buildings, trees, overhead wires and poles. If possible, Drop, Cover under and Hold On to a sturdy table or bench until shaking stops. If out in open, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.	
		After shaking stops, check for anyone injured, render first aid.	
		Keep students a safe distance from any downed power lines or damaged buildings.	
		Account for all students and staff. Send search and rescue team to look for missing and possibly trapped students/staff.	
		Make a visual check of buildings for any damage; structural damage or cracks in walls, broken windows, fallen lights or ceiling tiles, etc., before entering the building.	
		Do not re-enter buildings that have visual damage.	
		Consider implementing student release procedures and temporary closure of school until inspection of buildings can be performed.	

DURING NON-SCHOOL HOURS

x	TIME	PRINCIPAL	NOTES
		Confer with Building Owner if damage is apparent to determine the advisability of closing the school.	
		Notify fire department and utility company of suspected breaks in utility lines or pipes.	
		Notify Charter Management Organization, if applicable.	
		If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms (if damage is significant and school closing will be of some duration).	
		Notify public information media as appropriate.	

FIRE / EXPLOSION

DATE / /

Open flames, smoke, or excessive heat radiating from an adjoining wall, ceiling, or floor or a sudden loud noise and release of energy from expanding gas or mixture of chemicals causing anything to shatter into pieces.

PRIORITY PROCEDURES

NOTES

(person contacted, call back phone numbers, etc.)

		Pull the fire alarm and call 9-1-1.	
		Evacuate the area/building and use fire extinguisher if appropriate.	
		Check for any injured victims and assist them in evacuating.	
		Notify the principal of location and actions taken.	
x	TIME	PRINCIPAL	NOTES
		Pull fire alarm and call 9-1-1.	
		Implement Evacuation procedures.	
		If explosion occurred, make a visual check of buildings for damage; structural damage or cracks in walls, broken windows, fallen lights or ceiling tiles, etc., and hazardous materials.	
		Ensure accountability of all students and staff.	
		Gather information from staff regarding location of fire.	
		Meet with Fire Department to pass on information regarding accountability of staff and students, location of fire.	
		Determine with Fire personnel if building is safe for use.	
		Signal "all clear" when safe to re-enter school building.	
		If building unsafe for use, implement student release procedures.	
x	TIME	STAFF	NOTES
		Evacuate students to assembly area and take emergency supplies.	
		Check attendance to ensure all students have evacuated. Report any missing students/staff to principal.	
		Report any suspicious information about the fire to the principal, i.e. arson related.	
		If directed, assist in student release procedures.	
x	TIME	CUSTODIAN/MAINTENANCE STAFF	NOTES
		If SAFE, go to alarm panel to determine the location of the fire.	
		Communicate location of fire to principal.	
		Stay with principal to assist Fire Department with access to school and building layout.	
x	TIME	POST INCIDENT ACTIONS – AS ASSIGNED	NOTES
		Confer with Building Owner if damage is apparent to determine the advisability of closing the school.	
		If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms (if damage is significant and school closing will be of some duration).	
		Notify Charter Management Organization, if applicable.	

FLOOD

DATE / /

Flooding could occur from severe storm activity or as a result of damage to water distribution systems such as failure of a dam or levee. Both types of flooding should be preceded with an alert message broadcast over the weather radio station.

PRIORITY PROCEDURES			NOTES (person contacted, call back phone numbers, etc.)
x	TIME	PRINCIPAL	NOTES
		Determine if off-site evacuation is required. Establish time period for evacuation and determine resource needs; location, method of transportation, etc.	
		Notify local police department of intent to Evacuate, the location of the safe evacuation site and the route to be taken to that site.	
		Ensure accountability of all students and staff.	
		Attempt to notify parents of need to evacuate and location for student reunion and release.	
		Post a notice on the office door stating where the school has relocated.	
		Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.	
x	TIME	STAFF	NOTES
		As directed, assist in Evacuation procedures. Take the class roster and emergency supplies.	
		Remain with students throughout the evacuation process.	
		Upon arrival at the safe site, take attendance. Report any missing students to principal and emergency response personnel.	
		Do not return to school building until it has been inspected and determined safe by property authorities.	
x	TIME	POST INCIDENT ACTIONS – AS ASSIGNED	NOTES
		Determine if building has been damaged by flooding and unable to serve as school site. Confer with building owner.	
		If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms (if damage is significant and school closing will be of some duration).	
		Notify Charter Management Organization, if applicable.	

HAZARDOUS MATERIALS (HazMat)

DATE / /

An uncontrolled release of a hazardous material, liquid, or vapor that could cause harm or death to humans or damage the environment. The nature and proximity of the incident to the school will determine which emergency action should be implemented.

PRIORITY PROCEDURES			NOTES (person contacted, call back phone numbers, etc.)
		Person observing the hazardous material spill should immediately notify the Principal/Teacher/Staff.	
		Avoid being contaminated by staying uphill and upwind.	
		Warn others in the immediate area of the hazmat spill.	
x	TIME	PRINCIPAL	NOTES
		Call, or ensure someone has called 9-1-1.	
		If there is a threat of airborne toxicity, shut-off ventilation system in affected area.	
		Initiate Shelter-in-Place or Evacuation procedures depending on the circumstances. (If spill is outside or inside the buildings)	
		Isolate anyone who is contaminated with the substance until public safety personnel carry out decontamination procedures.	
		Gather information from staff regarding location of spill, extent and, if possible, the name of the substance that has spilled.	
		Wait for instructions from Fire Department or professional emergency responders.	
		If evacuated, do not allow the return of students until public safety officials declare the area safe.	
		If applicable, notify Charter Management Organization.	
		Ensure all injured students/staff receive medical treatment.	
x	TIME	STAFF	NOTES
		Implement Shelter-in-Place or Evacuation procedures.	
		Ensure accountability of all students.	
		Report any missing students to the office.	
		If evacuation has been ordered, take class roster and emergency supplies before leaving the classroom.	
		Wait until all clear has been given to return to classroom or end the Shelter-in-Place procedures.	
		Prepare to relocate students to secondary evacuation site if ordered.	
x	TIME	CUSTODIAN/MAINTENANCE STAFF	NOTES
		Determine location of spill, extent and, if possible, the name of the substance that has spilled and report to principal.	
		Assist Principal or Fire Department with access to school.	
x	TIME	POST INCIDENT ACTIONS – AS ASSIGNED	NOTES
		Ensure parents are notified of incident.	
		Coordinate information with the Fire Department to release information to the press/media.	

INTRUDER

DATE / /

An unauthorized person in a school building or on school property. There is always the potential that an intruder may possess a weapon or become violent. When interacting with a stranger at school, use the "I CAN" rule; Intercept - Contact - Ask - Notify

PRIORITY PROCEDURES			NOTES (person contacted, call back phone numbers, etc.)
		Politely greet subject and identify yourself. Ask subject the purpose of his or her visit, and if possible, attempt to identify the individual and vehicle.	
		Consider asking another staff person to accompany you before approaching subject.	
		Inform subject that all visitors must register at the reception area and escort the subject to the reception area.	
x	TIME	PRINCIPAL	NOTES
		Ask intruder to leave if no legitimate reason is found for his or her presence in the school and he/she is not cooperating.	
		Advise the subject that they are trespassing and need to leave the school and if they do not leave law enforcement will be notified. Call police if intruder remains uncooperative.	
		Secure the buildings if intruder is outside of school.	
		Implement Lockdown procedures if intruder is inside the school.	
		If possible, observe actions of intruder and try to determine if they are in possession of a weapon.	
		Obtain a description of the intruder and give to police.	
		Back away from subject if he/she indicates a potential for violence.	
		Assist police as necessary.	
		When given all clear, resume normal school operations.	
x	TIME	STAFF	NOTES
		As directed, implement Lockdown procedures. Ensure all students are in classroom.	
		Attempt to observe intruder and take note of behavior.	
		Ask students and visitors to remain quiet in designated secured area, away from window, and doors, and with all lights turned off.	
		Take attendance and immediately report missing students	
		Remain in Lockdown until an all clear is given or evacuate if the principal, designee or law enforcement gives the evacuation order.	

