



# Education *for* Change Public Schools

February 9, 2016

Office of Charter Schools

OUSD Board of Education

1000 Broadway, Suite 680

Oakland, CA 94607

Dear Board of Directors and Ms. Bradford,

It is with pleasure and great dedication to Education for Change Public Schools students – both present and future – that Education for Change Public Schools submits the following petition for a 5-year renewal of its charter, from July 1, 2016 to June 30, 2021.

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

The governing board of Education for Change Public Schools authorizes the submittal of this petition for charter renewal, and we thank the Alameda County Office of Education for its consideration.

Sincerely,

Hae-Sin Thomas

Chief Executive Officer

Education for Change Public Schools

## Statement of Assurances

This form or other similar form must be signed by a duly authorized representative of the petitioner group and submitted with the petition. A petition will be considered incomplete if it is not accompanied by the Statement of Assurances or does not otherwise contain these assurances.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this petition for a charter for Achieve Academy to be located at Education for Change Home Office: 303 Hegenberger Rd. Suite 301, Oakland, California 94621 is true to the best of my knowledge and belief; and further, I certify that, if granted a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.
3. Will be non-sectarian in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
5. Will not exclude admission based on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
6. Will meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.
7. Will comply with all applicable portions of the 2001 reauthorization of the Elementary and Secondary Act (also known as "No Child Left Behind"). (20 U.S.C. § 6319.)
8. Will consult, on a regular basis, with parents, guardians and teachers regarding its educational programs, as required by Education Code section 47605(c)(2).
9. Will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960(b) with respect to the legally required minimum school days.
10. Will comply with the conditions of apportionment set forth in Education Code section 47612(b) that average

daily attendance not be generated by a pupil who is not a California resident, and that “a pupil over 19 years of age shall be continuously enrolled in public school and make satisfactory progress towards award of a high school diploma,” to remain eligible for generating charter school apportionments.

11. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.

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

13. Will comply with the requirement set forth in Education Code section 47605(d)(3) that “[i]f a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.”

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

15. Will comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99 ).

16. Will comply with all other applicable federal and state laws and regulations, including the California Code of Regulations.

17. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.

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

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

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

21. Will operate in compliance with generally accepted government accounting principles.

22. Will maintain separate accountings of all funds received and disbursed by the school.

23. Will participate in the California State Teachers’ Retirement System and other retirement systems, as applicable.

24. Will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
25. Will obtain, keep current, and make available for inspection all necessary teacher certifications, permits or other documents as required under EC Section 47605(l).
26. Will at all times maintain all necessary and appropriate insurance coverage.
27. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.
28. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.
29. Will require the Charter School Board to comply with the provisions of the Ralph M. Brown Act (California Government section Code 54950 *et seq.*)
30. Will comply with the provisions of the California Public Records Act (California Government Code section 6250 *et seq.* ).
31. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.
32. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.
33. Will be located within the geographical boundaries of the District in locating its site, or otherwise comply with the requirements in Education Code section 47605 and 47605.1.



*Signature*

2.9.16

*Date*

Hue-Sin Thomas

*Print Name*



Education *for* Change

**ACHIEVE ACADEMY**

**CHARTER RENEWAL PETITION**

**SUBMITTED TO  
OAKLAND UNIFIED SCHOOL DISTRICT  
ON  
FEBRUARY 10, 2016**

**For a term of July 1, 2016 - June 30, 2021**

**Submitted by:  
Hae-Sin Kim Thomas and Education for Change Public Schools  
Lead Petitioner**

## TABLE OF CONTENTS

<b>Affirmations</b>	<b>4</b>
<b>Executive Summary</b>	<b>6</b>
Request for Renewal	7
History and Accomplishments – Education for Change	13
Management Team	17
<b>Element 1: Educational Philosophy and Programs</b>	<b>19</b>
Education for Change Mission Statement	19
Students to be Served	20
What it Means to be an Educated Person in the 21st Century	23
How Learning Best Occurs	26
Eight Key Achieve Academy Elements	28
School-wide Program Overview & Methods of Instruction	31
<i>Key Element 1: High Quality Instruction</i>	31
<i>Key Element 2: Balanced Literacy</i>	37
<i>Key Element 3: Multidisciplinary Teaching</i>	56
<i>Key Element 4: Integration of Arts, PE, Technology</i>	62
<i>Key Element 5: All In! Response to Interventions</i>	68
<i>Key Element 6: Social Emotional Skills</i>	76
<i>Key Element 7: Family and Community Partnerships</i>	80
<i>Key Element 8: Professional Development and Collaboration</i>	85
Implementation Plan	100
Supporting All Students	105
<i>Support for Students with Disabilities</i>	105
<i>Support for Students Who Are English Language Learners</i>	114
<i>Support for Students Who Are Academically Low-Achieving</i>	121
<i>Support for Students Who Are High-Achieving</i>	125
<b>Element 2: Measurable Student Outcomes</b>	<b>126</b>
Annual Academic Goals Aligned to State Priorities	129
<b>Element 3: Methods of Assessing Pupil Progress</b>	<b>137</b>
Methods of Measure Pupil Outcomes	137
<b>Element 4: Governance Structures</b>	<b>147</b>
<b>Element 5: Qualifications for School Employees</b>	<b>160</b>
<b>Element 6: Health and Safety</b>	<b>167</b>
<b>Element 7: Means to Achieve Racial and Ethnic Balance</b>	<b>171</b>
<b>Element 8: Admissions Requirements</b>	<b>172</b>
<b>Element 9: Financial and Programmatic Audit</b>	<b>176</b>
<b>Administrative Services</b>	<b>186</b>

<b>Element 11: Suspension/Expulsion Procedures</b>	<b>187</b>
<b>Element 12: Retirement Programs</b>	<b>202</b>
<b>Element 13: Public School Attendance Alternatives</b>	<b>203</b>
<b>Element 14: Employee Rights</b>	<b>203</b>
<b>Element 14: Dispute Resolution Procedures</b>	<b>203</b>
<b>Element 15: Employee Representation</b>	<b>206</b>
<b>Element 16: School Closure Protocol</b>	<b>206</b>
<b>Facilities</b>	<b>213</b>
<b>District Impact Statement</b>	<b>217</b>
<b>Term, Renewal and Indemnification</b>	<b>218</b>

## AFFIRMATIONS


As the authorized lead petitioners, we, Education for Change Public Schools and Hae-Sin Thomas, hereby certify that the information submitted in this petition for Achieve Academy (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, Achieve Academy:

- ❖ 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 noncharter public schools. [Ref. Education Code Section 47605(c)(1)]
- ❖ Shall be deemed the exclusive public school employer of the employees of Achieve Academy 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 Achieve Academy, and who submit a timely application, unless Achieve Academy 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 Achieve Academy 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 Achieve Academy 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 Achieve Academy 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 Achieve Academy without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. Achieve Academy 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 Achieve Academy including but not limited to:
  - Achieve Academy shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
  - Achieve Academy shall on a regular basis consult with parents and teachers regarding Achieve Academy's education programs.
  - Achieve Academy shall comply with any jurisdictional limitations to locations of its facilities.
  - Achieve Academy shall comply with all laws establishing the minimum and maximum age for public school enrollment.
  - Achieve Academy shall comply with all applicable portions of the No Child Left Behind Act.
  - Achieve Academy shall comply with the Public Records Act.
  - Achieve Academy shall comply with the Family Educational Rights and Privacy Act.
  - Achieve Academy shall comply with the Ralph M. Brown Act.
  - Achieve Academy shall meet or exceed the legally required minimum of school days.
  - Achieve Academy 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.
  - Education for Change shall be deemed the exclusive public school employer of the employees of Achieve Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]



---

*Hae-Sin Thomas, CEO, Education for Change*

## EXECUTIVE SUMMARY

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

The staff and community of Education for Change Public Schools and the Achieve Academy community are submitting a petition for renewal of the Achieve Academy petition for the term July 1, 2016 through June 30, 2021.

### Education for Change Mission Statement

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

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

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

### Achieve Academy

Achieve Academy is a successful TK-5th grade school in the Fruitvale that was named a California Distinguished School for its academic performance in 2014. We aim to provide an educational program that meets the needs of the whole child and prepares students for academic and social-emotional success in middle school and beyond.

### REQUEST FOR RENEWAL

#### *EC 47607 threshold renewal criteria*

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

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both schoolwide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of Achieve is at least equal to the academic performance of the public schools that Achieve pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which Achieve is located, taking into account the composition of the pupil population that is served at Achieve.

-OR-

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

Because the state of California suspended state testing for the 2013-14 school year and did not publish either an API or a state ranking for the 13-14 school year, as stated in the updated OUSD Charter Renewal Handbook, “therefore, Ed. Code 47607(b)(1) through (3) will be moot, and sections (4) and (5) (for schools that qualified for an alternative accountability system) remain the only thresholds to meet for renewal. Achieve’s goals as set forth in the LCAP, as well as its performance on SBAC, will be the two primary (but not exclusive) data drivers for the renewal process.”

Achieve Academy meets the performance threshold for renewal criteria, and evidence is presented below.

***Achieve has consistently performed at or above the performance levels of surrounding schools in the Fruitvale. Had Achieve sought renewal in 2013, Achieve would have met ALL the renewal criteria.***

	2012-13	2 of last 3 years
(1) API growth target	Yes	Yes (Yes 2013, No 2012, Yes 2011)
(2) Ranked deciles 4-10	Yes - 7	Yes (7 in 2013, 6 in 2012, 5 in 2011)
(3) Ranked deciles 4-10 similar schools	Yes - 10	Yes (10 in 2013, 9 in 2012, 9 in 2011)
(4) Similar schools in OUSD	Yes (see chart below)	Yes (see chart below)

Since 2010, Achieve Academy has continued to sustain success in the neighborhood, with an API hovering around 800 each year and the school consistently doing better than similar schools. When Achieve opened in 2006, the school had a strong focus on the core subjects of math and ELA, which brought its API up to its current level. The school also leveraged the wraparound services provided by the Hawthorne Family Center on campus and partnered with Seneca to create an RTI program, improving success with students.

To convey the strength of the TK-5 program at World and Achieve Academies, we computed the 2013 growth API as if World and Achieve Academies existed as a single TK-5 school. As you can see, while the API drops to 783, the campus still outperformed the surrounding TK-5 neighborhood OUSD schools with the exception of Think College Now.

Growth API	2006	2007	2008	2009	2010	2011	2012	2013	Growth since opening
Achieve Academy		740	735	788	789	819	795	833	93

*For 2014-15, we have analyzed Achieve's performance on the SBAC, and Achieve continues to perform at or above the performance levels of surrounding schools in the Fruitvale.*

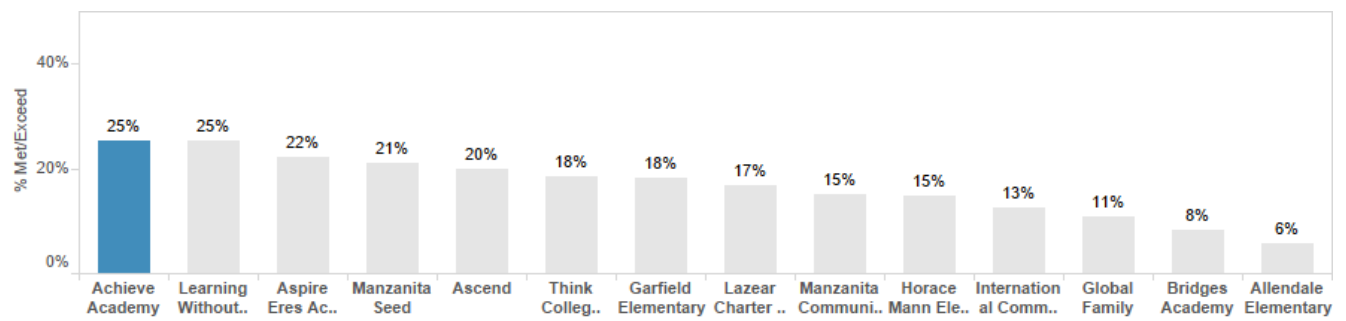
Despite the transition to more rigorous, Common-Core aligned assessments, Achieve has continued to be one of the highest performing elementary schools serving high-need students in the state. In fact, according to an analysis conducted by the California Charter Schools Association (CCSA)<sup>1</sup>, based on 14-15 SBAC data **Achieve ranks in the top 10% among all similar schools (district and charter) statewide.** This trend continues as we compare Achieve's student performance to schools in Oakland broadly and within the Fruitvale<sup>2</sup> neighborhood, particularly when looking at 5th grade.

Among Fruitvale schools serving grades 3-5, Achieve ranks 1st and 4th in Math and ELA respectively in SBAC proficiency.

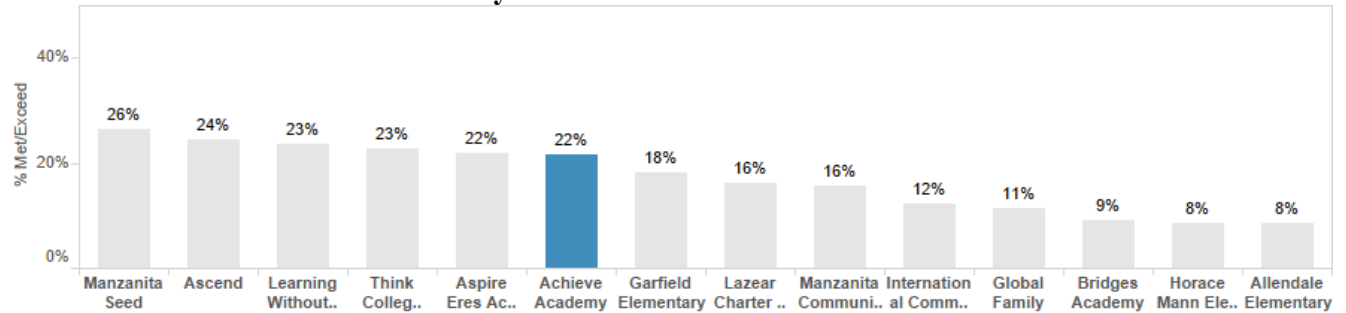
### 14-15 Gr 3-5 Math SBAC Proficiency: Fruitvale

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

<sup>2</sup> The comparison includes all schools serving grades 3-5 located within a 1 mile radius of the Fruitvale BART station.

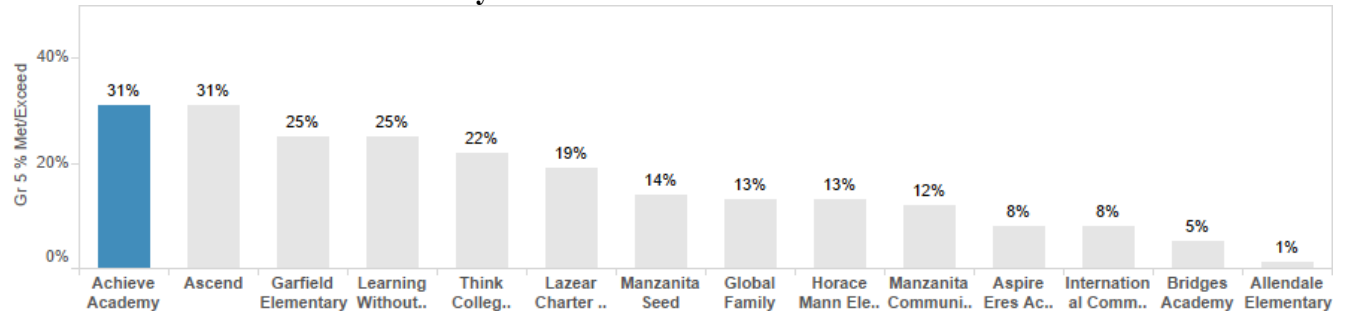


### 14-15 Gr 3-5 ELA SBAC Proficiency: Fruitvale

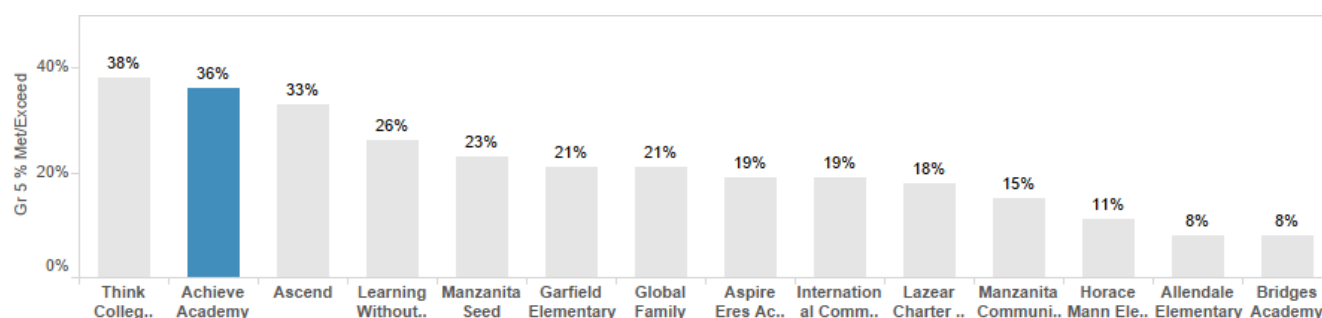


Achieve has historically served a high proportion of English Learners (73% in 14-15) and has created an instructional model that supports English language development. This focus has helped lead to improved student outcomes as students move from grade to grade, particularly in ELA. In fact for 5th grade, Achieve has the highest student proficiency in Math and second highest student proficiency in ELA among schools in the Fruitvale neighborhood.

### 14-15 Gr 5 Math SBAC Proficiency: Fruitvale



### 14-15 Gr 5 ELA SBAC Proficiency: Fruitvale



Achieve is also one of the top performing schools in all of Oakland serving high need students. In ELA, Achieve ranks 9th and 6th in grades 3-5 and grade 5 student proficiency respectively, among Oakland schools with 50% or more English Learners.

#### 14-15 ELA SBAC Proficiency: Oakland Schools Serving Grades 3-5 with $\geq 50\%$ ELs

Gr 3-5					Gr 5				
	% EL	Rank	Percentile	% Meet/ Exceed		% EL	Rank	Percentile	% Meet/ Exceed
Lincoln Elementary	64%	1	100%	57%	Lincoln Elementary	64%	1	100%	69%
Franklin Elementary	59%	2	96%	37%	Acorn Woodland Eleme..	68%	2	96%	51%
Acorn Woodland Elemen..	68%	3	93%	32%	Franklin Elementary	59%	3	93%	39%
Manzanita Seed	54%	4	89%	26%	Think College Now	61%	4	89%	38%
Lighthouse Community ..	61%	4	85%	26%	Lighthouse Community..	61%	4	85%	38%
Greenleaf Elementary	57%	6	81%	25%	Achieve Academy	73%	6	81%	36%
Ascend	60%	7	78%	24%	Ascend	60%	7	78%	33%
Think College Now	61%	8	74%	23%	Greenleaf Elementary	57%	8	74%	30%
Aspire Eres Academy	59%	9	70%	22%	Brookfield Elementary	57%	9	70%	28%
Achieve Academy	73%	9	67%	22%	New Highland Academy	72%	10	67%	26%
Brookfield Elementary	57%	11	63%	21%	Aspire Monarch Acade..	73%	11	63%	23%
Encompass Academy EL..	60%	12	59%	20%	Manzanita Seed	54%	11	63%	23%
Garfield Elementary	57%	13	56%	18%	Fred T. Korematsu Disc..	66%	13	56%	22%
Fred T. Korematsu Disco..	66%	14	52%	17%	Esperanza Elementary	84%	13	52%	22%
Lazear Charter Academy	50%	15	48%	16%	Garfield Elementary	57%	15	48%	21%
New Highland Academy	72%	15	44%	16%	Global Family	82%	15	48%	21%
La Escuelita Elementary	62%	17	41%	14%	Madison Park Academy..	58%	15	48%	21%
Madison Park Academy ..	58%	17	37%	14%	Aspire Eres Academy	59%	18	37%	19%
Aspire Monarch Academy	73%	17	33%	14%	International Community	81%	18	37%	19%
Esperanza Elementary	84%	20	30%	13%	Encompass Academy E..	60%	20	30%	18%
International Community	81%	21	26%	12%	Lazear Charter Academy	50%	20	30%	18%
Global Family	82%	22	22%	11%	Cox Academy	54%	22	22%	17%
Cox Academy	54%	22	19%	11%	La Escuelita Elementary	62%	23	19%	16%
Aspire College Academy	50%	22	15%	11%	Community United Ele..	59%	24	15%	12%
Bridges Academy	79%	25	11%	9%	East Oakland Pride Ele..	61%	25	11%	11%
East Oakland Pride Elem..	61%	26	7%	8%	Bridges Academy	79%	26	7%	8%
Community United Elem..	59%	26	4%	8%	Aspire College Academy	50%	27	4%	7%
Rise Community	58%	28	0%	3%	Rise Community	58%	28	0%	4%

In Math, Achieve ranks 4th in both Gr 3-5 and Gr 5 student proficiency among Oakland schools in Oakland with 50% or more English Learners.

#### 14-15 Math SBAC Proficiency: Oakland Schools Serving Grades 3-5 with $\geq 50\%$ ELs

Gr 3-5					Gr 5				
	% EL	Rank	Percentile	% Meet/ Exceed		% EL	Rank	Percentile	% Meet/ Exceed
Lincoln Elementary	64%	1	100%	66%	Lincoln Elementary	64%	1	100%	71%
Franklin Elementary	59%	2	96%	38%	Acorn Woodland Eleme..	68%	2	96%	35%
Acorn Woodland Elemen..	68%	3	93%	31%	Franklin Elementary	59%	3	93%	33%
<b>Achieve Academy</b>	<b>73%</b>	<b>4</b>	<b>89%</b>	<b>25%</b>	<b>Achieve Academy</b>	<b>73%</b>	<b>4</b>	<b>89%</b>	<b>31%</b>
Greenleaf Elementary	57%	4	85%	25%	Ascend	60%	4	89%	31%
Aspire Eres Academy	59%	6	81%	22%	Encompass Academy E..	60%	6	81%	27%
Manzanita Seed	54%	7	78%	21%	Esperanza Elementary	84%	6	81%	27%
Lighthouse Community ..	61%	8	74%	20%	Garfield Elementary	57%	8	74%	25%
Ascend	60%	8	70%	20%	Greenleaf Elementary	57%	8	74%	25%
La Escuelita Elementary	62%	10	67%	19%	La Escuelita Elementary	62%	10	67%	22%
Think College Now	61%	11	63%	18%	Think College Now	61%	10	67%	22%
Garfield Elementary	57%	11	59%	18%	Lighthouse Community..	61%	12	59%	20%
Esperanza Elementary	84%	13	56%	17%	Lazear Charter Academy	50%	13	56%	19%
Lazear Charter Academy	50%	13	52%	17%	Aspire College Academy	50%	14	52%	17%
Encompass Academy EL..	60%	13	48%	17%	Brookfield Elementary	57%	15	48%	16%
Brookfield Elementary	57%	16	44%	16%	Aspire Monarch Acade..	73%	16	44%	15%
Aspire Monarch Academy	73%	17	41%	15%	Manzanita Seed	54%	17	41%	14%
Fred T. Korematsu Disco..	66%	17	37%	15%	Cox Academy	54%	18	37%	13%
Cox Academy	54%	19	33%	14%	Global Family	82%	18	37%	13%
Aspire College Academy	50%	20	30%	13%	Aspire Eres Academy	59%	20	30%	8%
International Community	81%	20	26%	13%	Community United Ele..	59%	20	30%	8%
Global Family	82%	22	22%	11%	International Community	81%	20	30%	8%
Madison Park Academy ..	58%	22	19%	11%	Madison Park Academy..	58%	23	19%	7%
Community United Elem..	59%	24	15%	10%	New Highland Academy	72%	23	19%	7%
Bridges Academy	79%	25	11%	8%	Bridges Academy	79%	25	11%	5%
East Oakland Pride Elem..	61%	26	7%	6%	East Oakland Pride Ele..	61%	25	7%	5%
New Highland Academy	72%	26	4%	6%	Fred T. Korematsu Disc..	66%	27	4%	3%
Rise Community	58%	28	0%	3%	Rise Community	58%	28	0%	2%

In both ELA and Math, Achieve is the highest performing school in Oakland serving grades 3-5 with 70% or more English Learners.

Achieve also serves a socioeconomically disadvantaged student population as evidenced by the higher proportion of students qualifying for free- or reduced-price lunch (95% in 14-15 school year). Achieve has consistently outperformed other schools serving a similar proportion of socioeconomically disadvantaged students.

In ELA, Achieve ranks 5th and 2nd in grades 3-5 and grade student proficiency, respectively, among Oakland schools with 90% or more students eligible for free- or reduced-priced lunch.

#### 14-15 ELA SBAC Proficiency: Oakland Schools Serving Grades 3-5 with $\geq 90\%$ FRLs

Gr 3-5					Gr 5				
	% FRPL	Rank	Percentile	% Meet/ Exceed		% FRPL	Rank	Percentile	% Meet/ Exceed
Acorn Woodland Elemen..	92%	1	100%	32%	Acorn Woodland Eleme..	92%	1	100%	51%
Greenleaf Elementary	91%	2	95%	25%	Achieve Academy	95%	2	95%	36%
Ascend	93%	3	90%	24%	Ascend	93%	3	90%	33%
Learning Without Limits	91%	4	86%	23%	Greenleaf Elementary	91%	4	86%	30%
Aspire Eres Academy	94%	5	81%	22%	Learning Without Limits	91%	5	81%	26%
Achieve Academy	95%	5	76%	22%	Aspire Monarch Acade..	97%	6	76%	23%
Parker Elementary	92%	7	71%	18%	Fred T. Korematsu Disc..	92%	7	71%	22%
Fred T. Korematsu Disco..	92%	8	67%	17%	Global Family	97%	8	67%	21%
Lazear Charter Academy	92%	9	62%	16%	Madison Park Academy..	93%	8	67%	21%
Aspire Triumph Technol..	93%	10	57%	14%	Aspire Eres Academy	94%	10	57%	19%
La Escuelita Elementary	91%	10	52%	14%	Martin Luther King, Jr. ..	93%	10	57%	19%
Madison Park Academy ..	93%	10	48%	14%	Lazear Charter Academy	92%	12	48%	18%
Aspire Monarch Academy	97%	10	43%	14%	Cox Academy	93%	13	43%	17%
Martin Luther King, Jr. El..	93%	14	38%	13%	La Escuelita Elementary	91%	14	38%	16%
Global Family	97%	15	33%	11%	Aspire Triumph Techno..	93%	15	33%	14%
Cox Academy	93%	15	29%	11%	Hoover Elementary	92%	16	29%	12%
Aspire College Academy	95%	15	24%	11%	Community United Ele..	90%	16	24%	12%
Hoover Elementary	92%	18	19%	9%	East Oakland Pride Ele..	95%	18	19%	11%
Futures Elementary	93%	19	14%	8%	Lafayette Elementary	92%	19	14%	8%
East Oakland Pride Elem..	95%	19	10%	8%	Parker Elementary	92%	19	14%	8%
Community United Elem..	90%	19	5%	8%	Aspire College Academy	95%	21	5%	7%
Lafayette Elementary	92%	22	0%	5%	Futures Elementary	93%	22	0%	6%

In ELA, Achieve is the second highest performing school for Gr 3-5 and Gr 5 student proficiency, among Oakland schools with 90% or more students eligible for free- or reduced-priced lunch.



## 14-15 Math SBAC Proficiency: Oakland Schools Serving Grades 3-5 with $\geq 90\%$ FRLs

Gr 3-5					Gr 5				
	% FRPL	Rank	Percentile	% Meet/Exceed		% FRPL	Rank	Percentile	% Meet/Exceed
Acorn Woodland Elemen..	92%	1	100%	31%	Acorn Woodland Eleme..	92%	1	100%	35%
<b>Achieve Academy</b>	95%	2	95%	25%	<b>Achieve Academy</b>	95%	2	95%	31%
Learning Without Limits	91%	2	90%	25%	Ascend	93%	2	95%	31%
Greenleaf Elementary	91%	2	86%	25%	Greenleaf Elementary	91%	4	86%	25%
Aspire Eres Academy	94%	5	81%	22%	Learning Without Limits	91%	4	86%	25%
Ascend	93%	6	76%	20%	La Escuelita Elementary	91%	6	76%	22%
La Escuelita Elementary	91%	7	71%	19%	Lazear Charter Academy	92%	7	71%	19%
Lazear Charter Academy	92%	8	67%	17%	Aspire College Academy	95%	8	67%	17%
Aspire Monarch Academy	97%	9	62%	15%	Aspire Monarch Acade..	97%	9	62%	15%
Fred T. Korematsu Disco..	92%	9	57%	15%	Martin Luther King, Jr. ..	93%	10	57%	14%
Cox Academy	93%	11	52%	14%	Cox Academy	93%	11	52%	13%
Martin Luther King, Jr. EL.	93%	11	48%	14%	Global Family	97%	11	52%	13%
Aspire College Academy	95%	13	43%	13%	Lafayette Elementary	92%	11	52%	13%
Parker Elementary	92%	14	38%	12%	Parker Elementary	92%	11	52%	13%
Global Family	97%	15	33%	11%	Aspire Eres Academy	94%	15	33%	8%
Madison Park Academy ..	93%	15	29%	11%	Community United Ele..	90%	15	33%	8%
Aspire Triumph Technol..	93%	17	24%	10%	Madison Park Academy..	93%	17	24%	7%
Community United Elem..	90%	17	19%	10%	Aspire Triumph Techno..	93%	18	19%	6%
Hoover Elementary	92%	19	14%	9%	East Oakland Pride Ele..	95%	19	14%	5%
East Oakland Pride Elem..	95%	20	10%	6%	Fred T. Korematsu Disc..	92%	20	10%	3%
Lafayette Elementary	92%	21	5%	5%	Hoover Elementary	92%	20	5%	3%
Futures Elementary	93%	21	0%	5%	Futures Elementary	93%	22	0%	2%

## 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 district schools that were seeking to become public charter schools. As a Charter School Management Organization, EFC operates public TK-8 schools designed to offer a high quality education to ethnically and economically diverse student bodies. EFC currently operates six schools in Oakland, California: Achieve Academy, ASCEND, Achieve Academy, Lazear Charter Academy, Learning Without Limits, and Epic, all but Epic were originally OUSD schools that became EFC charter schools.

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

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

#### EFC Non-Negotiables:

The Instructional Model	Teacher development	Family leadership council at every site
<ul style="list-style-type: none"> <li>Coherent, research-based standards-aligned instructional model</li> <li>Common standards-aligned benchmarks</li> <li>Site-wide, grade-level coherence-specifically, instructional goals, content, instructional strategies, pacing</li> <li>Structures that support high levels of student engagement</li> <li>Rigor – higher levels of Blooms taxonomy</li> </ul>	<ul style="list-style-type: none"> <li>Structures that enable coaching, modeling, training, feedback on a regular basis</li> <li>Data-based inquiry as regular practice - individual, grade-level, subject matter, schoolwide</li> <li>Grade-level collaboration</li> <li>Teacher leadership/decision-making structure</li> <li>Appropriate levels of teacher planning time built into schedule and calendar</li> </ul>	<ul style="list-style-type: none"> <li>RTI – research-based interventions at every tier</li> <li>Seneca partnership for RTI and Special Education services</li> <li>Behavioral health services at every school</li> <li>Alternatives to suspension and expulsion</li> <li>Schoolwide school culture policy with clearly communicated values and expectations and an aligned curriculum</li> <li>Structures and practices to promote physically healthy kids</li> </ul>

#### Academic Success

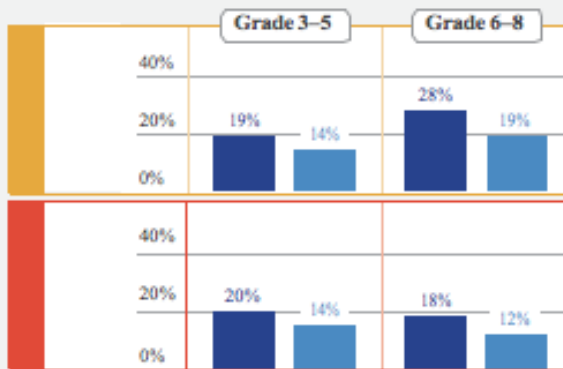
All of the original schools in the Education for Change portfolio (Achieve, World, Cox Academies) have experienced academic gains over the past eight years. While EFC recognizes that there still are many areas in need of growth, Achieve, since converting to charter status has made steady gains that propel more and more of our students into grade-level mastery of California standards.

While we are definitely not where we want to be, we are on an accelerated growth trajectory that outperforms other Oakland schools serving a similarly high-need student population (see table below).

## PROGRAM OUTCOMES

Schools serving at least 90% FRL

■ EFC ■ Oakland (including charters)



EFC = aggregate data for all EFC schools; Oakland = aggregate data for all Oakland schools serving Grades 3-8 with >= 90% EL. All EFC schools serve >= 90% EL.

*"I feel so appreciated that our organization institutionally recognizes that teachers do DAYS of work outside of their usual work schedule. Data analysis, report cards, and so much more planning time! I feel valued as a person...EFC is responsive to our needs."*

At the Achieve campus (EFC's flagship campus in the Fruitvale), we are particularly excited, as we have achieved some of the highest fifth grade outcomes in the Fruitvale for many years. Almost 60% of 5<sup>th</sup> graders left Achieve in 2013 (the last year of CST testing) scoring proficient or advanced on the CST ELA assessment this past years, and 75% were proficient or advanced on the CST Math assessment. Achieve 5<sup>th</sup> graders outperformed all other 5<sup>th</sup> graders in OUSD schools within one mile of the school site with the exception of Think College Now. The gains have come through a relentless focus on instruction and building content, pedagogical and assessment knowledge. As we transition to the Common Core, EFC continues to maintain a relentless focus on instruction, and we have brought on board a strong instructional management team to lead that transition.

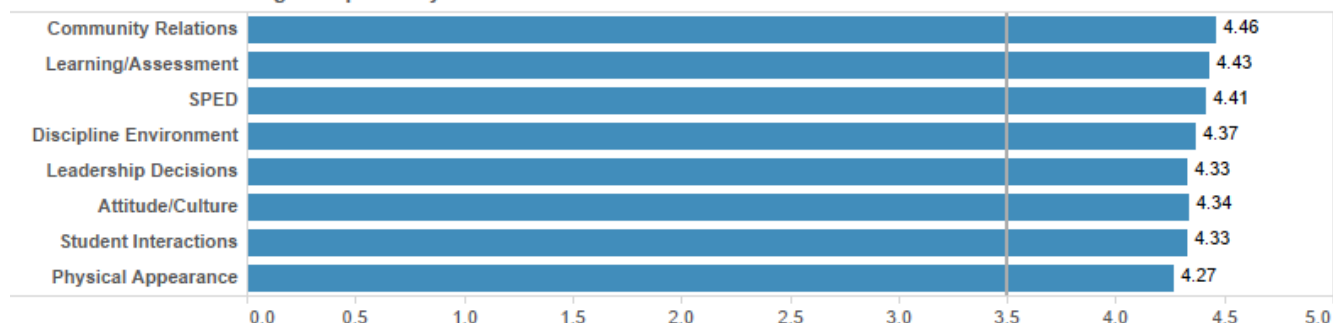
As noted above, on the SBAC (spring of 2015), Achieve 5th graders outperformed 5th graders at every Oakland public school where at least 90% of students qualify for free and reduced lunch with the exception of ACORN Woodland.

### Parent Satisfaction

To better understand the needs of students, parents, and staff, Achieve administered the School Climate Assessment Instrument (SCAI) in the 14-15 school year. Developed by the Alliance for the Study of School Climate (ASSC) based at CSU Los Angeles, the SCAI is a reliable, valid instrument for measuring school climate.

The SCAI asks students, parents, and staff to respond to questions across 8 domains. Parents and staff respond to each question on a 1-2-3-4-5 scale, with 1 being "low" and 5 being "high". While, elementary students respond to each question on a 1-3-5 scale, with 1 being "low" and 5 being "high".

**14-15 SCAI: Parent Average Response by Domain**

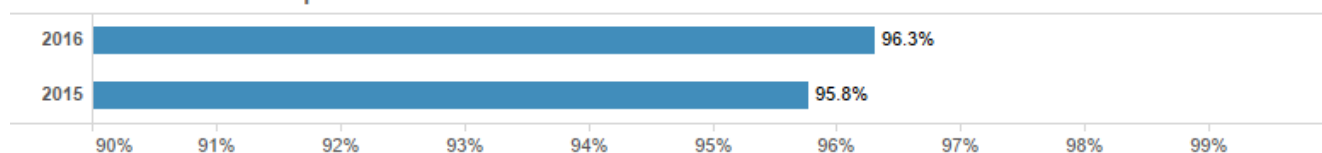


*333 parents submitted a survey, however, not every parent answered all questions.*

An average response  $\geq 3.5$  is considered a positive response for domain. In every domain, Achieve scored well above 4.00, evidence that parents have a high level of satisfaction with the school.