WEAPONS

DATE / /

A dangerous or deadly weapon as defined by state and federal law includes, but is not limited to a gun, knife, metal knuckles, straight razor, noxious or irritating or poisonous gas, poison, other items used with the intent to harm, threaten or harass students, staff, parents or school visitors

PRIORITY PROCEDURES			NOTES (person contacted, call back phone numbers, etc.)
		Call 9-1-1.	
		Stay calm and avoid confrontation if possible.	
		Obtain good description of individual and the type of weapon he/she has.	
		Notify the principal or designee as soon as possible.	
		Take safety measures to protect yourself and others.	
		Inform police of your observation and be prepared to write a statement.	
x	TIME	PRINCIPAL	NOTES
		Direct students and staff to Lockdown or Evacuate depending on the circumstances.	
		Direct staff to lock all hallway and exterior doors maintaining the capability to evacuate quickly.	
		Meet with law enforcement upon arrival.	
		Attend to the safety of students and staff at all times.	
		Assess situation in regard to location of person with weapon and potential for injuries.	
		Assist law enforcement as required.	
		Contact parent(s), guardian(s), or other close relative(s) of victims	
		Contact the Charter Management Organization, if applicable.	
		Issue a press release or assign this task to the PIO as deemed appropriate	
		Complete and incident report and file	
		Debrief with school crisis team and staff	
x	TIME	STAFF	NOTES
		Direct students who are in bathrooms or halls to enter into closest classroom and to inform the office about their location.	
		Direct students to use alternate routes away from the incident. During a gun incident, instruct students to "drop to the floor/ground" or "run into the building quickly."	
		Ask staff, students, and visitors to remain quiet in designated area, on the floor away from windows and doors, and with all lights turned off	
		Remain in Lockdown mode until the principal or law enforcement orders an evacuation or calls out an all clear command	
		If evacuated, take attendance in evacuation area and immediately report missing students.	
x	TIME	CUSTODIAN/MAINTENANCE STAFF	NOTES

WEAPONS (CONTINUED)

		Assist in Lockdown procedures by securing doors/gates of other areas of the campus.	
x	TIME	POST INCIDENT ACTIONS – AS ASSIGNED	NOTES
		Ensure parents are notified of incident.	
		Coordinate information with the Police Department to release information to the press/media.	

WILDLAND FIRE

DATE / /

An evacuation may be necessary if a fire offsite, such as a wildland fire, threatens or is near the school building. Should any such event endanger the students or staff, an alert or order of evacuation will be given by emergency responders, or officials, or may be broadcast over a weather radio.

PRIORITY PROCEDURES			NOTES (person contacted, call back phone numbers, etc.)
x	TIME	PRINCIPAL	NOTES
		Receive order of evacuation by fire authority or official. Implement evacuation procedures.	
		If necessary, contact local fire department (call 911) to determine the correct action for your school site; route of travel, evacuation site, etc.	
		Ensure all students and staff have evacuated by performing an inspection of the school site.	
		Determine if there is time for transport by some form of public/private transportation for the evacuation of students to alternate site.	
		Designate staff to make parent notifications regarding the evacuation and shelter site.	
		Monitor radio station for additional information.	
		Implement procedures for parents to pick up students from alternate site.	
x	TIME	STAFF	NOTES
		Evacuate students using the evacuation plan. Bring emergency supplies and attendance rosters.	
		Take roll to be sure all students are present before you leave the building site.	
		Report any missing students to the principal/designee and emergency response personnel.	
		At all times, maintain control of the students a safe distance from the fire and the fire fighting equipment.	
x	TIME	OFFICE STAFF	NOTES
		Help with evacuation and securing of affected area.	
		Assist in arranging transportation through public/private companies if needed.	
		Forward phones to secondary answering site if available.	

Appendices

APPENDIX A

Employee Emergency Skills Survey

Employee Name _____ Position _____

Work Location _____

During any emergency it is important to be able to draw from all available resources. The special skills, training, experience and capabilities of staff members will play a vital role in dealing with the effects of any type emergency or major disaster. The purpose of this survey is to pre-identify the skills of our employees to determine the area of emergency response they may best be suited for. Please indicate the areas that apply to you and return this survey to the Principal's Office.

Please check the boxes which indicate the skills or specific expertise or training you may have:

- ☐ First Aid ☐ CPR ☐ AED ☐ Triage (Received within past ____ years?)
- ☐ Firefighting ☐ Nurse ☐ Doctor/Dentist ☐ Other medical _____
- ☐ Physical Fitness
- ☐ Emergency/Management ☐ Search & Rescue
- ☐ Bi/Multi-lingual, what language(s) _____
- ☐ Construction ☐ Mechanical Ability ☐ Structural Engineering
- ☐ Electrician ☐ Utilities ☐ HVAC ☐ Plumber
- ☐ Heavy Equipment Operator What type: _____
- ☐ Truck/Bus Driver
- ☐ Food Preparation ☐ Cooking for Large Numbers of People
- ☐ Shelter Management ☐ Child Care ☐ Counseling ☐ Crisis Intervention
- ☐ Survival Training and Techniques
- ☐ Ham Radio ☐ CB Radio Licensed ☐ Yes ☐ No
- ☐ Camping Experience
- ☐ Journalism ☐ Shorthand ☐ Clerical ☐ Computer
- ☐ Military ☐ Reservist ☐ Law Enforcement ☐ Security
- ☐ Community Emergency Response Team (CERT) training

Other special skills, training or experience that would be useful during an emergency: _____

Do you keep any emergency equipment in your office or vehicle that would be beneficial in an emergency? ☐ Yes ☐ No

If yes, please list that which could be used in an emergency at the school: _____

What would make you feel more prepared during a disaster while you were at the school? _____

Additional Comments: _____

APPENDIX B

Damage Assessment Checklist

NOTE: Do not enter building unless the structural evaluation has been completed and the building is designated as safe to enter.

School/Site Name: _____ Location/Room: _____

Date: ____/____/____ Time: (24:00 Hours): ____:____

Damage Category	No Damage	Slight Damage	Severe Damage	Hazardous Condition	Description of damage, location, severity, etc.
Electrical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Natural Gas Lines and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Water Heater/Boiler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Sewer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<u>Hazardous Materials</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Type/Quantity spilled or leaking:</u> _____
Custodial chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Type/Quantity spilled or leaking:</u> _____
Lab chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Type/Quantity spilled or leaking:</u> _____
Asbestos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Lead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<u>Physical Hazards</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Sink Holes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Construction Areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Damaged Bld. Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Broken Glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Building or room safe for reoccupancy ☐

Building or room closed due to hazardous condition ☐

The following corrective measures need to be completed prior to reoccupancy:

[Note: Send this checklist to the IC for situation analysis and maintain the original in an emergency document file.]

APPENDIX C

INCIDENT ACTION PLAN		School:	
		Incident Name:	
Date Prepared:	Time Prepared:	Prepared by:	

Map Sketch – Draw a simple map of the incident and surrounding areas

Current Organization – List the positions that have been activated

Position	Name Assigned	Position	Name Assigned
Incident Commander		Crisis Intervention	
Public Information		Situation Analysis	
Safety/Security		Documentation	
School Liaison		Supplies/Distribution	
Search and Rescue		Transportation	
First Aid/Medical		Personnel	
Fire Suppression/HazMat		Facilities	
Damage Assessment/Utilities		Compensation/Claims	
Student Release/Reunion		Purchasing/Procurement	
Assembly Area/Shelter		Timekeeping	



APPENDIX D

ICS CHECK IN/CHECK OUT LOG

Date: _____ Event: _____

This form serves as the check-in and check-out roster for the school staff and any volunteers assigned to the incident response. Each person is to sign in upon being assigned to a position in the ICS organization and sign out when released from the incident. Upon check-out, individuals should list their contact information in case they need to be reached. The Liaison Officer is responsible for checking staff in and out and monitoring this form for accuracy.

Time IN	Print Name/SIGNATURE	Time OUT	Section/Position Assigned	Follow Up Contact Info
	Print			
	Signature			
	Print			
	Signature			
	Print			
	Signature			
	Print			
	Signature			
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	Signature			
	Print			
	Signature			

APPENDIX E

SITUATION REPORT

School: _____ Type of Event: _____

Completed by _____ Date _____ Time _____

Condition of Students, Staff and Visitors

_____ All Accounted For _____ No Injuries
_____ No immediate help required _____ Missing (number)
_____ Trapped in Building: (number) _____ Injured (number)

Names

Condition of School Building and Grounds

e.g.: wall cracked, fallen light fixtures, shattered windows, broken water pipes, flooding, etc.

Condition of Neighborhood

e.g.: fallen power lines, debris-cluttered streets, etc.

Shelter Information

_____ Number of children remaining at school
_____ Number of Staff or Visitors remaining at school
_____ Number of staff members remaining to care for children
_____ Assistance Required:
 _____ Water _____ Food _____ Blankets _____ Additional personnel

APPENDIX F

STUDENT REQUEST FORM

STEP 1: Have parents/guardians fill out one form for each student requested.
 STEP 2: Check ID of person requesting student and make sure they are on the Emergency Contact Form.
 STEP 3: Send runner to retrieve student and bring to the reunification area.

STUDENT:	GRADE:	FOR STAFF USE
TEACHER:	DATE/TIME:	PHOTO ID VERIFIED BY:
REQUESTED BY: Print Name		AUTHORIZED ON EMERGENCY CARD? <input type="checkbox"/> YES <input type="checkbox"/> NO
I assume custody of the named above as a parent, guardian or authorized adult. (circle one). <hr style="width: 80%; margin: 10px auto;"/> <div style="text-align: center;">Signature</div>		MEDICAL NEEDS?
		STUDENT STATUS (check one) <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Released <input type="checkbox"/> Absent <input type="checkbox"/> Missing </div> <div> <input type="checkbox"/> Custody Issues <input type="checkbox"/> Medical/First Aid <input type="checkbox"/> Deceased </div> </div> <input type="checkbox"/> Other: _____
DESTINATION:	PHONE:	NOTES:
ARE YOU AUTHORIZED TO PICK UP OTHER STUDENTS? <input type="checkbox"/> YES <input type="checkbox"/> NO If YES, Name(s):		TIME OF RELEASE:

STUDENT REQUEST FORM

STEP 1: Have parents/guardians fill out one form for each student requested.
 STEP 2: Check ID of person requesting student and make sure they are on the Emergency Contact Form.
 STEP 3: Send runner to retrieve student and bring to the reunification area.

STUDENT:	GRADE:	FOR STAFF USE
TEACHER:	DATE/TIME:	PHOTO ID VERIFIED BY:
REQUESTED BY: Print Name		AUTHORIZED ON EMERGENCY CARD? <input type="checkbox"/> YES <input type="checkbox"/> NO
I assume custody of the named above as a parent, guardian or authorized adult. (circle one). <hr style="width: 80%; margin: 10px auto;"/> <div style="text-align: center;">Signature</div>		MEDICAL NEEDS?
		STUDENT STATUS (check one) <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Released <input type="checkbox"/> Absent <input type="checkbox"/> Missing </div> <div> <input type="checkbox"/> Custody Issues <input type="checkbox"/> Medical/First Aid <input type="checkbox"/> Deceased </div> </div> <input type="checkbox"/> Other: _____
DESTINATION:	PHONE:	NOTES:
ARE YOU AUTHORIZED TO PICK UP OTHER STUDENTS? <input type="checkbox"/> YES <input type="checkbox"/> NO If YES, Name(s):		TIME OF RELEASE:

APPENDIX G

Student Release Log

Page No. _____

[illegible]

APPENDIX H

Staff Trained in CPR and First Aid

[illegible]

APPENDIX I

Medical Treatment Log

Date: _____

Patient Name	Time:	Description of Treatment	Triage Category	Initials

APPENDIX J

After Action Report Form

Name of person completing report: _____

School: _____ Date: _____

☐ **Drills/Exercises** [check one]: ☐ **Actual Incident response** [check one]:

☐ Earthquake

☐ Fire

☐ Lockdown

☐ Evacuation

☐ Flood

☐ Other (specify): _____

☐ Table-Top

☐ Functional or full-scale exercise

Start time: _____ End time: _____

Participation: Provide a list of individuals and agencies participating in the event.

Timeline of events: Provide a detailed outline or description of events and activities.

Lessons learned: Provide an overview of lessons learned related to personnel, training, coordination, logistics, etc.

Discussion and recommendations: Provide any recommendations for improvements or changes to the emergency plan and procedures and how they will be addressed.

APPENDIX K

The following supply lists are suggested quantities are for 100 people for a period of 72 hours. The lists are broken down into the categories of food and water, assembly or shelter areas and first aid. Ensure the expiration date on all items is current. Select the foods that are best suited for your school, and also take note of any students or staff that may have food allergies.

Emergency Supplies Inventory		Food/Water
Food Item	Recommended Quantity	
Dried fruits/snacks/ trail mix	20 lbs.	
Canned meats	60 cans	
Canned fruits	60 cans	
Canned vegetables	20 cans	
Crackers	2 cases	
Canned fruit juice	2 cases	
Coffee, tea, drink mixes – instant type	2 cases	
Energy bars – granola, protein, etc.	2 cases	
Freeze-dried meals	2 cases	
Peanut butter/jelly – large	20 jars each	
Ready to eat soups and meals	2 cases	
Staples – sugar, salt, pepper, etc.	10 packages	
Food for persons on special diets; allergies, diabetic, etc.	As needed	
Water	Recommended Quantity	
Drinking water – based on 2 quarts per person per day	150 gallons	

Note: Commercially packaged water (Aqua Blocks or bottled water) may be substituted to maximize shelf life (5 years) and ease of storage.