### School Culture and Climate

**% ADA Year Over Year Comparison: 15-16 vs. 14-15**

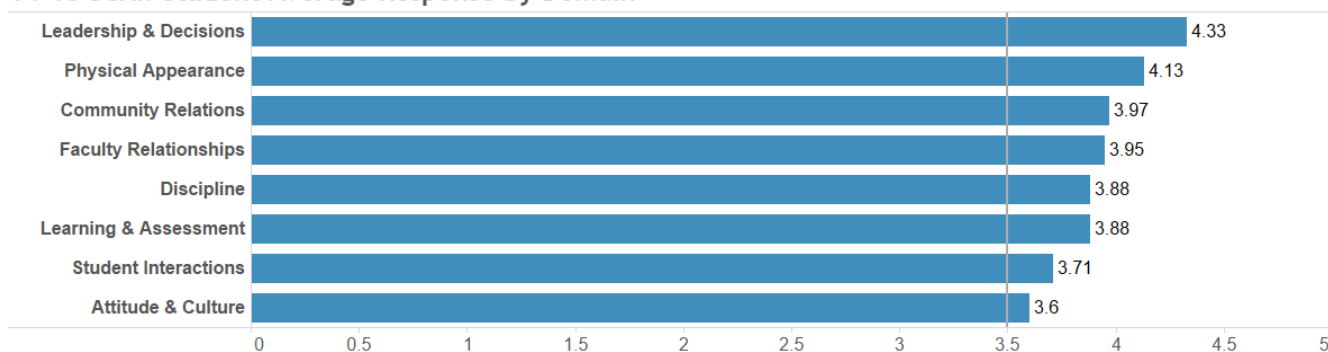


*The above graph compares % ADA for the 15-16 school year (as of 2/2/16) to 14-15 at the same point in time.*

In, 14-15, Achieve's first year as a full TK-5 school, on average 95.9% (based on P-2 ADA) of students attended school on a daily basis. So far in the 15-16 school year, the daily attendance rate has increased to 96.3%, which is a  $\frac{1}{2}$  percentage point increase from the same time last year.

Student culture is also an area of success at Achieve Academy. Achieve tracks and monitors detailed discipline data – office referrals by month, grade level, teacher, and student. This data has been used strategically to allocate coaching resources and student interventions. The data and the patterns within the data are also used to predict potential upswings in behavior, affording the opportunity to be proactive and act preventively. The data is used to evaluate our programming and interventions. Achieve has instituted norms around culture and behavior, entitled the 5 C's. These are Character, Confidence, Community, Collegiality and Commitment. These values are the foundation to the school's discipline and reward systems, and because of their consistent implementation, Achieve has to date in the 2015-16 only 1 out-of-school suspension day and 20 in-school suspension days despite serving almost 750 students. This year, Achieve is launching Toolbox, a social-emotional curriculum developed by Dovetail Learning, to create a common school-wide language and approach to building student resilience.

### 14-15 SCAI: Student Average Response by Domain



Based on our 2014-15 SCAI student results, students are reporting positive responses on multiple school culture indicators. While all domains on average exceed our success threshold of 3.5, we are focused on improving our peer-to-peer and attitude and culture indicators.

*See Instructional Appendix A1 for a copy of the 5 C's and Instructional Appendix A2 for a copy of the SCAI Parent Survey Results.*

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

#### Hae-Sin Thomas

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

#### Enikia Ford-Morthel, Chief of Schools

Enikia Ford-Morthel has been the Chief of Schools at Education for Change Public Schools for three years. Prior, Ms. Morthel led a 115-point API gain at Cox Academy as its principal. She also led a strategic Response to Intervention and Special Education pilot at Cox Academy in partnership with Seneca Center. This pilot has resulted in powerful gains for traditionally underperforming students and has enabled EFC to very effectively serve the most high-needs students, many of whom would have traditionally been placed in Special Day Classes or non-public schools. She has led the expansion of this pilot to all the other EFC sites this year. Ms. Morthel came to EFC as an experienced and high-performing principal from Hayward Unified where she was also an Assessment Specialist and teacher. She frequently presents and guest lectures on effective instructional practices for urban youth. She holds a B.A. and a M.A. in Education from the University of California at Berkeley.

#### Fabiola Harvey, Chief Operating Officer

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

#### Noah Bradley, Chief Academic Officer

Mr. Bradley comes to EFC with over 16 years of experience in education. After joining Teach for America in 1997, he taught 2nd and 3rd grades for 13 years in Oakland public schools, receiving OUSD's Teacher of the Year award in 2010. Mr. Bradley went on to serve as a teacher coach, reading interventionist, and most recently Assistant Principal at Think College Now, a high-performing public school in Oakland's Fruitvale district. He has provided strategic consulting for teacher teams, school sites, and districts across the greater bay area. He received his BA from Vanderbilt University and enjoys hiking and playing with his two children.

#### Larissa Adam, Chief Talent Officer

Larissa Adam is Chief Talent Officer at Education for Change. Before transitioning into her current role, she served for ten years as Principal at ASCEND, a K-8 school recognized for its arts-integrated expeditionary learning model and effective community engagement practices. During that period, she facilitated significant increases in student achievement and led her staff and families to successfully petition for charter status. Prior to being Principal, she collaborated closely with community leaders to get Oakland's New Small Autonomous school reform policy passed, and went on to co-found ASCEND, one of the first five New Small Autonomous Schools, as a teacher leader. Ms. Adam started teaching in Oakland through Teach for America in 1993, and continued teaching at her original placement site for eight years. She holds a B.A. in Spanish and International Relations from UC Davis, and a Master's in Educational Leadership from UC Berkeley.

## Site Leadership Team

### Lucy Schmidt, Co-Director

Ms. Schmidt has worked at Achieve Academy since it opened its doors in 2005 as World and Achieve Academies and has been the site leader since 2012. She led the union of the two schools on the Hawthorne site. Before serving as Principal, she was a third grade teacher for 7 years and later the Assistant Principal of the Hawthorne campus. Prior to Education for Change, Ms. Schmidt was a director of a Sylvan Learning Center in Sacramento. Ms. Schmidt graduated from CSU Chico where she also earned her teaching credential.

### Stephanie Richards, Co-Director

Ms. Richards has worked at Achieve Academy since since 2013 at both World and Achieve Academies. Before serving as Co- Principal, she was an Assistant Principal of the World and Achieve campus. Prior to Education for Change, Ms. Richards was a teacher in Oakland Unified School District for 14 years. In addition to teaching, Stephanie has had several diverse learning and career experiences. Stephanie moved to the Bay Area from the east coast in order to become a home birth midwife. Ms. Richards graduated from Antioch College, in Yellow Springs Ohio, where she also earned her teaching credential. When not at school, Ms. Richards spends most of her time hanging with her son, reading, and taking on home repair projects.

## 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 21<sup>st</sup> 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)*

*ii) A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. -- Element (b)(5)(A)*

## EDUCATION FOR CHANGE MISSION STATEMENT

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

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

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

## STUDENTS TO BE SERVED

The Greater Fruitvale is a two and a half square mile area bounded by 14th Avenue to the west, the Oakland Estuary to the south, High Street to the east and Interstate 580 to the north. According to the 2000 Census, the population of the Fruitvale was 46,182 — given Fruitvale’s neighborhood demographics, this count represents an underestimate.

A recent independent study places the Fruitvale population count at 48,063, which is even higher than the 2004 Census trend projection of 47,449. By Census figures, Fruitvale’s population increased by 15% between 1990 and 2000, more than twice that of the City of Oakland, which only increased by 7%. Fruitvale is the most densely populated neighborhood in the city, comprising about 4.5% of Oakland’s total land area but housing 12% of Oakland’s total population.

Moreover, Fruitvale has the most racially, ethnically and culturally diverse population in Oakland, which is one of the most diverse cities in California and the nation. In 2010, in the Census Tract in which the great majority of the Achieve students reside, 65.5% residents identified themselves as Hispanic, 12.7% as Black, 14.3% Asian, and 7.5% as Other. A large percentage of the Latino and Asian populations are recent immigrants. The great majority of students at Achieve (approximately 70%) live in the Fruitvale according to the Live-Go data. Census 2010 calculates that about 78% of residents age 5 and older spoke a language other than English at home: 62% spoke Spanish, and 18% spoke an Asian or Pacific Island language.

*-From Unity Council website describing the Fruitvale*

The median household income in the Achieve census tract was \$24,577 compared to \$60,883 statewide. 41% of the population in the Achieve census tract lives in poverty as compared to 13.7% in California. The poverty level in Fruitvale Station is 34.1% greater than the Oakland average and 92.2% greater than the California average. The median earnings for males in



Fruitvale Station is 26.4% less than the median earnings for females in Fruitvale Station. At Achieve Academy, 95% of students are eligible for free/reduced lunch.

The Fruitvale has experienced significant City resources and school reform resources over the last 15 years with a lot of redevelopment dollars invested in the Fruitvale and a significant number of new small schools and charter schools opened in the Fruitvale. There continue to be numerous community stressors as reported by the City of Oakland and Urban Strategies Council. The Achieve students primarily reside in two police beats (20X and 21X). 20X was the 17<sup>th</sup> most stressed police beat in Oakland in 2011 amongst 56 total police beats according to Alameda County Health and Human Services. This model provides a rank for every Community Police Beat in Oakland and indicates the relatively high or low levels of 'stress' on a neighborhood. The indicators of stress include arrests, crime reports, food stamp recipients, youth incarceration and probation, violent suspensions and chronic absence for OUSD students.

### **High School Crisis**

According to the CDE, in 2013, Fremont High School's cohort graduation rate was less than 50% with the cohort dropout rate at almost 40%. On the most recent SBAC assessment, only 12% of Fremont 11th graders performed at grade level in ELA and 8% in math as compared to 54% in ELA and 29% in math statewide.

Generally, the educational attainment levels in the Fruitvale are low.

*Achieve Academy Parent/Guardian Education Attainment Levels as reported in 2013*

College Graduate	2.0%
Graduate School/Post Graduate Training	1.0%
High School Graduate	34.0%
Not a High School Graduate	54.0%
Some College	10.0%

The majority of EFC and Achieve Academy students are:

- ❖ Students from low-income families
- ❖ Students who are English Language Learners when they enroll as elementary students
- ❖ Students living in communities with low-performing secondary schools and low college-going rates
- ❖ Students who would be the first in their families to attend college

### **Achieve Student Population**

The Hawthorne campus is located at 1700 28<sup>th</sup> Avenue in the lower Fruitvale. Achieve Academy serves a predominantly Hispanic population.

The schools EFC serves in the Fruitvale represent a disproportionately low income and disproportionately high English language learner population relative to the average in Oakland.

The majority of students in the early grades at Achieve are “newcomers” in terms of their English proficiency, and there are also a significant number of newcomers in the later grades.

#### **14-15 Demographics: Achieve vs. OUSD**

	Achieve Academy	OUSD
% Socio-Economically disadvantaged	97.2%	76.4%
% ELL	72.9%	32.3%
% Students with disabilities	4.9%	11.0%

\*Data collected from California Dept of Education’s Data Quest site.

#### **Achieve CBEDS Enrollment by Ethnicity: 14-15 vs. 15-16**

	14-15		15-16	
	#	%	#	%
Hispanic	661	88.3%	660	88.5%
Black or African American	33	4.4%	28	3.8%
Asian	14	1.9%	22	2.9%
White	18	2.4%	17	2.3%
Filipino	11	1.5%	10	1.3%
Two or More Races	9	1.2%	6	0.8%
American Indian or Alaska Native	2	0.3%	3	0.4%
Native Hawaiian or Other Pacific Islander	1	0.1%		
Total	749	100.0%	746	100.0%

As a former OUSD school, Achieve Academy serves the same student population once served by the former Oakland Unified School District school – originally the Hawthorne Elementary attendance area and currently the Think College Now and International Community School attendance area. The campus presently serves a TK-5 elementary school serving approximately 700 students. The target student population for Achieve Academy includes the students currently attending those schools in grades TK-5, their siblings, and those students in the original attendance area, as well as all others, who wish to attend the school, subject to capacity.

Enrollment typically comes from the Fruitvale area, but students who live in other parts of Oakland also attend. Since the school, as required by law, shall adopt and maintain a policy of giving admission preferences to pupils who reside within the existing district school boundary, we anticipate that the demographic profiles presented in the table above will be generally consistent with the school's future enrollment.

### **The Academic Needs of Our Students**

The management team at Education for Change and the Achieve site leadership annually evaluate the Achieve student performance data to reflect on our program and to make revisions to our instructional programming in response to the data. Although the school has shown continued success, during the self-study we identified several areas for growth, particularly considering the community stress that students experience on a daily basis as well as the school's high population of ELs. We identified the following needs, in order to teach the whole child, bring the school to the next level, implement Common Core, and to truly prepare students for middle school and the 21<sup>st</sup> century.

- ❖ Increased targeted interventions and greater differentiation of instruction to help struggling students
- ❖ Increased multidisciplinary teaching as well as integration of technology, PE, arts, science and social science content
- ❖ Expanded services and supports for the increasing newcomer population.
- ❖ A need for "culturally competent" teaching, especially considering the majority of students are of color and are English Language Learners
- ❖ A need for 21<sup>st</sup> century skills, including explicit technology skills
- ❖ Development of social-emotional skills and resiliency strategies, especially at the early grades
- ❖ Continued parent and community involvement to ensure student success
- ❖ A need to continue to build a strong, positive, coherent and collaborative faculty culture

### **WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY**

At Achieve Academy, we recognize 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 the creative intelligence and self-confidence to take action.

Achieve's overarching goal is to develop students who have the skills, confidence, and knowledge to succeed in middle school and beyond. The following section describes what it means to be educated in the 21<sup>st</sup> Century.

***Technologically and academically capable young people who are prepared to succeed and compete with their peers when they move on from Education for Change Public Schools***

First and foremost, a 21<sup>st</sup> Century Learner possesses a strong foundation of basic academic skills and a broad knowledge base in the core disciplines of Reading/Language Arts, Mathematics, Science, and Social Studies. Although we live in a world where content appears to be readily available online, students need a base of knowledge from which to draw to interpret new information, solve problems, make connections, and support deeper understanding and comprehension. These foundational skills enable students to access and understand that content, apply their understanding, synthesize and analyze that content, and articulate and present their understanding using a variety of mediums at a level that is equivalent to or greater than their peers from around the world representing all socioeconomic and racial backgrounds. In addition, in our rapidly technologically advancing society, our students must have basic content knowledge in technology and be able to use technology appropriately and strategically to solve problems, find information, present their perspective and communicate effectively.

***Well-rounded students who are able to access and incorporate knowledge from all disciplines***

Our students need to be prepared for an economy in which we are unable to predict the jobs that will exist in 20 years. The jobs will require interdisciplinary work and a multitude of skills, including higher order thinking such as synthesis, evaluation, application and the ability to create. We need to place importance on teaching the whole child, particularly arts and physical education, and science and social science, as well as interdisciplinary work and, deeper, more long-term project based learning. We aim to teach the whole child in order to prepare them for a diverse, global world. Our students will be able to work longitudinally, on hands-on, multidisciplinary units that require critical thinking.

***Self-motivated, self-aware, and confident learners with a high level of resilience who strive for excellence***

To counter the toxic stress and defy the overwhelmingly negative statistics for African-American and Latino youth in Oakland, our students need to have a high degree of self-awareness, self-confidence and the personal motivation to persevere through obstacles and challenges they face in their academic journey. They need an explicit set of social-emotional tools and skills. Self-awareness enables them to have pride in where they come from and who they are; to build on the strengths and values that come from their histories and their communities. Self-awareness comes from deep reflection and also pushes students to see themselves as a range of strengths and weaknesses, to identify emotions, to acknowledge where they may need more assistance and where they can be of assistance to others. Self-motivation provides meaning and purpose and enables perseverance. Joined with confidence, self-management can build the internal strength that translates to resilience when students are confronted with challenges and obstacles. They are able to problem solve those obstacles and overcome. Our curriculum will incorporate many of these essential social and emotional skills.

***Critical independent thinkers, who know how to solve problems, make informed decisions and generally navigate life in the 21<sup>st</sup> century***

A 21<sup>st</sup> century economy, as well as a 21<sup>st</sup> century elementary school, relies on higher order thinking skills. Students must be able to ask and answer complicated questions, solve problems, and reflect critically on their work and performance to inform future progress. To be critical thinkers they must be able to understand information presented, ask critical questions to critique and probe what is presented, and seek and evaluate evidence when reviewing information and present evidence when offering an interpretation. They must be able to adapt their presentation and their approach to different audiences, tasks, and purposes.

***Powerful, culturally-competent and positive citizens of the world***

Achieve Academy is also committed to helping its students recognize the importance of, and their personal responsibilities to, their communities. Many of our students have never (or rarely) left the Fruitvale, not even to visit the various other communities of Oakland. The Achieve Academy children of today will grow to be the educated citizens and leaders of this community tomorrow. To be an effective citizen of our increasingly global and multicultural society, students must be able to work productively with others from different backgrounds, experiences, and perspectives. To do so, they must have exposure to those that are different from them, be able to listen attentively, have empathy for others, acknowledge and learn from different perspectives, and be open to criticism and feedback. A positive citizen is able to manage and resolve conflicts and work productively across difference, and ultimately they are able to see difference as an opportunity to learn and grow.

***Collaborative team players that can both facilitate and participate in collective efforts***

Achieve students will understand and act upon their responsibilities towards the larger community. They will see the success of others in their community as their responsibility and have the skills and leadership to inspire and coach others to success. They will be able to listen respectfully, work through interpersonal challenges, and collaborate productively with others.

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

The foundation to a successful life is a healthy one, and Achieve is committed to prioritizing student health and wellness to address the obesity epidemic prevalent in the Fruitvale. Through an explicit teaching of Physical Education and Social-Emotional skills, students will gain tools on how to manage toxic stress, physical fitness, as well as how to make healthy nutritional choices.

---

Below, we outline the Achieve's instructional program beginning with "How Learning Best Occurs". This detailed description of our instructional program highlights how we will achieve our targets and how our students become prepared for the 21<sup>st</sup> century as described above.

## HOW LEARNING BEST OCCURS

Education for Change believes good teaching through a coherent, rigorous curriculum in an environment focused on continual improvement and learning leads to high student achievement. Coupled with this approach to academics, EFC schools are populated with students, staff, and families that agree with EFC's mission and come together as a larger community to build and support the elements necessary for all students to succeed.

EFC has achieved our mission by focusing on:

**1. High Quality Teaching.** Every student deserves a high quality teacher in the classroom. EFC 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 schoolwide coherence with respect to the implementation of the core curriculum and high levels of student engagement. High quality instruction includes scaffolding and differentiated instruction that enables all students to access the core curriculum. Teachers work as a team to analyze assessments and utilize the resulting data systematically to inform instructional practices.

The goal of EFC is to create powerful, collaborative learning communities where high quality instruction is the ultimate goal. Through a practice-based professional development model, data analysis, coaching, cognitive planning, and grade level planning, teachers collaborate with their colleagues to share their successes and challenges, to deepen their knowledge of instructional design, and to continually work toward improving their instruction.

**2. Extended Time for Collaboration and Learning.** All teachers have additional professional development and dedicated collaboration time to improve their instructional practices. Each EFC-managed school has an Instructional Leadership Team composed of the school's administration, instructional coaches, and representative grade level chairs that guides the work of improving teaching and learning.

EFC students also participate in extended learning opportunities. These opportunities align after-school instructional programs with core instructional needs. They encourage students to acquire the academic knowledge and skills as well as broad extracurricular experiences that will prepare them for middle school and high school.

**3. Choice and Commitment.** Students, their parents, and the faculty and administration are part of the school by choice. No one is 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. EFC is deeply committed to serving the children in the neighborhood. Thus, all students who are interested in the school are welcomed, unless the school is at capacity, in which case they are placed on a waiting list.

**4. Engagement of Community.** EFC is an Oakland-based organization and as such is intent on engaging each school community and collaborating with local partners. Lifelong learners are not just cultivated within the boundaries of the classroom or solely through the study of the core

subjects. Achieve Academy sponsors a number of community events to encourage students to interface with the community including Student Success Nights (Math Universities and Family Reading Nights) Fall and Spring Festivals, Oakland Children's Art Festival, Bay Area Children's Theater Musicals, Expositions of Learning, and traditional events such as Back to School Night and Open House.

In order for true success for the larger student body to be achieved, the school engages in dialogue and partnership with its community, reaching out to engage parents and other community members who often have not participated in the school community. One of our strongest community partnerships is the East Bay Agency for Children. Through this collaboration we have an extensive array of support services for our families. These services include a very active parent center, counseling support for our students and families, and an extended afterschool program. We are also able to support our families with health services through an onsite clinic operated by La Clinica. Other community partners include:

- The Unity Council
- Oakland Police Department
- Seneca Center
- East Bay Agency for Children
- Clinica De La Raza
- Alameda County Food Bank
- Migrant Education
- Spanish Speaking Citizen's Foundation
- LitLab (formerly Bring Me a Book)
- Project Color Corps
- Great Oakland Public Schools
- SEEDs of Learning
- Succeeding by Reading, Faith Network of the East Bay
- Kenneth Rainin Foundation
- zSharp
- National Equity Project
- Teaching Excellence Network
- NAATE
- Shoo the Flu
- Arts for Oakland Kids (formerly Oakland Fund for the Arts)

Because our students in the Fruitvale face very real challenges in becoming 21<sup>st</sup> Century learners and leaders, Education for Change and the Achieve community want to build upon our existing model so that we strategically address those very specific challenges.

The following eight elements, which are described in greater detail later in the petition, outline our theory on how learning best occurs for children in the Fruitvale and how those children will be prepared to meet the demands of the Common Core and the 21<sup>st</sup> Century. To address the needs of our students, our school model provides a more engaging and relevant curriculum that addresses the needs of the whole child, an environment that empowers and supports youth as

learners and leaders, provides the skills needed to be successful in middle school, college and life, and maintains a school culture that is inclusive, collaborative and supportive.

## **EIGHT KEY ACHIEVE ACADEMY ELEMENTS**

### ***1. High quality instruction and high expectations allow teachers to use a variety of strategies to support all learners.***

Every student deserves a high quality classroom teacher. EFC teachers are committed to the belief that every student can learn and achieve at high levels. 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 meets the objective being taught.

In order to meet the needs of the diverse learner population, EFC expects a commitment on the part of its teachers to continually strive toward high-level implementation of the instructional program and high levels of student engagement. Differentiated instruction and scaffolding to enable all students to access the instructional program are vital components of high quality instruction. In order to be able to differentiate strategically, teachers must have rich content knowledge, coupled with an ever-developing toolbox of instructional strategies.

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

The most important skill a student learns in elementary school is to be a proficient reader. During the self-study, the team recognized that more work was necessary in order to provide interventions, to personalize learning and to help struggling students, particularly ELs, and especially at the earlier grades. We are adopting a balanced literacy approach that includes a blended learning rotational model with adaptive ELA software, guided reading, and literacy centers, in addition to explicit teaching of vocabulary, writing workshop, phonics and word study, and shared and close reading. Achieve will also designate time each day for explicit ELD instruction.

Because the team also identified a need to teach social science and science content, and to practice reading nonfiction texts as required by the Common Core, we will integrate social studies and science readings into the ELA curriculum via integrated units.

### ***3. Multidisciplinary learning to ensure meaningful, relevant and deep learning as well as integration of science and social studies curriculum.***

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



metacognition and reflection. We believe this is a particularly effective approach for a large 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. Multidisciplinary learning 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. Additionally, multidisciplinary learning emphasizes key 21<sup>st</sup> century skills such as critical thinking, collaboration, and creativity, as well as authentic assessment. Science and social science were also identified as gaps in our educational offering, and parents have requested this as an addition to curriculum.

***4. Integration of arts, PE and technology curriculum in order to teach the whole child and prepare students for the 21<sup>st</sup> century.***

Achieve wishes to harness 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. Furthermore, the teaching of art assists us in reaching all types of learners and those with diverse interests. Another EFC school, ASCEND, is recognized as a demonstration school for arts integration; which has received funding to support visual arts- and music-integration specialists who collaborate with and coach teachers to meaningfully integrate arts. At Achieve, we plan to use their resources for our model.

In response to parent input, and in conjunction with social-emotional skills, the team also decided that Achieve would designate specific time during the week for PE instruction, including fitness goals and making healthy choices.

Preparation of students to be successful in today's world is not complete without explicit teaching of technological and research skills. Achieve currently implements a technology curriculum as well as designated time for students to learn how to research, navigate and use technology to enhance their learning.

***5. Ensuring all students succeed through our partnership with East Bay Agency for Children and by expanding our innovative partnership with Seneca Center to implement the All-In! Response to Interventions model.***

At the heart of a strong interventions system is a powerful assessment system. Academic student growth data will be collected daily through online adaptive software, through teachers' exit tickets, and through growth-tracking ELA and math assessments. In addition there will be ongoing Common Core-aligned benchmarks assessments conducted throughout the school year.

Education for Change has partnered with Seneca Center to develop and implement a robust Response to Interventions model called the All-In! Partnership that leverages and aligns the numerous resources at the county, state, and federal level to ensure students receive the academic

and behavioral instruction and support they need to achieve. This unique model is in its third year of implementation at Achieve Academy, and its 4th year of implementation at our other EFC schools, resulting in powerful academic and social emotional growth for our most at-risk youth. This partnership is described in greater detail below.

Achieve Academy also partners with East Bay Agency for Children (EBAC) to provide counseling, mental health and behavioral interventions. EBAC also provides significant wraparound services such as after-school programming, an on-site health clinic, a food pantry, legal support for families, adult education, and programs for children 0-5 years of age.

***6. Explicitly teaching Social and Emotional skills in order to best prepare students to deal with the challenges they face in their worlds and to prepare them to be 21<sup>st</sup> century leaders.***

EFC recognizes that the development of students' social-emotional skills and learning (SEL) are foundational to their future academic success and overall success in life. In addition, students at Achieve experience toxic stress outside of school that negatively affects their long-term resilience and later school success. The team identified the need to teach 21<sup>st</sup> century non-cognitive skills, starting with the early grades, including the specific skills of self-awareness, self-management, social awareness, responsible decision-making, and relationship skills. To this end, Achieve has piloted the Toolbox SEL curriculum in grades TK-1 and will be expanding the curriculum school-wide in the spring of 2016.

***7. Family and community partnerships and a focus on cultural competency are prioritized in order to support students.***

Family involvement and community partnerships are fundamental to meeting the needs of the whole child. Achieve Academy values the partnership of parents and families in the school community. We plan to build upon and expand our current opportunities for parent engagement and family leadership. The Hawthorne Family Resource Center on campus (a part of EBAC) and La Clinica de la Raza provide wraparound services including mental and physical health programming, an early childhood program, an after school program, a food pantry, parent training, and advocacy. Parents are involved in the site-based Family Leadership Council in order to provide feedback to the larger EFC Family Leadership Council, as well as a Parent Connection Team on campus. There are regular parent-teacher-student conferences focussing on student progress and bimonthly opportunities for families to learn more about the instructional program. In 2015 Achieve increased parent leadership by ensuring there is at least two parent leaders recruited in every classroom. In 2014-15 Achieve partnered with Parent Teacher Home Visit Project to train all of our teachers to conduct annual home visits with all families. Achieve's ultimate goal is to build family and teacher partnership around student learning and achievement. We are exploring various models to expand our efforts around engaging parents as partners in student learning. After visiting Garfield in 2014 to observe Academic Parent Teacher Teams, Achieve implemented Student Success Nights, comprised of two Math Universities and two Family Reading Nights, during which families discuss school-wide and individual data, learn content, practice skills, and set goals. Achieve also partnered with National Equity Project and TEN Survey to support our school-family connection.

Community partnerships are critical to the success of Achieve Academy as they provide a number of important support services to the families and students. Achieve already has numerous strategic partnerships within the Fruitvale and across Alameda County, including Alameda County Food Bank.

#### ***8. Professional development and collaboration drives instructional improvement.***

The goal of EFC is to create powerful, collaborative learning communities where high quality instruction in every classroom is the ultimate goal. Enriching teacher content knowledge, building strong professional learning communities, and developing teacher inquiry practices drive instructional improvement. Through a practice-based professional development model, content knowledge development, data analysis, coaching, cognitive planning, and interdisciplinary planning, teachers deepen their knowledge of instructional designs, and continually work toward improving their instruction and outcomes for students.

### **SCHOOLWIDE PROGRAM OVERVIEW & METHODS OF INSTRUCTION**

The Key Elements described below are the levers for improved student outcomes. Achieve Academy believes that when a coherent standards-driven instructional program is delivered with high quality instruction and is assessed with standards-aligned assessments, the results are high academic outcomes for students. The organizational culture must be one in which 1) teachers work together collaboratively to analyze data, develop high leverage instructional responses, and share best practices and 2) immediate interventions for struggling students supports all students gaining mastery. To be effective, this theory of action must be supported by instructional staff, who work collaboratively to serve students by enriching their content and pedagogical knowledge through professional development, coaching, and teacher inquiry. Students may receive additional supports through academic and social-emotional interventions and opportunities to extend their learning in the afterschool program. Families and community stakeholders support the school community through leadership in the school and through the provision of support services for struggling families.

#### **KEY ELEMENT 1: High quality instruction and high expectations allow teachers to use a variety of strategies to support all learners.**

In the summaries of key elements 1-4, we will describe our instructional program in detail – the pedagogy, curriculum, assessment, and research. While we describe the specific content areas individually, as detailed in elements 3 and 4, our intention is to move towards a more multidisciplinary integrated approach.

#### **Mathematics**

The primary focus of the EFC mathematics program is the development of a conceptual understanding of mathematics coupled with procedural fluency. This approach emphasizes several very specific strategies: multiple representations of both concepts and procedures, enhancement of number sense through decomposition, side-by-side comparisons of algorithms and the systematic progression from the concrete to the semi-concrete to the abstract.

Teachers model the meta-cognitive strategies for problem solving so that students can learn those strategies and then utilize them in mathematical applications.

During the self-study, the team at Achieve identified that the need in math is to increase coaching around targeted instructional strategies with a focus on academic discourse in mathematics and around building teacher content knowledge, particularly focused on the transition to the Common Core. Between 2011 and 2012, Achieve saw a significant decrease in the amount of teacher coaching, and outcomes declined. The plan, therefore, is to reinvest in building teacher capacity to implement the math program as outlined below.

We also determined during the charter renewal process, especially after consulting with ASCEND, that integrating math into multidisciplinary teaching is not as effective or authentic as it is with other subjects. Therefore, we will prioritize integration of ELA, social science, science and arts into larger projects. That said, we will try to incorporate some of the strategies of project-based teaching in math, including the use of performance tasks, investigation-based inquiries, and guided discovery, and have found ways to incorporate some math material, particularly those on geometric concepts, into the visual arts curriculum.

### Goals

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

### Curriculum

The mathematics program at Achieve focuses on areas that research shows are critical to the development of both conceptual and procedural understanding, specifically multiple representations<sup>3</sup>, side-by-side comparisons<sup>4</sup>, decomposition<sup>5</sup> and a systematic progression from concrete representations to the semi-concrete to the abstract algorithm.<sup>6</sup> Achieve will focus on content, lesson design, coaching and assessment as key supports to improve its mathematics education. EFC also utilizes a K-5 Common Core-aligned mathematics assessment system in

---

<sup>3</sup> Dubinsky & Harel, 1992

<sup>4</sup> Kilpatrick, Swafford, and Findell, 2001

<sup>5</sup> Ma, 1999

<sup>6</sup> Van de Walle, Karp, Bay-Williams, 2009

alignment with its curriculum guides. These curriculum guides are designed to ensure teachers are teaching Common Core standards to mastery with time for assessment and re-teaching embedded into unit pacing.

In addition to content, mathematics instruction focuses on proper mathematical syntax, academic vocabulary, independent student note-taking, and student talk. The emphasis on student discourse has been a professional development focus in 2015-2016. The goals are to have students actively participate and lead mathematical discussions, and be able to use academic language to explain their thoughts and processes, both orally and in written proofs.

Achieve Academy will implement a standards-based curriculum such as McGraw Hill's *MyMath* for TK-5. We will supplement the curriculum with other resources including lessons from the Math Coaching Consortium out of West Contra Costa Unified School District and from Great Minds' *Eureka Math* to be sure to include relational thinking and technology-based tools.

### Instructional Strategies and Materials

The primary focus of the Achieve Academy's mathematics program will be the development of a conceptual understanding of mathematics coupled with procedural fluency. This is approached using several very specific strategies:

- ❖ Extended time for math, taught 5 days a week
- ❖ Warm-ups or Math Meeting at start of lessons
- ❖ Small group instruction on most days (15-30 minutes)
- ❖ Focus on relational thinking including the use of:
  - Decomposition
  - Bar models
  - Ten frames
  - Number lines
  - Build-It, Draw-It, Write-It
- ❖ Multiple representations and algorithms
- ❖ Side-by-side comparisons
- ❖ Justifying their thinking using academic language
- ❖ Engaging in classroom discussions about math
- ❖ Making mathematical connections across the grades
- ❖ Using appropriate syntax
- ❖ Students note-taking in 3rd - 5th grades (Students in 2nd grade begin with capturing math work in a notebook.)
- ❖ Implementing data-based mitigations

No single pedagogical approach is appropriate to educate a classroom of diverse learners, each with different learning styles and needs. Achieve Academy supports a variety of pedagogies including direct instruction that teaches and reinforces key mathematical concepts using multiple strategies, guided discovery, collaborative group work, and differentiated small-group work in order to best meet the needs of all students.

In order to better prepare our students for a 21<sup>st</sup> century and to increase the use of critical thinking in math, the team decided to add more opportunities for students to engage in meaningful math tasks, both as a form of guided discovery for new content as well as another form of authentic assessment. These include problem-based performance tasks and investigations based on inquiry questions. They also include “math openers,” which are investigations to be used as a “hook” to open the unit and engage students, and “math closers” as performance tasks at the end of the unit.

*See Instructional Appendix A3 for the Elementary Math Curriculum Guide, Instructional Appendix A4 for the Mathematics Overview and Instructional Strategies, Instructional Appendix A5 for the EFC Math Framework, and Instructional Appendix A6 for the Elementary Math Sample Notes*

### Assessment

Achieve Academy’s teachers currently administer Common Core standards-based benchmark assessments that have been created by Amplify Learning. They are administered at the end of each trimester. Common Core-aligned formative assessments have been developed by grade level teams to monitor student progress and provide opportunities for mitigation development following each unit of study. Formative assessments can include weekly quizzes, exit tickets, or performance tasks. Achieve is also implementing the NWEA MAP for 3rd – 5th grades in Math, administered twice a year.

*See Instructional Appendix A7 for Sample Benchmark Assessment and Instructional Appendix A8 for a Draft Blueprint for the benchmark assessments*

### **Transitional Kindergarten**

EFC is currently in its third year of its Transitional Kindergarten program. As part of teaching the whole child and starting students as early as possible with both academic and social-emotional skills, we instituted a modified kindergarten program that is developmentally based and aims to teach fundamental and foundational numeracy, literacy and social-emotional skills.

Research has shown that early childhood education is key for later success in both education and in life. Quality early childhood education significantly reduces the achievement gap and the “30 million word gap.”<sup>7</sup> The new Common Core standards require students to have a strong vocabulary as a basis for literacy skills, most of which is taught in the early years. Equally as important, the research shows that the life skills that TK programs teach are also indicators of success. Alumnus of heavily studied programs such as the Perry Pre-School project demonstrate lower rates of suspension and expulsion, unemployment, and arrests, as well as higher levels of schooling, higher monthly earnings, higher home ownership, and receiving a lower percentage of social services.<sup>8</sup>

---

<sup>7</sup> Rich, M. “Language Gap Study Bolsters a Push for Pre-K”. *New York Times*, October 2013.

<sup>8</sup> Heckman, J., Moon, S., Pinto, R., Savelyev, P., Yavitz, A. “The Rate Of Return To The High/Scope Perry Preschool Program, National Bureau Of Economic Research, Cambridge, MA 2009.

Based on overwhelming success in the states of Oklahoma and New Jersey, the state of California and the federal government are considering legislation for universal pre-school to improve access and achievement for all students, particularly in low-income areas. Our TK program uses best practices from programs across the nation.

### Goals

The TK team at Achieve will work closely with the Kindergarten team, as well as the other TK programs within Education for Change to align objectives, develop curriculum, and set learning goals:

- ❖ Meet grade level standards as set by the CA Preschool Foundations (for 60 months) and as measured by teachers using the Individual Growth & Development Indicators (IGDI), as well as other district-created benchmark assessments.
- ❖ *Math/numeracy goals:*
  - Count 20 objects
  - Count by rote to 30
  - Identify numbers 0-20
  - Write numbers 0-20
  - Understand vocabulary pertaining to size
  - Know basic shapes by name and attribute
  - Use comparative language to discuss objects
- ❖ *ELA goals:*
  - Identify capital and lowercase letters by name and know corresponding sounds
  - Write capital/lowercase letters (appropriate letter formation)
  - Introductory understanding of books (concepts of print, words and letters, reading from left to right, basic comprehension strategies, etc.)
  - Write words and label pictures (including name writing)
  - Identify rhyming pairs
  - Match beginning sounds of words (alliteration)
  - Reading comprehension (with an emphasis on story sequencing)
  - Use vocabulary pertaining to school and thematic units of study in conversation
- ❖ *School Readiness goals:*
  - Identify and write first and last name
  - Be able to follow school-wide expectations for behavior within the classroom and around campus
  - Build emotional capacity to be in a classroom and away from home
  - Demonstrate basic conflict resolution skills and developmentally appropriate skills in self-regulation
  - Participate in conversation with peers and school adults
  - Increased engagement and persistence in performing tasks

### Curriculum:

The TK program at EFC is developmentally based and aligns with the California Preschool Learning Foundations standards for 60 months. It includes content and skills from ELA, math,

motor skills development (including physical education), art, social-emotional learning, science, and music. Specific subject matter curriculum is outlined in the sections below.

The TK program focuses on academic centers that are discovery-based in order to teach content, letter and number recognition, as well as the other key school readiness, math and literacy goals above in developmentally appropriate and engaging ways. This instructional approach provides the concrete context that young learners benefit from. Students participate in several centers, which may be water-based to teach science, math games to teach counting, or letters to teach ELA. There are significant amounts of choice play to assist in social-emotional learning. The discovery-based and choice play focus on self-awareness and self-management as well as social interaction and relationship building. Finally, there is a focus on experiential learning.

The TK program at Achieve is in its second year of implementing SEEDS of Early Learning, a research-based early literacy framework. The SEEDS framework targets five key indicators of 3rd grade reading proficiency through the use of small group intervention activities, formative assessments, and targeted and engaging instructional strategies that align closely with the developmentally appropriate objectives of the TK program. During the first year of implementation, strong gains were made across the five early literacy domains, and we continue to monitor the long-term impact of the framework. The TK program at Achieve also utilizes Zoo Phonics and Handwriting Without Tears programs.