Emergency Supplies**Assembly/Shelter**

Item	Recommended Quantity
Blankets	100
Battery operated radio; extra batteries or hand crank	1
Flashlights; extra batteries and bulbs or hand crank	4
Whistles (for communicating with staff and students)	4
Clipboards, paper and pens	6
Aluminum foil, matches, charcoal (for cooking)	3 sets
Medium garbage bags	4 packages (40 count)
Large 3-ply garbage bags	4 packages (20 count)
Plastic buckets – 5 gallon	6
Pads of paper	4
Tape; scotch and duct types	4 rolls each
Plastic cups, plates, utensils	6 packages (100 count)
Plastic storage containers	5 sets
Shut-off wrench (turn off gas and water if needed)	2
Manual can openers, utility knives	5 each
Portable toilet kit; toilet paper	2 kits, 50 rolls
Activities or games for children	10

Personal Protective Equipment**First Aid Unit****Emergency Supplies****First Aid**

Eye protection masks – goggles	10
Biohazard protective gloves – Nitrile or latex, disposable	10
N-95 biohazard disposable face masks – OSHA	10
Splash resistant clothing and shoe coverings	10
Spill clean up kit – clean-up powder, clean-up scoop and scraper	5 kits

Item	Recommended Quantity
First Aid Handbook (current issue)	1
Ace bandages – 1" and 2" widths	4 boxes each
Adhesive tape – 1" width	20 rolls
Alcohol Swabs (for cleaning instruments)	4 boxes – 100 count
Band-Aids – assorted sizes	8 boxes
Blankets – Mylar or disposable type	150
Bleach (1:10 bleach to water ratio for cleaning)	1 gallon
Cold packs (compresses)	1 case
Cotton balls – unsterile	4 large packages
Disposable gloves (latex and non-latex)	4 boxes
Dressings – 2" and 4" disposable sterile	4 boxes each
Dressing pads – 5x9 and 8x10 sterile	4 boxes each
Dressings – eye pad, oval sterile	15 boxes
Facial tissues	10 boxes
Gauze bandage – 1" and 2" width	10 rolls each
Hydrogen Peroxide (50% solution of peroxide/water for disinfectant)	4 bottles
Liquid soap (handwashing)	5 bottles
Paper towels	4 cases
Q-tip swabs	6 packages
Safety pins – assorted sizes	6 packages
Scissors	8 pair
Splints – long and short; cardboard, boards, etc.	Several sets
Towelettes – pre-moistened hand wipes	15 boxes
Treatment log	1
Triage tags	50
Triangular bandage – for sling/safety pins	30
Tweezers/needles – sterile	9 pairs

APPENDIX L

SAMPLE: Emergency Building Use Agreement

THIS AGREEMENT is made and entered by and between _____ School,
Address _____, of County, _____ California and,
Address _____, of County, California ("Shelter Provider").

RECITALS

WHEREAS, the Shelter Provider is authorized and empowered to enter into leases and buildings use agreements; and

WHEREAS, if the School should need to evacuate students or staff from one of its school buildings or grounds due to an emergency, the School desires to identify a site where residents or staff may be housed until they can be released. Since the Shelter Provider has a building that could act as a temporary shelter, it is reasonable to set up an agreement outlining the terms of an emergency building use agreement; and

WHEREAS, the School desires to enter into an agreement for the emergency use of the building for staff and students on the terms and conditions hereinafter set forth; and

WHEREAS, the Shelter Provider understands and agrees that after meeting its responsibilities to its primary usage, it will permit the School to use its physical facilities as a shelter for students or staff in case of disaster or other emergency;

NOW THEREFORE, in consideration of the mutual covenants and promises contained herein, it is agreed as follows:

1. The School shall replace or reimburse the Shelter Provider for goods or supplies that may be used in the School's conduct of shelter activities.
2. The School shall exercise reasonable care in the use of Shelter Provider's facilities and shall reimburse the Shelter Provider for any damage to the physical facilities directly caused by these shelter activities.
3. The Shelter Provider shall make reasonable efforts to make a building available for emergency shelter use by the School with minimal notice.
4. This Agreement shall commence upon the date of execution by both parties. This Agreement will remain in full force and effect, but may be terminated by either party at any time upon 30-day written notice to the other.

WHEREFORE, this Agreement was entered into on the date set forth below and the undersigned, by execution hereof, represent that they are authorized to enter into this Agreement on behalf of the respective parties and state that this Agreement has been read by them and that the undersigned understand and agree to each and every provision hereof, and hereby, acknowledge receipt of a copy hereof.

CHARTER SCHOOL

By: _____
Authorized representative/position

By: _____
Authorized representative/position

Date: _____

Date: _____

APPENDIX M

SAMPLE PRESS RELEASE - Earthquake

Event: EARTHQUAKE

Date:

Release #: 001

Time:

TITLE: EARTHQUAKE CAUSES MODERATE DAMAGE TO ABC SCHOOL.

FOR IMMEDIATE RELEASE

EXAMPLE.....At 5:25 a.m. on March 1, 2006 an earthquake measuring 7.2 on the Richter Scale caused moderate damage to the ABC SCHOOL located at 1234 Anywhere Blvd. in Pleasantville, CA. There are no reports of injuries available. Search and Rescue crews are searching the buildings at this time. Roadways leading to the school site have been damaged and an overpass on Hwy. 101 leading to the school is closed. Parents are asked NOT to go to the school as this will hamper rescue efforts to allow emergency responders to access the site.

Further details will be provided when available. Next Scheduled Release: At ### hours

SAMPLE PRESS RELEASE - School Evacuation

Date Released:

Time Released:

Released by:

Because of the incident at (School Name Here), the students, faculty and staff have been evacuated to an alternate location as a preliminary measure. (School Name Here) has been relocated to (New Location Name Here).

Parents are instructed to pick up their children at the alternate location. Do not attempt to pick up children at their regular school. Please meet your child at the alternate location. All other schools and school facilities are unaffected. Parents and citizens are urged not to interfere in the operation of those schools by calling on the telephone or by personal visits. Your cooperation in this matter is expected and appreciated.

APPENDIX M

SAMPLE COMMUNICATIONS

STUDENT DEATH

Dear Parents,

Yesterday, we learned that one of our first graders, _____, died while in the hospital. _____ had his tonsils removed over the past weekend. Complications set in after his parents took him home and he was taken back to the hospital where he died yesterday afternoon.

Today, at school, each teacher read a short message about _____ to his/her class. We discussed what happened and how _____ died. We also stressed that many people have their tonsils out every day and have no problems with it. Our guidance counselor and our school psychologist were available throughout the day to talk with any student that may have had a particularly difficult time dealing with the news.

Any death is difficult for children to understand. _____'s death is particularly difficult due to his young age and its unexpectedness. The fact that _____ died while at the hospital and the fact that it was related to having his tonsils out may also be frightening for children, especially those who may need to have their own tonsils out in the future.

We recommend that you take some time to discuss _____'s death with your child. We suggest allowing your child to talk about how he/she feels and any fears or concerns he/she may have as a result of hearing this news. We are enclosing a list of suggestions to help you talk with your child about _____'s death and/or the death of any loved one. If you feel that your child would benefit from talking with our guidance counselor or our school psychologist, please call us at the school and share your concerns.

The faculty, staff and students extend our heartfelt sympathies to the _____ family and to all their friends. We at the school will miss _____ very much. He was our friend and we loved him.

Sincerely,
School Principal

INITIAL ANNOUNCEMENT OF A CRISIS EVENT

TO:

FROM:

We have just been advised of a tragedy involving a member(s) of our school. I am sad to announce that _____ has died/has been in a serious accident. As soon as we have more information, we will pass it on to you.

People will be available to help those of you who need extra support in dealing with this situation. Your teachers will advise you of the location and times available for this support.

As soon as we know the family's/families' wishes regarding _____ we will share that information with you. We ask that all students remain in their classrooms and adhere to their regular schedules."



APPENDIX N

POSITION ACTIVITY LOG			
POSITION:		LOCATION:	PAGE ____ OF
SECTION/TEAM LEADER:		FROM:	TO:
TIME	INCIDENTS, MESSAGES, NOTES	ACTION TAKEN	INITIA
Completed by:		Position Title:	Date:

Emergency Preparedness Orientation

Incident Command System

Education for Change schools have adopted emergency plans that utilize the Incident Command System (ICS) and comply with California's Standard Emergency Management System (SEMS) and the federal government's National Incident Management System (NIMS). Compliance with these systems is required to qualify for disaster relief funding. All staff should complete the introductory course, ICS-100, to familiarize themselves with the structure and vocabulary required. This course is online at <http://training.fema.gov/EMIWeb/IS/IS100a.asp>. Two of the primary elements of ICS are:

- Common terminology and the division of response activities into functional units that eliminate the duplication of efforts.
- An approach and structure that allows multiple responders (fire, police, utility companies, etc.) to manage and coordinate efforts efficiently and effectively.

School ICS Organizational Chart

Review the chart from the school's emergency plan. These are the primary roles assigned during an emergency and the responsibilities of each are covered in the plan's Concepts of Operations section. Briefly, they are:

Incident Commander-normally the principal, but note the alternate selections in the plan if the principal is unavailable. The position is responsible for the overall response to the emergency.

Public Information Officer-handles all media inquiries and coordinates the release of information.

Safety Officer-monitors safety conditions at the site and ensures measures are taken to protect all staff.

School Liaison-is the contact for other agencies responding to the incident.

Documentation-records all the responses at the site and maintains a log.

The **Operations Officer** coordinates search and rescue, first aid, the assembly area where those evacuated are located, and the student/parent reunification process

Disaster Service Workers Legal Requirements

Under California law, whenever the Governor declares a "state of emergency," all public employees may become "Disaster Service Workers" and may not leave their school site until

formally released. Failure to comply can threaten teaching credentials and may be criminally charged as a misdemeanor. All employees should have family emergency plans that anticipate this possibility.

School Site Maps

Each classroom has an emergency clipboard with a school site map indicating evacuation routes. All staff should familiarize themselves with the map. Each master plan in the school office has a map with the key utility shutoff locations marked.

Emergency Procedures Flipchart

The clipboard also contains an emergency procedures flipchart staff can refer to as a reminder during an event. This is not a substitute for the ICS-100 certification or regular emergency procedure drills, but is a valuable supplement to both.

Emergency Drills

Experience has repeatedly demonstrated that personnel respond during an emergency according to how they have practiced and prepared. Each school will hold fire, earthquake, and lockdown drills during the year to ensure that staff is prepared for these possibilities.

Emergency Backpacks

The schools are in the process of providing emergency backpacks in classrooms that contain basic supplies (water, food, flashlight, first aid materials, etc.)



**EFC Teacher Salary Schedule
FY12 School Year
185 Work Days**

STEPS	BA	BA + 30	BA + 45	BA + 60	BA + 75	BA + 90
1	\$ 44,546	\$ 44,908	\$ 45,256	\$ 45,988	\$ 47,706	\$ 52,822
2	\$ 45,256	\$ 45,628	\$ 45,988	\$ 47,706	\$ 49,411	\$ 54,528
3	\$ 45,988	\$ 46,852	\$ 47,706	\$ 49,411	\$ 51,116	\$ 56,221
4	\$ 47,706	\$ 48,571	\$ 49,411	\$ 51,116	\$ 52,822	\$ 57,938
5	\$ 49,411	\$ 50,264	\$ 51,116	\$ 52,822	\$ 54,528	\$ 59,632
6	\$ 51,116	\$ 51,969	\$ 52,822	\$ 54,528	\$ 56,221	\$ 61,337
7	\$ 52,822	\$ 53,675	\$ 54,528	\$ 56,221	\$ 57,995	\$ 63,032
8	\$ 54,575	\$ 55,380	\$ 56,221	\$ 57,938	\$ 59,632	\$ 64,748
9	\$ 56,221	\$ 57,074	\$ 57,938	\$ 59,632	\$ 61,337	\$ 66,443
10	\$ 57,938	\$ 58,780	\$ 59,632	\$ 61,337	\$ 63,032	\$ 68,147
11	\$ 59,632	\$ 60,485	\$ 61,337	\$ 63,032	\$ 64,748	\$ 69,865
12	\$ 61,337	\$ 62,178	\$ 63,032	\$ 64,748	\$ 66,443	\$ 71,859
13	\$ 61,337	\$ 62,178	\$ 63,032	\$ 66,443	\$ 68,147	\$ 73,263
14	\$ 61,337	\$ 62,178	\$ 63,032	\$ 66,443	\$ 69,865	\$ 74,970
15	\$ 61,337	\$ 62,178	\$ 63,032	\$ 66,443	\$ 69,865	\$ 76,674
16	\$ 63,032	\$ 63,895	\$ 64,748	\$ 68,147	\$ 71,558	\$ 78,369
17	\$ 64,748	\$ 65,589	\$ 66,443	\$ 69,865	\$ 73,263	\$ 80,085
18	\$ 65,720	\$ 66,572	\$ 67,438	\$ 70,912	\$ 74,363	\$ 81,286



EFC Teacher Salary Schedule - Daily Rate
FY12 School Year
185 Work Days

STEPS	BA	BA + 30	BA + 45	BA + 60	BA + 75	BA + 90
1	\$ 241	\$ 243	\$ 245	\$ 249	\$ 258	\$ 286
2	\$ 245	\$ 247	\$ 249	\$ 258	\$ 267	\$ 295
3	\$ 249	\$ 253	\$ 258	\$ 267	\$ 276	\$ 304
4	\$ 258	\$ 263	\$ 267	\$ 276	\$ 286	\$ 313
5	\$ 267	\$ 272	\$ 276	\$ 286	\$ 295	\$ 322
6	\$ 276	\$ 281	\$ 286	\$ 295	\$ 304	\$ 332
7	\$ 286	\$ 290	\$ 295	\$ 304	\$ 313	\$ 341
8	\$ 295	\$ 299	\$ 304	\$ 313	\$ 322	\$ 350
9	\$ 304	\$ 309	\$ 313	\$ 322	\$ 332	\$ 359
10	\$ 313	\$ 318	\$ 322	\$ 332	\$ 341	\$ 368
11	\$ 322	\$ 327	\$ 332	\$ 341	\$ 350	\$ 378
12	\$ 332	\$ 336	\$ 341	\$ 350	\$ 359	\$ 388
13	\$ 332	\$ 336	\$ 341	\$ 359	\$ 368	\$ 396
14	\$ 332	\$ 336	\$ 341	\$ 359	\$ 378	\$ 405
15	\$ 332	\$ 336	\$ 341	\$ 359	\$ 378	\$ 414
16	\$ 341	\$ 345	\$ 350	\$ 368	\$ 387	\$ 424
17	\$ 350	\$ 355	\$ 359	\$ 378	\$ 396	\$ 433
18	\$ 355	\$ 360	\$ 365	\$ 383	\$ 402	\$ 439

Health Benefits-Employee Share

Kaiser	Monthly Premium 10/2011-9/2012	Employee Monthly Cost Share 10/2011-8/2012
Employee Only	\$491.35	\$49.14
Employee + Spouse	\$1,179.25	\$117.93
Employee + Children	\$859.87	\$85.99
Family	\$1,498.63	\$149.86

Healthnet	Monthly Premium 10/2011-9/2012	Employee Monthly Cost Share 10/2011-8/2012
Employee Only	\$633.52	\$95.03
Employee + Spouse	\$1,520.42	\$228.06
Employee + Children	\$1,108.64	\$166.30
Family	\$1,932.21	\$289.83