ELD in the TK program is an immersion program, which focuses on letters and phonics as well as vocabulary and oral language in English. We conduct extensive pre-assessments of our students to determine proficiency. We currently implement an early literacy framework that provides teachers with resources, strategies, and coaching support around vocabulary and oral language development. Due to the centers and play-based instructional approach to TK, students are taught and practice using English vocabulary throughout the day. The framework also integrates social-emotional learning by focusing on peer discourse.

Achieve's TK program integrates PE into the daily schedule. Students mostly focus on movement and experiential choice play, and we are considering using Lakeshore Activity Equipment Tools as our curriculum. Movement is also integrated into large group classroom activities as an engagement strategy.

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

A sample TK schedule is as follows:

<b>Time</b>	<b>Activity</b>
8:30-8:45	Journaling
8:45-9:00	Morning Meeting
9:00-9:15	Daily Message
9:15-9:40	Work Time/Centers/Small Groups
9:40-10:05	Recess/Snack



10:05-10:20	Repeated Read Aloud
10:20-10:50	Work Time/Centers/Small Groups
10:50-11:30	Recess/Lunch
11:30-12:00	Choice
12:00-12:30	Rest
12:30-12:40	Independent Reading
12:40-1:00	Writing
1:00-1:15	Snack
1:15-1:30	Shared Reading
1:30-1:45	Sign-In
1:45-2:05	Recess
2:05-2:35	Choice
2:35-2:50	Music
2:50-3:00	Pack-up/Dismissal

#### Assessment:

Teachers track growth against the standards using the Individual Growth & Development Indicators (IGDI) and other district-created benchmark assessments based on the California Preschool Foundations. Much of the data around academic progress is also gathered by teacher observation. TK teachers participate in weekly coaching and monthly professional learning communities to analyze data and plan instruction.

*See Instructional Appendix A51 for the TK IGDI Assessment Overview, Instructional Appendix A52 for the TK Assessments and Standards Overview, and Instructional Appendix A53 for the TK SEEDS Foundational Overview*

#### **KEY ELEMENT 2:**

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

Research on reading shows that successful readers receive:

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

Teachers utilize various instructional designs to explicitly teach students the strategies and skills that research shows good readers and writers have. For instance, when reading the selection, teachers model the metacognitive reading strategies and then have students use those strategies themselves to better understand the text with which they are interacting. Guided Reading provides time for students to receive individualized instruction at their instructional reading

level, and Close Reading allows students to apply their learning to complex, grade level texts. This balance will prepare students for future success in school and beyond.

### Background

In 2012-13, Achieve decided to focus on writing which required teachers to backwards map Common Core writing standards and teach text types, writing strategies and written conventions in tandem. Based on writing data from 2012-13, we recognized the successes of backwards mapping and teaching text types as well as content development. The Process Writing Assessment was administered three times, and results indicated that while difficult, the transition from curriculum-based writing to standards-based writing was a powerful move.

Furthermore, at this time the staff was considering its transition to the Common Core Standards in reading, which require students to interact with more complex texts, increase reading of informational texts, and demonstrate comprehension with higher levels of rigor. To prepare for this transition, during the 2012-13 school year, the Achieve team rolled out a new instructional framework. This framework promoted student engagement in deeper analysis of texts, a full pedagogical shift from a curricular-based to a standards-based model, and a gradual transition to the Common Core standards. The framework used the Open Court Reading curriculum as the foundational text but supplemented this with leveled texts aligned to the unit themes. The whole-class, direct instruction model that defined the majority of Achieve's English language arts practice in previous years was now enhanced by small-group, differentiated structures, including guided reading. Other strategic moves to make this transition from curriculum-based to standards-based included:

- Backwards mapping from the Common Core standards and skills across the year using Understanding by Design as a guiding framework
- Identifying, aligning to and assessing measurable objectives
- Implementation of a targeted intervention program for struggling students
- Standards-based, focused and targeted reading comprehension instruction
- Academic focus on high-leverage reading comprehension strategies (clarify, predict, question and summarize)
- Differentiating reading instruction through flexible groupings and increased guided reading opportunities to meet all students' needs, especially ELs, including data-driven instruction
- Explicit instruction of text types, writing process, writing traits and written conventions
- Implementing explicit vocabulary instruction that embraces the direct teaching of high leverage, or tier 2 words
- Building a strong leveled reading library to facilitate differentiated reading instruction
- Differentiated coaching model to ensure that all teachers receive the support they need
- Increased grade level collaboration with a focus on grade level planning
- Frequent English language arts planning (twice weekly collaborative ELA planning time and PD)
- Data analysis by grade level
- Increased professional development and coaching around all facets of the ELA program

- Adoption of the NWEA MAP assessment and the DRA (Developmental Reading Assessment)

### Moving Forward

During the 2013-14 self-study, the Achieve team determined that continuing improvement of instruction in English language arts and English language development was a key goal for the next five years. A large proportion of Achieve students are English Learners, as well as low-income, and ensuring that they are skilled readers, writers and speakers is paramount to their success in middle school and beyond.

Additionally, the team identified a gap at Achieve in social studies and science content knowledge. The team holds that this content knowledge is critical to teaching the “whole child” and preparing students for a 21<sup>st</sup> century, global world. Further, the faculty agrees with the Common Core’s assertion that integrating social science and science content into English language arts promotes critical thinking skills.

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

- Build a Balanced Literacy program, which includes shared and close reading, explicit teaching of phonics and word study, and small group instruction through guided reading and literature circles
- Expand ELD instruction and ensure consistency across the school
- Integrate social science and science content in guided and shared reading and through thematic units
- Implement a blended learning rotational model to differentiate and personalize instruction, which includes literacy centers and guided reading
- Provide additional explicit vocabulary instruction
- Designate time in the day for writing workshop
- Integrate technology into instruction

We describe all aspects of this program in detail below.

## **English Language Arts with Integrated Social Science and Science**

### Goals

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

- Students will succeed in middle school, high school, college and beyond as highly literate and civic-minded citizens
- Students will develop a better understanding of themselves from the literature they read and the history they study
- Students will practice the key social science skills of historical empathy as well as recognizing multiple perspectives
- Students will learn K-5 social studies and science content through a range of reading experience
- Students will be able to demonstrate mastery of 5th grade level state/national standards in ELA

## Curriculum

The Achieve Academy English language arts, social science and science curriculum is designed from the Common Core State Standards for English Language Arts and the Common Core Standards for Literacy in History/Social Studies and Science, as well as the California History-Social Science Content Standards and the Next Generation Science Standards. Achieve Academy cores the disciplines of ELA, social science and science because the staff agrees with the assertion of the Common Core that when literacy and content are integrated, learning becomes more meaningful and authentic.

The English language arts program focuses on areas that research identifies as critical to the development of proficient readers and writers, namely phonemic awareness and phonics,<sup>9</sup> fluency,<sup>10</sup> vocabulary instruction,<sup>11</sup> and instruction in reading comprehension.<sup>12</sup> These elements are supported through Achieve's balanced literacy framework. The pedagogical structures of this framework include explicit phonics instruction, guided reading, explicit vocabulary instruction, shared reading, and writing workshop. Additionally, we are incorporating the teaching of social science and science into our ELA program, through shared reading and writing workshops, and through thematic readings supported by materials such as the Collect Interpret and Apply Units of Study (CIA), Core Ready Units, class sets of leveled informational texts, and Primary Phonics texts.

*See Instructional Appendix A9a and A9b for phonics instructional practice overview and curriculum, ELA Framework, which includes phonics and word study, and Instructional Appendix A10 for a Draft of ELA Framework Implementation Plan.*

## Balanced Literacy

Achieve's research-based balanced literacy approach balances instruction in explicit phonics and word study, shared and close reading with social science and science content integrated, guided reading and literature circles, explicit, supplemental ELD instruction, and writing workshop.

---

<sup>9</sup> National Reading Panel 2000 and Lyon, 2004

<sup>10</sup> National Reading Panel 2000; Allington, 1983; and Kuhn. 2003

<sup>11</sup> National Reading Panel 2000; Biemiller, 2000; and Beck, McKeown, Kucan 2002

<sup>12</sup> National Reading Panel 2000; Pressley et. al., 1992; Goodman, 1994; Rosenblatt, 1994

The research of Snow et al. states that adequate progress in learning to read English (or any alphabetic language) depends on students:<sup>13</sup>

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

The staff at Achieve employs a balanced literacy system to meet these criteria.

Fitzgerald<sup>14</sup> identifies three principles of a balanced literacy approach:

- First, teachers develop students' skills knowledge, including decoding skills, their strategy knowledge for comprehension and responding to literature, and their affective knowledge, including nurturing students' love for reading.
- Second, teachers integrate instructional approaches that are seemingly oppositional such as, phonics instruction and reading workshop. Effective teachers blend perspectives to strategically balance a variety of methods and contents<sup>15</sup>, rather than strictly adhering to one perspective or another.
- Third, students read a variety of reading materials from trade books to leveled books with controlled vocabulary and basal reading textbooks.

Our balanced literacy program, which combines explicit teaching of phonemic awareness, phonics and spelling, as well as differentiated guided reading, content-integrated shared reading, and multiple opportunities for writing, ensures that students are well on the path to reading proficiently. The end goal of our balanced literacy program is to develop lifelong readers and writers.<sup>16</sup> Simply put, we aim to equip students with the specific literacy skills that will allow them to be successful in middle school, high school, college and career.

---

<sup>13</sup> Snow, 1998.

<sup>14</sup> Fitzgerald, 1999.

<sup>15</sup> Baumann, Hoffman, Moon, & Duffy-Hester, 1998; Duffy, 1991; Wharton-MacDonald, Pressley, & Mistretta, 1997

<sup>16</sup> Baumann & Ivey, 1997; McIntyre & Pressley, 1996; Spiegel, 1998; Strickland, 1994/1995; Weaver, 1998

## Vocabulary Instruction

Vocabulary instruction is foundational to students' ability to comprehend text. When students struggle with the meaning of words in the text and have no strategies for determining what they mean, comprehending the text becomes limited. Students need both explicit instruction in specific word meaning, as well as effective strategies to attack unfamiliar words.<sup>17</sup> Students need explicit instruction in the various tiers of vocabulary, particularly academic vocabulary that have generalizable uses across disciplines (tier 2 words).<sup>18</sup> As with instruction of comprehension strategies, vocabulary strategies are effectively taught using the transactional strategy model, on which the instructor gradually releases more of the responsibility of employing a particular strategy to the students.

Over the past several decades, research has repeatedly identified vocabulary knowledge as a critical and powerful factor underlying language and literacy proficiency, including disciplinary literacy.<sup>19</sup> Explicit and strategic teaching of vocabulary as well as pre-teaching vocabulary prior to students reading a text supports deep reading comprehension, as well as writing proficiency.

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

Nash and Snowling's research found that using a contextual approach to instruction produced greater vocabulary gains than lessons that emphasized learning word definitions alone. Additionally, application and extension activities that allow students to use the new words increase learning and vocabulary acquisition. Furthermore, scaffolding questions, that is, moving from low-demand questions to high-demand questions along Bloom's taxonomy, promotes greater gains in word learning.<sup>20</sup>

To respond to the implications of this research, teachers at Achieve will continue to employ and enhance Marzano's six-step process to provide direct instruction on tier 2 words that are critical to new content for the most powerful learning. The six steps include<sup>21</sup>:

- Provide a description, explanation, or example of the new term. Teachers model and explicitly define the new word.
- Ask students to restate the description, explanation, or example in their own words.
- Ask students to construct a picture, symbol, or graphic representing the term or phrase.
- Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.

---

<sup>17</sup> Biemiller, 2000

<sup>18</sup> Beck, McKeown, Kucan, 2002

<sup>19</sup> Graves, 1986; Chall, Jacobs, & Baldwin, 1990; Beck & McKeown, 1991; Hart & Risley, 1995; Blachowicz & Fisher, 2000; Baumann, Kaméenui, & Ash, 2003; Bowers & Kirby, 2009; Carlisle, 2010; McCutchen & Logan, 2011

<sup>20</sup> Blewitt, Rump, Shealy, & Cook, 2009

<sup>21</sup> Marzano, R. J. & Pickering D. J., *Building Academic Vocabulary: Teacher's Manual*. Alexandria, VA: ASCD, 2005.

- Periodically ask students to discuss the terms with one another.
- Involve students periodically in games that allow them to play with terms

*See Instructional Appendix A11 for a Vocabulary Visual from an Achieve Classroom.*

### Explicit Phonics and Word Study

Achieve will continue instruction on explicit phonics and word study, along a continuum. In K-1 we will teach explicit phonemic awareness. In K-2 we will teach explicit phonics, differentiating instruction as needed. In 3-5, we will engage students in word study. We anticipate using a blend of resources such as the *Words Their Way* toolkit, *Primary Phonics*, and *Explode the Code* to support instruction in this area. EFC’s K/1 Diagnostic, informed by the Basic Phonics Skills Test (BPSTIII), Concepts About Print, and Primary Spelling Inventory (PSI), will enable teachers to differentiate early reading and phonics instruction and to monitor progress.

Phonemic awareness and phonics instruction are critical initial building blocks to decoding words.<sup>22</sup> The National Reading Panel found in 2000 that phonemic awareness instruction “. . . exerted strong and significant effects on reading and spelling development.” Achieve Academy teachers use resources such as the modified SEED curriculum to explicitly teach the sounds letters make, and create opportunities for students to hear the sounds, identify them and manipulate those sounds. Students engage in instructional activities that develop phonemic awareness such as phoneme isolation, phoneme deletion and addition, segmenting, rhyming, and blending phonemes.

Systematic phonics instruction was identified by the National Reading Panel as an essential component of reading instruction. Connecting the sounds, or phonemes, to spellings is the goal of phonics instruction. Through phonics instruction and morphology students learn that the spellings in English are predictable and logical with only 4 percent of words being true oddities.<sup>23</sup> As students are explicitly taught the sound-spelling correspondences, they practice decoding in controlled texts.<sup>24</sup> These texts ensure that students are able to systematically practice what they have learned.

*See Instructional Appendix A9a and A9b for phonics instructional practice overview and curriculum, ELA Framework, which includes phonics and word study, and Instructional Appendix A10 for a Draft of ELA Framework Implementation Plan.*

Both phonemic awareness instruction and phonics instruction rely heavily on the explicit direct instruction model of teaching. The direct instruction model gradually releases the cognitive responsibility to students, a process which we colloquially refer to as “I do, we do, you do.” Through activities such as sound-by-sound blending and dictation, teachers introduce content and model for students. Through a gradual release of responsibility, students engage in guided

---

<sup>22</sup> National Reading Panel 2000; Hulme et al. 2002; Adams 1990

<sup>23</sup> Moats, 2000

<sup>24</sup> Blachman 2004, Shaywitz, 2003.

practice and independent practice. As best practice in differentiated classrooms, students who need more support, either in the form of re-teaching or guided practice, work in a small group with the teacher while other students complete their independent work.

In grades 3-5, students at Achieve move from explicit phonics instruction to word study, in which teachers provide students with opportunities to investigate and understand the patterns in words. Students learn that spelling patterns exist, such as syllable patterns, affixes, and Greek and Latin roots, and that these patterns help to explain how to spell, read, write, and understand words. It also develops students' abilities in phonics, word recognition, and vocabulary.<sup>25</sup> Word study is also designed to build word knowledge that can be applied to both reading and spelling.<sup>26</sup>

### Shared Reading and Close Reading

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

- Interactive — it involves not just the reader but also the text and the context in which reading takes place<sup>27</sup>
- Strategic — readers have purposes for their reading and use a variety of strategies and skills as they construct meaning<sup>28</sup>
- Adaptable — readers change the strategies they use as they read different kinds of text or as they read for different purposes<sup>29</sup>

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

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

---

<sup>25</sup> Baker, 2000.

<sup>26</sup> Henderson, 1992; Zutell, 1998.

<sup>27</sup> Heilman, Blair, and Rupley, 1998

<sup>28</sup> Baker and Brown, 1984

<sup>29</sup> Dole et al., 1991



## Content Integrated Reading

In order to increase social science and science content instruction, the ELA program will integrate specific history and science texts via the thematic and multidisciplinary units described below. In grades 3-5, teachers will implement close reading strategies, as promoted by the Common Core. During these structures, students engage in deliberate deep reading and analysis of complex text, using peer discussion and teacher questioning to think critically and express ideas in speaking and writing. Additionally, resources such as the CIA Units of Study developed by Sarah Collinge, Beers and Probst's *Note and Notice* framework, and Pam Allyn's *Core Ready* will provide our 3-5 teachers with explicit lessons and strategies to support these thematic units. For example, 4<sup>th</sup> graders engaged in a unit on the Gold Rush might read, analyze, discuss and write about Scott O'Dell's biography *Streams to the River, River to the Sea* and Murphy and Haigh's historical nonfiction, *Children of the Gold Rush*. Or, 3<sup>rd</sup> graders engage in a unit on wildlife, which extends to Bay Area lessons on city wildlife and history. We are investigating other curricula that provide rigorous and differentiated science and social science texts. Some content integrated units will be developed internally, utilizing backwards-mapping strategies, as outlined by the Understanding by Design framework and Common Core-aligned rubrics, such as the EQuIP tool.

*See Instructional Appendix A12 for the Understanding By Design Framework, Instructional Appendix A13 for the CIA Sample Unit, Brochure, Units of Study and Link to Common Core, A14 and A15 for the Core Ready Sample Units, and Instructional Appendix A16 for the EQuIP Tool.*

Research shows that throughout the early grades, reading curricula should include explicit instruction on strategies such as summarizing the main idea, predicting events and outcomes of upcoming text, drawing inferences, and monitoring for coherence and misunderstandings.<sup>30</sup> Research by Barton and Billmeyer supports this, showing that “effective readers are strategic. They make predictions, organize information, and interact with text. They evaluate the ideas they are reading about in light of what they already know.”<sup>31</sup> Additionally, “good readers of all ages engage in conscious, active comprehension strategies before, during, and after reading.”<sup>32</sup> The goal of Achieve's integrated units is to ensure all students are deep, strategic readers.

## Differentiation and Acceleration through Guided Reading

Guided reading, in which teachers work with small groups of students at their instructional reading level, is an essential practice that supports struggling students and promotes equity. During this time teachers provide feedback and coaching to students as they attempt to apply strategies to comprehend text. Gradually teachers give students more and more responsibility for performing strategies independently and evaluating their own performance.<sup>33</sup> The ability to

---

<sup>30</sup> Snow et al., 1998

<sup>31</sup> Barton & Billmeyer, 1998

<sup>32</sup> Pressley & Wharton-McDonald, 1997

<sup>33</sup> Pearson and Dole, 1987

differentiate based on students' reading proficiency and to match text and reader and task, provides powerful tools to accelerate reading proficiency levels.

According to Irene Fountas and Gay Su Pinnell, during guided reading "some students will work on very basic reading skills such as word analysis and comprehending simple texts" while other students may be working on more advanced reading skills and strategies with increasingly challenging texts. In addition, "all students need instructional support so they can expand their competence across a greater variety of increasingly challenging texts."<sup>34</sup>

Teachers at Achieve are using Jan Richardson's *Next Step in Guided Reading* as the framework for planning and delivering differentiated reading instruction. Guided reading at Achieve is supported by leveled libraries that span all levels and genres, such as those provided by Scholastic. We will continue to assess and progress monitor via the Developmental Reading Assessment (DRA2).

*See Instructional Appendix A17 for a sample Guided Reading Template, Instructional Appendix A18 for a sample Guided Reading Checklist and Rubric, and Instructional Appendix A19 for a sample Guided Reading Planning Tool.*

#### Fluency: Explicit Instruction and Practice through Repeated Reading

"Fluency, it seems, serves as a bridge between word recognition and comprehension. Because fluent readers are able to identify words accurately and automatically, they can focus most of their attention on comprehension..."<sup>35</sup>

In order to be strong readers, students must read fluently. Reading fluency is characterized by accuracy, automaticity, and prosody. Students who read accurately are able to read with minimal errors. Students with automaticity spend very little mental effort on decoding and can attend to content. They typically are reading at a grade-appropriate rate. Students who read with prosody, read with expression that demonstrates comprehension of the text and are able to chunk unfamiliar text appropriately based on syntax and semantics.

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

---

<sup>34</sup> Fountas and Pinnell. *Guided reading: Good first teaching for all children*. Portsmouth: Heinemann, 1996.

<sup>35</sup> J. Osborn, Lehr, and Hieber, 2003.

students will utilize programs like Reading Assistant to be able to get daily practice and feedback on accuracy and automaticity.

### Blended Learning:

Achieve Academy believes that the key to learning and especially accelerated learning is getting well-structured lessons in your Zone of Proximal Development (ZPD) and getting individualized support to practice and apply those lessons.<sup>36</sup> We believe it is unrealistic to provide ZPD learning regularly in the traditional school model. Therefore, Achieve currently implements a blended learning model that enables students to use online adaptive software.

The Christensen Institute has put forward what is being considered the industry's guidebook to blended learning. They define blended learning as "a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace and at least in part at a supervised brick-and-mortar location away from home." At EFC, we believe blended learning addresses two needs: 1) The level of differentiation and scaffolding required to serve ALL of our students, and 2) the programmatic structure required to authentically build capacity to self-manage learning.

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

Initial results at organizations that have recently piloted blended learning like KIPP, Firstline Schools, Summit, Rocketship, and Aspire show that blended learning helps to accelerate learning both for those who are behind in ELA and for those who are at and above grade level.<sup>37</sup> It is also effective in enabling access to content because it can adapt to a student's reading level or provide immediate support and scaffolding with vocabulary words or concepts that are challenging, particularly for English Language Learners and students with learning disabilities.

*See Appendix A20 for research on online learning.*

Online learning has been in place for decades, especially at the secondary level and college levels. More recently, online adaptive learning has been embraced by K-8 schools as a means to

---

<sup>36</sup> Vygotsky, L. *Mind and Society*. Cambridge, MA: Harvard University Press, 1978. 79-91.

<sup>37</sup> "Blended Learning." *Michael and Susan Dell Foundation*. Michael and Susan Dell Foundation, n.d. Web. 17 Aug 2013. <http://www.msdf.org/programs/urban-education/initiatives/united-states/blended-learning>.

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

Online adaptive learning enables the following –

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

Unfortunately, because the implementation of blended learning in K-8 settings is still relatively young, there is minimal research on the impact of blended learning in K-8 settings. The US Department of Education recently published a meta-analysis of the research literature from 1996 through 2008 reviewing over a thousand empirical studies of online learning. The studies were screened to find those that (a) contrasted an online to a face-to-face condition, (b) measured student learning outcomes, (c) used a rigorous research design, and (d) provided adequate information to calculate an effect size. They found that students in online learning conditions “performed modestly better than those receiving face-to-face instruction.” The effects were larger in those schools that blended elements of online and face-to-face instruction.<sup>38</sup>

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

---

<sup>38</sup> Means, Barbara, Yukie Toyama, et al. United States. Department of Education. *Evaluation of Evidence-Based Practices in Online Learning*. Washington DC: , 2010. Print.

*See Instructional Appendix A21 for ASCEND's outcomes under blended learning and Instructional Appendix A22a and A22b for Dell's Blended Learning Report and i-Ready's National Growth Analysis.*

In an effort to differentiate instruction and to provide targeted feedback to students, Achieve has implemented blended learning in all grades. To support differentiated reading time in all classrooms at Achieve, students rotate through adaptive online content, guided reading lessons with the teacher, and finally to literacy centers. With the help of technology, this instructional block maximizes differentiated and personalized learning. While at the blended learning station, students engage in literacy-based software, such as iReady, Accelerated Reader, Raz Kids, and Reading Assistant. These adaptive, web-based software provides informational texts to students at their individual instructional reading level, monitors for comprehension, and provides extension activities. Through this software, students receive personalized instruction to meet their needs and support them to accelerate reading proficiency. Preliminary analyses suggest a correlation between growth on standardized assessments and use of the blended learning programs. This data is being used to strengthen further implementation of blended learning at Achieve.

### Literacy Centers

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

Research shows that “readers need to read a lot because it is during the actual reading that they can practice all those complicated strategies and skills they are developing in unison...The only way to do this is to design interventions such that struggling readers engage in lots of text reading.”<sup>39</sup> During literacy centers at Achieve, all students spend significant time engaging in independent or partner reading practice.

Reciprocal teaching, is used to improve students' ability to learn from text. In this method, teacher and students collaborate in learning and practicing four key skills: summarizing, questioning, clarifying, and predicting. The teacher's role in the process is reduced over time.<sup>40</sup> As students at Achieve develop more reading independence, they also develop more independence in engaging in academic discourse around text.

Extension activities include an emphasis on written responses to literature, in which students use writer's notebooks and/or Post-Its to track their thoughts and ideas of the texts they are engaged

---

<sup>39</sup> Allington, R. A., *What Really Matters in Response to Intervention: Research-based Designs*. Boston, MA: Pearson Education, 2009.

<sup>40</sup> Mcleod, 2007 and Simply Psychology; Vygotsky. Retrieved 6 December 2011.

in. This activity promotes student meta-cognition and provides teachers with a data source and a tool for accountability.

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

### Writing Workshop

Achieve students are expected to write every day. In addition to many writing opportunities across all content areas, explicit and targeted writing instruction will occur through writing workshop, which will be aligned to the Common Core writing standards. Teachers will deconstruct specific text types, and all students will receive differentiated feedback on mechanics, process and craft using the Core Ready curriculum as a guide in this work. In alignment with the Common Core, writing workshop will emphasize informative and persuasive writing, in addition to narratives, and the revision stage of the writing process.

Students will receive differentiated feedback during writing workshop through guided writing groups and individual writing conferences.

Writing workshops will include the following strategies:

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

The curriculum we are piloting for writing instruction is from *Core Ready*, which includes a pacing guide and an EL component and is aligned to the *Core Ready* units used for reading instruction. Achieve is also integrating resources like the *6 + 1 Traits* by Education Northwest as a framework which identifies the key traits necessary for quality and strong writing. These include ideas, organization, voice, word choice, sentence fluency, conventions, and presentation.

*See Instructional Appendix A23 for the Core Ready Sample Opinion Writing Unit and Instructional Appendix A24 for the 3rd Grade Informational Writing Task Exemplar and Instructional Appendix A25 for the 6 +1 Traits.*

### Listening and Speaking

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

Students will be explicitly taught the oral language they are expected to produce in their writing. Many standard oral language practice routines are integrated into the classroom to ensure that all

students are practicing oral academic language on a regular basis. These routines include: think pair share, talking sticks, lines of communication, give one get one, and discussion cards.

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

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

See section on Supporting English Language Learners for more details.

#### Assessment:

Each component of our balanced literacy program will have its own assessment program. The primary formative assessments will be the Developmental Reading Assessment (DRA2) and the BPSTIII to guide instruction and grouping. We are administering the NWEA MAP in 3-5 to track growth and compare our growth against a national norm. We also are implementing Common Core based benchmark assessments designed specifically by Amplify (formerly Intel-Assess) to inform overall progress towards Common Core mastery. Additionally, teachers will create formative assessments using a Common Core-aligned item bank and short, standards-aligned Quick Check assessments from Amplify (Intel-Assess).

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

### **English Language Development**

English Language Learners (ELLs) at Achieve Academy receive daily supplemental ELD instruction. Research demonstrates that ELD instruction should include high levels of oral engagement with multiple opportunities to practice. Grouping students by level of proficiency enhances the effectiveness of the program, maximizing students' development of critical language skills and linking language structures and skills to all core subjects.

#### Goals

- English language learners make adequate annual progress in English proficiency

- The proportion of English language learners redesignating as English proficient meets or exceeds annual targets

In accordance with the California Framework for ELA/ELD, Achieve will be supporting its English learners through a combination of integrated and supplemental English language development approaches and strategies. The supplemental ELD program will focus on curriculum and framework that supports the Next Generation ELD Standards, such as Susana Dutro’s Systematic ELD curriculum and framework. Each teacher will designate time during the day for supplemental ELD instruction, in which students are grouped by English language proficiency level and curricular materials target specific language functions.

Integrated support of ELs weaves throughout the day, most notably during our balanced literacy program above, particularly the adaptive blended learning, guided reading, explicit vocabulary instruction, strategic shared and close reading instructional strategies, opportunities for academic discourse, and the Core Ready curriculum. Our newcomers are supported by the supplemental ELD time, balanced literacy approach and by immersion in the English language.

Dutro and Moran describe a well-designed approach to English language development (ELD) instruction throughout the day that includes: Systematic ELD, front-loading language for content instruction, and maximizing the “teachable moment.”<sup>41</sup>

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

- Interactive and engaging, meaningful and relevant, and intellectually rich and challenging
- Value and build on home language and culture and other forms of prior knowledge
- Are appropriately scaffolded with support such as visuals, processes, and specific instructional moves
- Build both language and content knowledge<sup>42</sup>

Research conducted over the past decade, in particular, has demonstrated the positive effects of focusing on domain-specific and general academic vocabulary with K-12 EL students, which supports our explicit teaching of vocabulary.<sup>43</sup> Studies on genre- and meaning-based approaches to literacy education with EL students in the US and internationally have demonstrated the effectiveness of teaching EL students about how language works to achieve different purposes in a variety of contexts and disciplines.<sup>44</sup> These frontloading strategies are embedded at Achieve in each content-integrated thematic unit, particularly through the explicit teaching of language functions and setting expressive and receptive tasks before shared and close reading activities.

---

<sup>41</sup> Dutro and Moran, 2003

<sup>42</sup> Francis, Rivera, Lesaux, Kieffer, and Rivera, 2006; Genesee, Lindholm, Leary, Saunders and Christian, 2006; Short and Fitzsimmons, 2007

<sup>43</sup> August, Carlo, Dressler, and Snow, 2005; Calderon, August, Slavin, Duran, Madden, and Cheung, 2005; Carlo, August, McLaughlin, Snow, Dressler, Lippman, Lively, and White, 2004; Collins, 2005; Kieffer and Lesaux, 2008, 2010; Silverman, 2007; Snow, Lawrence and White, 2009; Spycher, 2009; Townsend & Collins, 2009

<sup>44</sup> Achugar, Schleppegrell, and Oteiza, 2007; Aguirre and Muñoz, Park, Amabisca and Boscardin 2008; Gebhard and Martin 2010; Schleppegrell, Achugar, and Oteiza, 2004; Spycher, 2007



Achieve recognizes the importance of teaching academic English and discourse, as well as mainstreaming ELs as soon as possible and setting high expectations. This research has stressed the importance of positioning English learners as competent and capable of achieving academic literacies, providing them with an intellectually challenging curriculum with appropriate levels of support, apprenticing them into successfully using disciplinary language, and making the features of academic language transparent in order to build proficiency with and critical awareness of the features of academic language.<sup>45</sup> The content-integrated thematic units designed at Achieve aim to support all learners, especially ELs, to access high text complexity and rigorous discourse in both speaking and writing.

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

Accordingly, the instructional interventions studied in the applied research in this area have focused on identifying the language features of the academic texts students read and are expected to write in school (e.g., narratives, explanations, arguments) and on developing their awareness of and proficiency in using the language features of these academic registers (e.g., how ideas are condensed in science texts through nominalization, how arguments are constructed by connecting clauses in particular ways, or how agency is hidden in history texts by using the passive voice) so that they can better comprehend and create academic texts.<sup>46</sup> Our integration of social science and science texts through thematic units will aid in the goal of ensuring that students are proficient readers in all disciplines.

### Curriculum

English language proficiency is critical for our children. English proficiency in our society serves as a powerful gatekeeper, opening doors to opportunity for those who reach proficiency and limiting or closing doors to opportunity for those who do not. Access to high quality English instruction for English Learners is an issue of equity. Achieve Academy is committed to effectively serving children who are English Language Learners through a comprehensive approach to language instruction. In particular, our ELD program will be guided by Susana Dutro's *Systematic English Language Development*.

*See Instructional Appendix A26 for "Rethinking English Language Instruction" by Dutro and Moran.*

---

<sup>45</sup> Christie, 2012; Derewianka, 2011; Gibbons, 2009; Halliday, 1993; Hyland, 2004; Schleppegrell, 2004

<sup>46</sup> Gebhard, Willett, Jimenez and Piedra, 2011; Fang & Schleppegrell, 2010; Gibbons, 2008; Hammond, 2006; Rose and Acevedo, 2006; Schleppegrell and de Oliveira 2006.

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

*See Instructional Appendix A27 for Dutro's SysELD Rationale and Instructional Appendix A28 for list of ELL Program materials.*

In "Rethinking English Language Instruction: An Architectural Approach," Susana Dutro and Carrol Moran present a framework for English Learner instruction that is a student-centered, language-focused approach to planning and teaching. Designed to address one of the most significant tensions in second language literature, the debate regarding language acquisition versus language learning, the approach prioritizes saying, "yes" to both informal and formal language learning opportunities.<sup>47</sup> Further, the approach takes into consideration another tension existing in the research, whether students should analyze language processes by looking at language as an object of study and seeking the patterns and rules of language, or by intuiting patterns and rules of language by engaging in purposeful language activity. Their comprehensive framework for English Learner instruction is based on three elements:

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

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

- Specifically Designed Academic Instruction in English (SDAIE)
- Guided Language Acquisition Design (GLAD)
- Results: Academic Language and Literacy Instruction (RALLI)
- Marzano's approach to explicit vocabulary instruction
- Discussions 4 Learning: an oral vocabulary and language program

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

These strategies work to make language function explicit during content instruction, make vocabulary visible, comprehensible and relevant, and work to provide ELs access to the rigor demanded by the Common Core. They provide strategies on reading complex literary and informational texts, providing access to and comprehension of rigorous academic content for our ELs. These strategies explicitly tie to Achieve's balanced literacy framework.

### Instructional Strategies and Materials

---

<sup>47</sup> Beebe, Selinger, Genessee, Long, Cummins and Scover, 1988; Bourhis, 1990.

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

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

*See Instructional Appendix A28 for a list of all ELD curricular materials.*

### Assessment

EFC's current schools are considering the use of the *ADEPT*, a valid and reliable oral language assessment instrument (aligned with the CELDT), to assess key forms, or grammatical structures, through carefully worded prompts that elicit student responses. It assesses both receptive and expressive English language proficiency at the first three levels (Beginning, Early Intermediate, Intermediate) and expressive proficiency at the fourth level (Early Advanced). We are researching additional ELD assessments to provide ongoing data on student growth against the ELD standards. The assessments we are researching include the following:

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

All of these assessments offer online assessment, strong reporting features for both administrative and classroom use, and are nationally normed. Since California is in the process of revising its ELD assessment, we are not as of yet formally committing to any given

assessment but are conducting thorough analyses of these products and others so we can decide quickly once California's ELD assessment direction becomes clearer.

### **KEY ELEMENT 3:**

#### **Multidisciplinary teaching to ensure meaningful, relevant and deep learning as well as integration of science and social studies curricula.**

In order to best prepare students for a 21<sup>st</sup> century world, as well as to provide opportunities for deeper, more engaging and relevant learning, the team decided to implement multidisciplinary learning opportunities, specifically integrating ELA with science and social science. These projects will incorporate arts, technology, science and social studies to ensure we are teaching all subject matters and reaching the whole child. When possible they will incorporate historical fiction, expository writing, and informational texts to align with CCSS and CA state standards.

Multidisciplinary teaching at Achieve will use some components of Project Based Learning (PBL). "There is forty years of accumulated evidence that the instructional strategies and procedures that make up standards-focused Project Based Learning are effective in building deep content understanding, raising academic achievement and encouraging student motivation to learn."<sup>48</sup> The Buck Institute, a leading research institute and provider of curriculum for PBL, has found that inquiry learning is proven to be more effective in preparing students for standardized tests, in assisting students to integrate and explain concepts, and to improve students' mastery of 21st-century skills. It has also been found to be particularly effective with lower achieving students, because of the focus on personalization and the larger, long-term projects focus on a wider range of skills and interest. As Jeff Robin from High Tech High states, kids "get to work on what is sticky for them," or what they are most interested in and what best aligns with their competencies. Perhaps most importantly, students and teachers seem to be more satisfied with PBL than traditional instruction, due to the element of choice and the opportunity deeper learning.

Research has found that multidisciplinary teaching is more engaging for students than traditional learning, due to the fact that they have more of a "choice and voice," in the topics they choose, as well as the deeper learning experience. Students tend to retain more information, acquire long-term skills such as research and evaluation, and are better able integrate and explain concepts. In summary:

Research indicates that multidisciplinary learning: (a) has a positive effect on student content knowledge and the development of skills such as collaboration, critical thinking, and problem solving; (b) benefits students by increasing their motivation and engagement.<sup>49</sup>

Achieve's multidisciplinary curriculum will be inquiry-oriented in order to prepare students to be critical thinkers in a 21<sup>st</sup> century economy, to provide deep understanding, and to allow students to apply and build on what they know. They will engage in long-term, "real-world,"

---

<sup>48</sup> The Buck Institute is considered an expert on Project Based Learning: <http://www.bie.org/>.

<sup>49</sup> Brush and Saye, 2008; Krajcik, et al., 1998.

collaborative, interdisciplinary learning experiences that will involve research and culminate in authentic products.<sup>50</sup> Our projects will be based on Kolb's theory of Experiential Learning, and will also incorporate many principles of design thinking. These multidisciplinary learning experiences, will be teacher designed and later, much more student driven, and based on some of the best practices used at ASCEND Academy, another EFC portfolio school.

*See Instructional Appendix A29 for ASCEND PBL's Unit of Study.*

### Curriculum

Teachers will design their own multidisciplinary units. ASCEND, another EFC school, has already shown proven success with their multi-disciplinary approach, and Achieve plans to utilize some of their resources. The Achieve team will also designate specific PD time to agree upon an approach for multidisciplinary learning, to train teachers, and to have teachers plan and design curriculum. Finally, we will pull from other proven PBL resources, such as the Buck Institute, the Expeditionary Learning Schools, and possibly High Tech High Elementary School. All of our curriculum will be aligned to state and national standards for the subject areas: Common Core, Next Generation Science, and CA state standards.