Delta Dental	Monthly Premium 10/2011-9/2012	Employee Monthly Cost Share 10/2011-8/2012
Employee Only	\$72.94	\$7.29
Employee + 1 dependent	\$136.60	\$13.66
Employee + 2 or more dependents	\$197.55	\$19.76

VSP	Monthly Premium 10/2011-9/2012	Employee Monthly Cost Share 10/2011-8/2012
Member Only	\$10.37	\$1.04
Member + 1	\$22.12	\$2.21
Member + Child(ren)	\$22.58	\$2.26
Family	\$36.40	\$3.64

Note: We also provide \$10,000 in Life Insurance and an EAP (Employee Assistance Program) at no charge to employees



Education *for Change*

Category

Health Care
Retirement (STRS/PERS)
FICA (Social Security)
Medicare
Works Comp
SUI/Other

Amount (\$)	Amt (%) - STRS	Standard Company (\$)	Amt (%) - PERS
	8.25%		10.923%
	0.00%		6.20%
	1.45%		1.45%
	1.53%		1.53%
	0.58%		0.58%

21 de Octubre, 2011

Estimado Distrito Escolar de Oakland,

Estamos escribiendo esta carta como padres líderes de la escuela ASCEND, para apoyar la aplicación charter de ASCEND. Somos familias del área de Fruitvale y sus alrededores, donde residen familias de bajos ingresos y valoramos a ASCEND como un tesoro de la comunidad. Antes de ASCEND, vimos la desigualdad entre las escuelas de nuestras comunidades y las de las montañas de Oakland en termino de tamaño y de calidad de educación porque mientras nuestras escuelas tenían miles de niños las escuelas de las montañas tenían solo cientos. Los líderes de OCO fundaron el movimiento de Escuelas Pequeñas Autonomías para tratar el problema de la desigualdad en las escuelas y mejorar el rendimiento académico en comunidades de bajos ingresos en nuestra ciudad. La autonomía de escoger maestros sobresalientes, tamaños de clases y escoger el orden de nuestras prioridades fue la clave de el éxito que ha tenido nuestra escuela. Pero el futuro no se ve nada prometedor.

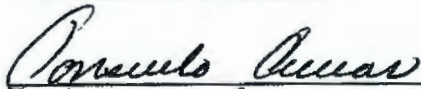
Los últimos años de recortes y cambios en administración nos han ido quitando esas autonomías que necesitamos para tener una excelente educación. Cuando abrió ASCEND, teníamos clases de 20 niños, los recortes de presupuesto nos forzaron a subir a 24 y tememos que el distrito nos va a obligar a subir a 31 ya que tendremos que recibir a niños de las escuelas que están cerrando. El año pasado, el 60% de nuestros maestros recibieron avisos de despido y eso nos asustó. Valoramos a nuestros maestros y necesitamos retenerlos porque brindan apoyo a nuestros hijos día a día. También necesitamos tener el poder de contratar a maestros que tengan la misma visión de la escuela y las habilidades para enseñar a nuestros hijos eficazmente. Con la constante crisis de presupuesto, no se ve que vayan a mejorar las cosas pronto. No podemos quedarnos sentados esperando a que empeoren las cosas, como padres debemos actuar en el mejor interés de nuestros hijos.

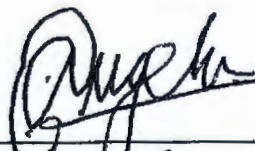
Nos queda claro que lo que queremos es la autonomía de proporcionar la mejor educación a nuestros hijos, el poder de tomar decisiones sobre cuales maestros queremos para ellos, tener clases pequeñas y el programa de educación que ellos necesiten. Todas las escuelas merecen estos derechos. Ya que el distrito nos ha ido quitando estas autonomías (y seguirá quitándonos mas), la única salida que vemos ahora es convertir la escuela a charter.


Nos embarcamos en un gran viaje pero estamos dispuestos a dar nuestro mejor esfuerzo por darles a nuestros hijos la mejor educación posible.

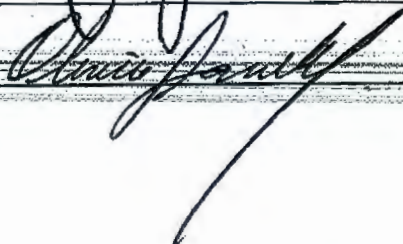
Sinceramente,

Padres Líderes de ASCEND









October 20, 2010

Dear Oakland Unified School District,

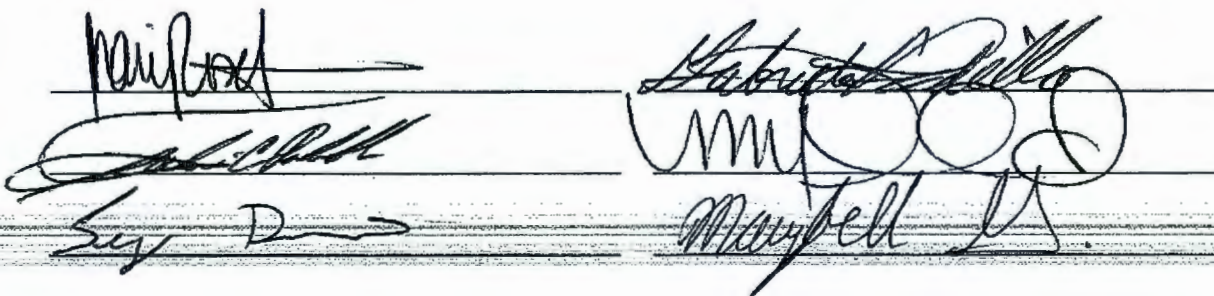
As parent leaders of ASCEND School, we are writing in support of ASCEND's charter application. We are families of Oakland's Fruitvale and surrounding low-income neighborhoods who value ASCEND as a community treasure. Before ASCEND, we saw the inequality in Oakland school sizes and educational quality because many of our flatlands schools had a thousand kids while the hills schools only had a few hundred. OCO leaders founded the New Small Autonomous Schools movement to address this inequality and these schools have improved academic performance in low income neighborhoods throughout our city. Autonomy to choose excellent teachers, class sizes and budget priorities have been key to our success. But the future looks dim.

The last several years of budget cuts & administration changes have chipped away at the autonomies we've needed to provide excellent education. When ASCEND started, we had class sizes of 20; the budget crisis forced us to raise class sizes to 24, and we fear that the district will push us to 31 as we have to absorb additional students from closing schools. Last school year, 60% of our teachers got layoff notices and this scared us. We value our teachers, and need to retain the excellent teachers who support our children every day. We also need the power to hire teachers who have the same vision that we do, and the skills to teach our children effectively. With the ongoing budget crisis, we don't see things improving anytime soon. Our children cannot afford to have us sit around and wait for the conditions to get worse; as parents, we must take action on their behalf.

We're clearer now that what we want is the autonomy to provide the best education for our kids-- decision-making power about which teachers should teach our kids, smaller class sizes & the education program that fits our kids' needs. All schools deserve this. But since OUSD has taken away these autonomies over the years (with more to come), the only path we see now in trying to get back on track to excellent education is to convert to a charter school.

It's a big journey, and we're willing to try what's best to get our kids & kids like them the best education they can get.

Sincerely,
ASCEND Parent Leaders



The block contains four handwritten signatures on a lined background. From left to right, the signatures are: a stylized signature that appears to be 'Paula'; a signature that appears to be 'Linda'; a signature that appears to be 'Maybell'; and a signature that appears to be 'Maybell' with a large circular flourish. The signatures are written in dark ink.