### Instructional Strategies and Materials

Multidisciplinary learning at Achieve Academy will be driven by an inquiry question, and then students will be taught the background knowledge and content necessary for the projects. Students will also be given significant "choice and voice" in the specific topic that they research. The unit culminates in an authentic product or project that students have to present publicly. They will also be given significant time to reflect upon the success of their work, and to revise if necessary. Our process will be differentiated and personalized for students via the choice in topic or inquiry question, and by using blended learning to provided individualized support and content for students around their projects.

There are several key components of our proposed multidisciplinary units of study. First, they will be *multi-week projects*, with only a few occurring each year. We intend to start by alternating between science and ELA projects and then social science and ELA projects. Students will choose a challenging and rigorous topic, and then engage in a long-term investigation, culminating in an authentic product, which will serve as an assessment. Second, the projects will require *collaboration*, an important 21<sup>st</sup> century skill. Students will work in teams, delegate tasks, manage roles, the process, and each other. Third, projects will require *research and field work*, similar to the work that historians, social scientists and scientists do. Students will complete tasks such as hands-on research, conduct experiments, talk to experts, and evaluate the validity of sources. They will read non-fiction texts around the subject area that they are investigating. Fourth, these projects will have a clear element of *student choice*. This allows for better differentiation around learning styles and interests. It also teaches some of the more soft skills of making academic choices that align with your strengths and interests, setting goals, and following through with plans. Finally, it allows students to think critically about how

---

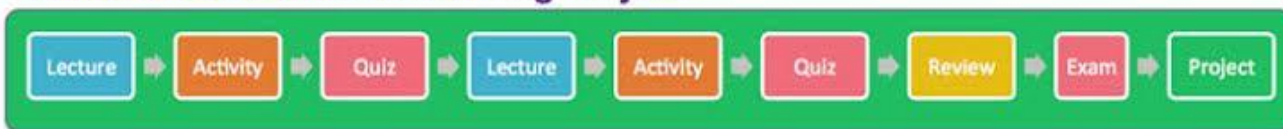
<sup>50</sup> The Buck Institute

to approach and solve a problem and how to present a solution in the most convincing way—all key 21<sup>st</sup> century skills. Fifth, these projects are *student directed*. We will use a gradual release model that will be highly scaffolded. Teachers will think about how to best set up students for success and how much support is developmentally appropriate. Students will need to own the process and learn how to be self-directed, how to “stay the course” and complete long-term projects, and how to redirect each other.

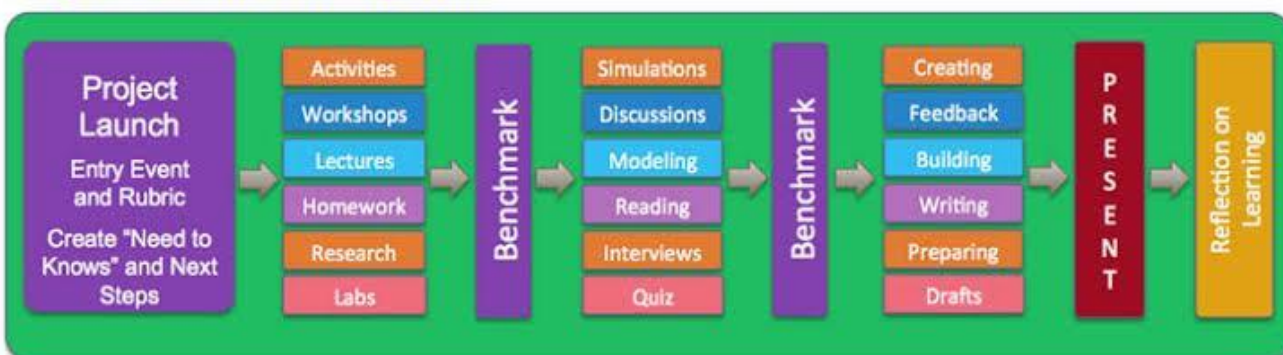
As the team identified a need to teach social science, science and art content, as well as integrating technology into the program, the projects will also contain “soft art” skills and potentially music, and will integrate technology throughout. The final product(s) will also include an art component and may be based in technology. For example, students may create a PowerPoint presentation as part of their final product. Or, they may conduct online research. For art, students may draw or paint the landscape or physical geography of a country they learned about. It is our plan that we will hire or designate a teacher to teach the specific technological or art skills, while classroom teachers will integrate these skills into larger projects. Please see more about our art and technology programs below.

The graphic below outlines the differences between traditional instruction and multidisciplinary learning. Traditional instruction is more teacher-centered, and relies on lectures, activities and traditional assessment, whereas multidisciplinary learning is much more in-depth and long-term, and allows for student choice and differentiation, a wider range of activities and skill practice, several checks for understanding and progress, and culminates in a public presentation of a final product as well as a revision and reflection time.

### Traditional Unit With Culminating Project:



### Project-Based Learning Unit:



As the addition of multidisciplinary teaching is a major shift in the culture, curriculum, and the structures of the school, Achieve plans to add thematic units gradually over the next five years, beginning with simply adding content readings into our ELA units. We also recognize that these



units will require significant scaffolding for students, and that we will need to support students in learning the skills to complete these projects and units. As an effective implementation of multidisciplinary teaching also requires extensive PD for teachers, we have described our professional development plan in the section below. We also plan to educate parents around the new curriculum and instructional methods and inform them as to how they can support projects at home.

### Assessments

A major component of multidisciplinary teaching is the final project, which is an authentic product created by students (or teams of students), that is potentially presented publicly and that students must defend to a panel of teachers and/or peers. As we become more adept at facilitating learning through projects, Achieve will incorporate the use of authentic assessments.

### **Social Science and History**

In the summer of 2010, a committee of teachers analyzed which standards were not adequately covered through the Open Court themes, inquiry and social studies connection lessons. They then developed the EFC curriculum map to ensure that each social studies standard is effectively and systematically addressed at each grade level.

The History-Social Science curriculum also focuses on the understanding of skills delineated in the standards. Students are expected to interact with the concepts of history/ social studies and to learn the critical thinking skills to engage in the inquiry and analysis necessary in this field. For the students to become active participants in society, they must be able to function effectively in group settings, and to focus on problem solving, analysis, and content. Students see their peers within the school as their family, and their class as a team. The History-Social Science curriculum and its implementation feature reinforcement of the values of teamwork, citizenship, and collective goal attainment.

In a 21<sup>st</sup> century world, students will need to think globally, function in a highly interconnected and multicultural world, and be able to recognize and apply multiple perspectives. As such, the team determined that it was key to integrate social science content into the ELA curriculum.

### Goals:

- Students will make accelerated progress towards mastery of grade level Common Core standards for literacy in the social sciences
- Students will succeed in middle school, high school, college and beyond as highly literate and civic minded citizens
- Students will develop a better understanding of themselves from the literature they read and the history they study
- Students will practice the key social science skills of historical empathy as well as recognizing multiple perspectives
- Students will learn K-5 social studies content through a range of reading experiences
- Students will demonstrate an understanding of how geography, government, economics, and culture shape their lives and the lives of others

## Curriculum

As of the time of this writing, the state of California is still unclear as to which content standards will be used for history and is in the process of determining new standards. Until the state makes a determination on new standards, we will continue to use the Common Core Literacy standards for social science skills as well as the CA Standards for History-Social Science for both skills and content. The team is investigating social science curriculum, including *Reflections*, the Alexandria Plan (developed by Common Core and explicitly designed to integrated with ELA), as well as geography curriculum.

## Instructional Strategies and Materials

Achieve Academy'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 in theme related units in conjunction with ELA. Unit opener and wrap-ups, as well as in-class simulations and role-plays allow students to gain deeper insight into complex historical events.

The History-Social Science instructional program also focuses on the understanding of skills delineated in the standards, and has a focus on hands-on learning. Students are expected to interact with the concepts of History-Social Studies and to learn the critical thinking skills necessary to engage in the inquiry and analysis prevalent in this field. For the students to become active participants in society, they must be able to function effectively in group settings, and to focus on problem solving, analysis, and content. Students see their peers within the school as their family, and their class as a team. The History-Social Science curriculum and its implementation feature reinforcement of the values of teamwork, citizenship, and collective goal attainment.

Students will read social science texts through guided reading and close/shared reading in ELA in order to learn the content. They will also incorporate social science thinking skills such as sourcing, contextualizing, cause and effect, and historical empathy via multidisciplinary and thematic units. Students will also be taught authentic skills of historians and social scientists such as research and analyzing primary source documents through their multidisciplinary projects. The team also identified a need to explicitly teach geography, especially where countries are in relation to each other as well as how geography relates to society, politics, religion and economics.

## Assessments

Students' mastery of key History-Social Science standards is assessed through a combination of formative and summative assessments that are standards-aligned. Social science will be assessed via the final products in multidisciplinary units and potentially by the new Smarter Balanced Assessments.



## Science

EFC has developed a hands-on comprehensive, standards-based Science curriculum with two components: a structured Science prep curriculum and the integration of science in the English Language Arts themes. To support the students in mastering all grade level standards, EFC identified which standards were not adequately addressed as a part of OCR and ensured they were covered by the Science prep curriculum.

In addition, students have the opportunity to engage in inquiry through the exploration of science related Open Court themes such as Astronomy and Mystery to Medicine. Teachers provide a variety of experiences to extend and enrich science related themes. Teachers look for opportunities to enhance the study of the science-related theme through available resources in the community.

However, Achieve staff and families articulated concern that while science was taught, it was taught in isolation and it was not taught frequently enough. Therefore, moving forward, Achieve will move away from an isolated science prep to integrating science into the ELA program.

### Goals

- All students will be able to demonstrate the process of scientific inquiry through experimentation, data collection and analysis, and problem solving
- Students will be instilled with a curiosity about the world around them that will foster a lifelong interest in Science

### Curriculum

In line with the multidisciplinary curriculum, science will be taught in an inquiry-based, hands on method. Achieve Academy's science curriculum will begin with standards-based lessons integrated into ELA, and in the later years, we will likely integrate a hands-on curriculum like Lawrence Hall of Science's Full Options Science System (FOSS) program. The FOSS curriculum is tied to both the Common Core standards and the Next Generation Science Standards (NGSS). Supplemental resources will be used, including non-fiction (or expository) Science texts within English Language Arts. The Boston Public Schools have been developing curriculum maps for FOSS curriculum that focuses on integrating the Common Core standards in ELA. Teachers will utilize maps like these to support their summer planning.

*See Instructional Appendix A30 for a sample of the BPS Grade 2 Science Map and Instructional Appendix A31 for a Sample of Text Dependent Questions for Science.*

### Instructional Strategies and Materials

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

the FOSS curriculum while adhering to the CCSS and NGSS. Teachers may use the following instructional strategies:

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

### Assessment

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

Student performance expectations will be assessed in multiple ways taking into consideration the Scientific and Engineering Practices, Disciplinary Core Ideas, and Cross Cutting Concepts laid out in the NGSS. These practices will include but not be limited to students formulating a hypothesis, finding the logical connections among hypotheses, conducting experiments, developing and using models, and collecting and interpreting data.

### **KEY ELEMENT 4:**

#### **Integration of Arts, PE, and Technology in order to teach the whole child and prepare students for the 21<sup>st</sup> century**

Initially, EFC included visual arts professional development as one area of focus for classroom teachers. After an in-depth analysis of both initial student assessment data results and feedback from teachers it was apparent we needed to adjust our plan. Because of the number of teachers new to the profession and the depth of instruction needed to effectively serve our students, there has been a clear need to focus on math and language arts instruction for classroom teachers.

During the self-study, the team identified the need to teach the whole child, in order to increase achievement and to prepare them for middle school, high school, college and career success. This emphasis on the whole child included specific arts and music instruction. Arts instruction also ensures that you are teaching to all learning styles and interests, and is found to be much more hands on and engaging than many other subjects. Recently, an article in the *New York Times* detailed how “art can make you smart[er],” stating that arts and music education is particularly important for low-income students and students of color as it exposes students to multiple perspectives and increases empathy and tolerance, critical thinking skills, and knowledge and interest in art and culture.<sup>51</sup> Parents at Achieve have also been requesting more

---

<sup>51</sup> Kisida, Green and Bowen. “Art Makes You Smart.” *New York Times*, November 24, 2013.

arts and music education. As part of preparing students to be well-rounded, 21<sup>st</sup> century learners, we will add explicit arts and music instruction as well as to integrate both into the larger curriculum. The school plans to hire both an art and a music teachers both to teach students the “hard art” skills, as well as to provide professional development for regular classroom teachers while planning and to assist in integrating art and music into the regular curriculum and the multidisciplinary units.

Furthermore, as the student population at Achieve faces significant challenges with toxic stress and obesity, the team decided to designate specific time for PE each week. The addition of PE is also a school element that parents felt was lacking.

Preparing students to be leaders in a 21<sup>st</sup> century world entails that they be competent users of technology, and that technology is integrated throughout the curriculum. Achieve plans to designate specific time to teach explicit technology skills, as well as to infuse technology throughout math, ELA, science, and social studies.

In order to best teach students how to properly do research, the team also decided to add library time in each week. Therefore, the students will rotate through PE, technology, art, music and library time approximately once per week. We hope that the addition of these content areas will appeal to all learners, increase engagement, and teach students the key critical thinking and research skills necessary for middle school and beyond.

## **Visual and Performing Arts**

### Goals

- Students will learn specific standards based visual arts and music skills
- Arts will be integrated into other subjects via multidisciplinary learning, increasing engagement and achievement

### Curriculum

The new arts and music teachers create curriculum based on best practices, and all of the art and music curriculum will align to both California and national standards for both visual and performing arts. They will continue to build best practices from Z Sharp and ASCEND, a recognized arts-integration school and a school within EFC portfolio.

### Instructional Strategies and Materials

The Visual Arts and music programs at Achieve Academy will consist of two parts: to provide explicit arts and music education and to integrate and infuse the arts and music into the curriculum and multidisciplinary projects where possible, in order to augment skills and concepts.

The initial focus is for classroom teachers to integrate the arts and music into content areas where applicable, and for the art and music teachers to support the classroom teacher in planning and in teaching the “hard art” skills. For instance, this could include using art to bring a Social Studies

or science lesson to life, as in the making of topographical maps of California, or a painting of a cell. The art teacher would teach drawing and painting skills, and classroom teachers will be expected to infuse the art content knowledge they have learned through their planning with the art teacher into their instruction, particularly where the art standards intersect with the curriculum. Or, the music teacher would teach a specific music style of a time period while the classroom teacher might infuse the songs of that time period into a unit.

In the arts and music classes, students will be given specific visual arts and music instruction based on the California and the National Arts standards, and the Common Core map to the Arts. Our goal is that approximately once a week, both the art and music teachers will provide specific skills, content and curriculum to students, which we believe should be applicable to their larger multidisciplinary learning activities.

Additionally we are partnering with Bay Area Children's Theater to bring performing arts to our students as an after school elective. BACT's performance-based classes give students special opportunities and experiences that can build self-confidence, self-reliance and collaborative skills. Students learn that they can stand up in front of a group and give a speech or sing a song. They participate in defining and achieving goals as members of a well-trained, well-prepared team.

*See Instructional Appendix A32 for the Common Core Map to the Arts.*

### Assessment

Student artwork and musical performances is the assessment. Student work will be assessed through direct observation of student artwork and performance, including a student's development over time and their application of form and content taught. Students may participate in discussions analyzing works of art and connecting art to the themes of study, or they may study the music of a time period, learn different music styles, write songs, or perform a piece. Together, these modes of assessment take into account a student's artistic ability, as well as their comprehension and enjoyment of the visual arts and music. We hope that eventually our larger multidisciplinary learning assignments will include an art or music component in the final project.

### **Physical Education**

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

EFC believes that competency and excellence in athletics can lead to confidence and mental well-being in life, and that team sports instill dedication and a sense of working for the collective good. The physical education program therefore focuses on improving the physical and mental

health of the students as well as on building an understanding of and appreciation for collaboration and shared outcomes through structured recreational activities.

Currently, all EFC students are provided with structured activities during morning and lunch recesses. EFC plans to continue supporting structured physical activities during recess. Organized sports activities are provided as an option for after school activities. Some current examples of after school physical education offerings include: running, biking, and dance classes.

As the student population at Achieve faces significant challenges with toxic stress and obesity, we have designated time each week for PE within the classroom.

### Goals

- Achieve Academy students will demonstrate an understanding of the ways nutrition and exercise impact their physical and emotional health.
- Achieve Academy students will set nutritional goals and create a healthy diet plan
- Achieve Academy students will apply stress reducing techniques to their daily life

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

### Curriculum:

Achieve Academy's PE program is designed to provide students with the tools and knowledge to be healthy both physically and emotionally for the rest of their lives. The physical education (PE) curriculum will be developed by the Achieve Academy teachers in line with state and national standards. Fitness will be emphasized over sports skills and athletic ability. Explicit time for PE will be given during the school week by the classroom teacher.

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

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities.

- Knows the implications of and the benefits from involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

#### Instructional Strategies and Materials:

The Physical Education program focuses on sports-related activities and exercises to enhance physical fitness as well as after-school sports programs. Students develop competency in a variety of sports techniques, develop motor skills and coordination, and learn different strategies for different sports. The physical education program teaches students the essential skills for a variety of sports, beginning with the motor skills necessary and then building on those skills with the ultimate goal of students engaging in the sport itself. Achieve Academy will include 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, increasing exercise time, etc.)
- Developing skills and strategies to both recognize the signs and reduce the effects of stress on the physical body

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

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

PE class will also assist students in recognizing the value of physical activity for health, enjoyment, challenge, self-expression and social interaction. Additionally, many teachers use cooperative learning games to facilitate collaborative skills and positive sportsmanship. Students will engage in cooperative play that requires problem solving, decision-making, and game strategies. Students will be given opportunities to develop leadership skills while risk-taking within the safe environment of team activities. In addition, character education traits such as

following rules, knowing equipment safety procedures, respect for others, sportsmanship, and self-discipline will be reinforced. The topic of bullying will also be addressed during PE class through the establishment of a positive school culture, developing a sense of personal responsibility for school climate, norms against bullying, and respect for diversity.

### Assessment

Achieve Academy students will be assessed by the President's Physical Fitness test in 5<sup>th</sup> grade. The goal is for all students to score at or above the 85<sup>th</sup> percentile in all five areas tested.

### **Technology**

Technology offers many tools to support high academic achievement in EFC schools. Just as a calculator can assist with higher-level math equations, 21<sup>st</sup> century technologies should be utilized to achieve clear educational outcomes that are measurable, demonstrable, and non-technological in nature. Utilizing technology tools to enhance and improve instructional methods:

- Enhances individual achievement through assessment technologies
- Enables teachers and students to effectively collaborate with others
- Enables new forms of student research, inquiry and expression
- Builds higher order thinking skills by allowing students to interact with information in multiple ways
- Facilitates professional development opportunities and enhances instructional support, including the organization and distribution of teacher developed curriculum enhancements, mitigations, and small group instruction plans

### Goals

- All students will be able to use technology to effectively communicate, collaborate, and conduct research
- Students will learn basic computer skills such as word processing, arranging presentations, creating spreadsheets, developing simple websites, basic communications, and using Google Drive
- Students will learn basic keyboarding skills
- All students will learn the NETS standards 1-6 (see below)
- Technology is integrated throughout the curriculum and is used to enhance instruction, including allowing students to have a more global perspective and experience

### Curriculum

Achieve added a technology teacher to investigate the best research-based curriculum for teaching technology skills at TK-5. We have numerous examples of K-5 scope and sequences that highlight the appropriate developmental progression children should make in gaining

technological skills. In addition, Lazear Charter Academy is a STEM school within EFC that has been implementing a K-8 technology curriculum for two years. Achieve will learn from Lazear's practices and adopt many of the tools and units of study developed by the Lazear technology teacher.

*See Instructional Appendix A33 for a Sample K-5 Technology Scope and Sequence.*

### Instructional Strategies and Materials

Achieve is currently using a blended learning rotational model in ELA for guided reading. In addition, students receive a weekly technology class taught by a trained technology teacher. In the later phases, we will use technology to enhance writing skills, including the use of peer and adult feedback, Google drive, and collaborative writing. We will explore ways to use technology as a lever in our instruction to enhance curriculum and instruction. We are currently investigating ways we can use video conferencing in our curriculum, especially in multidisciplinary units, such as talking to a student in another country for a social science project, or talking to an expert to learn more about a science topic. We are also looking at students using technology authentically to create products, such as blogging, research, fieldwork or PowerPoint presentations and Web sites. We aim to eventually infuse technology seamlessly throughout the curriculum, in many of the same ways that technology is now infused throughout our day-to-day.

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

### Assessment:

Technology assessments will include both formative and summative assessments. Students will take quizzes during units to help them gauge their own learning and to enable the teacher to adjust instruction. At the end of each unit, students will take a summative assessment; this assessment will be developed by the Technology teacher. Performance assessments will be given in each unit as part of the summative assessment process. Students will be expected to perform a series of computer tasks while the instructor watches. 4<sup>th</sup> and 5<sup>th</sup> grade students will be expected to be able to type at least 25 words per minute with 98% accuracy. Students will be scored according to a performance rubric the students know and have practiced using. Technology is also integrated into the multidisciplinary units as part of the process and product.

### **KEY ELEMENT 5:**

**Ensuring all students succeed through our partnership with East Bay Agency for Children and by expanding our innovative partnership with Seneca Center to implement their All-In! Response to Interventions model**

The partnership with East Bay Agency for Children (EBAC) was formed over a decade ago to provide wraparound services for Hawthorne Elementary School families. The Hawthorne Family Resource Center resides on Achieve's campus and supports the entire community in



terms of social services, mental and physical health, and community education and programming.

The All In! Partnership between Education for Change and Seneca was formed in 2012 to collaborate on the implementation of school-wide academic and social-emotional interventions to improve the success and well-being of all students by realigning resources to support early intervention, supporting students before they fail, and facilitating the provision and coordination of both academic and non-academic services, thereby removing barriers to student success.

All-In! utilizes the Response to Intervention (RTI) tiered framework to provide aligned academic and social emotional approaches to prevent student struggles and remedy existing gaps. RTI establishes criterion for decision-making around three tiers of services, with Tier 1 services implemented school-wide, and Tiers 2 and 3 targeting students who require additional services to succeed. The integrated, data-driven approach of RTI has been shown to be effective in enhancing student achievement school-wide, but its implementation is often hindered by the level of expertise required for implementation and coordination of different levels of service provision. In addition to the expertise of existing school personnel, All In! Partnership leverages the capacity of Seneca Family of Agencies, whose core competency lies in service coordination and the delivery of more intensive education and social emotional services. When this competency is introduced into a school where leadership and staff are committed to success for each student, the path towards school effectiveness for ALL children is accelerated, and students are pushed to higher levels of achievement. The process requires consistent communication on assessments, anecdotal data, and other check-ins between Seneca, teachers, and other service providers (such as Reading Partners) in order to improve student success.

The graphic below illustrates the levels of interventions Achieve is committed to providing as part of a comprehensive student support system. Seneca facilitates a Coordination of Services Team that includes EBAC, Seneca, and Achieve staff. This team oversees the implementation of the tiered support system. Seneca provides all Tier 3 interventions as they have expertise in providing Special Education and intensive support services. They also provide Tier 2 Academic Interventions. EBAC provides Tier 2 behavior and social emotional interventions through their after school programming and their counseling programs. Tier 1 behavioral interventions are implemented by classroom teachers with support from the administration and Seneca staff. Tier 1 Academic interventions are provided by the classroom teacher and the school support staff. Tier 1 Social Emotional Interventions were identified as a need at the school and is described in more detail below.

*See Instructional Appendix A34 for the All In! Program Overview*

### Process

## All-In! Multi-Tiered Model for Intervention



### TIER 3 • INTENSIVE:

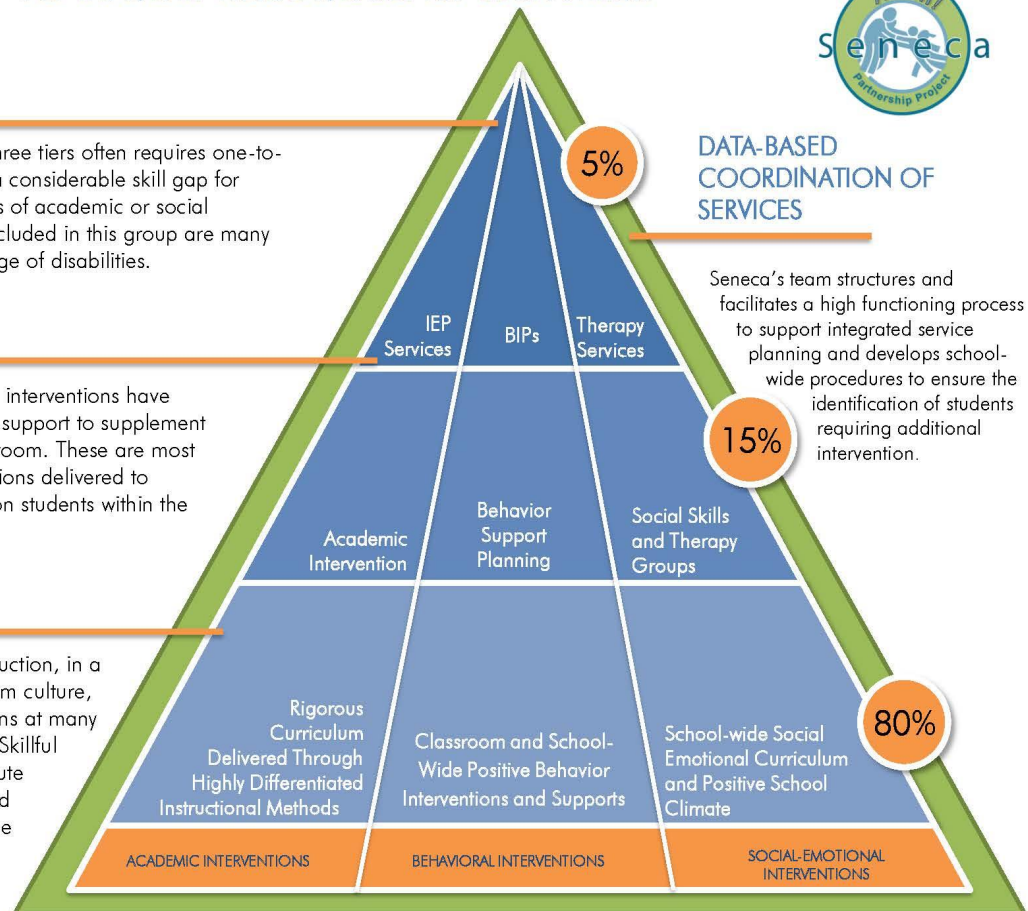
The most intensive of the three tiers often requires one-to-one support or addresses a considerable skill gap for students at the lowest levels of academic or social emotional achievement. Included in this group are many students with IEPs for a range of disabilities.

### TIER 2 • TARGETED:

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

### TIER 1 • UNIVERSAL:

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



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

**Goal 1: To Increase The Capacity Of Partnering Schools To Deliver Effective Interventions For All Students Through The Implementation Of A Multi-Tiered Framework**

## Intervention Assessment and Planning

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

The All-in! Partnership ensures that systems are in place to promote continuous performance improvement through the collection and analysis of multiple sources of data and feedback: (1) through the use of an annual staff survey, the All-in! Partnership gathers insight from staff members regarding the effectiveness of current interventions, including whether or not services are integrated, data-driven, and youth-centered, (2) data on the distribution of staff and student time across the three tiers of service are collected and analyzed to help inform decisions about the future allocation of resources, (3) the School Wide Positive Behavioral Interventions and Supports (SWPBS) Self-Assessment Survey (SAS) is implemented annually, to identify staff perceptions of the status and priority for improvement in behavioral interventions at the school-wide, classroom, and individual student levels, and (4) The Alliance for the Study of School Climate's (ASSC) School Climate Assessment Instrument (SCAI) is implemented annually, which considers climate across eight dimensions - physical environment, faculty relationships, student interactions, leadership and decisions, management and discipline, learning and assessment, attitude and culture, and community relations - effectively encompassing the critical components of school climate identified in current research.<sup>52</sup> All of these assessment components are synthesized into a summative report and the All-in! team uses this information to create a responsive implementation plan that contains prioritized goals and strategies for each new school year.

## Coordination of Services Team (COST)

This team consists of 8-10 key stakeholders, including administration, Dean of Students, intervention staff (representatives delivering tier two and three interventions including members of the special education and mental health teams) and classroom teachers. The team creates a uniform, comprehensive referral form for teachers to use when concerns arise about a student's academic, behavioral, or social-emotional challenges. Each week, the team discusses teacher referrals, triaging students for more in-depth discussion and matching them with correct support services, including supportive interventions that can be implemented by teachers within the classroom. Teams also spend time focusing on school-wide academic, behavioral and social-emotional data (including academic assessment scores, office discipline referral data, and attendance rates) to determine priorities, establish thresholds for different levels of intervention and match resources to needs. Each week, the team also completes one-week reviews and eight-week reviews for students who have been assigned to specific interventions.

---

<sup>52</sup> Austin et al., 2011; Zulig et al., 2010.

*See Instructional Appendix A35 for a flowchart illustrating the COST system and Instructional Appendix A36 for a COST form.*

### Cross-System Collaboration

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

### **Goal 2: To increase achievement for struggling students<sup>53</sup>, including students with disabilities**

The All-in! Partnership ensures that high quality, universal interventions are implemented at tier one, through the provision of training and support in school-wide academic, behavioral, and social emotional curricula. Tier two and tier three services are provided by a team of credentialed and licensed service professionals (i.e. special education providers, school psychologists, reading specialists, therapists, social workers, and behavioral analysts). These high quality, customized, data-driven interventions are designed to reduce the need for later referral to higher levels of service. The multi-tiered framework serves as a vessel for the delivery of evidence-based practices that are selected based on the unique needs of the school and students. Students identified for tier two services will engage in six to ten week cycles of intervention focused on remediating specific gaps. All intervention specialists engage in regular progress monitoring to evaluate the effectiveness and to gain valuable information about adjustments needed. A team of four interventionists provides both push-in and pull-out instructional supports aligned with Tier 2 and Tier 3 student goals. With such prompt and targeted intervention, many students quickly improve and can be sufficiently supported by school-wide or classroom-based tier one interventions. Students who do not respond to tier two interventions are considered candidates to receive support at the third tier of intensive services.

*See Instructional Appendix A37 for a list of Academic Interventions.*

### Tier One, Academic

Through the All-in! Partnership, Seneca works with site leadership to build capacity of Achieve teachers to implement research-based curricula, instructional methods, and assessments focused on differentiation and the engagement of diverse learners. Fidelity to the implementation of identified curricula and assessments are monitored by regularly observing classrooms and helping the school to establish systems to track classroom data.

### Tier Two, Academic

---

<sup>53</sup> Students receiving Tier 2 or 3 academic, behavioral, and/or social-emotional interventions

The COST team works to develop thresholds for the initiation of tier two services, considering data gathered from various assessments. Students are identified to participate in 6-10 week cycles of push-in or pull-out academic groups, targeting the specific content gaps revealed through assessment data. Progress is measured through appropriate, standardized tools such as Aimsweb. Each student's progress is assessed at the end of the cycle by the COST team to determine if they are ready to return to tier one levels of support, if they need an alternative type of intervention, or if they may be candidates for tier three services.

### Tier Three, Academic

Tier three academic services are provided for students with Individualized Education Programs (IEPs). Push-in and/or pull-out services are provided by trained special education teachers as indicated by the students' IEP and progress on IEP goals are closely monitored over time. IEP goals are reviewed at least annually and students are re-assessed for tier 3 services every three years.

### Tiered Behavioral Services

Achieve utilizes School-Wide Positive Behavioral Interventions and Supports (SWPBS), an evidence-based practice that has proven effective at reducing behavioral challenges for students, including students with disabilities.<sup>54</sup> SWPBS provides the architecture for building system change within a school that is aimed at bringing about positive school climate. An SWPBS team, known as the School Culture Team, is formed, consisting of six to ten key stakeholders with representation from administrative leadership, Dean of Students, intervention and support staff, general education teachers, and family/community liaisons. The team undergoes a training series (2-3 days per school year) to build understanding of the model's core features, explore various behavioral intervention strategies at each tier, and learn about the tools and process of monitoring progress and fidelity.

*See Instructional Appendix A38 for the EBAC Behavior Chart, Instructional Appendix A39 for the EBAC Family Support Team Referral Form and Appendix A40 for the EBAC Family Support Team Action Plan.*

### Tier One, Behavioral

The SWPBS team plays a key role in the development and implementation of tier one practices. Through a collaborative process that takes into account the unique culture and climate of the school, the team works to (1) identify school-wide behavioral expectations, (2) create a clear picture of what these expectations look like and (3) ensure that these behavioral expectations are explicitly taught to students. Once these expectations are clearly articulated and taught to the entire school community, the team creates a system in which students can be positively acknowledged for demonstrating these behaviors. Another important role of the SWPBS school team is to review the school's disciplinary practices for clarity and consistency and to ensure that office discipline referral (ODR) information is collected in such a way that data can be easily

---

<sup>54</sup> Bradshaw et al., 2010; Cheney & Walker, 2004; Eber et al., 2002.

monitored and aggregated for the purpose of tracking outcomes and making informed decisions about referring students to higher levels of intervention. Our Dean of Students is a key member of our SWPBS team. She coordinates and delivers in class supports to our higher needs students, tracks and analyzes behavior data, communicates with teachers and families, in order to provide comprehensive behavioral and emotional supports to our students.

### Tier Two, Behavioral

The COST team works to develop thresholds for the initiation of tier two services, considering data gathered office discipline referrals and attendance. The team works to create behavior support plans for students in need of additional or alternative support strategies in the classroom. One such evidence-based practice that facilitates this process is *Collaborative Problem Solving (CPS)*. This approach seeks to understand challenging behaviors as a result of lagging cognitive skills, such as flexibility, frustration tolerance, and problem solving. It asks adults to work collaboratively with students to identify what skills would help to avoid the challenging behavior in the first place, and how to come up with effective, durable strategies for teaching and learning those skills. Behavior goals are created and each student's progress is assessed after eight weeks to determine if they are ready to return to tier one levels of support, or if they may be candidates for tier three services.

### Tier Three, Behavioral

These services include Functional Behavioral Analysis (FBA), and wraparound services. FBAs identify antecedents to problem behaviors, the purpose or function of the problem behavior, possible replacement behaviors that could be taught to the student and strategies for ensuring that desirable behaviors are reinforced and problem behaviors are not. The process culminates in the development of an individualized behavior plan that is carried out and closely monitored by the team.

Wraparound principles and practices involve a collaborative, client voice driven process that aims to connect students, families, schools and community partners in effective problem solving relationships. The team works together to create a comprehensive, strengths-based plan that will help children and their families build constructive relationships and support networks. Plans are comprehensive and address multiple life domains across home, school, and community.

### Tier One, Social-Emotional

To address school-wide climate and social-emotional needs, as part of its self-study Achieve (and World) collected observational and longitudinal data on student resiliency. Anecdotally, teachers and family leaders report that students who move on from Achieve Academy to middle and high school do not necessarily remain on a college-bound track. Many Achieve students ultimately attend the neighborhood high school which has a dismal graduation rate. As a result, Achieve has identified tier one social emotional-learning as an area of need. While the SEL needs of students are not materializing as behavior challenges as evidenced in other EFC schools, we do believe that SEL is an area of need, and research supports that children growing up in violent communities in high poverty experience a level of stress that limits their abilities to

excel academically. We are exploring multiple steps towards building our tier 1 SEL program. These steps may include implementing trauma-informed school-wide social emotional curriculum, conflict resolution strategies, and/or bullying prevention policies and procedures. They may include explicit steps to build greater home-school connections including teacher diversity training and home visit training. Once needs are identified, curricula and/or interventions will be chosen that align with the school's culture and current practices. As part of this inquiry, the Achieve team evaluated and piloted Toolbox as a strong SEL curriculum.

Please see the section below on social-emotional learning.

### Tier Two, Social-Emotional

The COST team works to develop thresholds for initiation of tier two social-emotional services, considering office discipline referral and attendance data, as well as information gathered through the social-emotional screener. Students are identified to participate in 6-10 week cycles of group and individual therapy, such as Cognitive Behavioral Intervention for Trauma in Schools (CBITS) and Aggression Replacement Therapy (ART), targeting the specific risk-factors revealed through assessment data. Progress is measured through appropriate, standardized tools such as the Strengths and Difficulties Questionnaire. Each student's progress is assessed at the end of the cycle to determine if they are ready to return to tier one levels of support, or if they may be in need of intensive, tier three services.

*See Instructional Appendix A41 for a list of Social Emotional and Behavioral Interventions.*

### Tier Three, Social-Emotional

These services include individual and family therapy, provided by licensed clinical professionals. Clinicians collaborate with youth and families to complete the Children and Adolescent Needs and Strengths (CANS) assessment to identify the domains of greatest need for intervention. The assessment provides a basis for the development of an individualized treatment plan, which consists of measurable goals that are used to monitor treatment progress.

### Professional Development and Coaching

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

### Caregiver Involvement



In a review of the literature, the National Center for Family and Community Connections with Schools found that parent involvement has been shown to benefit students' academic, behavioral, and social outcomes.<sup>55</sup> The All-in! partnership works to promote active caregiver involvement both at the school-wide community level, and the individual student level. Processes are in place to enable family members to experience themselves as active participants in the education of their children. In some cases, this might include building bridges, by supporting leadership in establishing welcoming environments (family resource centers, communication in parents' primary language, etc.) and events (weekly parent meetings, cultural performances, fairs, etc.), and working with active parents to serve as family liaisons and perform outreach work with the larger parent community. Based on the expressed need of each school community, All-in! provides trainings and workshops for parents to address such topics as child development, positive parenting, and behavior management.

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

### Moving Forward to Enhance and Improve the RTI Program

The team concluded that the RTI program was working quite well, especially in terms of Tier 1 behavior and academic interventions, as well as Tier 2 and Tier 3 academic and behavior interventions. Due to the small number of Tier 3 (officially designated special education) students, the school has been able to use a lot of resources at Tier 2, to provide preventative services. We plan to continue to expand our RTI program.

### **KEY ELEMENT 6:**

**Explicitly teaching Social and Emotional skills in order to best prepare students to deal with the challenges they face in their worlds and to prepare them to be 21<sup>st</sup> century leaders.**

The students at Achieve have several factors in their lives outside of school that create toxic stress—high unemployment and violence in the neighborhood, poverty, and the transient nature of the population, just to name a few. Although this does not manifest itself at Achieve in terms of behavioral problems, it does have effects on academic achievement and emotional wellbeing, particularly in the long-term. The majority of students in the Fruitvale have historically not been successful once they reach middle and high school. The team also concluded that although the

---

<sup>55</sup> Henderson & Mapp, 2002.



school was providing effective Tier 1 behavioral and academic supports (as outlined above), the social-emotional supports in Tier 1 were lacking. As part of teaching the whole child, the team decided that Achieve should be explicitly teaching social-emotional skills, in particular, strategies to deal with toxic stress and to provide students with the ability to be resilient and successful, particularly outside of school and in the long-term. We want to build the capacity of our students and families to create safety outside of the school walls, and to give them strategies to build grit and resilience so they can cope with the daily challenges in their lives. Furthermore, the key 21<sup>st</sup> century skills of collaboration, communication, flexibility and critical thinking are closely aligned with social-emotional skills of self and social awareness, as well as relationship skills.

Paul Tough, in his book *How Students Succeed*, outlines how toxic stress, especially at the very early ages of 2-5, can have a profound effect on a student's life, both academically and socio-emotionally. In fact, many studies have indicated that toxic stress, especially at an early age, is one of the largest impediments to success. Young children are exposed to situations and experiences that are profoundly disturbing, which they do not understand and cannot process, but which have a long-term effect on their well-being and success. Other studies have shown that they can actually see the physical effects of toxic stress in children including in their brain waves and blood work. Although Achieve has provided a safe and welcoming place for students, the students in the Fruitvale experience high levels of toxic stress outside of school, including violence and crime. Additionally, since ~99% of students at Achieve are low-income, our students face the toxic stress and effects of poverty daily, including food and housing insecurity. As such, we believe that it is important to teach students strategies for resilience at a very early age.

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

Students with a growth mindset realize that their abilities to think and do are a result of their past behaviors. They see effort as what makes people smart, they are motivated to focus on continued growth, and they persist in the face of setbacks. On the other hand, when students see intelligence or abilities as fixed, they see effort as something only incapable people need, they shy away from challenge, and they disengage when things get hard.<sup>56</sup>

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

---

<sup>56</sup> Mueller and Dweck, 1998

Other key mindsets for success include a sense of belonging in the community, a belief that students can succeed and an understanding that their work is relevant.<sup>57</sup> Our focus on multidisciplinary learning aims to focus on the mindset of relevance. School culture, a strong sense of community and teacher coaching will focus on the other mindsets.

The key learning habits are a mix of both the 21<sup>st</sup> century skills of collaboration, creativity, critical thinking and communication as well as the key social and emotional skills of self-awareness, self-management, and social awareness detailed below. Essentially, “we must teach kids how to learn,” including how to learn independently and collaboratively, as well as what to do when they have not mastered a skill or content.<sup>58</sup> Both multidisciplinary learning and the increased rigor that occurs with the transition to the Common Core will aid in this goal. Finally, the explicit teaching of social-emotional learning (SEL) content and skills, which we detail below, will enable students to learn key learning habits. It is also important to note that we believe that these skills are important for *all* students to show long-term success, and not just those that are struggling.

Achieve plans to use the Illinois Social Emotional Learning Standards as a guide because they have developed a K-12 developmental continuum that culminates in students demonstrating the following critical life skills:

1. Develop self-awareness and self-management skills to achieve school and life success.
  - a. Identify and manage one’s emotions and behavior.
  - b. Recognize personal qualities and external supports.
  - c. Demonstrate skills related to achieving personal and academic goals.
2. Use social-awareness and interpersonal skills to establish and maintain positive relationships
  - a. Recognize the feelings and perspectives of others.
  - b. Recognize individual and group similarities and differences.
  - c. Use communication and social skills to interact effectively with others.
  - d. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
3. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.
  - a. Consider ethical, safety, and societal factors in making decisions.
  - b. Apply decision-making skills to deal responsibly with daily academic and social situations.
  - c. Contribute to the well-being of one’s school and community.

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

- **Self-awareness:** The ability to accurately recognize one’s emotions and thoughts and their

---

<sup>57</sup> Briceño, E. “Mindsets and Student Agency,” *UnBoxed*, 2013.

[http://www.hightechhigh.org/unboxed/issue10/mindsets\\_and\\_student\\_agency\\_contributors](http://www.hightechhigh.org/unboxed/issue10/mindsets_and_student_agency_contributors)

<sup>58</sup> Briceño, 2013

influence on behavior. This includes accurately assessing one's strengths and limitations, taking responsibility for one's own actions, and possessing a well-grounded sense of confidence and optimism and maintaining the strength of character needed to make choices that may be unpopular, to avoid succumbing to negative peer pressure, and to counter bias.

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

*See Appendix A42 for Illinois Social Emotional Learning Standards.*

## Curriculum

Achieve is currently implementing Toolbox, a specific K-6 SEL curriculum developed by Dovetail Learning. *The Toolbox Project* is a research based, community-tested, social-emotional learning (SEL) curriculum that fosters the development of resilience, self-mastery, and empathy in K-6 students and beyond.

The goals of the curriculum are as follows:

*Toolbox* starts with each child, building self-knowledge and self-mastery; it soon improves empathy and communication and helps resolve conflicts in the classroom, playground and whole school community. Children experience their own power and naturally take more responsibility for managing themselves and solving problems.<sup>59</sup>

The choice to explore Toolbox was made after observing the success of Cox Academy, who has seen marked changes in behavior and success of their students after implementing Toolbox, in

---

<sup>59</sup> <http://dovetaillearning.org/toolbox/what-is-toolbox/>

particular, lower levels of office referrals and suspension and expulsion. The program is also relatively simple to implement and provides a common language across the school for behavior and SEL. Finally, the team also met with a group consisting of several parents as well as staff from Seneca, all of whom helped to review the program and were very excited about the possibility of implementing specific SEL strategies. A WestEd evaluation of Toolbox found positive changes in resiliency skills and assets; improved school climate and connectedness for children, teachers and staff; improved links between school and home; and the effectiveness of using *Toolbox* as part of a parenting program. We do not commit to specifically using Toolbox throughout the five-year term but do commit to training and implementing a strong SEL curriculum like Toolbox.

*See Instructional Appendix A43 for the Toolbox Description.*

#### Instructional Strategies and Materials:

In fourteen units, teachers introduce the concept of personal “tools” that each child has within themselves; the important role of feelings and each of the twelve Tools. The concepts are explained at each grade level in age-appropriate ways. Literature, puppets, journaling and role-plays bring the Tools to life and help children to practice them. Children learn the twelve key tools for understanding their emotional, academic, and social success: the breathing tool, the quiet/safe space tool, the empathy tool, the listening tool, the personal space tool, the using our words tool, the garbage can tool, the taking time tool, the please and thank you tool, the apology and forgiveness tool, the patience tool, and the courage tool. Each tool has an accompanying motion, to aid in remembering and kinesthetic learning. In the lower grades, the SEL tool has an actual, physical tool that students can use. For example, the empathy tool is a level. These twelve tools incorporate several proven methods of SEL as well as the key skills needed for students to be self and socially aware, manage their emotions, and to show academic and personal success.

#### Assessment

The school plans to assess the effectiveness of the SEL curriculum by collecting survey data from students, faculty and families as well as longitudinal data from our graduates on success.

#### **KEY ELEMENT 7:**

**Family and community partnerships are prioritized in order to support students, including a whole school focus on cultural competency.**

EFC operates under the premise that the teachers, parents/guardians, and students must work together as partners to create the potential for a quality education. Parents are a vital part of this partnership, and accordingly, Achieve Academy works intentionally to encourage all parents to participate.

Families are partners in the education of their children. Students and staff at Achieve Academy make families feel 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.

Achieve Academy parents and guardians are also encouraged to take an active role in supporting all aspects of the school. Monthly Family Leadership Council meetings give parents an opportunity to provide input about school activities, engage around community issues, engage in and annual budgeting, review school data, and develop leadership skills. The Achieve Family Leadership Council has two representatives to the EFC Leadership Council.

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. Achieve is one of few elementary schools in Oakland with an on-site family resource center and an on-site health clinic. The Hawthorne campus was identified in the mid-nineties by Alameda County Health Services and the East Bay Agency for Children (EBAC) as the school with some of the highest needs with respect to health and social services. EBAC and La Clinica provide a plethora of site services on campus, from an on-site health clinic, family and individual counseling, legal support and resources, food, nutrition classes, parenting classes, a 0-5 program, after school and summer programming, and much much more.

Current community support partners at Achieve that facilitate parent involvement and support families include:

- East Bay Agency for Children
- La Clinica
- Seneca Center for Children
- Alameda Nutrition Services
- Alameda County Food Bank
- Oakland Parents Literacy Project
- Family Giving Tree
- Springboard Learning
- Literacy Lab
- The Kenneth Rainin Foundation

Members of the Achieve team meet with parents to identify what was working well and what needed to be improved upon in terms of parent and community engagement. They also meet with members of outside organizations and visit other schools to find best practices for family and community involvement. In 2013-14, the team determined that the existing structures for parent and community partnerships are effective, especially the Hawthorne Family Resource Center, but that they wanted to take these partnerships to a new level, evolve the level of engagement, and create more opportunities for parent leadership and education. Because the student population at Achieve is majority of ELLs and students of color, specifically Latinos, we identified a need to improve cultural competency amongst the faculty in order to increase student achievement and to build community amongst staff, students and families. We also identified the need to build community amongst parents and with parents and staff in order to continue to

improve school culture. Specifically, we want to expand our home visits, opportunities for parents to volunteer in the school, and increase the amount of all-school events and celebrations.

### Goals

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

### Structures

Family involvement and community partnerships are fundamental to meeting the needs of the whole child, meaning, equal participation of and appreciation for all the individuals and organizations who work for and with our children. Towards our goal of valued and integral partnership, Achieve already employs the following successful strategies:

- ❖ **Parent conferences:** These conferences take place twice annually. At these conferences, teachers present student progress, learning, and challenges to their families. The conference is also an opportunity for students to practice being reflective, celebrating what they have learned and setting new goals in front of their parents.
- ❖ **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 Achieve Academy, in areas such as budgeting, student programs, and curriculum. Representatives from the Achieve Academy Family Leadership Council are members of the Education for Change Family Leadership Council, which has representation on EFC's Board.

*See Appendix B7 for the EFC Family Leadership Council Description and Guidebook*

- ❖ **East Bay Agency for Children (EBAC):** In addition to the RTI for behavioral and social emotional support, this partnership provides wraparound services for our students. EBAC also runs the **Hawthorne Family Resource Center**, which resides on the school's campus and is built in to the schools programs. The Center provides wraparound services to students and families, including:
  - **An after school program:** This provides academic support and enrichment activities, such as homework support, music, dance, gardening, recreation and visual arts. The Eagle's Nest after school program is only available to students of World and Achieve Academies.
  - **Mental Health Services:** A multidisciplinary team assesses academic and mental health intervention services for students who experience particular and persistent challenges. Only available to students of World and Achieve Academies.
  - **A Medical Clinic:** La Clinica de Raza is a medical clinic open to the public which provides basic services.

- **A Parent Center:** This provides family workshops, food bank, English as a Second Language classes, and information and referrals.
- **An Early Childhood program:** This is open to the community that prepares children and families for kindergarten readiness.

This center is a hub in the community and has greatly contributed to the success of the Achieve students as it supports the whole child and helps families and students deal with the toxic stress associated with poverty and the violence and crime in the community.

- ❖ **Parent Volunteers:** Currently, parents serve as volunteers in some classrooms, on the playground and in directing traffic at the school entrance.
- ❖ **Parents in TK:** parents are welcomed daily to do the first morning activity with the students to better learn about the school and what their students are learning. Parents are also invited to participate in a series of free literacy workshops provided by community partners and a rotating book bag program.
- ❖ **Community Meetings:** We have community meetings bimonthly for the school to distribute information and for families to ask questions. This has served as an effective way for families to be informed and involved in their child's educational progress, as well as a way for the families to get to know one another and to build community.
- ❖ **Home Visits:** In 2013-2014, we conducted a pilot of a home visits. This was a way for the teachers and the family to learn more about each other, for the teacher(s) to learn much more about the family and the student's background, and for the teachers and family to have a positive, community building experience. Those teachers and families who participated in the pilot reported that it was a very informative and a helpful experience in ensuring student success, and as a result, all teachers at Achieve now regularly conduct home visits.
- ❖ **All School Celebrations:** The school has seen success in celebrating seasons, Earth Day, Cinco De Mayo, and other community events such as Reading Month or reader's theatre. We have also held celebrations to recognize academic successes such as state test scores or meeting progress goals. These have been positive, community building experiences that the parents, students and staff have enjoyed. We plan to make these consistent, school-wide and included in the calendar at the start of the year.
- ❖ **Parent Connection Team:** This team meets biweekly to talk about strengthening the bridge between home and school. This year the team was formed, created a vision and discussed new school initiatives such as home visits.

### Strategies

The vast majority of students and families are of color and/are Latino, and are ELs. As such, it is important for the faculty to have strong cultural competency in order to best serve the students. Moving forward, Achieve would like to provide cultural competency training for all of its staff, and to designate regular time during the school year to improve and discuss cultural competency.

We are partnered with the National Equity Project to provide professional development and coaching.

*Creating a Regular Feedback Loop:*

It is important that parents are included in conversations on how to improve instruction and community at the school, as well as how to best serve students. As such, we would like to create a regular feedback loop that includes more community meetings as described below, as well as regular surveys of our families.

*Including Parents on the Parent Connection Team:*

The Parent Connection Team was formed in 2014 during the charter revision process in order to improve and increase family involvement and input in the school's success. We plan to keep this team in place, and to include parents, so that Achieve Academy has a formal team dedicated to continually improving family and community involvement and to address community concerns as they occur and as they evolve.

*Expanding Home Visits:*

Achieve implement home visits for the entire faculty and provides on-going training on how to make home visits effective, in order for teachers to understand the full picture of a child's experience and truly get to know their students and their families. Home visits have been proven effective in improving relationships, trust, and communication between parents and teachers, building community at the school, and increasing student achievement, particularly amongst low-income students. It allows teachers to better understand the personalities, learning styles and social-emotional needs of students, enabling them to teach to the whole child.<sup>60</sup>

*Creating More Specific Community Meetings:*

We would like to expand the number of community meetings to make them more specific either around grade levels, achievement data, or other topics.

*Increasing Parent Volunteer Opportunities:*

In order to provide more opportunities for families to be involved, we created differentiated volunteer and leadership opportunities, such as: helping in the office, directing traffic for pick-up and drop-off, yard duty, cafeteria assistance, hallway monitoring, classroom assistance, library volunteering, fundraising, and chaperoning school events. We will create a system and a process for parents to sign up and participate. Each classroom has at least 2 official, designated room parents, to help build community in the classroom, to have a consistent volunteer presence, and to provide resources and assistance.

We have started providing volunteer training, by school leadership, lead parent volunteers or from local resources like law enforcement (for things like traffic control).

*Regularly Scheduled Celebrations and Festivals:*

---

<sup>60</sup> Parent/Teacher Home Visits: Creating a bridge between parents and teachers as co-educators in Seattle, WA and Springfield, MA. NEA Foundation Issue Brief, May 2012.



As our current celebrations are not necessarily school-wide or consistent, we would like to create regularly scheduled school and community wide festivals that occur each year and that involve students, families and faculty. We hope these will be opportunities to build community amongst the entire school. We are also considering way to fundraise for community celebrations and festivals, or, alternatively, to create festivals that help fundraise for the school.

#### *Considering Academic Parent Teacher Teams:*

As the adage goes, it takes a village to raise a child. Student academic and social-emotional success is best done as a collaborative, team effort. At Achieve, we are utilizing Academic Parent Teacher Teams to help meet school goals during our Student Success Nights (Math Universities and Family Reading Nights). These are parent meetings facilitated by teachers and/or parent leaders around curriculum, data, instructional strategies, goals, and reviewing outcomes in order to develop a team approach and action plan. Teachers present around a skill and share data, and parents can see how their child did and how they compare to the class. Parents then learn and practice activities to help prepare and support their children, and at the end of the meeting they set a goal. The aim of the Academic Parent Teacher Teams would be to create a collective and collaborative, data-driven approach to increasing student achievement.

### **KEY ELEMENT 8:**

#### **Professional development and collaboration drives instructional improvement**

##### Schedule and Academic Calendar

Students currently attend school Monday through Friday from 8:30 a.m. to 3:00 p.m. On Wednesdays, school will end at 1:00 pm (minimum day) for all students in order to provide teachers with dedicated professional development time each week. This schedule could change as appropriate.

##### Extended Learning Opportunities (3:10-6:00 pm)

As community engagement and whole-child development are key areas of focus for all EFC schools, the school looks to provide extended learning opportunities for its students and eventually for the wider community. Some activities that have been offered include:

For students:

- Small group intervention instruction
- Homework help sessions
- Enrichment classes (e.g. arts, dance, sports, clubs)
- PlayWorks activities

For the community (times may vary):

- School fairs (Back to School Night, Expo, Open House)
- Parent engagement classes (with topics such as assisting your child with homework, holding your child accountable at home and school, nutrition, gang prevention and computer literacy)

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

### Nights and Weekends

As with all student and community service organizations, the school occasionally holds school and/or staff functions in the evenings and on Saturdays. These functions have included parent-teacher conferences, 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.

### Class Size

The Chief Operating Officer works aggressively and strategically with the principal to maintain EFC's class size targets. Achieve Academy reserves the right to adjust class sizes as dictated by the desire to balance educational needs with budgetary constraints.

### Annual School Calendar

Achieve Academy will follow applicable state law to assure that students enrolled in the school attend a school calendar offering a minimum of 175 days. Achieve Academy may set its calendar independently of the sponsoring district in terms of holidays, breaks, and the beginning and end of the school year.

Achieve Academy generally attempts to align its annual school calendar with the Oakland Unified School District's. However, it and all EFC schools will maintain flexibility for an earlier school year start and end date in order to provide more time off during the winter holiday break. Given the reality that a majority of the targeted students take extended breaks out of the country during this time, the school would like to maximize its instructional effectiveness by minimizing lost student attendance days through this alteration of the school schedule.

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

Our professional development approach leads our teachers to:

- Analyze student data to create differentiated groups with individual instructional plans

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

### Goal/ Mission

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

### Strategies and Structures

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

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

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

### **Resources and Structures to Support PD**

#### Teacher Professional Development / Collaboration Time

This daily professional development and collaboration time provides teachers with much-needed time set aside for professional development and collaboration with colleagues within the school, as well as with other EFC schools. Providing additional dedicated time each day that is fully

compensated allows all teachers at each school the time to move instruction to a high quality level and truly build an environment and culture where high expectations for student achievement can be a reality.

EFC teachers' workday is extended to 4:00pm to ensure there is time for professional learning activities at the end of the day. This end-of-the-day daily collaboration time provides teachers with much-needed time for meeting with colleagues. Also imbedded into the schedule is collaboration and planning time during the school day. Teachers have common planning times integrated into the schedule to ensure strong alignment across content areas and grade levels.

The school enhances beginning of the year professional development time for teachers/staff by adding additional, fully compensated professional development days. A majority of these days are usually scheduled for the week prior to the start of school to provide teachers with compensated time to prepare their classrooms as well as engage in orientation and professional development sessions focused on implementing the EFC instructional program and building the EFC culture at the school.

*See Instructional Appendix A44 for a draft of the Bell Schedule, which outlines time designated for professional development, and Instructional Appendix A45 for a draft 14-15 calendar.*

### PD Days

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

The principals set the tone and develop the conditions under which staff members become the keepers of the school's culture and values. As a result, staff development supports the school's mission and basic values by fostering a positive campus culture, sharing the best instructional practices, and encouraging individual teacher growth. Beginning with staff orientation before the start of the school year, the principal and members of EFC's academic support team ensure that teachers fully understand and support EFC's mission, goals, and basic values, emphasizing a rigorous, standards-based instructional program. This orientation involves specific activities designed to align the staff and foster teamwork and the building of a professional learning community.

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

The Achieve Academy Site Instructional Leadership Team works with EFC's Instructional Management Team to determine session content based on identified school site needs.

## Coaching

In addition to the formally planned professional development trainings, EFC has committed to supporting teachers and improving teaching through instructional coaching. Achieve currently has two Math and two ELA Coaches, each serving either grade K-2 or 3-5. In addition, we have two Induction Coaches who manage caseloads of beginning teachers and provide intense support as needed. This year we added part-time support as well from a Social-Emotional Learning Coach for targeted support of specific teachers.

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

## Building Content Knowledge

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

### *Mathematics*

The strong Math Coach team at Achieve plans for teacher professional development in math as well as facilitating PLCs and math coaching. Coaches help teachers plan units of study as part of their work with PLCs. Coaches also help teachers plan for formative assessments and implementation of meaningful math tasks. In addition, the Director of Mathematics, Math Coaches, and administration will conduct regular walkthroughs of Achieve mathematics classrooms to ensure adherence to the mathematics approach and to provide regular feedback to teachers and teams about their mathematics practice.

### *English Language Development*

Teachers at Achieve will receive training in Susan Dutro's *Systematic ELD*. Throughout the school year, the EFC Director of ELA/ELD will release teachers to bring them together around the implementation of *Systematic ELD*, to review best practice, and to facilitate peer observations and feedback. In addition, the Director of ELA/ELD and coaches across the organization will conduct regular walkthroughs of Achieve ELD classrooms to ensure adherence to the Dutro's approach and to provide regular feedback to teachers and teams about their ELD practice.

### *Blended Learning*

All teachers at Achieve received training to implement Blended Learning during the 2013-14 school year. This training was provided by the EFC Director of Innovation, in partnership with Blended Learning vendors such as I-Ready. Site-wide training was provided in multiple stages, first to support the initial roll-out of Blended Learning and during the school year to support data analysis and deeper implementation. During the 2014-15 school year, teachers received a refresher training and all Instructional coaches received a more in-depth training to be able to regularly support teachers. In addition, Achieve teacher benefits from readily available online resources developed by the EFC, as well as regular walkthroughs by the Chief Academic Officer, Director of ELA/ELD, and Director of Innovation, that are supported by analyzing weekly data. This data is regularly reviewed by instructional coaches so they can provide regular and ongoing support to teachers as needed, including weekly grade-level team meetings.

### Collaborative Learning

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

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

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

We believe strongly that collaboration is the foundation for improving practice, but EFC is committed to differentiating professional development to best meet the needs of the teachers in

the organization. As a school community, administrators and staff will identify inquiry areas and professional learning needs that will drive site-based professional development and inquiry. As individuals, teachers, together with their administrators, will develop goals and professional learning plans to move their instruction forward. Coaching, BTSA inquiry, and teacher inquiry groups all support the growth of individual teachers toward meeting their goals.

### Data-based inquiry cycles

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

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

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

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

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

As a part of Education for Change, Achieve 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 Achieve

Academy's policies and practices to date and will support the school in continuing to improve and achieve, taking its results to the next level.

### Observation and Feedback

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

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

### Instructional Leadership Development

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

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

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

EFC has also partnered with National Academy for Advanced Teacher Education (NAATE) to facilitate deeper professional learning for our administrators and teacher leaders. The core NAATE pedagogy is the case-study method of instruction used extensively to train doctors, lawyers, journalists, and other professionals, but rarely used in the classroom teaching



profession. In facilitated case discussions, participants uncover a range of potential solutions and through deep analysis, peer-to-peer discourse and civil debate they exercise inductive reasoning skills to draw broader implications. Teacher and Administrator Fellows depart the program eager to apply profoundly transformative ways of thinking.

### Building a Unified and Positive Faculty Culture

It is important that the school create a positive, unified, strong, and collaborative school culture in order to ensure students success and faculty resiliency. Community building will be a regular part of school culture and be an all staff expectation. It is our hope that this will continue to support the needs of individuals and teams as we merge together, help staff feel more appreciated, provide opportunities to create a better work-life balance and to improve faculty resiliency. We will need to be very thoughtful about this process and create structures to support staff and to create a truly unified school.

The team plans to build faculty culture in the following three ways:

- **Team Building:** The Achieve faculty creates regularly scheduled, both formal and informal, team building time in order to build community amongst faculty and to onboard new faculty members. We designate time at the start of the year, during a retreat, and regular time during the school year. Additionally, the school has Professional Learning Teams (PLCs) to increase collaboration, and training and support on being critical colleagues and having difficult or courageous conversations. The school has a teambuilding calendar created by the School Culture Team, and sets expectations at the start of the year around involvement. We use the first two weeks of the school year to implement Culture Rounds, which provide an opportunity for teachers and school staff to partner and set expectations in every classroom and across the school.
- **Emotional and Academic Support:** In order for teachers to successfully teach their students, especially students that experience significant toxic stress, they must also be supported emotionally and academically. The team expanded prep and planning time, and continues to provide mental health PD for teachers in order to both help students deal with trauma and to help teachers cope with the trauma they may be experiencing themselves as part of the school community and the events that occur in the school community (e.g. partnership with Seneca, Children's Hospital, and EBAC). Achieve plans to expand this support with PD around stress, resilience, and nutrition for all staff. We also survey faculty regularly to "keep a finger on the pulse" as well as to create new systems and supports for teachers new to the school. Finally, in terms of supporting teachers in their academic practice, the school commits to providing continual coaching and support on teaching practice in line with the EFC professional development model. Education for Change and Achieve Academy continue to build capacity and leadership through partnerships with organizations such as NAATE, National Equity Project, REACH, and New Leaders.
- **Maintaining a Positive School Atmosphere:** Achieve Academy recognizes that schools often start the year with high expectations and lofty plans, but then "lose steam" towards the end of the year. Achieve is committing to regular school spirit activities, creating (or maintaining) a staff culture team, and the regular team building activities above. We also plan time to celebrate success, to "Fill Each Other's Buckets," and to recognize high

performing team members that go above and beyond. All of this will hopefully create a solutions oriented culture of “All Hands on Deck.”

*See Instructional Appendix A46 for the Draft Professional Development Plan.*

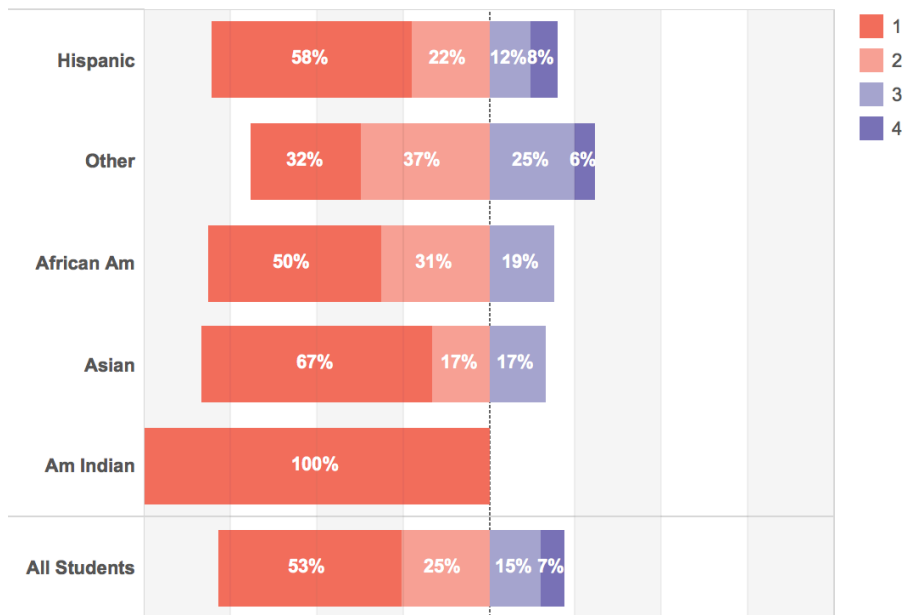
## Implementation Plan – District Required Language

Achieve’s pupil outcomes in compliance with Education Code section 47607(b)(5)(A)(ii)].

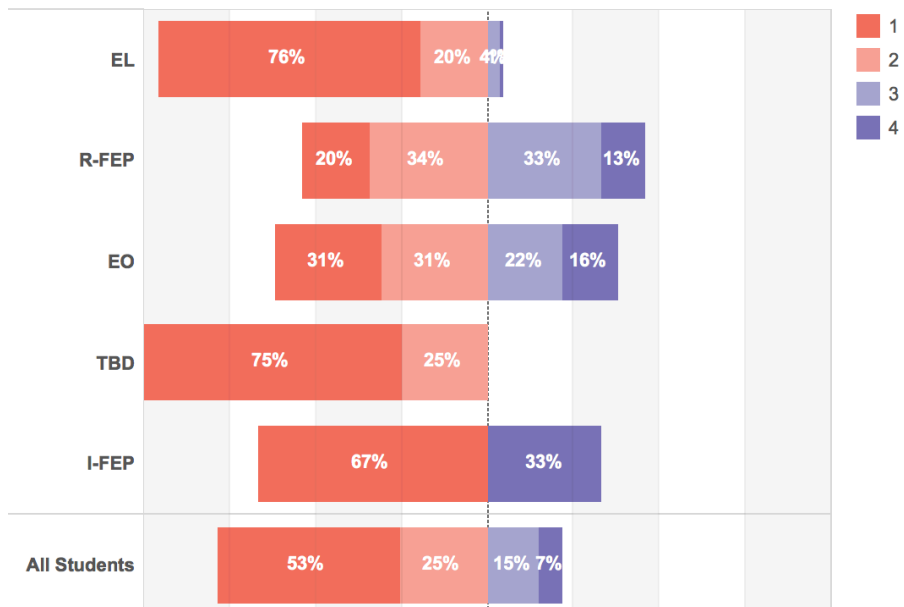
Achieve’s pupil outcomes, disaggregated by major subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are as follows:

### SBAC 14-15 Performance - ELA

**Race/Ethnicity** (Site: Achieve | Grade: All | Subject: ELA)

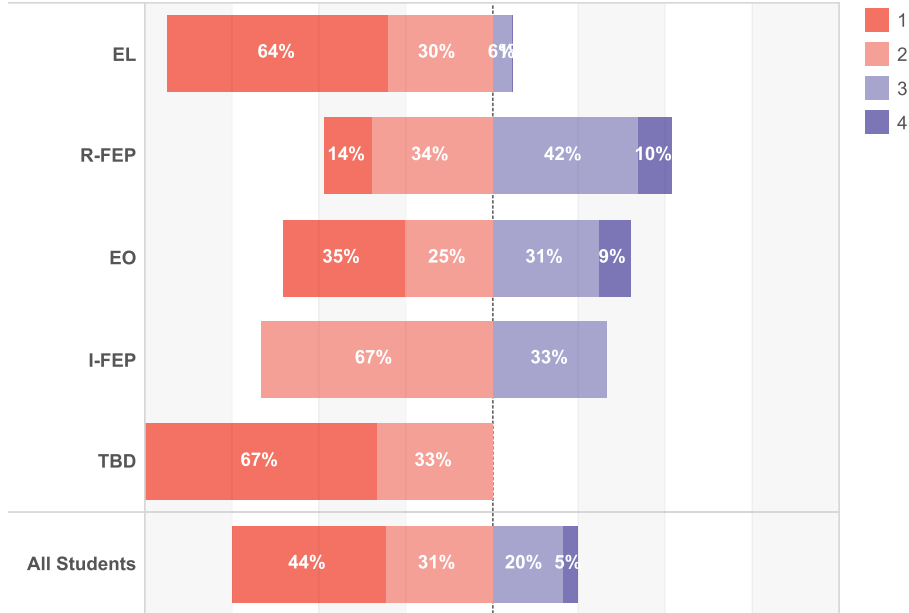


**EL Status** (Site: Achieve | Grade: All | Subject: ELA)

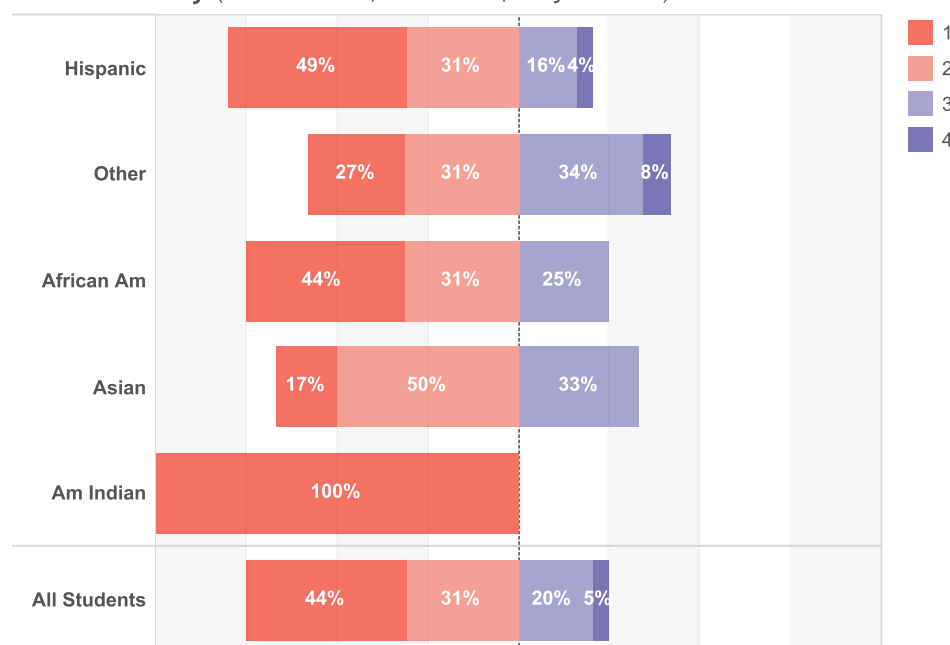


## SBAC 14-15 Performance – Math

**EL Status** (Site: Achieve | Grade: All | Subject: Math)



### Race/Ethnicity (Site: Achieve | Grade: All | Subject: Math)



### NWEA MAP On-Track Performance in ELA/Math

EFC	Achieve	GenEd	2014	42% (123 / 293)
			2015	45% (125 / 280)
		SPED	2014	15% (2 / 13)
			2015	29% (5 / 17)

In accordance with SB 1290, Achieve Academy pupil outcomes related to annual academic achievement goals will be set and disaggregated by all major subgroups identified in Education Code section 52052; including race/ethnicity, socio-economic status (SES), English Learner status, and Special Education designations, in the state priorities that apply for the grade levels served or the nature of the program operated, as well as the specific annual actions to achieve those goals, any additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those additional goals.