October 20, 2010

Dear Oakland Unified School District,

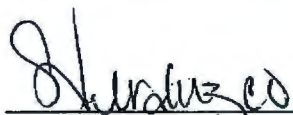
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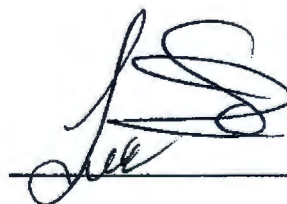
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Sincerely,
ASCEND Parent Leaders



Rose Elmer





October 20, 2010

Dear Oakland Unified School District,

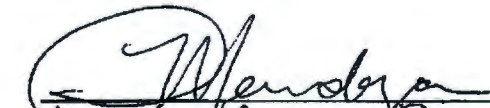
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Sincerely,
ASCEND Parent Leaders


Maricela Macias


Lorena L. Villalobos


Rafael C. De la Cruz

[Handwritten signature]

Hector R. de la Cruz

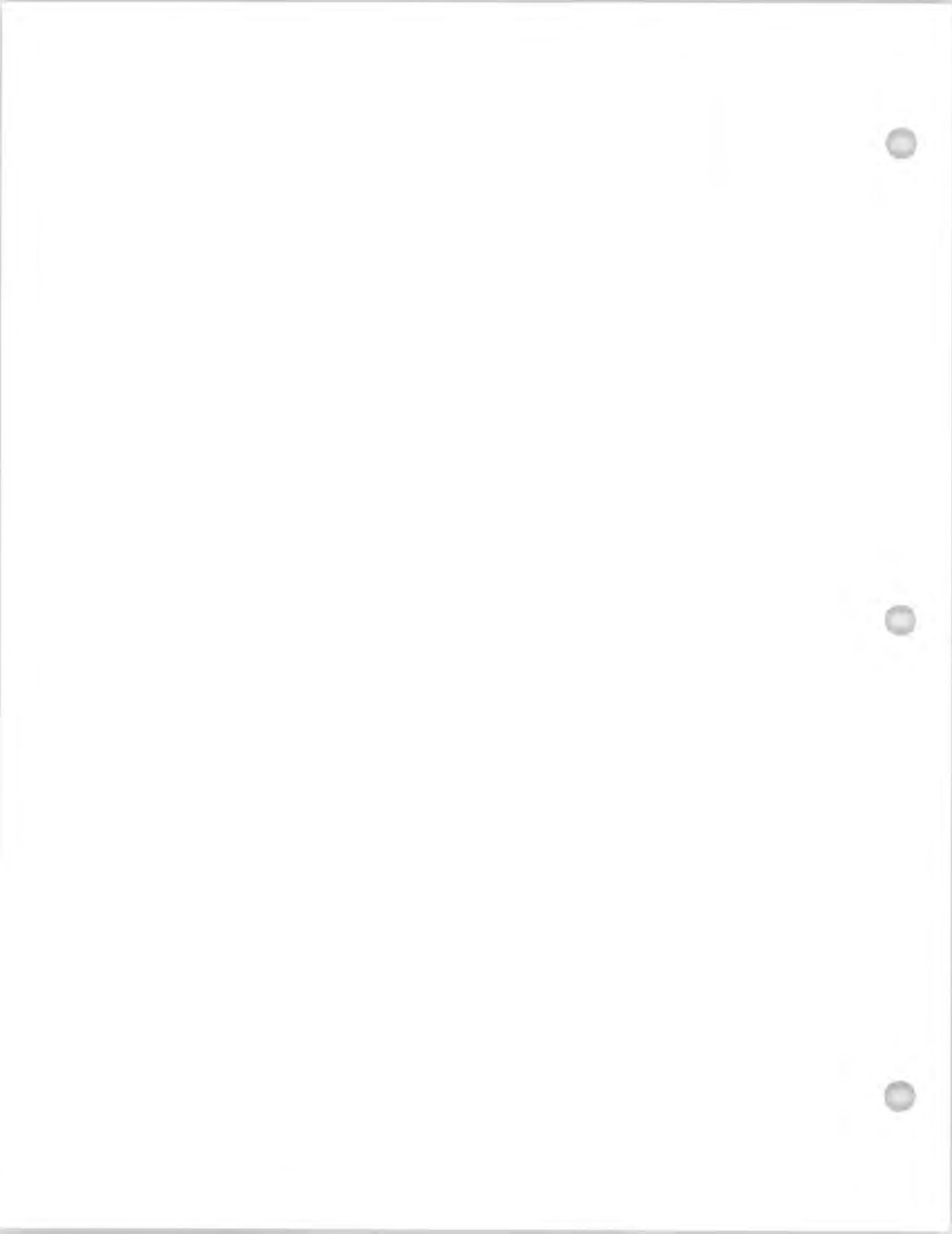
John D. Foyes

Joe Cruz

Jenni Pinto

Shirina de Mello

Madrigal





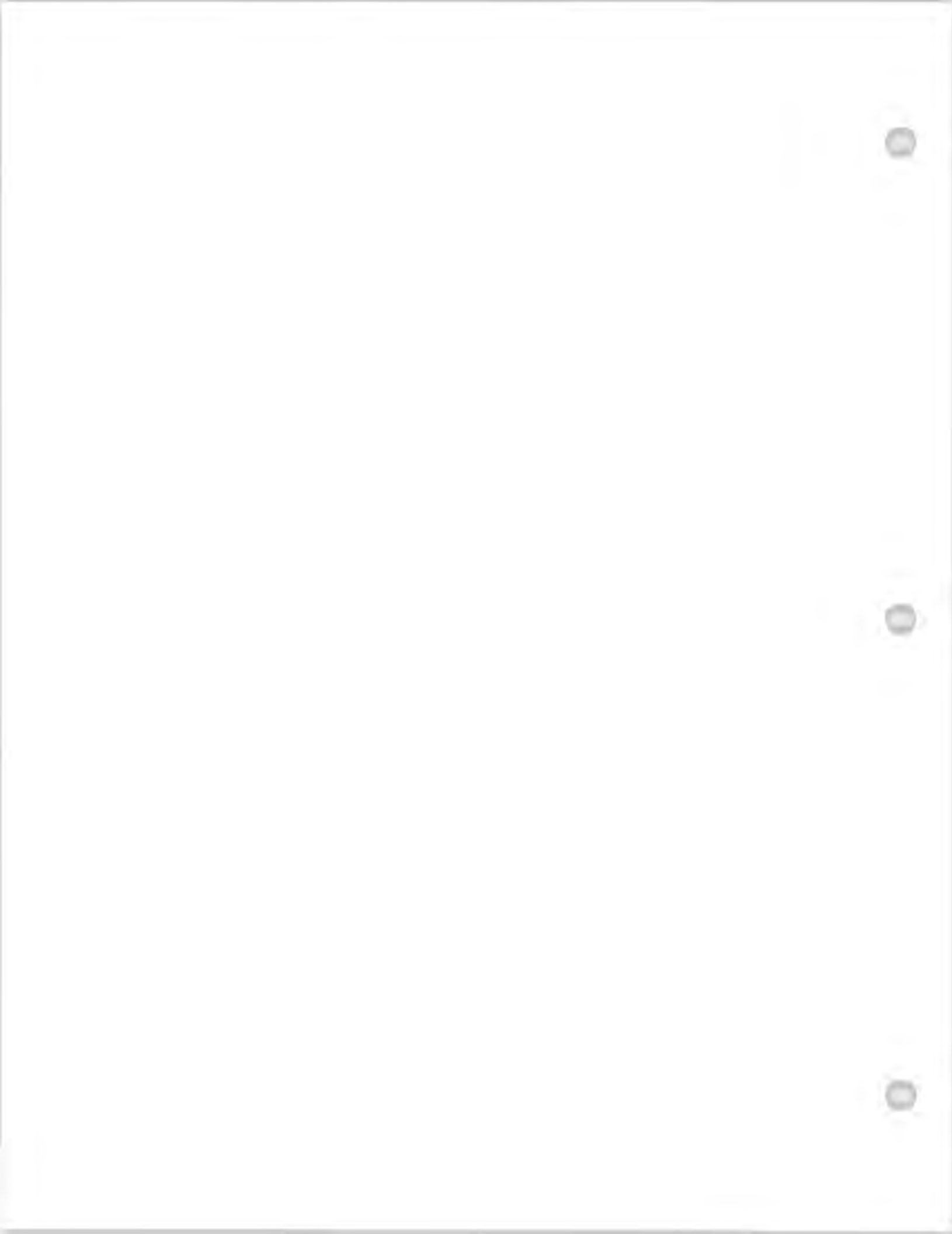
October 24, 2011

Dear Oakland Unified School District,

I am writing on behalf of the Museum of Children's Art (MOCHA) in support of ASCEND's charter application. As a proud partner and supporter of ASCEND School since its inception, I believe that the school's autonomy to choose excellent teachers, class sizes and budget priorities have been key to its success. Because of its autonomy, ASCEND has been able to bring MOCHA's teaching artists back to the school to work with students and teachers every year to help integrate arts into their core curricula and make education accessible to all students.

ASCEND has a community that is very supportive and engaged, and the staff who are dedicated to providing a high-quality education to every student. They have demonstrated their capacity and dedication to accomplishing this goal in the past 10 years. I believe that the ASCEND community knows what is best for their children and how best to achieve their goal in an increasingly challenging economic environment. We respect and support their collective decision to become a charter school in order to maintain and regain autonomies they need. I hope this decision will allow ASCEND school to continue to thrive as the great community school into the future.

Respectfully,
Masako Kalbach
Interim Executive Director
Museum of Children's Art



CITY OF OAKLAND



ONE FRANK OGAWA PLAZA • 2ND FLOOR • OAKLAND, CALIFORNIA
94612

Ignacio De La Fuente

(510) 238-7005

City Council Member, District 5

FAX:(510) 238-6129

TTY/TDD:(510) 839-6451

October 20, 2011

Oakland Unified School District
1025 Second Avenue
Oakland, CA 94606-2212

To Whom It May Concern:

I submit this letter in support of ASCEND's charter application. As many of you know, I have been closely involved with schools in District 5 for almost 20 years. I've been particularly involved in the evolution and development of ASCEND school. I have seen the transformation that has taken place at the school in the last ten years and we've all seen the dramatic increase in student test scores and proficiency levels which leads me to believe something is being done right at ASCEND.

I've recently met with parent leaders and administrators at ASCEND and based on the information they have presented to me; I am in full support of their charter application. I agree with their belief that those closest to our children (i.e. parents and the staff who work with them) should have the autonomy to make decisions that affect students. As such, I support their position that school sites need the following four key autonomies in order to most effectively meet students' needs: staffing/hiring, budget, curriculum, and calendar.

I have always held that we need to support our children and families by supporting what works for them. I believe the ASEND community of parents and administrators has gone through an extensive process of evaluating their options and, as a community, have come to the conclusion that the best way to pursue the preservation of the autonomies they feel they need, is through a charter conversion process. I also agree with them that all OUSD schools should have these autonomies so that we can improve the quality of our city's schools.

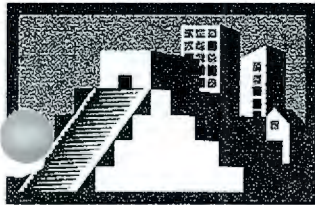
When schools are under performing we ought to change things but when schools are performing well, we should support those schools and in fact we ought to seek to model those very schools in other parts of the district. ASCEND is a model school, as demonstrated by their student outcomes. Therefore, I support their charter application and urge you to do the same.