Achievement Targets	2013-14 Result	2014-15 Result	2015-16 LCAP Target	2015-16 Result
=+5% students either scoring level >= 3 or making at least one level growth OR 70% of students scoring proficient (including significant subgroups)		22%	27%	

=+5% students either scoring level $\geq 3$ or making at least one level growth OR 70% of students scoring proficient (including significant subgroups)		25%	30%	
Increase the percent of ELs who grow at least one overall proficiency level on CELDT	51%	46%		
50% of EL students attending an EFC school for at least 5 yrs will be redesignated as Fluent English Proficient				
=+5% of students meet/exceed expected Fall to Spring RIT growth OR 70% of students will score $\geq 40$ th percentile	56%	68%	73%	
=+5% of students meet/exceed expected Fall to Spring RIT growth OR 70% of students will score $\geq 40$ th percentile	43%	57%	62%	
95% average daily attendance	95.9%	96.4%	95%	
<10% of all students are chronically absent	8.7%	8.3%	9%	
0% of enrolled students are expelled	0%	0%	0%	
90% families participate in report card conferences at least 2x/yr			90%	
Family average $\geq 3.5$	n/a	4.34	3.5	
Student average $\geq 3.5$	n/a	3.6	3.5	
Teacher average $\geq 3.5$	n/a	4.11	3.5	
$\leq 5\%$ of enrolled students are suspended out of school	1.83%	0.50%	5%	
Meet all requirements	Y	Y	Y	Y
Meet all facilities requirements	Y	Y	Y	Y
95% teachers rate as Highly Qualified	100%	94%	95%	
Meets EFC's curricular requirements	Y	Y	Y	Y

CHARTER SCHOOL OUTCOMES ALIGNED TO STATE PRIORITIES	
<b>State Priority #1.</b> The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))	
<b>Annual Goal</b> A. Recruit and hire teachers with at least three successful years of teaching experience B. Research and select Common Core aligned curricular materials proven successful for similar populations C. Ensure school facilities are maintained and in good repair	<b>LCAP Targets</b> ❖ Highly Qualified Teachers: 100% HQT compliance in core subject areas ❖ School facilities are adequate as determined by Facilities Walkthrough checklist
<b>State Priority #2.</b> Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency  <b>State Priority #4.</b> Pupil achievement, as measured by all of the following, as applicable: A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE) B. The Academic Performance Index (API) C. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 <i>et seq.</i> ) or any subsequent assessment of college preparedness	
<b>Annual Goals</b> A. Build teacher capacity to develop and implement strong Common Core aligned units of study and lessons that push student thinking at the higher levels of Bloom’s taxonomy B. Increase the amount of time students are learning in their Zone of Proximal Development by using adaptive online software proven for our target population and by using blended learning structures to increase teacher time teaching in the ZPD C. Build teacher, student, and guide capacity to monitor and track student learning and progress using different informal and formal assessments and data systems D. Implement a research-based ELD program and build teacher capacity around teaching English Language Development	<b>LCAP Targets</b> ❖ Curriculum is deemed adequate as measured by Curriculum Checklist ❖ CAASPP: ELA and Math <ul style="list-style-type: none"> <li>○ +5% students either scoring level <math>\geq 3</math> or making at least one level growth OR</li> <li>○ 70% of students scoring proficient (including significant subgroups)</li> </ul> ❖ NWEA MAP: Reading and Math <ul style="list-style-type: none"> <li>○ +5% of students meet/exceed expected Fall to Spring RIT growth OR</li> <li>○ 70% of students will score <math>\geq 40</math>th percentile</li> </ul> ❖ CELDT <ul style="list-style-type: none"> <li>○ 40% of ELs grow at least one overall proficiency level on CELDT</li> </ul> ❖ EL Reclassification <ul style="list-style-type: none"> <li>○ 50% of EL students attending Achieve at least 5 yrs will be redesignated as Fluent English Proficient</li> </ul>

<b>State Priority #3.</b> Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation	
<b>Annual Goals</b> A. Build parent understanding of Common Core standards and overall instructional design B. Build parent capacity to monitor and guide student learning and growth C. Develop a robust parent leadership culture and body	<b>LCAP Target</b> ❖ 90% families participate in report card conferences at least 2x/yr
<b>State Priority #5.</b> Pupil engagement, as measured by all of the following, as applicable: A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates	
<b>State Priority #6.</b> School climate, as measured by all of the following, as applicable: A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	
<b>Annual Goals</b> A. Students attend school regularly, consistently and on time B. Students report they enjoy school and that they have meaningful relationships at the school C. Students show growth in all SEL standards	<b>LCAP Targets</b> ❖ Attendance Rate o $\geq 95\%$ average daily attendance rate ❖ Chronic Absence Rate o $< 10\%$ of all students are chronically absent ❖ Suspensions o $\leq 5\%$ of enrolled students are suspended out of school ❖ Expulsions o 0% of enrolled students are expelled ❖ Attitude and Culture (as measured by SCAI) o Family, students, and staff average response $\geq 3.5$
<b>State Priority #7.</b> The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable: <u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) <u>Grades 7-12:</u> English, social sciences, foreign language(s), physical education, science, mathematics,	

visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))	
<b><u>Annual Goals</u></b> A. 100% of students are enrolled in a broad course of study that includes English, Mathematics, Social Sciences, Science, Visual Art, Health/Physical Education, preparing them to be on track for a high school course of study that exceeds the UC A-G requirements	<b><u>Annual Targets</u></b> ❖ Master schedule meets state requirements ❖ Curriculum is deemed adequate as measured by Curriculum Checklist
<b>State Priority #8.</b> Pupil outcomes, if available, in the subject areas described above in #7, as applicable.	
<b><u>Annual Goals</u></b> A. Build teacher capacity to develop and implement strong Common Core aligned units of study and lessons that push student thinking at the higher levels of Bloom’s taxonomy B. Increase the amount of time students are learning in their Zone of Proximal Development by using adaptive online software proven for our target population and by using blended learning structures to increase teacher time teaching in the ZPD C. Build teacher, student, and family capacity to monitor and track student learning and progress using different informal and formal assessments and data systems	<b><u>LCAP Targets</u></b> ❖ Curriculum is deemed adequate as measured by Curriculum Checklist ❖ CAASPP: ELA and Math <ul style="list-style-type: none"> <li>○ +5% students either scoring level <math>\geq 3</math> or making at least one level growth OR</li> <li>○ 70% of students scoring proficient (including significant subgroups)</li> </ul> ❖ NWEA MAP: Reading and Math <ul style="list-style-type: none"> <li>○ +5% of students meet/exceed expected Fall to Spring RIT growth OR</li> <li>○ 70% of students will score <math>\geq 40</math>th percentile</li> </ul> ❖ CELDT <ul style="list-style-type: none"> <li>○ 40% of ELs grow at least one overall proficiency level on CELDT</li> </ul> ❖ EL Reclassification <ul style="list-style-type: none"> <li>○ 50% of EL students attending Achieve at least 5 yrs will be redesignated as Fluent English Proficient</li> </ul>
<b>Annual Actions to Achieve Targets</b>	
<b>Year 0</b> <ul style="list-style-type: none"> <li>● Structured data analysis protocols driven by benchmarks and reading assessments.</li> <li>● Understand the shifts promoted by the Common Core. Align to CAASPP results as applicable.</li> <li>● School-wide implementation of guided reading using blended learning rotations in all classrooms.</li> <li>● Systematic ELD in second year of implementation.</li> <li>● Focus on academic discourse as an ELD strategy in math.</li> <li>● Pilot for newcomer intervention.</li> </ul>	



- Expo functions as general celebration of learning.
- Teachers develop and implement language arts units of study.
- Art, Music, and Technology are implemented as electives taught by specialists.
- Pilot SEL curriculum, such as Toolbox, in TK-1
- Family Leadership Council (at least 2 reps per room) meets monthly to discuss academic data, fundraise (connected to academics), and support school safety.

### **Year 1**

- Structured data analysis protocols driven by benchmarks, reading assessment and writing tasks.
- Continued analysis of CAASPP progress over time.
- School-wide focus on writing across genres.
- Create greater coherence via rigorous learning objectives and data collection.
- Deepen Systematic ELD implementation with an eye towards developing transferable language objectives.
- Identify and implement one to two high leverage strategies across the content areas for integrated ELD.
- Continue pilots for newcomers.
- Teachers enhance language arts units of study through increased integrated ELD and some content integration.
- Art, Music, and Technology are strengthened as electives taught by specialists.
- Based on pilot findings, implement social emotional learning in TK-5th SEL curriculum, such as Toolbox
- Cultural competency PLCs.
- FLC deepens focus on instruction with instructional rounds.

### **Year 2**

- Teachers incorporate more formative assessment as an instructional strategy.
- Continued analysis of CAASPP progress over time.
- Deepen focus on writing: establish clear vertically aligned, genre-based rubrics anchored with student exemplars.
- Develop greater coherence via consistent connections between differentiated reading and Units of Study.
- Enhance the designated ELD curriculum to create more connection to Units of Study.
- Deepen integrated ELD practices school-wide.
- Based on results of pilot, newcomer program scaled to support all newcomers.
- Teachers enhance language arts units of study through increased writing and content integration.
- Art, Music, and Technology begin to collaborate with teachers to create integrated lessons that support Units of Study.
- Continue implementation of SEL curriculum, expand to parent education
- Staff leads take full ownership of ongoing home visit training and support

### **Year 3**

- Formative assessment practice solidified across the school, weekly data analysis drive instructional mitigations

- Continued analysis of CAASPP progress over time.
- Establish vertical and horizontally coherent standards maps.
- Ensure Tier 2 Reading interventions seamlessly support the balanced literacy model.
- Ensure that academic discourse is consistent across the school.
- Teachers enhance 2 of 6 units of study to incorporate hands-on project-based learning.
- Focus on implementation of hands-on learning through content-based curriculum, such as FOSS.
- Continue implementation of SEL curriculum, expand to parent education

#### Year 4

- Collaborative PLCs focused on multiple data sets established across the school.
- Continued analysis of CAASPP progress over time.
- Expo incorporates student-led showcasing of project learning
- Integrate content strands through vertically and horizontally aligned content maps.
- Multidisciplinary teaching – projects more student-directed with greater choice, collaboration and integration of arts and ELD.

#### Year 5

- Reflect on progress towards priorities and goals

The team at Achieve realizes that for the changes to the education and support models to be successful, we must have a realistic and gradual rollout plan, which allows us to carefully and thoughtfully make change. During the spring, the team will also meet to ensure that the budget aligns with the educational plan. The following is a draft of the implementation plan, which will be followed-up with a more detailed site plan created collaboratively by the faculty. The plan outlines the areas of focus for staff professional development, support and coaching. Site budgets and resources will be aligned to support these areas of foci.

	yr0	yr1	yr2	yr3	yr4
<b>Data-Driven Instruction</b>	Structured data analysis protocols driven by benchmarks and reading assessments.	Structured data analysis protocols driven by benchmarks, reading assessment and writing tasks.	Teachers incorporate more formative assessment as an instructional strategy.	Formative assessment practice solidified across the school, weekly data analysis drive instructional mitigations	Collaborative PLCs focused on multiple data sets established across the school.
<b>Common Core Standards</b>	Understand the shifts promoted by the Common Core. Align to CAASPP results as applicable.	Continued analysis of CAASPP progress over time.  School-wide focus on writing across genres.	Continued analysis of CAASPP progress over time.  Deepen focus on writing: establish clear vertically aligned, genre-based rubrics	Continued analysis of CAASPP progress over time.  Establish vertical and horizontally coherent standards maps.	Continued analysis of CAASPP progress over time.

			anchored with student exemplars.		
<b>Balanced Literacy</b>	School-wide implementation of guided reading using blended learning rotations in all classrooms.	Create greater coherence via rigorous learning objectives and data collection.	Develop greater coherence via consistent connections between differentiated reading and Units of Study.	Ensure Tier 2 Reading interventions seamlessly support the balanced literacy model.	
<b>Designated ELD</b>	Systematic ELD in second year of implementation.	Deepen Systematic ELD implementation with an eye towards developing transferable language objectives.	Enhance the designated ELD curriculum to create more connection to Units of Study.		
<b>Integrated ELD</b>	Focus on academic discourse as an ELD strategy in math.	Identify and implement one to two high leverage strategies across the content areas for integrated ELD.	Deepen integrated ELD practices school-wide.	Ensure that academic discourse is consistent across the school.	
<b>Newcomers</b>	Pilot for newcomer intervention.	Continue pilots for newcomers.	Based on results of pilot, newcomer program scaled to support all newcomers.		
<b>Multi-disciplinary Teaching</b>	Expo functions as general celebration of learning.  Teachers develop and implement language arts units of study.	Teachers enhance language arts units of study through increased integrated ELD and some content integration.	Teachers enhance language arts units of study through increased writing and content integration.	Teachers enhance 2 of 6 units of study to incorporate hands-on project-based learning.  Focus on implementation of hands-on learning through content-based curriculum, such as FOSS.	Expo incorporates student-led showcasing of project learning  Integrate content strands through vertically and horizontally aligned content maps.  Multidisciplinary teaching –

					projects more student-directed with greater choice, collaboration and integration of arts and ELD.
<b>Arts and Tech Integration</b>	Art, Music, and Technology are implemented as electives taught by specialists.	Art, Music, and Technology are strengthened as electives taught by specialists.	Art, Music, and Technology begin to collaborate with teachers to create integrated lessons that support Units of Study.		
<b>SEL</b>	Pilot SEL curriculum, such as Toolbox, in TK-1	Based on pilot findings, implement social emotional learning in TK-5th SEL curriculum, such as Toolbox	Continue implementation of SEL curriculum, expand to parent education	Continue implementation of SEL curriculum, expand to parent education	
<b>Parents and Community</b>	Family Leadership Council (at least 2 reps per room) meets monthly to discuss academic data, fundraise (connected to academics), and support school safety.	Cultural competency PLCs.  FLC deepens focus on instruction with instructional rounds.	Staff leads take full ownership of ongoing home visit training and support		

*\* Year 5, we will reflect on progress made against priorities and goals.*

Achieve Academy acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Achieve shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Achieve shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Achieve shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Achieve “shall consult with teachers,

principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e).)

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

*See Appendix B35 for the Achieve 14-15 LCAP*

## **SUPPORTING ALL STUDENTS**

### **Support for Students with Disabilities**

#### Philosophy

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

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

#### Overview

Achieve Academy shall comply with all applicable State and Federal Laws in serving children with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEIA”). California law gives schools various options on how to deliver special education and related services either as (1) an arm of the charter-granting agency, (2) an independent local education agency, or (3) as a charter SELPA. The School is its own local education agency (“LEA”) in conformity with Education Code Section 47641(a). The School LEA is a member of the El Dorado District Office of Education (“EDCOE”) Special Education Local Plan Area (“SELPA”), which is the current SELPA for all of the existing Education for Change schools.

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

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.

As described above, Education for Change Public Schools has a strategic partnership with Seneca Center to develop and implement an RTI in alignment with our mental health and Special Education programs. Seneca Center helps us integrate Special Education into the larger interventions framework and ensures that it is in greater alignment with the larger school wide student support system. The foundation of this system is a comprehensive assessment program that regularly assesses students using a variety of tools to track progress and growth every six-eight weeks. The Response to Intervention program in alignment with the Coordination of Services process integrates with this assessment calendar. Teachers and the administration receive regular data reports communicating student growth, and a lack of progress is flagged immediately. Through the RTI program, teachers are coached and supported in developing both behavioral and academic interventions plans for their students. Students not making adequate progress through the in-class Tier 1 interventions within six to eight weeks can receive either a revised Tier 1 intervention plan or more intensive supports called Tier 2 services. Should the team observe evidence that a child may be eligible for Special Education services after numerous Tier 1 and Tier 2 interventions, they can submit a referral for Special Education to the Special Education 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 school wide 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.

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

graduated from the school proficient in both mathematics and ELA and meeting all of this academic and behavioral goals.

*See Instructional Appendix A47 for the Joseph Starr story.*

#### Services for Students under the IDEIA (Search and Serve)

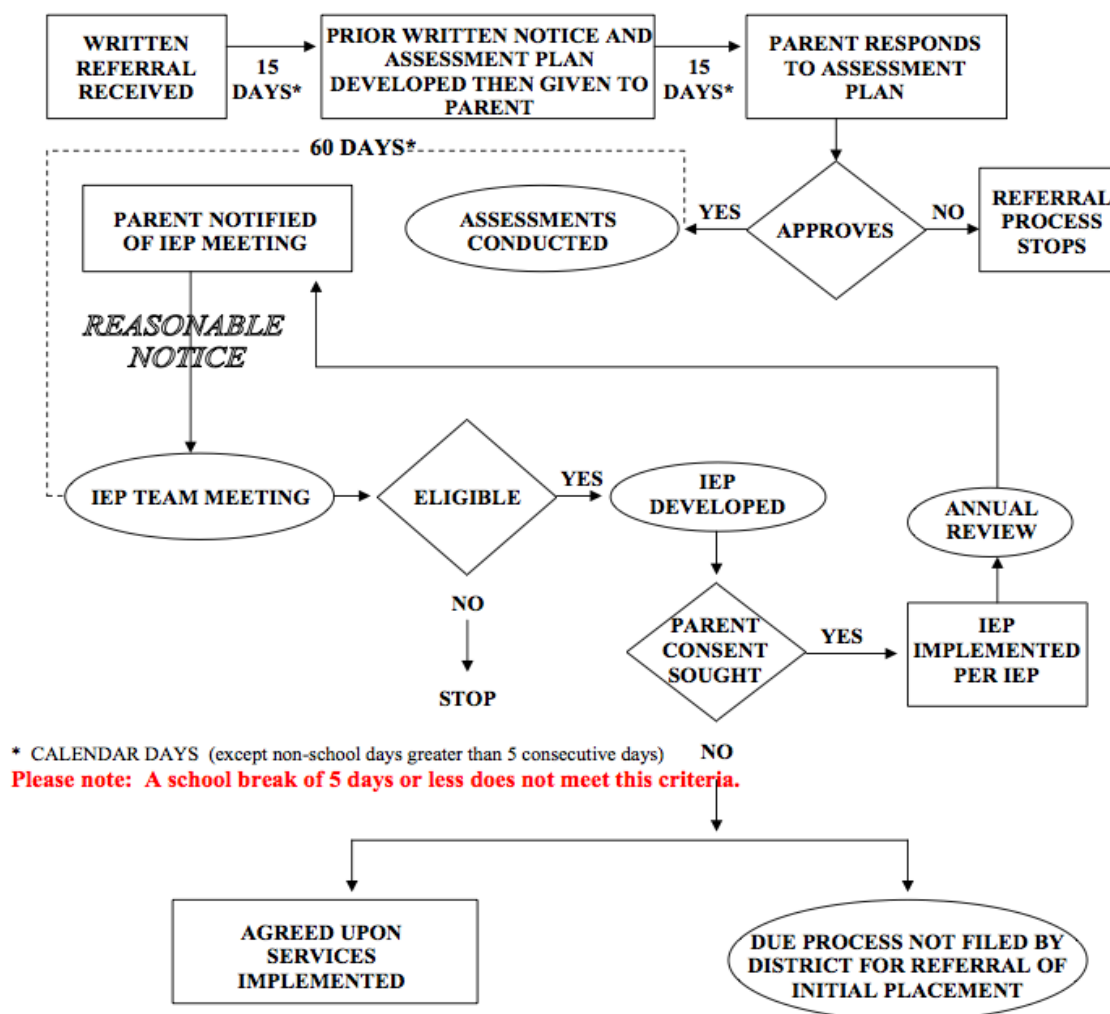
Achieve Academy is an LEA member of the EDCOE Charter SELPA in accordance with Education Code section 47641(a). Achieve Academy makes the following assurances:

- *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 and that no assessment or evaluation will be used for admissions purposes. No student will be denied admission to the school because he or she is in need of special education services.
- *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 Smarter Balanced Assessment.
- *Child Find* – The School will assure that all students with disabilities are identified in accordance with the policies and procedures of the EDCOE SELPA

#### Search and Serve

Achieve Academy shall actively and systematically seek out all individuals with exceptional needs and provide for the identification and assessment of an individual's exceptional needs and the planning of an instructional program to meet the assessed needs. Identification procedures shall include systematic methods of utilizing referrals of students from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modification of the general instructional program.

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





The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by Achieve Academy within 15 days. Achieve Academy will notify the SELPA (where applicable according to SELPA policies) of the assessment request within 5 days of receipt. Parents will be informed via the Special Education lead that special education and related services are provided at no cost to them.

If Achieve Academy concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment.

### Assessment

The Special Education site lead will be responsible for gathering all pertinent information and sharing such information with Achieve Academy and/or EDCOE (where applicable according to SELPA policies). Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not be limited to:

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

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

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;

- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.
- Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. Achieve Academy will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

### Development and Implementation of IEP

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services. Achieve will ensure that all aspects of the IEP and school site implementation are maintained. Achieve will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEP's will be served in the Least Restrictive Environment (LRE). Each student who has an IEP will have an IEP team that oversees the IEP development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

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

Achieve Academy views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home. A copy of the IEP will be given to

the parent in accordance with state laws and SELPA policies. Upon the parent or guardian's written consent, the IEP will be implemented by Achieve Academy, in cooperation with the EDCOE SELPA in which Achieve Academy School is a member.

Upon the parent or guardian's written consent, the IEP will be implemented by Achieve. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

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

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan (ITP) is required at the appropriate age;
- When Achieve seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

### IEP Reviews

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEIA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress. If a parent or faculty member feels the student's educational needs are not being met, they may

request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, Achieve will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

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

In addition, the school shall comply with the EDCOE Local Master Plan and perform all corrective actions deemed necessary by the EDCOE SELPA. The Special Education lead at Education for Change will manage the budget and contract for appropriate services and take responsibility for meeting the special education compliance and quality requirements.

#### Professional Learning for Special Education Staff

The Special Education lead and other team members will work with the EDCOE leadership to provide regular professional development that builds the capacity of the special education staff in the areas of promising instructional practices, compliance with state and federal statutes, reporting requirements and use of instructional data. Achieve will send its Special Education staff to the Education for Change SPED trainings in addition to strategic EDCOE trainings. In addition, all staff members will be provided a personalized professional learning plan that will identify high leverages capacity-building learning activities for the teacher. In addition, Special Education teachers will receive training to ensure they have research-based instructional strategies specific to supporting Special Education students – strategies like the Slingerland method, or Lindamood Bell, Wilson Reading, Orton-Gillingham, or Davis Math. This is to ensure that all students receive the targeted academic interventions as well as the interventions specific to supporting their disabilities.

#### Free and Appropriate Education

Since Achieve Academy operates as an LEA of the EDCOE SELPA in accordance with Education Code section 47641(a), the District shall have no responsibility to ensure that the students who attend Achieve 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).

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

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

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

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

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

per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

### Parents with Disabilities

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

### Dispute Resolution and Complaint Procedures

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

- (1) Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Achieve program or activity; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program.

*See Appendix B1 for the Uniform Complaint Policy and Procedure*

### **Support for Students Who Are English Language Learners**

In its first years, EFC provided primary language classes in the primary grades K-2. All EFC schools have subsequently transitioned to providing all students with core instruction in English. As a part of a comprehensive needs assessment and effort to accelerate students’ academic performance, it was determined that Achieve Academy could provide the most consistent high quality rigorous instruction in English.

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. Achieve Academy is committed to effectively serving children who are English Language Learners through a comprehensive approach to language instruction.

## Our Commitment to Language Diversity

English Learners are supported through a combination of differentiated instruction, a supportive school culture, and additional academic support as needed.

The goal of the Achieve Academy EL plan is to utilize high quality instructional programs and services for English learners that allow them, as quickly as possible, to achieve at the same challenging grade level standards as native-English-speaking students. Achieve Academy will meet all requirements of federal and state law to provide equal access to the curriculum for English Learners. The school is dedicated to providing these students with an exceptional education, transitioning them into English proficiency as soon as possible. However, the school also recognizes the importance of valuing students' native languages, and will reinforce an appreciation for the cultures, customs, and languages of all its students through the school's core curriculum as it focuses on building lifelong learners and community engagement.

### **Reclassification**

The goal of the Achieve ELL plan is to utilize high-quality instructional programs and services for ELLs 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. A cornerstone of Achieve Academy's vision for equity is our school-wide goal to reclassify all English Learners who attend Achieve five or more year as English proficient by no later than the end of 5<sup>th</sup> grade.

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery
- Parental opinion and consultation, achieved through notice to the parent(s) or guardian(s) of the language reclassification and placement including a description of the reclassification process and the parents'/guardians' opportunity to participate, and encouragement of the participation of the parent(s) or guardian(s) in the reclassification procedure including seeking their opinion and consultation during the reclassification process
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English-proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in

English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

EFC's CAO and site principals monitor annual CELDT results and recommend students for reclassification if they score Early Advanced or Advanced with no subtest score below Intermediate and scored at the Basic Level or higher on this year's CELDT. Achieve Academy makes the final decision on whether to reclassify a student based on teacher and parent input (i.e. student is able to perform basic level work in the classroom). Parents are notified when a student is reclassified and the student's records are updated. Once reclassified, Achieve Academy monitors the student's progress to ensure they are mastering the CA standards.

Achieve Academy will meet all state and federal requirements for English Language Learners as pertains to annual notification to parents, student identification, placement, program options, English Language Development (ELD) and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. If there are over 30 English Language Learner students, Achieve will convene an English Learner Advisory Committee (ELAC). English learners have access to all programs, services and resources described in this document.

Achieve Academy has hired all CLAD, and/or BCLAD credentialed teachers who are certified to teach English Learners and who have the skills and expertise to accelerate the academic and linguistic development of English Learners ("ELs").

Students are not excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction, and EL students are not assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from the school in their native language to the extent possible in order to encourage participation in the school.

*See Instructional Appendix A48 for the EFC Reclassification Form.*

#### How Students are Identified as ELLs

Achieve Academy administers the home language survey upon a student's initial enrollment into the Achieve (on enrollment forms). All students who indicate that their home language is other than English are CELDT-tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.<sup>61</sup>

Achieve Academy notifies all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency

---

<sup>61</sup> The thirty-day requirement applies only to students entering a California public school for the first time or students who have not yet been CELDT-tested. All others will be tested on the annual schedule according to the last date of testing.



testing. The results of all testing will be reported and submitted to the District on the R-30 survey annually.

All parents or guardians of students classified as English Learners will be notified in writing. The school will translate materials as needed to ensure that parents of EL students understand all communications and are involved in all processes related to the English Language Development of their child.

### Supporting English Language Learners

Achieve Academy anticipates that its EL population will remain at approximately 50%. To address the needs of English Language Learners, ELD teachers will utilize Susana Dutro's Explicit ELD curriculum and framework to provide differentiated targeted ELD instruction in alignment with students' English proficiency levels and areas of need. The ELD program is outlined in greater detail above in Element 2.

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

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

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

- Acquiring Reading skills in a second language (L2) is similar to the process of acquiring Reading skills in a first language (L1)
- Formative assessments are essential for gauging progress, strengths, and weaknesses and for guiding instruction
- EL students need increased opportunities to develop sophisticated academic English vocabulary
- It is important to 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
- EL students need multiple opportunities for structured, oral English-language practices about academic topics and text

### *Teaching Language Functions*

Achieve will teach language functions by explicitly teaching students to:

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

### *Teaching Linguistic Elements*

Achieve will teach 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

Achieve Academy will maximize student opportunity to practice Listening, Speaking, Reading and Writing to accelerate the development of fluency in each of these areas.

### Instructional Strategies and Materials

Overarching integrated ELD instructional strategies that are part of Achieve Academy's program include:

- Teachers re-teach strategies through modeling, think-alouds, and guided practice across a variety of appropriate-level texts

- Teachers are aware that when they use grade-level text at a student's frustration level in reading accuracy, they should read the content to the student, and guide and practice comprehension orally
- Teachers prioritize important and often overlooked aspects of comprehension instruction including:
  - Teaching what the strategy is
  - Teaching why it is important
  - Teaching when it should be used
  - Teaching how to do the strategy's "thinking steps"
- Teachers teach the language of test questions that signal what kind of strategy or skill is being assessed

### *Academic English Development*

Academic English language instruction at Achieve Academy will also be based on the integrated ELD approach, and includes three parts: cognitive tasks, academic language, and proficiency.

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

Instructional practices focus on:

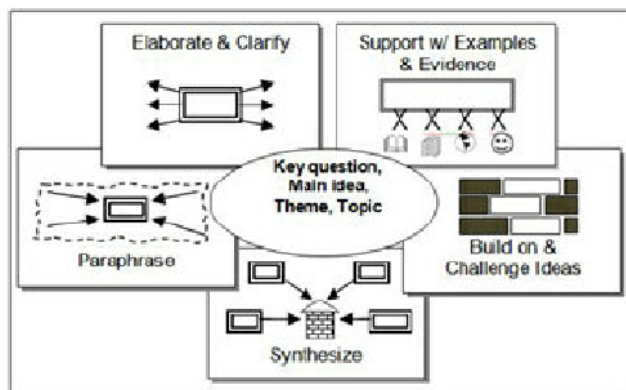
- Identifying discipline-specific language
- Connecting Listening, Speaking, Reading and Writing
- Building receptive and expressive academic language

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

This shift often leaves the Intermediate English learner orally fluent, but with critical gaps in language knowledge and vocabulary. Accessing prior knowledge and assuring student motivation and interaction is critical to assure student learning, but it is not enough. Academic English must be continuously developed and explicitly taught across all subject areas. Achieve teachers will ensure ELLs are provided with Academic English language instruction so they can access core content. ASCEND is an EFC school working with Jeff Zwiers, a senior researcher at Stanford University Graduate School of Education and the director of the Academic Language Development Network. This network has developed a series of teaching resources to support the development of academic language and specifically, academic discourse. His approach focuses on the development of five conversation skills across disciplines. The diagram below illustrates

these critical academic conversation skills. Achieve teachers will explicitly integrate these conversation skills in ELA, Math, Social Studies and Science and receive coaching and support in using these tools to build student capacity around academic discourse.

*See Instructional Appendix A49 for the Academic Language for Thinking Skills Chart.*



### *Evaluating Progress*

Education for Change has recently staffed a Director of ELA/ELD who will be working on finding an appropriate English Language Development assessment tool in alignment with the state's new ELD assessment. Currently, EFC schools use the ADEPT as a diagnostic tool for teaching ELD and monitoring growth and progress. Moving forward, at Achieve and EFC as a whole are seeking to adopt or will develop a writing rubric specific to English language learners at the upper elementary and secondary levels in alignment with the Common Core. In addition, Achieve teachers will build on Zwiers' Academic Language for Thinking Skills Chart to evaluate student' academic language in the different content areas. We will use this data as part of a cycle of data inquiry and RTI to provide interventions as appropriate and to guide planning and instruction.

### Interventions for English Language Learners

The Response to Interventions system developed in partnership with Seneca Center is designed to target the root cause of the student's individual challenges. If a student is not making progress academically because there are specific challenges with his/her English language development, that student will receive a targeted ELD intervention at Tier 1. The ELD teacher is trained in Dutro's framework and will be able to use the Adept to pinpoint language development gaps and provide targeted direct instruction in the gap area. Should that student not make adequate progress and require additional ongoing Tier 2 support in addition to the Tier 1 targeted ELD instruction, he or she would receive Tier 2 ELD interventions during the AM interventions block described below under *Support for Students Who Are Academically Low-Achieving*. The student can also receive targeted support during the summer interventions program. Achieve is also exploring other supports for newcomers such as newcomers pull-out class and technology.

As a blended learning school, we continue to research and seek strong English Language

Development programs that are online and adaptive. We are considering Achieve 3000 Intervention to support English Language Learners at CELDT levels 3 and higher who are not making progress (at EFC, this is the subgroup that struggles to make continued progress). Achieve 3000 tracks student learning in ELD standards, specifically focuses on Academic English and vocabulary development, and is adaptive to a student's reading level. In their ELL Lexile Study, English Language Learners using Achieve 3000 showed gains more than 2.5 times their expected Lexile growth. Again, because the online curriculum space is growing daily and research on effectiveness is being produced monthly, we reserve the right to continue to research this space and select the strongest program with proven results for our struggling English Language Learners.

In addition to finding a strong online adaptive program to supplement and support our interventions programming, Achieve will provide targeted Tier 2 instruction using a research-based comprehensive interventions curriculum like *Language Central*, a product EFC and Seneca have used for ELD interventions effectively over time.

### **Support for Students Who Are Academically Low-Achieving**

#### Response to Intervention

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

Achieve, has implemented a comprehensive Response to Intervention System as described above under Key Element 6. Education for Change Public Schools is currently implementing this system with great success at all of our schools in partnership with the Seneca Center. This system ensures ALL children receive the targeted support needed to address individual needs as they arise. This past year, Achieve Academy in its second year of RTI implementation showed dramatic gains for Special Education students and for intensive support students requiring interventions at the tier 2 and 3 levels.

RTI is a framework for providing comprehensive support to students and is not an instructional practice. RTI is a prevention-oriented approach to linking assessment and instruction that can inform educators' decisions about how best to teach their students. A goal of RTI is to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to document learning or behavioral problems and ensuring appropriate identification of students with disabilities.

A rigorous prevention system provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. This system includes three levels of intensity or three levels of prevention, which represent a continuum of supports. Many schools use more than one intervention within a given level of

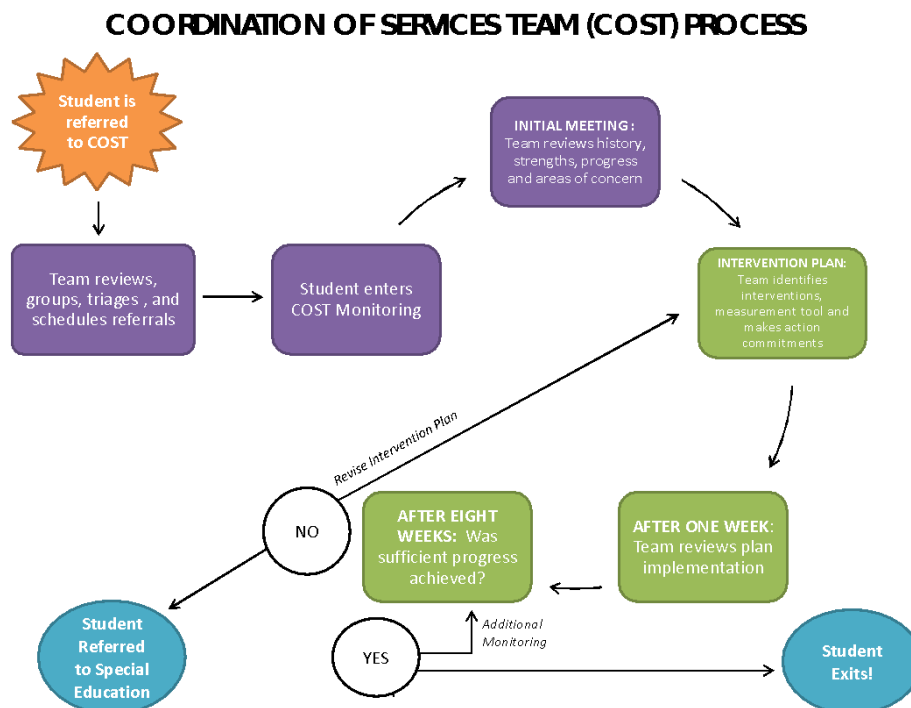
prevention.

*See Instructional Appendix A37 for Academic Interventions Menu, Instructional Appendix A39 for FST Referral Form and Instructional Appendix A40 for FST Action Plan.*

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

Education for Change believes strongly in the power of intervention and prevention. One of our organization-wide non-negotiables is the requirement that all schools within EFC provide a comprehensive interventions system that includes tier 2 interventions for all students who are scoring far below basic in ELA or mathematics. All students who demonstrate a significant achievement gap at the beginning of the school year must be identified no later than the sixth week of enrollment, and the COS team must identify appropriate interventions for those students. A parent meeting must be held to ensure families are part of the development of the intervention plan and benchmarks for implementation and effectiveness are set.

### How RTI Works



Once a student is identified as not making appropriate growth academically or a student is struggling socially or emotionally, the classroom teacher, will immediately develop an in-class interventions plan that clarifies the student's current level of performance, documents areas of concern, and outlines a specific plan to differentiate, modify, and individualize instruction for that student. Modifications or accommodations can be changes in seat assignments, strategic grouping, giving fewer more targeted assignments or problems, or providing additional resources or tools to complete an assignment (manipulatives, calculator, computer, etc.). The student will be assigned strategically to different groups to support his or her learning. (S)he may be in a heterogeneous group if there is a cooperative learning assignment where children are expected to work collaboratively to solve a problem. (S)he would be assigned to a homogeneous group for mini-lessons or for guided reading to ensure (s)he is getting instruction in his or her Zone of Proximal Development. In-class supports are explained in greater detail below.

If a student makes inadequate progress in the classroom or across classrooms with Tier 1 interventions, the teacher would then refer the child to the Coordination of Services Team (COST) to access more of the school's resources for addressing the specific child's challenges. At the COST, the COST facilitator would convene all necessary stakeholders and allies in the child's learning to ensure the group has greater understanding of the whole child. This team conducts a Root Cause Analysis and incorporates data from the after-school program, from home, and from other teachers across the school. An interventions plan is developed for that child that outlines the areas of strength, areas of concern, and a strategic plan to support that child utilizing both Tier 1 and Tier 2 interventions as appropriate. Tier 2 interventions would include all potential resources not being delivered by the Core classroom teacher that could supplement the Tier 1 interventions taking place.

If the student makes inadequate progress at Tier 2, the COST reconvenes after eight weeks and the team collects additional data. At this juncture, the COST team may alter the interventions plan by adding or subtracting interventions or recommending Tier 3 interventions, which are generally individualized intensive interventions that may supplant some of the instruction taking place in the regular education class. If the student has demonstrated that he or she may be eligible for Special Education services, the team may refer the child for assessment by the IEP team to determine eligibility for Special Education services.

Whenever possible, the interventions curricula used will be research-based and proven programs designed to dramatically accelerate student learning in the growth areas. EFC has seen dramatic gains with programs like America's Choice Math Navigator, FocusMath, Slingerland, and Lindamood Bell.

*See Instructional Appendix A37 for the Academic Interventions Menu.*

The full implementation of blended learning in math and ELA will aid in supporting struggling students, as teachers will be able to differentiate instruction to the appropriate level, and at a more exact ZPD for students. The other additions to ELA, such as explicit vocabulary instruction, explicit ELD instruction, and a focus on writing, should also help struggling students.

At the heart of the Achieve Academy support system is a strong tier 1 educational program implemented by qualified teachers. EFC teachers are expected and supported to regularly analyze data and develop and implement targeted mitigations within the classroom setting. Achieve Academy uses a structured method of analyzing data that leads to specific action plans and goals. The following is an example of the analysis performed by teachers, utilizing data that shows both grade level and classroom level results as well as individual student results. Teachers also review item analysis reports that are sorted by the key standards. Analysis of writing prompts is another source of data that is used to develop instructional responses. Once teachers have conducted the data analysis, they develop specific small group instruction lessons for the students in the key challenge areas. A sample of how we approach data analysis is highlighted below.

### Benchmark Data Analysis

Grade: \_\_\_\_\_ Assessment: \_\_\_\_\_ School: \_\_\_\_\_

<b>Analyzing Strengths</b>
<p>Guiding questions:</p> <ul style="list-style-type: none"> <li>● Are there certain strands or standards that students performed better on? Is there connection between them?</li> <li>● Does this show complete mastery of the entire standard?</li> <li>● Why do you think they were successful?</li> <li>● What best practice strategies were used to teach the standards they were successful on?</li> <li>● Where did students show improvement/move up a level?</li> <li>● Did we meet previously set goals?</li> </ul>
<b>Analyzing Challenges</b>
<p>Guiding questions:</p> <ul style="list-style-type: none"> <li>● Are there certain strands or standards that students found challenging? Is there a connection between them?</li> <li>● Why do you think they found this challenging?</li> <li>● Are the areas key standards?</li> <li>● Where did students drop a level?</li> <li>● Which strategies and instructional sequences did not yield the expected results?</li> </ul>
<b>Instructional Response Plan</b>
<p>Guiding Questions:</p> <ul style="list-style-type: none"> <li>● Which challenges/ what standards warrant the highest priority instructional response?</li> <li>● What changes will we make now that will immediately impact the success of our students?</li> <li>● Are there people in the grade level who are having success in this area? To what do they attribute that success?</li> <li>● What changes in teaching strategies are indicated?</li> <li>● How will we intervene? Whole class? Differentiated instruction? Small group instruction? Independent practice? Targeted homework? Targeted warm up?</li> <li>● How will we monitor student progress? What is our timeline?</li> <li>● How are we addressing the needs of students of major concern? Do they have similarities? How can we support them?</li> </ul>
<b>SMART Goal</b>
<p>SMART= Specific Measurable Attainable Relevant Timely</p>



Professional development in how to analyze data and the instructional implications is a vital component of addressing the needs of low-achieving students. Teacher leaders, administrators, and coaches attend trainings together and create an action plan of how to focus site-level professional development to support teachers in meeting the needs of students. The additional teacher professional development and collaboration time allows teachers the opportunity to analyze data, delve into the curriculum, study the components of the curriculum that address the needs of low achieving students, learn from one another, and plan collaboratively to improve the instruction delivered in the classroom. Some examples include:

- Analyzing student data into specific groups such as non-decoder, low nonfluent, and mid-nonfluent and developing plans to accelerate their learning;
- Scaffolding instruction for students so all can have access to the core curriculum;
- Collaboratively cognitively planning lessons to maximize the engagement of all students, particularly intensive need students; and
- Engaging in text analysis and planning lessons to improve comprehension
- Designing enhancements to mathematics lessons to effectively address the standards and student needs.

### **Support for Students Who Are High-Achieving**

Achieve Academy believes that all children possess gifts and talents that are unique and precious. Because of ever increasing levels of achievement at Achieve Academy, the professional development is now beginning to focus on ensuring that teachers are prepared to address the needs of high achieving students. Students who are high achieving 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 and the state content standards are met at an ever-increasing rate, the pace of the rigorous curriculum has been accelerated.

The program enables children to progress across the levels at their own pace. The blended learning program specifically enables all children to work in their Zones of Proximal Development. All of the programs we are considering allow children to advance past their grade levels. In addition, teacher time with students will be focused on building students' capacity on the higher levels of Blooms Taxonomy – Apply, Analyze, Evaluate, Create. The project based learning curricula will have multiple opportunities for the high-achieving students to expand their knowledge and skills through higher-level inquiry and extensions on all projects. Because the challenges and projects are all collaborative, students who are ready to become leaders and facilitators will be able to build those critical skills.

Most of the curriculum for high achieving students will be imbedded into the instructional program. Lessons and assessments will be designed for different levels of performance with high achieving students expected to stretch and reach for the more demanding work. The major pedagogy that will serve high achieving students is inquiry learning, mostly through PBL. The inquiry model form incorporates many GATE strategies. Inquiry learning will offer students the

opportunities to pursue topics to greater depth through both individual and small group work; students will have the opportunity to become experts on a particular subject. This inquiry model will also offer the element of choice, as students will be able to choose a particular focus (e.g. which animal habitat to develop expertise in; which historical artifacts to recreate and interpret for their Ancient Egypt museum exhibit). Finally, inquiry learning will offer multiple opportunities for students to self-assess and make judgments about their work as they engage in projects. Inquiry-based learning is a key component of instruction at Achieve, as both low and high achieving students will engage in a focused inquiry in response to a complex question, problem, or challenge. Rigorous projects designed to apply critical thinking will help students learn key academic content, apply skills, and practice working in collaboration.

Education for Change Schools currently uses Illuminate to house both student information and assessment data. One of the primary reasons for selecting Illuminate is a parent portal that allows parents to access their students' performance data. At Achieve, parents will also have access to their students' performance, allowing them to monitor their students' progression. When students are developing their work plans and setting their goals, parents will have the opportunity to provide feedback and coach their children.

## 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)

*Governing Law: Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school."*

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

EFC is committed to providing all of its students with an excellent, high-quality education. In order to achieve this goal, high student achievement as measured by national, state, local, and EFC measures must be achieved. Goals for student and school outcomes are continually refined and developed to reflect the changing needs of the school and EFC and are reset each year by the Instructional Leadership Team and EFC Home Office staff.

## PUPIL OUTCOMES

EFC and Achieve Academy 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 their next school.

Specifically, students who are promoted from Achieve Academy 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. Achieve Academy's goal is to have all children graduate with the following core competencies.

## **21<sup>st</sup> Century Learning**

To be prepared as leaders as well as learners in a rapidly-evolving society and economy, Achieve students will be 21<sup>st</sup> Century Learners. The following are our goals to help students be competitive and prepared for success in the 21<sup>st</sup> century:

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

## **Academic Content and Performance Standards**

Aligned with the California State Standards in English Language Arts and Mathematics, students will achieve appropriate age- or grade-level mastery of the goals below:

### Outcome 1: ELA Goals

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

### Outcome 2: English Language Development Goals

- 80 percent of Achieve Academy's English Language Learners will meet the annual EL growth targets (ELLs at Beginning, Early Intermediate or Intermediate levels must gain one proficiency level, ELLs at Early Advanced or Advanced must reach the English proficient level, and ELLs at English proficient level must maintain that level until they are reclassified).

### Outcome 3: Mathematics Goals

- Students will demonstrate mastery of the 5<sup>th</sup> grade level standards, which will prepare them for higher mathematics in middle school, high school, college, and the workplace
- Students will utilize a conceptual understanding of mathematics to solve problems using multiple strategies
- Students will be able to communicate an understanding of mathematical logic in the problem-solving process
- Students will be able to apply mathematical concepts to real world scenarios
- Students will be able to exchange mathematical ideas, collaboratively solve problems, and engage in peer teaching

#### Outcome 4: History/Social Science Goals:

- Students will develop knowledge of history, cultural and historical empathy, an understanding of democracy and constitutional heritage and the critical thinking skills to prepare them for American citizenship

#### Outcome 5: Science Goals

- All students will develop 21<sup>st</sup> Century Skills (see the Partnership for 21<sup>st</sup> Century Skills <http://Achieve.p21.org/>) that will prepare students for higher education, rewarding careers, and the challenges of an ever-changing world
- All students will cultivate an appreciation of the vital role of Science in today's world and they will be able to apply their analytical skills to their daily lives
- All students will be able to demonstrate the process of scientific inquiry through experimentation, data collection and analysis, and problem solving

#### Outcome 6: Technology Goals

- All students will be able to use technology to effectively communicate, collaborate, and conduct research
- Students will learn basic computer skills such as word processing, arranging presentations, creating spreadsheets, developing simple websites, basic communications, and using Google Drive
- Students will learn basic keyboarding skills
- All students will learn the ISTE standards
  - Creativity and Innovation
  - Communication and Collaboration
  - Research and Information Fluency
  - Critical Thinking, Problem Solving, and Decision Making
  - Digital Citizenship
  - Technology Operations and Concepts

#### Outcome 7: Arts Goals:

- Students will be able to apply artistic skills to core disciplines of ELA, science and social science.
- Students will master California art standards for elementary school.
- Students will engage in artistic pursuits to cultivate the skills of creativity and collaboration.

#### Outcome 8: Physical Fitness Goals:

- Students will demonstrate mastery of 5<sup>th</sup> grade level physical education standards
- Students will demonstrate an understanding of the ways nutrition and exercise impact their physical and emotional health
- Students will be able to make healthy choices with respect to their diet and exercise
- Students will have identified at least one fitness activity which they enjoy

#### Outcome 9: Social-Emotional Goals

- Students will develop self-awareness and self-management skills to achieve school and life success.
  - Identify and manage one's emotions and behavior.
  - Recognize personal qualities and external supports.
  - Demonstrate skills related to achieving personal and academic goals.
- Students will use social-awareness and interpersonal skills to establish and maintain positive relationships
  - Recognize the feelings and perspectives of others.
  - Recognize individual and group similarities and differences.
  - Use communication and social skills to interact effectively with others.
  - Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
- Students will demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.
  - Consider ethical, safety, and societal factors in making decisions.
  - Apply decision-making skills to deal responsibly with daily academic and social situations.
  - Contribute to the well-being of one's school and community.

#### **Annual Academic Goals Aligned to State Priorities**

In response to Element (b)(5)(A) of the Local Control Funding Formula, in this section, Achieve will outline its “annual goals for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the Achieve, and its specific annual actions to achieve those goals.”

Achieve is committed to ensuring all of our students make the academic and social-emotional growth necessary to be prepared to excel in the high school of their choice. They will demonstrate their academic growth through selected Common Core aligned assessments as well as California's Smarter Balanced Summative Assessment. EFC has transitioned, for many of its schools, to the NWEA suite of assessments as we transition to the Common Core because NWEA offers multiple administrations throughout the school year and has designed its assessments to both track and monitor growth. We are evaluating other options for this coming school year and will also pilot Common Core aligned benchmarks developed by Intel-Assess, a company that has acquired and developed a comprehensive Common Core item bank and has been developing Common Core benchmarks for DC Public Schools and KIPP. We will continue to use NWEA MAP at Achieve while we pilot the Intel-Assess tools and assessments as well as

those being developed by Smarter Balanced. We will track and monitor progress for all significant subgroups and set annual targets as indicated below.

In accordance with SB 1290, Achieve Academy pupil outcomes will be set related to increases in pupil academic achievement both school-wide and for all groups of pupils served by the Achieve, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

Achieve Academy's pupil outcomes, related to increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows:

### 15-16 Pupil Outcome Metrics from LCAP

	Group	2013-14 Result	2014-15 Result	2015-16 Target
CAASPP - ELA				
5% students either scoring level $\geq 3$ or making at least one level growth OR 70% of students scoring proficient (including significant subgroups)				
	School-wide	N/A	22%	27%
	African American	N/A	19%	24%
	EL	N/A	5%	10%
	Hispanic	N/A	20%	25%
CAASPP - Math				
Target: +5% students either scoring level $\geq 3$ or making at least one level growth OR 70% of students scoring proficient (including significant subgroups)				
	School-wide	N/A	25%	30%
	African American	N/A	25%	30%
	EL	N/A	7%	12%

	Hispanic	N/A	20%	25%
NWEA MAP - Reading				
+5% of students meet/exceed expected Fall to Spring RIT growth OR 70% of students will score > = 40th percentile				
	School-wide	43%	57%	62%
	African American	50%	50%	55%
	EL	34%	56%	61%
	Hispanic	44%	57%	62%
NWEA MAP - Math				
+5% of students meet/exceed expected Fall to Spring RIT growth OR 70% of students will score > = 40th percentile				
	School-wide	56%	68%	73%
	African American	60%	55%	60%
	EL	53%	65%	70%
	Hispanic	54%	68%	73%
CELDT				
40% of ELs grow at least one overall proficiency level on CELDT				
	School-wide	51%	46%	40%
EL Reclassification				
50% of EL students attending Achieve school for at least 5 yrs will be redesignated as Fluent English Proficient				
	School-wide	TBD	TBD	50%

\*In alignment with the state priorities as described in subdivision (d) of Section 52060, we will hold ourselves accountable for this growth with significant subgroups.

The transition to the Common Core scheduled is a welcome transition for the Achieve team and EFC. However, the ambiguity around the state assessment and accountability system makes setting five-year annual targets somewhat challenging. Below we highlight additional annual growth targets in alignment with the state priorities as identified in subdivision (d) of Education Code Section 52060. In addition, we have outlined the annual priorities to ensure we are achieving these targets. The educational program section in its entirety describes in great detail how we anticipate achieving academic success. The priority actions outlined in the table below will be the foci for the years indicated but not the only actions implemented by the school site. We reserve the right to modify these targets and actions as appropriate based on ongoing changes in the state and federal accountability system and real data from our students.

<b>CHARTER SCHOOL OUTCOMES ALIGNED TO STATE PRIORITIES</b>	
<b>State Priority #1.</b> The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))	
<b>Annual Goal</b> D. Recruit and hire teachers with at least three successful years of teaching experience E. Research and select Common Core aligned curricular materials proven successful for similar populations F. Ensure school facilities are maintained and in good repair	<b>LCAP Targets</b> ♦ Highly Qualified Teachers: 100% HQT compliance in core subject areas ♦ School facilities are adequate as determined by Facilities Walkthrough checklist
<b>State Priority #2.</b> Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency	
<b>State Priority #4.</b> Pupil achievement, as measured by all of the following, as applicable:	
D. Statewide assessments (STAR, or any subsequent assessment as certified by SBE) E. The Academic Performance Index (API) F. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 <i>et seq.</i> ) or any subsequent assessment of college preparedness	
<b>Annual Goals</b> E. Build teacher capacity to develop and implement strong Common Core aligned units of study and lessons that push student thinking at the higher levels of Bloom’s taxonomy F. Increase the amount of time students are learning in their Zone of Proximal Development by using adaptive online software proven for our target population and by using blended learning structures to increase teacher time	<b>LCAP Targets</b> ♦ Curriculum is deemed adequate as measured by Curriculum Checklist ♦ CAASPP: ELA and Math <ul style="list-style-type: none"> <li>○ +5% students either scoring level <math>\geq 3</math> or making at least one level growth OR</li> <li>○ 70% of students scoring proficient (including significant subgroups)</li> </ul>



<p>teaching in the ZPD</p> <p>G. Build teacher, student, and guide capacity to monitor and track student learning and progress using different informal and formal assessments and data systems</p> <p>H. Implement a research-based ELD program and build teacher capacity around teaching English Language Development</p>	<ul style="list-style-type: none"> <li>❖ NWEA MAP: Reading and Math <ul style="list-style-type: none"> <li>○ +5% of students meet/exceed expected Fall to Spring RIT growth OR</li> <li>○ 70% of students will score <math>\geq</math> 40th percentile</li> </ul> </li> <li>❖ CELDT <ul style="list-style-type: none"> <li>○ 40% of ELs grow at least one overall proficiency level on CELDT</li> </ul> </li> <li>❖ EL Reclassification <ul style="list-style-type: none"> <li>○ 50% of EL students attending Achieve at least 5 yrs will be redesignated as Fluent English Proficient</li> </ul> </li> </ul>
<p><b>State Priority #3.</b> Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</p>	
<p><b>Annual Goals</b></p> <p>D. Build parent understanding of Common Core standards and overall instructional design</p> <p>E. Build parent capacity to monitor and guide student learning and growth</p> <p>F. Develop a robust parent leadership culture and body</p>	<p><b>LCAP Target</b></p> <ul style="list-style-type: none"> <li>❖ 90% families participate in report card conferences at least 2x/yr</li> </ul>
<p><b>State Priority #5.</b> Pupil engagement, as measured by all of the following, as applicable:</p> <p>F. School attendance rates</p> <p>G. Chronic absenteeism rates</p> <p>H. Middle school dropout rates (EC §52052.1(a)(3))</p> <p>I. High school dropout rates</p> <p>J. High school graduation rates</p> <p><b>State Priority #6.</b> School climate, as measured by all of the following, as applicable:</p> <p>D. Pupil suspension rates</p> <p>E. Pupil expulsion rates</p> <p>F. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p>	
<p><b>Annual Goals</b></p> <p>D. Students attend school regularly, consistently and on time</p> <p>E. Students report they enjoy school and that they have meaningful relationships at the school</p> <p>F. Students show growth in all SEL standards</p>	<p><b>LCAP Targets</b></p> <ul style="list-style-type: none"> <li>❖ Attendance Rate <ul style="list-style-type: none"> <li>○ <math>\geq</math> 95% average daily attendance rate</li> </ul> </li> <li>❖ Chronic Absence Rate <ul style="list-style-type: none"> <li>○ <math>&lt;</math> 10% of all students are chronically absent</li> </ul> </li> <li>❖ Suspensions <ul style="list-style-type: none"> <li>○ <math>\leq</math> 5% of enrolled students are</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>suspended out of school</li> <li>❖ Expulsions <ul style="list-style-type: none"> <li>○ 0% of enrolled students are expelled</li> </ul> </li> <li>❖ Attitude and Culture (as measured by SCAI) <ul style="list-style-type: none"> <li>○ Family, students, and staff average response <math>\geq 3.5</math></li> </ul> </li> </ul>
<p><b>State Priority #7.</b> The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</p> <p>“Broad course of study” includes the following, as applicable:</p> <p><u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</p> <p><u>Grades 7-12:</u> English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</p>	
<p><b>Annual Goals</b></p> <p>B. 100% of students are enrolled in a broad course of study that includes English, Mathematics, Social Sciences, Science, Visual Art, Health/Physical Education, preparing them to be on track for a high school course of study that exceeds the UC A-G requirements</p>	<p><b>Annual Targets</b></p> <ul style="list-style-type: none"> <li>❖ Master schedule meets state requirements</li> <li>❖ Curriculum is deemed adequate as measured by Curriculum Checklist</li> </ul>
<p><b>State Priority #8.</b> Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</p>	
<p><b>Annual Goals</b></p> <p>D. Build teacher capacity to develop and implement strong Common Core aligned units of study and lessons that push student thinking at the higher levels of Bloom’s taxonomy</p> <p>E. Increase the amount of time students are learning in their Zone of Proximal Development by using adaptive online software proven for our target population and by using blended learning structures to increase teacher time teaching in the ZPD</p> <p>F. Build teacher, student, and family capacity to monitor and track student learning and progress using different informal and formal assessments and data systems</p>	<p><b>LCAP Targets</b></p> <ul style="list-style-type: none"> <li>❖ Curriculum is deemed adequate as measured by Curriculum Checklist</li> <li>❖ CAASPP: ELA and Math <ul style="list-style-type: none"> <li>○ +5% students either scoring level <math>\geq 3</math> or making at least one level growth OR</li> <li>○ 70% of students scoring proficient (including significant subgroups)</li> </ul> </li> <li>❖ NWEA MAP: Reading and Math <ul style="list-style-type: none"> <li>○ +5% of students meet/exceed expected Fall to Spring RIT growth OR</li> <li>○ 70% of students will score <math>\geq</math> 40th percentile</li> </ul> </li> <li>❖ CELDT</li> </ul>

	<ul style="list-style-type: none"> <li>○ 40% of ELs grow at least one overall proficiency level on CELDT</li> <li>❖ EL Reclassification <ul style="list-style-type: none"> <li>○ 50% of EL students attending Achieve at least 5 yrs will be redesignated as Fluent English Proficient</li> </ul> </li> </ul>
<b>Annual Actions to Achieve Targets</b>	
<p><b>Year 0</b></p> <ul style="list-style-type: none"> <li>● Structured data analysis protocols driven by benchmarks and reading assessments.</li> <li>● Understand the shifts promoted by the Common Core. Align to CAASPP results as applicable.</li> <li>● School-wide implementation of guided reading using blended learning rotations in all classrooms.</li> <li>● Systematic ELD in second year of implementation.</li> <li>● Focus on academic discourse as an ELD strategy in math.</li> <li>● Pilot for newcomer intervention.</li> <li>● Expo functions as general celebration of learning.</li> <li>● Teachers develop and implement language arts units of study.</li> <li>● Art, Music, and Technology are implemented as electives taught by specialists.</li> <li>● Pilot SEL curriculum, such as Toolbox, in TK-1</li> <li>● Family Leadership Council (at least 2 reps per room) meets monthly to discuss academic data, fundraise (connected to academics), and support school safety.</li> </ul> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>● Structured data analysis protocols driven by benchmarks, reading assessment and writing tasks.</li> <li>● Continued analysis of CAASPP progress over time.</li> <li>● School-wide focus on writing across genres.</li> <li>● Create greater coherence via rigorous learning objectives and data collection.</li> <li>● Deepen Systematic ELD implementation with an eye towards developing transferable language objectives.</li> <li>● Identify and implement one to two high leverage strategies across the content areas for integrated ELD.</li> <li>● Continue pilots for newcomers.</li> <li>● Teachers enhance language arts units of study through increased integrated ELD and some content integration.</li> <li>● Art, Music, and Technology are strengthened as electives taught by specialists.</li> <li>● Based on pilot findings, implement social emotional learning in TK-5th SEL curriculum, such as Toolbox</li> <li>● Cultural competency PLCs.</li> <li>● FLC deepens focus on instruction with instructional rounds.</li> </ul> <p><b>Year 2</b></p>	

- Teachers incorporate more formative assessment as an instructional strategy.
- Continued analysis of CAASPP progress over time.
- Deepen focus on writing: establish clear vertically aligned, genre-based rubrics anchored with student exemplars.
- Develop greater coherence via consistent connections between differentiated reading and Units of Study.
- Enhance the designated ELD curriculum to create more connection to Units of Study.
- Deepen integrated ELD practices school-wide.
- Based on results of pilot, newcomer program scaled to support all newcomers.
- Teachers enhance language arts units of study through increased writing and content integration.
- Art, Music, and Technology begin to collaborate with teachers to create integrated lessons that support Units of Study.
- Continue implementation of SEL curriculum, expand to parent education
- Staff leads take full ownership of ongoing home visit training and support

### **Year 3**

- Formative assessment practice solidified across the school, weekly data analysis drive instructional mitigations
- Continued analysis of CAASPP progress over time.
- Establish vertical and horizontally coherent standards maps.
- Ensure Tier 2 Reading interventions seamlessly support the balanced literacy model.
- Ensure that academic discourse is consistent across the school.
- Teachers enhance 2 of 6 units of study to incorporate hands-on project-based learning.
- Focus on implementation of hands-on learning through content-based curriculum, such as FOSS.
- Continue implementation of SEL curriculum, expand to parent education

### **Year 4**

- Collaborative PLCs focused on multiple data sets established across the school.
- Continued analysis of CAASPP progress over time.
- Expo incorporates student-led showcasing of project learning
- Integrate content strands through vertically and horizontally aligned content maps.
- Multidisciplinary teaching – projects more student-directed with greater choice, collaboration and integration of arts and ELD.

### **Year 5**

- Reflect on progress towards priorities and goals

The plan above, which lists measurable pupil outcomes, will drive work at Achieve and collaboration between Achieve and EFC. Teachers will be provided regular dedicated time to review their plans for the achievement of the outcomes outlined above, align those plans with the diagnostic assessment data of their students, and develop plans to differentiate teaching and support for students based on their performance at the time and what they need to learn to meet or exceed outcome expectations. EFC and Achieve 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 high school, that we know how they’re doing on their way there, and that

they're being supported with effective teaching and tiered interventions when adequate progress toward the expected outcomes is not being made.

By July 1, 2016, and annually thereafter: Achieve Academy shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47606.5(a):

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

Under Education Code section 47607.3, if the charter school fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in 3 or 4 consecutive school years, the following shall apply:

- The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter schools.
- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.”

### ELEMENT 3: METHODS OF ASSESSING PUPIL OUTCOMES

*Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card*

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

### METHODS TO MEASURE PUPIL OUTCOMES

Ongoing communication between teachers, parents, and students is an essential component of Achieve Academy. 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.

EFC Achieve Academy is accountable to multiple constituencies: students and their families, its Board of Directors, OUSD, and ultimately the California State Department of Education. Accountability to each of these constituencies includes both fiscal and academic performance. Throughout each school year, staff and the Board of Directors analyze collected student data including test scores, daily attendance records, parent surveys, and staff surveys; evaluate identified strengths and weaknesses; and chart a course for school-wide improvement and growth for the upcoming year. Additionally, the school's fiscal health is examined.

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

Achieve and District will jointly develop a visitation process to enable the district to gather information needed to validate the school's performance and compliance with the terms of this charter. However, Achieve agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight [Education Code Section 47604.3: Achieve shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the District, the County Office of Education, and the State Superintendent of Public Instruction].

### **Theory of Action on Assessments**

EFC will support teachers at Achieve Academy to provide instruction that develops student mastery of academic content standards and character standards. EFC-wide and site specific professional development will strengthen all of our schools and the whole organization. EFC and Achieve Academy 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 we are able 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 and at the driver for teachers and guides in their instructional decision-making.

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

The *Measurable Pupil Outcomes and Assessment Matrix* below outlines the measurable pupil outcomes and highlights the school-wide assessments to be used at Achieve Academy and supported by EFC. Teachers will use numerous other assessments on a regular basis that are specific to their content areas. In addition, students who are dramatically academically behind may be assessed more frequently in their intervention areas as part of their tier 2 interventions plan.

Subject Areas	Assessment Tools	Assessment Types	Frequency	Proficiency Goals
<b>Outcomes 1-8</b>	Multidisciplinary Project	Standards-aligned assessment	3-6x/year	Proficient
	Report Card	Summary document of teacher assessments + formal assessment	3x/year	Proficient
	Exit Tickets	End-of lesson mini assessments (diagnostic and summative)	2-5x/week	Mastery
<b>Outcome 1: English Language Arts</b>	NWEA MAP (EFC-wide)	Diagnostic and standards-aligned benchmark	At least 2-3x/year	Proficient
	Developmental Reading Assessment	Diagnostic	At least 2x/year	Proficient
	California Smarter Balanced Assessment*	Standards-aligned	1x/year	Proficient
	Writing Performance Tasks (EFC-wide)	Diagnostic and standards-aligned benchmark	3x/year	Proficient
	*Common Core aligned benchmarks (Intel-Assess)	Pacing chart-aligned CC benchmarks	4x/year	Proficient
<b>Outcome 4: Mathematics</b>	NWEA MAP (EFC-wide)	Diagnostic and standards-aligned benchmark	At least 3x/year	Proficient
	California Smarter Balanced Assessment	Standards-aligned benchmark	1x/year	Proficient
	*Common Core aligned benchmarks (Intel-Assess)	Pacing chart-aligned CC benchmarks	4x/year	Proficient
<b>Outcomes 5,6,7: Science, Technology</b>	***California Standards Test in Science (CST)	Standards-aligned assessment	Grade 5 1x/year	Proficient or Advanced
	*FOSS Unit Assessments	End of lesson assessments – standards aligned	3-5x/year	Proficient
<b>Outcome 1: History-Social Science</b>	*Unit assessments	End of lesson assessments – standards aligned	At least 3x/year	Proficient
<b>Outcome 2: English Language Development (in addition to assessments indicated for general</b>	**CELDT	Standards-aligned state assessment	1x/year	Proficient
	ADEPT or other ELD assessment	Developmental assessment	2x/year	Early Advanced/ Advanced



<b>education population)</b>				
<b>Outcomes 1-8: Special Education (in addition to assessments indicated for general education population)</b>	Tri and Annual Review Assessments	Diagnostic assessments; criterion-referenced benchmark assessments	1x/year	Meeting all IEP goals
<b>Outcome 8: Physical Education and Health</b>	President's Physical Fitness Test	Performance-based criterion-referenced benchmark	1x/year	5% increase of students demonstrating mastery in 4/6 standards
<b>Outcome 9: Social Emotional Learning</b>	Student Surveys	Diagnostic	Ongoing	

\*Achieve does not commit to using these programs. These programs are being considered and are strong contenders; however, new tools and programs being introduced regularly, and we reserve the right to use a stronger program should we find one.

\*\*The state intends to replace the CELDT with a new ELD assessment. This assessment is still in development. We will revise this target should the new assessment prove radically different from the existing assessment.

\*\*\*The state intends to replace the existing history and science CST assessments with different assessments. We will revise these targets as we learn more about the state's plan to assess science and history.

### Multiple Measures/Assessments Selected

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

Achieve Academy's measurable pupil outcomes include absolute measures of achievement, goals relative to external standards, and annual goals for expected growth. Proficiency levels are set at 80 percent (numeric scale) or 4 of 5 (rubric) across subject areas. The targets listed in the matrix 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.

In preparation for the Common Core Assessments, and to comply with the State's changing strategic direction under Assembly Bill 484, EFC is transitioning all of its schools towards the NWEA Common Core Aligned Assessments and has been transitioning to the Common Core with respect to its instructional practices beginning this past year. All current and future EFC sites, including Achieve Academy, will administer Common Core standards-aligned benchmarks in Math and English Language Arts. As we are new to the NWEA, because we have yet to see the new Smarter Balanced assessments, and because stronger Common Core assessments may be developed in the coming years, we do not commit to implementing the specific Common Core benchmarks named above.

EFC and Achieve Academy do not commit to using the specific assessments listed; the School commits to using assessments that can be given frequently, allow instant reporting, are diagnostic, provide data on growth, and provide growth towards grade-level standards mastery. The School eagerly awaits the launch of several exciting new products in the coming year in alignment with the Common Core standards and will provide a final assessment list when changes to the plans outlined here are made. Additionally, Achieve does commit to complying with the requirements specific to the LCFF Accountability Plan once they are released.

### **Criterion-Referenced and Formative Assessments**

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

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

In addition, all assessment data will be captured in student report cards. EFC has just revised its report cards to align with the Common Core standards. Report card scores are not based on cumulative averages, but rather against the criteria of whether the student has demonstrated mastery of the standard.

## **State Assessments**

Pursuant to California Education Code Section 47605(c), Achieve Academy with support from EFC, will conduct state pupil assessments, including the Smarter Balanced Assessments, other California assessments in other content areas where appropriate, the California English Language Development Test (CELDT) or its equivalent, and any other assessments as mandated by the state or federal government (e.g. SABE or its equivalent, California Fitness Exam). Achieve Academy 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.

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

If Achieve Academy does not test (i.e., STAR) with the District, Achieve hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Achieve.

Test results for the prior year, if not provided directly to the District by the State, will be provided by the Achieve Academy to the District no later than September 1 of each year.”

### State Assessment Modifications and Accommodations

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

## **Promotion and Retention Policies**

Mastery of the objectives at each grade level is the basis for promotion. Teachers assess a student's progress three times a year, through the use of a standards-based report card, in order to gauge whether the student is mastering the objectives throughout the year.

This retention policy has been presented to and accepted by our parents, teachers, and staff. This policy was also Board-approved. It is aligned with California's Education Code sections 48070–48070.5.

Achieve Academy understands 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 COST 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 TK-5 retention are: 1) growth on benchmark assessments and the Developmental Reading Assessment, and 2) the monthly progress observed by the teacher and specialists in targeted interventions.

A series of COST 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 COST, including the parent(s), teacher(s), and administrator.

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

*See Instructional Appendix A50 for the EFC Student Intervention and Promotion Policy.*

## **Use of Assessment Data**

### Integration of Technology and Assessment Systems

Education for Change uses Illuminate as a technology platform for assessments. Illuminate is a web-based software tool that allows teachers to collect data and create reports for analysis. All EFC standards-based benchmark assessment data, state assessment data, and teacher-developed standards-aligned data are housed in Illuminate. All assessments are scanned into Illuminate and the data is available instantly. In addition, teachers are able to create scan sheets for teacher created formative assessments, create standards-based formative assessment, and have student answers scanned through photos to get instant reporting. Illuminate 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 (4 point bands) to facilitate analysis. Reports are also available at the grade level, school and CMO level. If the reporting within the system is not sufficient, one is able to download the data in CSV and Excel format. Typically, we use this option to conduct correlation coefficient analysis.

EFC is 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. Illuminate has a powerful parent portal that we rolling out across EFC.

### Cycles of Inquiry

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

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

### **Reporting and Accountability to Authorizer**

EFC and Achieve Academy 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 Achieve Academy hereby grant authority to the State of California to furnish copies of all test results directly to the Authorizer, as well as to the School.

### **Use and Reporting of Data to School Stewards and Stakeholders**

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

In addition, EFC and Achieve Academy will utilize multiple streams of data to review program effectiveness and inform programmatic decisions on a regular basis. Sources of data include, but are not limited to, API scores, AYP details, state assessment results, benchmark assessment results, unit assessment results, student reflections, portfolio evaluations, report cards, classroom

walkthroughs, teacher evaluations, student, staff and family satisfaction surveys, discipline referrals, attendance rates, and student/family attrition rates.

EFC will provide Achieve Academy with disaggregated data by subgroups, grade-level, individual class, and student, 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 Achieve Academy will employ a universal inquiry cycle to review the various types of data generated about the school program. Every 12 weeks, the EFC Instructional Leadership Team will meet with the site leadership team to review student performance data and provide thought partnership and ensure strategic alignment around professional development, teacher coaching, teacher evaluation, and interventions programming.

EFC and Achieve Academy 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 Achieve Academy's data in order to monitor trends in student learning outcomes and ensure that there are sufficient and appropriate financial and human resources to properly enact the School's program and remain true to the charter. The Board will approve annual academic targets for each school, and monitor progress towards those targets. The Board's Academic Accountability Committee will work in conjunction with the CEO, the CAO, the Chief of Schools and Achieve Academy 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, Achieve Academy will adhere to all mandated reporting guidelines in relation to English Learners, including notification to parents regarding CELDT (or equivalent assessment) results and reclassification. In accordance with IDEIA, Achieve Academy 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**

*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**

Education for Change, Inc., is a California nonprofit 501(c)(3) corporation incorporated in 2005 which manages six 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 Academy and Lazear Charter Academy, both chartered by the Alameda County Office of Education. Each EFC school maintains a separate budget and undergoes its own 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.

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

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

As an independent charter school, Achieve Academy, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Achieve Academy.

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

*See Appendix B2 for the Education for Change Articles of Incorporation and Appendix B3 for the EFC Corporate Bylaws*

Education for Change will:

- Collaborate with the Oakland Unified School District (OUSD).
- Be operated as an independent 501(c)(3) tax-exempt California nonprofit public benefit corporation.
- Be governed by its Board of Directors, as defined by the California Corporations Code.
- Operate in accordance with all applicable federal, state, and local laws, the Articles of Incorporation, and Bylaws of the nonprofit corporation, which will be maintained to align with the charter.
- Operate public schools and not charge tuition.
- Encourage ethnic diversity in its programs, policies, and practices.
- Not discriminate in any programs, policies and practices based upon race, ethnicity, religion, gender, sexual orientation, or disability or any other characteristic described in Education Code Section 220.
- Be nonsectarian in its programs, admission policies, employment practices, and all other operations.

### **Term and Renewal**

The duration of the charter will be five years, beginning July 1, 2015. Renewal of the Achieve Academy 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 Achieve Academy's charter is scheduled to expire.

### **Education For Change Governing Board**

#### Board of Directors Responsibilities

*The Board of Directors of EFC is responsible for:*

- Legal and fiscal well-being of the organization and each EFC school.
- Hiring and evaluating the EFC Chief Executive Officer.
- Approving and monitoring the implementation of the organization's policies.
- 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.
- Encouraging active involvement of students, parents/guardians, grandparents, and the community.
- Performing all of the responsibilities provided for in the California Corporations code, the Articles of Incorporation, Bylaws, and this charter as required to ensure the proper operation of the organization and member schools.
- Oversight in hiring, evaluation, and, when necessary, termination of members of the faculty and staff, upon recommendation of CEO
- Strategic Planning
- Approving and monitoring the implementation of the organization's policies and ensuring the terms of the charter are met
- Approving admission requirements
- Overseeing school facilities and safety
- Ensuring there are policies to enable student behavior and performance including but not limited to academic achievement and mitigation, attendance, dress and decorum, maintenance of a clean campus, open campus and other privileges, participation in extracurricular activities, and discipline proceedings

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

The Education For Change Governing Board 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. Delegation of said duties will be in writing delineating the specific tasks to be delegated and the timeframe of these duties.

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

## Composition of the Education For Change Governing Board

The EFC Board of Directors will consist of at least 5 but not more than 11 voting members. EFC recruits qualified and appropriate candidates for the board from education, nonprofit, community, business, and legal organizations so that the current board is diverse in skill sets, perspectives, and backgrounds and can fully and responsibly govern the organization and schools while maintaining a unifying and passionate commitment to the vision and mission of EFC. The Board has appointed a President, a Treasurer/Audit Committee, and a Secretary. The Education for Change board reserves the right to expand its board member seats should a law change or the need arise. Should a law change or desire for additional skill sets necessitate a change in Board composition, such change may be made by the Education for Change Governing Board in alignment with the bylaws and the articles of incorporation.

The District reserves the right, but is not obligated, to appoint a single representative to the EFC governing board pursuant to Education Code section 47604(b).

*See Appendix B4 for biographies of EFC Board Directors and Appendix B5 for a matrix outlining the skills and competencies of the board and leadership team*

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

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

The Board may include an executive committee and other special purpose committees as deemed necessary. The EFC Board has met regularly since its inception with the Chair of the Board presiding over the meetings. The EFC Board will continue to meet regularly. EFC will comply with the Brown Act.

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

Achieve Academy complies with the OUSD policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as Achieve has been given written notice of the policy change.

## Recruitment, Selection, and Development of Education for Change Board Members

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.

New board members are recruited and selected based on the provisions of EFC's bylaws. The CEO of Education for Change works closely with the Board of Directors to ensure that they are in full alignment with the organization's mission, culture, and goals.

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

#### Development of Board Members

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

#### Board Member Terms

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

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

#### ***Education for Change Board of Directors with Term Expiration Dates***

Member	Position	Term Expiration Date
Brian Rogers	Finance Committee	July 2016
Mike Barr	Finance Committee	July 2018
Suddhir Aggarwal	Audit Committee	July 2018
Nick Driver	Chair, Academic Accountability Committee, Executive Committee	July 2016
Adam Smith	Finance Committee, Communications advisor	July 2016
Eva Camp	Academic Accountability Committee, Executive Committee	July 2016
Dirk Tillotson	Vice Chair, Academic Accountability Committee, Executive Committee	February 2017
Kathy Cash	Family Leadership Council Representative	November 2016
Paul Byrd	Family Leadership Council Representative	November 2016

#### 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 at least every other month or more often as needed.

*See Appendix B6 Governing Board Meeting Schedules, 2015-16*

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 Achieve Academy'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.

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

Achieve shall send to the the OCS copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Achieve shall also send to the OCS copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on EFC's website will satisfy this requirement.

### 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 Achieve Academy.

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 Achieve Academy budget, with input from the Principal, Instructional Leadership 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 Achieve Academy charter shall be subject to prior appeal rights under California Education Code 47607. In accordance with Education Code Section 47607, OUSD may revoke the Achieve Academy charter on any of the following grounds:

- ❖ Achieve Academy, as part of EFC, commits a material violation of any of the conditions, standards, or procedures set forth in the charter
- ❖ Achieve Academy, 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
- ❖ Achieve Academy 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 Achieve Academy, is engaging in or has engaged in activities that constitute a severe and imminent threat to the health and safety of the students. Dispute resolution procedures are inapplicable to revocation proceedings.

## **Conflict Of Interest**

Education For Change has adopted a conflict of interest document that complies with the Political Reform Act. Members of Education For Change's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and

regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

*See Appendix B8 for EFC Conflict of Interest Code*

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

### **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**

Achieve Academy 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 Achieve has been given written notice of the policy change.