Respectfully,

A handwritten signature in black ink, appearing to read 'Ignacio De La Fuente', written over a circular stamp.

IGNACIO DE LA FUENTE
Councilmember, District 5





THE UNITY COUNCILTM

October 24, 2011

Oakland Unified School District
1025 Second Avenue
Oakland, CA 94606-2212

Dear Oakland Unified School District,

ASCEND School is applying for a charter designation and I support their application.

For the past several years, The Unity Council has developed a strong partnership with ASCEND through the Girls Sports Program (GSP). Since 2008, GSP has served over 100 girls, ages 9 to 14 years, by offering sports and recreational activities. Girls gain exposure to new indoor and outdoor sports, with activities including soccer, tennis, flag football, water sports (e.g. kayaking, rowing), basketball and volleyball. Each week, one practice session is replaced with a workshop that enhances the ability of girls to lead strong, healthy lives. The workshop topics include self-esteem, healthy eating habits, positive body image, motivation, community building and leadership. At the end of each semester, participants receive certificates of completion and the girls that demonstrated exemplary participation receive leadership awards.

It is especially important that the schools in the neighborhood be supported to ensure that students receive opportunities to better themselves and their families. ASCEND is one of our partner schools and they provide quality education and guidance to students. Our afterschool program is just one example of the strides ASCEND has taken to provide services and opportunities to Fruitvale children. A charter school designation for ASCEND will help ensure that Fruitvale students receive a quality education.

Sincerely,


Gilda Gonzales
Chief Executive Officer



October 19, 2011

Dear Oakland Unified School District,

Oakland Leaf Foundation has partnered with the ASCEND school since 2003. ASCEND has been one of our most valued partners in providing high-quality programming for youth and families. We have partnered to provide innovative after-school programming and a Family Resource Center since 2004. The ASCEND Sunset Warriors after school program is one of the top performing after-school programs, as measured by the Oakland Unified School District's and City of Oakland's, Youth Program Quality Assessment. The ASCEND Family Resource Center has been on the cutting edge of parent engagement and empowerment through a strong collaborative with the Oakland Schools Foundation.

While our partnership with ASCEND stands strong, we are concerned that ASCEND is losing the sovereignty that has made it such a strong school. As an after-school program provider and family resource coordinator, we are keenly aware of the facilities issues that ASCEND and our programs face. ASCEND is a densely populated school and can not hold more students. I fear that the school closures and popularity of ASCEND will increase the student population and drastically diminish the quality of instruction and services.

As ASCEND works to maintain and increase its autonomy and sovereignty, I have full confidence and trust in its leadership in executing high achieving instruction.

Sincerely,

Mirella Rangel
Executive Director
Oakland Leaf Foundation





Education *for* Change



ASCEND

Talking Walls







Music Integration

Integration

[illegible]

Rain Forest

C	CD	1	2
P	10	1	1
C	10	1	2
P	2	1	1
D	2	1	5
P	2	1	1
A	2	1	2
F	20	2	1

Study: It's been working
on the railroad

Tuesday

C	GA	C
E	DC	D
F		
A		
G	SA	C

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Expend

[illegible]

What happens when you take the derivative of $\sin(x)$?



Name: _____
 Date: _____
 Page: _____
 Class: _____
 Teacher: _____
 Subject: _____

HEALTHY BODIES

RUNNING

Guiding Questions

How can our students
element exercises into
their daily routines to
promote better fitness
and health?

How can we expose our
students to exercises
from different cultures
and learn the music found
in those countries?

What Do We Know About the Heart?

like a circle
color
shape
meaning
slipping
beat

The parts of a heart