Achieve Academy 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.

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

Achieve Academy shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Achieve amends the bylaws, Achieve shall provide a copy of the amended bylaws to the OCS within 30 days of adoption.

Achieve shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Achieve shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

## **Governance Structures**

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

### Staff Leadership Council

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

The Staff Leadership Council meeting notes are distributed to all staff after meetings. Any staff member can ask for clarification or comment on items discussed during the meeting. The role of the Staff Leadership Council is to:

- 1) To advise the Home Office leadership on instructional, operations, and budgetary issues, in order to ensure that the staff has the opportunity to consistently provide input into decision-making and collaboratively craft solutions to problems
- 2) To assist the Home Office leadership in developing proposals to address issues faced by Education for Change
- 3) To aid in the implementation of the new initiatives amongst the entire organization

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



### Family Leadership Council

Parent involvement is a key success factor at Achieve Academy, 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 the ongoing evaluation of the organization's programs and operations, schools and community concerns and priorities for improvement.

*See Appendix B7 for the Guidebook on Family Leadership Council*

Education For Change has instituted a governing board structure that facilitates parent leadership on the governing board, as well as a clear pathway for the election of parents to the governing board. Two seats on the governing board shall be reserved for family representatives nominated by the Education for Change Family Leadership Council. 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.

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

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

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

### **Relationship Between EFC and the Achieve Academy Principals**

EFC, as the nonprofit operating Achieve, is responsible for overseeing the operations of the school. Under the policies established by the Board of Directors of EFC, the school principal or director reports to EFC's Chief of Schools for day-to-day management issues. The principals coordinate with EFC Home Office support and supervision all campus-level planning and decision-making that involves the school's professional staff, parents/guardians, and community

members in establishing and reviewing the school's educational plans, goals, performance objectives, and major classroom instructional programs. This allows the principals, teachers, parents/guardians, and community members to make school-based decisions within the boundaries of the decisions and policies set by the Board of Directors. Beyond the Chief of Schools, the Education for Change Home Office has numerous positions designed to support the principals in the management and operation of his/her school.

*See Appendix B34 for the EFC Home Office Organization Chart*

### Chief of Schools

As specified above, the Board of Directors delegates day-to-day management responsibilities of the larger organization to the Chief Executive Officer who then delegates management of principals and school sites to the Chief of Schools. The position of EFC Chief of Schools is designed to lead and manage the schools. This person is responsible for administering a school in all of the aspects of its day-to-day operations, working with the CEO, other Home Office staff, the Board of Directors, the Authorizer, children, parents, and community members. The Chief of Schools is responsible for the orderly operation of the Education for Change schools and the supervision of all employees in that school. Duties include:

- Oversee up to 12 school sites, with bottom line responsibility for both fiscal and academic performance
- Work with the CAO and COO in the implementation of annual site planning and budget development process for sites
- Develop and lead Principals and Assistant Principals in their roles as instructional leaders and site managers
  - Support site leadership to ensure high quality implementation of approved instructional programs, including standards, assessments, instructional guidelines, and culture.
  - Support principals in effective and efficient budget and human resource management
- Act as liaison with Home Office staff to ensure school sites receive necessary support; work closely with Home Office staff to improve systems and processes to serve the schools
- Develop and appraise site administration effectively. Take corrective action as necessary on a timely basis and in accordance with company policy. Consult with Human Resources as appropriate.
- Cultivate relationships with local district officials and community leaders to further EFC and individual school goals.
- Demonstrate knowledge of, and support, the EFC mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
- Work collaboratively with the Instructional Management team to support the development of instructional leadership at the administrative, coach, and teacher leader level

## Achieve Principals

The Achieve Academy Principals lead and manage Achieve Academy, inspiring staff, families and community members to provide the best environment and structure for student learning. They have 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 Achieve Academy Principals' primary responsibilities are:

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

## 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.

## 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)*

Achieve Academy is driven by its own mission and vision, as well as the Education For Change Mission to provide a superior public education to Oakland's **most underserved children** by creating a **system** of public schools that relentlessly focuses on the **continuous refinement of high quality instruction**. In order to achieve excellence and nurture diversity, Achieve Academy 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.

Achieve will comply with Education Code 44237 and 45125.1 regarding the requirement to fingerprint and obtain background clearance of employees and contractors. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The EFC Chief Operating Officer (COO) shall monitor compliance with this policy and report to the Board of Directors on a regular basis. The COO will also monitor fingerprinting and background clearance of all non-teaching staff. Prior to employment, each employee must furnish an up-to-date Mantoux Tuberculosis (TB) test result and documents establishing legal employment status.

## Equal Employment Opportunity

Achieve Academy acknowledges and agrees that all persons are entitled to equal employment opportunity. Achieve shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all

aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

### **Code of Professionalism**

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

Members of EFC's Governing Board, any administrators, managers or employees, and any other committees of the Achieve Academy 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.

### **Employee Recruitment and Selection**

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

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

### **Criminal Background Clearances And Fingerprinting**

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

EFC shall maintain on file and available for inspection evidence that (1) EFC has performed criminal background checks and cleared for employment all employees prior to employment; (2) EFC has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students and has requested subsequent arrest notification service; and (3) EFC has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact

with students. EFC shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, EFC shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

All employees must furnish or be able to provide:

- 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

#### Immunization And Health Screening Requirements

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

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.

Achieve Academy is dedicated to hiring professional and highly qualified staff. All staff to be hired at the school must demonstrate an understanding and commitment to Achieve's mission, vision, and educational philosophy. The Director of Recruitment and the Chief Talent Officer at the EFC Home Office will be responsible for staff recruitment – posting the position in strategic websites and publications; working with the principal on presenting at career fairs, conferences, and appropriate events; reaching out to and networking at events with innovative and experienced educators; and utilizing print and news media as appropriate. The Principals will be responsible for selecting all staff with support from the EFC Home Office. The Principals will establish a Selection Committee composed of site staff, students (as appropriate), and parents that will work with the Principals to select staff.

To ensure the selection of the highest quality staff, we will implement the following selection process:

1. Request resumes, cover letters and written responses to essay prompts (Home Office Recruitment team),
2. Brief screening interview (by phone) as needed (Home Office Recruitment team),

3. Follow-up interview, including a sample teaching lesson or other demonstration of job-related abilities (site level selection team),
4. Verification of credentials and past employment, state and federal background checks, and professional and personal reference checks (Home Office Human Resources Manager),
5. Finalize a selection (Home Office Recruitment team),
6. Finalize contract and extend offers of employment (Home Office Human Resources Manager).

## **Employee Qualifications and Job Descriptions**

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.

## **ESEA/NCLB And Credentialing Requirements**

Achieve shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Achieve shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(1). Achieve shall maintain current copies of all teacher credentials and make them readily available for inspection.

## **Home Office**

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

The following positions are EFC Home Office positions that will support Achieve in its operations:

### **Management Team**

- ❖ Chief Executive Officer – Manages the strategic direction of EFC
- ❖ Chief Operating Officer – Manages the financial and operational systems at the Home Office and school sites; leads the finance and operations team
- ❖ Chief of Schools – Supervises and coaches all principals; manages schools

- ❖ Chief Academic Officer– Leads the Instructional Leadership Team
- ❖ Chief Talent Officer – Leads recruitment, selection, retention and development of human capital; leads human strategic initiatives

#### Instructional Leadership Team

- ❖ Director of ELA and ELD
- ❖ Director of Mathematics
- ❖ Director of Innovation
- ❖ Director of Data Systems and Analysis
  - Data Manager

#### Finance and Operations Team

- ❖ Human Resources Manager
  - Payroll Clerk
- ❖ Director of Student and Staff Recruitment
- ❖ Controller
  - Assistant Controllers
- ❖ IT Team

*See Appendix B9 for the CAO job description, Appendix B10 for the COO job description and the Appendix B11 Chief of Schools job description. These are the PRIMARY Home Office leaders with respect to supporting sites. Any other Home Office job descriptions can be made available as requested.*

The following job descriptions outline the school positions, including qualifications and responsibilities. They will be revised as necessary to reflect the needs of Achieve.

#### Principal

Under direction of the Chief of Schools, the Principals are responsible for the day-to- day operations of Achieve Academy. At Achieve, we have two principals – a co-directorship, facilitated to support principal retention and sustainability. The Principals’ responsibilities include management and oversight of all instruction and operations. In collaboration with the EFC Home Office, the Principals develop and implement school level policies in compliance with EFC’s organization-wide policies, administer and supervise the school and its employees, support staff and parent leadership and a model of shared decision making, manage the implementation of the instructional program in alignment with the school’s approved instructional frameworks and annual site plans, foster a culture of positive, engaged learners, and serve as strong advocates for the school’s philosophy.

*See Appendix B12 for the Principal job description*

#### Teachers

As with students and parents/guardians, teachers make a specific choice to be part of the Achieve Academy team. EFC teachers meet the requirements for employment as stipulated by the



California Education Code section 47605(l). Primary teachers of core, college preparatory subjects (English–language arts, mathematics, science, history, and special education) hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. These documents are maintained on file at EFC and at the school and are subject to periodic inspection by OUSD and the Alameda County Office of Education. Teachers in non-core, non–college preparatory subjects meet the requirements the State allows for a charter school.

EFC follows the development of the regulations to implement “Highly Qualified” requirements under the No Child Left Behind Act (NCLB) and ensures that the qualifications for all teachers follow the regulatory guidelines set by the state with regard to this law. This includes monitoring that the “highly qualified” teacher requirements of NCLB are met which ensure that teachers meet the following three criteria 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 and units of study that lead to student understanding of curriculum content
- ❖ Assessing and facilitating student progress in line with the student and school outcome goals
- ❖ Maintaining accurate records
- ❖ Participating in professional development activities
- ❖ Maintaining frequent communication with students and their families, colleagues, and other school stakeholders
- ❖ Maintaining regular, punctual attendance
- ❖ Consistently delivering Achieve’s instructional program with a high level of student engagement and appropriate rigor
- ❖ Consistent cognitive planning with adopted curricula
- ❖ Engaging in ongoing collaborative work with colleagues to strengthen Achieve’s ability to deliver high level outcomes for all students
- ❖ Aligning instruction to the needs of English Language Learners, Special Education, High and Low Achieving students
- ❖ Being self-reflective and always striving 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

*See Appendix B13 for the Achieve Teacher Job Description*

#### Other Certificated Staff

A pool of day-to-day at-will (on-call) qualified substitutes, with appropriate background clearances, is established and a list of qualified substitutes is maintained.

#### Classified Staff

At Achieve Academy, additional staff persons include:

- ❖ Cafeteria Worker
- ❖ Custodian
- ❖ Office Manager
- ❖ School Services Assistant
- ❖ Assistant Principal
- ❖ Parent Coordinator
- ❖ IT Specialist
- ❖ ELA and Math Coaches

*See Appendix B14 for the Cafeteria Worker Job description*

*See Appendix B15 for the Custodian Job description*

*See Appendix B16 for the School Services Assistant Job description*

*See Appendix B17 for the Office Manager Job description*

*See Appendix B18 for the Assistant Principal Job description*

*See Appendix B19 for the Parent Coordinator Job description*

*See Appendix B20 for the IT Specialist Job description*

*See Appendix B21 for the ELA/ELD Coach Job description (math position is identical in nature to ELA)*

#### Evaluations

The principal and assistant principal are responsible for evaluating all teachers and support staff. School staff evaluation is performed at least annually. The principal 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.

*See Appendix B22a-c for Principal evaluation processes*  
*See Appendix B23 and B24 for current Teacher evaluation rubric and forms*

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

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

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

## **ELEMENT 6: HEALTH AND SAFETY**

*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 with a criminal record summary as described in - California Education Code Section 44237. 47605 (b) (5) (F)*

### **STUDENT AND STAFF HEALTH AND SAFETY PROVISIONS**

Achieve Academy shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Achieve each school year.

Education for Change will follow clear procedures to ensure the health and safety of pupils and staff. Achieve Academy and Education for Change will adopt and implement full health and safety procedures and risk management policies at our school site in consultation with insurance carriers and risk management experts prior to the school's opening. Health and safety policies will be annually updated and reviewed. This policy will be distributed to all staff and families. The following is a summary of the health and safety policies of the School:

#### **Procedures for Background Checks**

Employees and contractors of Education for Change will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code §44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Human Resources manager will monitor compliance with this policy and report to the Board of Directors on a quarterly basis. Volunteers who will have direct contact with Achieve students outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct

supervision of a credentialed employee.

### **Comprehensive Sexual Harassment Policies and Procedures**

Education for Change and Achieve Academy are committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Education for Change has a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in a sexual misconduct policy that will be developed prior to hiring any employees. All supervisors are required to participate in regular trainings around their legal responsibilities.

*See Appendix B25 for the EFC Employee Handbook which reviews our Sexual Harassment policy*

### **Role of Staff as Mandated Child Abuse Reporters**

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

Achieve Academy shall provide all employees, and other persons working on behalf of Achieve who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

### **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/Health Screenings**

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

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.

Achieve Academy shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014).

## **Vision/Hearing/Scoliosis**

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

## **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.

Achieve Academy shall ensure that all staff members receive annual training on EFC’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

## **Safe Place To Learn Act**

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

## **Drug Free / Smoke Free Environment**

The school maintains a drug and alcohol and smoke free environment. Achieve Academy shall enact policies to prohibit the use of Tobacco near its school site in accordance with the provisions of California Health and Safety Code section 104495.”

*See Appendix B25 for the EFC Employee Handbook which reviews our Sexual Harassment policy*

## **Gun-Free Schools Act**

Achieve Academy shall comply with the federal Gun-Free Schools Act.

## **Facility Safety**

Achieve Academy will comply with Education Code §47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code, including provisions for seismic safety. Achieve agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.

### Fire, Earthquake, and Evacuation Drills

Students and staff will participate in earthquake drills every other month, fire drills monthly, and at least one lock-down drill annually.

## **Emergency Preparedness**

The school adheres to an Emergency Preparedness Handbook drafted for Achieve Academy. This handbook includes but is not limited to the following responses: fire, flood, earthquake, terrorist threats, hostage situations, and heart attacks. Education for Change requires that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.

Achieve shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Achieve Academy.

*See Appendix B26 for the Achieve Safety Plan and Map and Appendix B27 for Achieve Safety Drills*

### 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). Achieve shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

## **Notifications of the District**

Achieve Academy shall notify the OCS in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Achieve Academy. Unless prohibited by law,

Achieve shall notify the OCS in writing of any internal investigations within one week of commencing investigation. Achieve shall notify the OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

## 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)*

Achieve Academy will continue to serve approximately 700 students in grades TK-5. The school will maintain a waiting list to ensure the school will meet enrollment goals. It is the absolute goal of Achieve Academy 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 schools, consistent with California Education Code section 47605(d)(1). Achieve Academy was originally Hawthorne Elementary School, an underperforming OUSD school that was closed to allow World and Achieve Academies to be opened in 2005 (World has since merged into Achieve) by Education for Change. Achieve Academy is committed to serving the traditionally underserved student population in the lower Fruitvale surrounding the school.

Each fall, the principal in conjunction with the Home Office, will review the currently enrolled student demographics. If at any time a significant disparity among the racial and ethnic demographics of our students is identified, the principal will initiate dialogue and meetings with community leaders from the underrepresented racial groups. The objective of that dialogue will be to guide Achieve Academy into creating more culturally inclusive and competent marketing strategies, and ultimately, a more culturally inclusive and competent school. The Director of Recruitment at the Home Office will take the lead with the Principal in developing and implementing a comprehensive recruitment and outreach strategy.

## RECRUITMENT STRATEGIES

### Earned Media

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

### Collateral Materials/Leave Behinds

Professionally designed brochures, flyers, and posters will showcase the benefits and opportunities that an education from Achieve Academy 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 Achieve Academy. 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. Achieve leadership will annually present to rising Kindergarteners at the local preschools and Head Starts, and with permission from Oakland Unified, Achieve Academy will present and/or leave brochures or other collateral materials at the Child Development Centers. EFC will provide presentations or collateral materials to organizations that serve preschool-aged youth like recreation centers and libraries. In addition, EFC will do targeted outreach throughout the Fruitvale community through the churches, libraries, stores, restaurants, and markets in the area, and community-based organizations like Unity Council.

### **Achieve Academy Open Houses**

In the spring and fall of every year, Achieve Academy will host community informational meetings, so that interested parents or community members can come and learn about the opportunities that will be provided by Achieve Academy. Information for each of these open houses will be distributed to all current families and preschools, and via a concerted online and word of mouth grass roots strategy. Dates and times for the open houses will be set to maximize the number of parents that are able to attend. Proposed dates include meetings in December, February, March, and April of each year. Meetings will be held on weeknights and on weekends.

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

*See Appendix B27a for the Achieve Outreach Plan*

## **ELEMENT 8: ADMISSIONS REQUIREMENTS**

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

### **Legal Assurances**

As a non-sectarian, tuition-free public school, Achieve Academy will admit all grade-level eligible pupils who wish to attend up to the schools' capacity, in accordance with Education Code §47605(d)(2)(A). Achieve will be a school of choice, and in compliance with Education Code §47605(f), no student will be required to attend Achieve Academy. Admission shall not be determined based on the place of residence of the pupil or of his/her parent or guardian. However, in the event of a public random drawing, admissions preference may be granted to residents of the Oakland Unified School District.



Achieve Academy shall abide by Education Code §47605(d)(1) and shall not charge tuition, nor discriminate against any pupil on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

In accordance with Education Code §48000(a), children must meet minimum age requirements for enrollment. Achieve will abide by any future amendments to the Education Code regarding minimum age for public schools. Proof of the child's age must be presented at the time of enrollment as described in Education code §48002.

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

### **Admission and Enrollment Process**

In order to ensure that all students will be placed appropriately and benefit fully from Achieve, parents will be strongly encouraged to participate in a pre-admission meeting and a school tour. Upon admission, parents will be encouraged to attend a family orientation.

All students who wish to attend Achieve Academy shall be admitted, up to capacity. Admission to Achieve shall not be determined by the place of residence of the student or his or her parent in the State, except as provided in Education Code Section 47605(d)(2). If the number of pupils who wish to attend Achieve exceeds the school's capacity, attendance, except for existing pupils of the School, shall be determined by a public random drawing ("lottery"). Students currently enrolled in the school are exempt from the lottery.

If the number of students who wish to attend the school exceeds the School's capacity, admission, except for existing students of Achieve, shall be determined by a public random drawing. In the case of a public random drawing, the following will be exempt from the lottery for admission to the school:

Siblings of students currently enrolled

In the case of a public random drawing, the following will be given preference in the lottery for admission to the school in ranked order:

1. Children of employees of Education for Change
2. Students residing within the boundaries of the OUSD elementary school Achieve students would be attending (Think College Now/International Community School boundary)

3. Program Improvement School neighborhood (students who live in an Oakland neighborhood where the local school(s) is (are) Program Improvement school(s))
4. Students residing within the boundaries of the Oakland Unified School District.

In the event of a single weighted lottery,

- ❖ Children of EFC employees will be given five additional entries in the lottery
- ❖ Students residing within the boundaries of the OUSD elementary school Achieve students would be attending (Think College Now/International Community School boundary) will be given five additional entries
- ❖ Students residing in an Oakland neighborhood where the local school is a PI school would be given one additional entry in the lottery
- ❖ Students residing within the boundaries of OUSD would be given one additional entry in the lottery

All applications drawn after reaching capacity will be placed on a wait-list, in order in which they are drawn.

Families who submitted completed application forms prior to the February deadline will be notified in writing regarding the date, time, and location of the public lottery, and rules for the lottery process. Parents do not have to be present to participate in the lottery. The lottery drawing will be held on the school grounds in March. EFC will ensure that the lottery process will be:

- ❖ Public, transparent, and fair
- ❖ Held in a public space large enough to accommodate all interested
- ❖ Facilitated by an uninterested party charged with conducting the process

Results will be published in Spanish and English and will be posted online and in hard copy in at the school site. Results will also be mailed to all applicants and follow-up phone calls will be made. Families of students who are offered admission will have three weeks to confirm in writing their intent to enroll and submit an enrollment packet including proof of age, proof of address, and immunization records. Any families who decline admission or who fail to confirm will lose their position to the next name on the waiting list. The waiting list will be kept on file at the school and will be valid for the duration of the school year. If a student leaves the school, that space will be offered to the next person on the waiting list by mail and by phone. A student who is offered a position off of the waiting list will be required to confirm in writing their intent to enroll.

Upon admission to Achieve Academy, the registration process is comprised of the following:

- Completion of a student registration form;
- Proof of Immunization;
- Home Language Survey;
- Completion of Emergency Medical Information Form;
- Proof of minimum and maximum age requirements, e.g. birth certificate;
- Authorization for the school to request and receive from schools the student has attended or is currently attending;
- A copy of any existing Student Study Team (SST) evaluations and recommendations for the student shall be provided;
- A copy of any existing 504 or Individual Education Plan (IEP) for the student shall be provided.

### **Non-Discrimination**

Achieve Academy shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Achieve may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Achieve Academy shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

### **Parent Engagement**

Achieve Academy shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Achieve

### **Documentation Of Admissions And Enrollment Processes**

Achieve Academy shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

Upon receiving a records request from a receiving school/school district, Achieve shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Achieve shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Achieve closes, Achieve shall comply with the student records transfer provisions in Element 16. Achieve shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

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

### **Homeless And Foster Youth**

Achieve shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Achieve shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Achieve is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Achieve shall comply with all applicable provisions of Education Code sections 48850 – 48859.

### **Family Educational Rights And Privacy Act (FERPA)**

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

*See Appendix B27b and B27c for the EFC Student Application and the 15-16 Information Sessions Flyer*

## **ELEMENT 9: FINANCIAL AND PROGRAMMATIC AUDIT**

*Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.*  
- California Education Code Section 47605(b)(5)(I)

## **Budgets**

Preliminary estimated budgets for the next five years and one year of cash flow for Achieve Academy are attached.

*See Appendix B28a and B28b for Preliminary Estimated Budgets and Cash Flow*  
*See Appendix B29 for Budget Narrative*

## **Fiscal Autonomy**

Education for Change will maintain the highest level of integrity in fiscal management while seeking all available resources and using them effectively to support the instructional program.

The business philosophy of EFC is entrepreneurial and community-based. Every effort will be made to maximize revenue from all sources while maximizing the effectiveness of all expenditures through the utilization of a “better, faster, cheaper” and “in the best interest of the students” test.

## **Budget Development/LCAP Development**

Budget development will begin each year immediately following the January announcement of the governor’s K-12 State Budget Proposals and be continually refined through the May Revise to the Final State Budget Act. Budgeted resources will always be consistent with Achieve Academy’s goals as identified by the EFC Board. A year-end estimate of actuals and interim reports will be submitted as well.

EFC has developed and is implementing a comprehensive annual site planning process across all of its schools. The timeline for this process begins in mid-January and continues through June when the EFC Board approves first the LCAP and then the aligned budgets. The goals for this process are as follows:

- Develop a clear vision
- Engage all stakeholders authentically
- All stakeholders have a clear and shared understanding of the instructional program, resource allocation, and priority focus moving forward
- State compliance > LCAP

## Site Planning Process



The timeline and deliverables for 2015-16 are as follows:

Due	Action	HO-Led Sessions	Data Available	Budget	Stakeholder Engagement	Deliverables	Compliance
11/30	T1 data available		x				
1/4	Behavior dashboard live		x				
1/5	LCAP dashboard shared		x				
1/15	Attendance dashboard live		x				
1/15	Site Planning Launch: define core vs investments, stakeholder engagement calendaring (frame the process, engage with data, identify priorities, work in teams to create plans, action plan for feedback)	x					
1/15	Create stakeholder engagement calendar				x		
2/1	Initial stakeholder engagement complete: overview, visioning: ILT, FLC, Staff, Community				x		
2/5	Site planning work session: master schedules and staffing plans	x					
2/15	Initial budgets available			x			
2/18	Review data with ILT, FLC, staff, community, and students: identify needs and proposed priorities (utilize surveys)				x		
2/29	T2 data available		x				
3/7	Review T2 data with ILT, FLC, staff, community, and students: focus on staffing plan decisions				x		
3/11	Complete staffing plan and master schedule					x	
3/11	Site planning work session: Review supporting documents (SPLAP, EL, curriculum, tech, family, facilities, culture)	x					
3/11	Submit Master Schedule to CAO for approval						x
3/14	Complete data analysis needs assessment, annual review and identified priorities and					x	

	targets sections of Site Plan						
3/25	Staffing conversations complete						x
4/5	Complete interventions, SPLAP, EL, curriculum, technology, facilities plans					x	
4/8	Site planning work session: open work session	x					
4/15	Stakeholder engagement as needed: ILT, FLC, Staff, community, students				x		
4/20	SCAI data available		x				
4/25	Complete SCAI data analysis and family and culture and climate plans					x	
4/28	Present priorities and targets and action plan to ILT, FLC, Staff, Community				x		
5/2	Submit Instructional Minutes to Director of Data for approval						x
5/2	Finalize priorities, targets and action plan					x	
5/2	Site Plans due to CAO for review						x
5/9	Feedback from CAO to site leads						x
5/13	Final Site Plans due						x
5/16	May revise: finalize budgets			x			
5/18	All 2016-17 budgets finalized			x			
5/20	CAO populates LCAPs					x	
5/21	Site plans/LCAPs sent for approval to Academic Accountability Committee						x
5/24	Budgets approved by Finance Committee			x			
5/30	All last minute revisions complete					x	
6/1	Site Plans and LCAPs approved by Board						x
6/2	Deadline for all Master Schedules to be inputted into Illuminate						x

*See Appendix B35 for Achieve's 15-16 LCAP*

## Financial Reporting

The Chief Operating Officer in collaboration with the principal of Achieve Academy in coordination with the CEO of EFC submits an annual budget to the EFC Board of Directors during the spring of each year. The EFC annual fiscal period runs from July 1 through June 30.

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

- September 1 – Final Unaudited Financial Report for Prior Year
- December 1 – Final Audited Financial Report for Prior Year
- December 1 – First Interim Financial Report for Current Year
- March 1 – Second Interim Financial Report for Current Year
- June 15 – Preliminary Budget for Subsequent Year

EFC has developed financial planning, financial reporting systems and budgets. The school principal and Chief Operating Officer in conjunction with appropriate EFC staff 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, with substantial input from the Chief Operating Officer (COO) and the Chief Executive Officer (CEO). The COO and principal develop the budget proposals and have latitude in determining how funds are best used within budget categories. EFC may delegate authority to the principal to select vendors below a contract amount to be determined, but retains overall responsibility for contract approvals. EFC has created an economy of scale by creating a highly accountable internally staffed back office business service department.

### **Potential Users Of Financial Information**

Financial statements such as a Balance Sheet, Income Statement, and Statement of Cash Flow are prepared by the Home Office. Financial statements are used by the independent auditors who the EFC Board 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 (including fire legal liability), workers compensation (including employers liability coverage), errors and omissions, commercial auto liability (including owned,



leased, hired, and non-owned), Fidelity Bond, sexual molestation and abuse coverage, employment practices legal liability coverage, and other necessary insurance coverage as required by OUSD.

### **Fiscal Audit**

An annual independent financial audit of the books and records of EFC will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of EFC will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The Education for Change Board of Directors has formed an Audit Committee each year for the purpose of overseeing the annual audit. The Audit Committee will hire an independent auditor who has, at a minimum, a CPA, experience in education finance, and is approved by the State Controller on its published list as an educational audit provider is familiar with the Audit Guide for Charter Schools. This auditor will complete an annual audit of Achieve Academy's financial books and records. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles and the Audit Guide for Charter Schools. It will verify the accuracy of Achieve's financial statements (including balance sheets, income statements, and cash flow statements), attendance and enrollment reporting practices, internal controls, and any other documents or systems required by law.

EFC will prepare the necessary unaudited financial reports to be submitted to OUSD. Two interim reports and a year-end report, in a format to be provided by OUSD, that will include actual and revised budget figures, projected revenues, expenditures, and fund balances will be submitted to OUSD unless a different system is agreed to by all parties. In addition, year-end financial statements audited by a Certified Public Accountant will be submitted to OUSD within four months following the close of the fiscal year. The cost of the audit will be a fixed cost in the annual budget to ensure EFC is able to comply with this requirement.

The annual audit will be completed and forwarded to the District Superintendent of Schools, the State Controller, and to the CDE by the 15<sup>th</sup> of December of each year. At the conclusion of the audit, any exceptions or deficiencies will be reviewed by the Audit Committee with the Chief Operating Officer. The Audit Committee will report the findings and recommendations to the Board of Directors. The Board will then report to the District to address how the exceptions and deficiencies have been or will be resolved to the satisfaction of the Authorizing Entity. Achieve will agree to writing a timeline for resolution of audit exceptions and deficiencies. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law. The independent fiscal audit of Achieve Academy is public record to be provided to the public upon request.

EFC will be responsible for its own financial services (accounting, budgeting, and payroll) and

personnel services.

EFC shall conduct all of its financial operations in a timely manner and for all programs (regular, categorical, and special education) through procedures established by the State of California and the Federal Government, as appropriate. For Federal programs, including Title I, the criteria for eligibility and fiscal guidelines will be as established by the Federal Government. In receiving this funding directly, EFC is responsible for meeting eligibility and fiscal requirements established by the Federal Government and for completing the Consolidated Application. EFC shall provide OUSD with all financial and related reports, including enrollment attendance, to enable OUSD to meet its requirements by law.

### **Audit and Inspection of Records**

EFC agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Achieve Academy is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Achieve Academy.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Achieve to meet generally accepted accounting principles or if EFC engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Achieve Academy's books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Achieve's financial information,
- Achieve's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Achieve's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

EFC shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to EFC. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

## **Federal Funds**

To the extent that Achieve Academy is a recipient of federal funds, including federal Title I, Part A funds, Achieve Academy has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. Achieve Academy agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

Achieve Academy also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.”

Achieve Academy shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding financial records, from OUSD and shall consult with OUSD regarding these inquiries.

## **Cash Reserves**

EFC acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

## **Third Party Contracts**

EFC shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Achieve Academy, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

## **Special Education Revenue Adjustment/Payment for Services**

In the event that Achieve owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Achieve, Achieve authorizes the District to deduct any and all of the in lieu property taxes that Achieve otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Achieve further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Achieve. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Achieve agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

## **Programmatic Audit**

EFC will compile and provide to OUSD an annual performance report on behalf of Achieve Academy. 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 District Treasury, which is administered through OUSD.

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

All such revenue deposits will be recorded in the financial system at OUSD. All expenditures, including payroll, will be drawn on the District Treasury, which enables the OUSD financial system to account for all revenue and expenditures. Revolving accounts with a local financial institution may be established for day-to-day expenditures from the General Fund, Food Services, and other miscellaneous accounts. All expenditures over \$500.00 from local accounts will continue to require two signatures.

## **Attendance Accounting Procedures**

Existing attendance accounting procedures that provide excellent checks and balances will continue to be used unless a more efficient system can be devised that will satisfy state

requirements.

### **Mandated Costs Reimbursement Program**

In order to meet the health, safety, and public accountability requirements of all public school children at Achieve Academy, 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 Achieve Academy'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 Achieve Academy and should be addressed by OUSD through the State's Mandated Cost Reimbursement Program.

Achieve 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. Achieve acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of Achieve Academy 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 Achieve Academy by law or charter provisions.

## **Internal Fiscal Controls**

EFC will develop and maintain sound internal fiscal control policies governing all financial activities.

## **Apportionment Eligibility for Students Over 19 Years of Age**

EFC acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

## **Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, Achieve shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

## **ADMINISTRATIVE SERVICES**

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

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

EFC may contract with the district for some of its administrative services. The EFC staff will cooperate fully with OUSD staff in the preparation and reporting of all required data and financial information. The district and the charter school may enter negotiations to provide services to the charter school. Such services will be mutually agreed upon. Neither party is obligated to provide or accept such services, but may do so by mutual agreement. The Superintendent of OUSD or the designee of the district is authorized to negotiate and enter into an agreement to provide services to the charter school.

The District may charge for the actual costs of supervisory oversight of Achieve Academy not to exceed 1% of the charter school’s revenue, or the District may charge for the actual costs of supervisory oversight of Achieve not to exceed 3% if Achieve Academy is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.

## ELEMENT 11: SUSPENSION AND EXPULSION PROCEDURES

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

### CODE OF CONDUCT

The goal of the Achieve Academy 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 Parent-Student Handbook annually.

*See Appendix B30 for the Achieve 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 Achieve Academy. 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:

- 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 pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. 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)
- x) Possessed, sold, or otherwise furnished any knife.

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.

**Student Work/Homework during Out-of-School Suspension**

Whenever possible, EFC tries to avoid assigning out-of-school suspensions to students. We do not believe that removing a student from the school community and denying them access to curriculum or instruction is aligned to our vision or is an appropriate strategy to redirect unwanted behaviors. As such, in-school suspension is more commonly assigned allowing students to not only complete assignments but also continue to receive instruction. When out-of-school suspensions must be assigned, Achieve Academy compiles a series of assignments (consistent with the daily hour requirements of independent study) that allows students to complete missing/incomplete assignments and practice previously taught skills. These assignments are turned in upon completion of the suspension.

## **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 pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. 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 Home Office facilitated hearing 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 SELPA

The School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA the discipline of any student with a disability or student who the School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP or 504 plan; and receive, as appropriate, a functional behavioral assessment 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/504 Team shall review all relevant information in the student's file, including the child's IEP/504, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504

If the School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- 1. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement

2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior
3. Return the child to the placement from which the child was removed, unless the parent and the School agree to a change of placement as part of the modification of the behavioral intervention plan

If the School, the parent, and relevant members of the IEP/504 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/504, 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

Achieve Academy 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
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/504 team.

## 7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if 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 District.

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 Authorizer 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 District 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.

## **District Communications**

Achieve Academy shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves Achieve Academy without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. Achieve Academy 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, pursuant to Education Code Section 47605(d)(3)."

Achieve shall define any student dismissal under Achieve's disciplinary procedure, or termination of a student's right to attend the Achieve under its disciplinary procedure, as an "expulsion" under the Education Code.

In the case of a special education student, or a student who receives 504 accommodations, Achieve Academy will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's

disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

## ELEMENT 12: 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., Achieve Academy 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.

*See Appendix B31a for the EFC Teacher Salary Schedule*

### **Benefits**

Mandatory benefits such as workers compensation, unemployment insurance, Medicare and social security (for non-STRS or non-PERS employees) are provided by EFC, as well as life, health, dental, vision, and related benefits as part of the total compensation package for each employee determined as part of the individual work agreement.

*See Appendix B31b for EFC Benefits Guide*

### **Retirement**

EFC will make any contribution that is legally required of the employer including STRS, PERS, and federal social security.

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. EFC also currently provides an option to participate in a 403b retirement plan with no employer match. If the IRS decides in the future that Public Charter Schools are not eligible to participate in STRS or PERS, EFC plans to provide an employer match via a 403b retirement plan or 457 retirement plan or

both, that would be competitive in the market place. Also note that certificated employees would participate in the Federal Social security program if they are ruled ineligible for STRS by the IRS. Currently, EFC eligible employees participate in PERS and STRS.

### **ELEMENT 13: 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)*

Pupils who choose not to attend the Achieve Academy may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Achieve shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in Achieve, except to the extent that such a right is extended by the LEA.

Employees of the District who choose to leave the employment of the District to work at Achieve Academy shall have no automatic rights of return to the District after employment at Achieve unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Achieve Academy will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

### **ELEMENT 14: 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)*

Education for Change shall be deemed the exclusive public school employer of Achieve Academy teachers, staff and other employees of Achieve Academy for purposes of the Educational Employment Relations Act. EFC recognizes the employees' rights under the EERA provisions to organize for collective bargaining. No employee shall be required to work at Achieve Academy or Education for Change.

### **ELEMENT 15: 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. Achieve Academy will not, at any time, refer complaints to the District. If the District receives any complaints about Achieve Academy 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 Achieve Academy 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 Achieve Academy 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.

Achieve Academy will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. Achieve will not, at any time, refer complaints to the District.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

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

Achieve Academy 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.

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



## Disputes with the District

The staff of Achieve and Education for Change and EFC Board members agree to attempt to resolve all disputes between the District and Achieve Academy 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 Achieve Academy, 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, c/o Chief Executive Officer:  
Achieve Academy  
Address: 303 Hegenberger Road Suite 301  
Oakland, CA 94621  
Phone: 510-904-6300

To Coordinator, Office of Charter Schools:  
Office of Charter Schools  
Oakland Unified School District  
1000 Broadway, 6<sup>th</sup> Floor, Suite 639  
Oakland, California 94607

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all facts 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: EMPLOYEE REPRESENTATION**

*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)*

Education for Change Public Schools shall be deemed the exclusive public school employer of all employees of Achieve Academy for the purposes of collective bargaining purposes. As such, EFC shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from OUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by one organization of their choice for collective bargaining purpose.

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.

#### **ELEMENT 16: SCHOOL CLOSURE PROTOCOL**

*Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records  
—California Education Code Section 47605(b)(5)(p)*

## **Revocation Of The Charter**

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Achieve if the District finds, through a showing of substantial evidence, that Achieve did any of the following:

- Achieve committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Achieve failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Achieve failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Achieve violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the OUSD Board of Education will notify Achieve in writing of the specific violation, and give Achieve a reasonable opportunity to cure the violation, unless the OUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

## **Closure Action**

The decision to close Achieve, either by the governing board of EFC or by the OUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the OUSD Board of Education; the governing board of EFC votes to close Achieve; or the Charter lapses.

## **Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of EFC or the OUSD Board of Education, the governing board of EFC shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Achieve will fund, these activities.

## **Closing Procedures**

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations

(Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Achieve, including its nonprofit corporation and governing board.

### **Notification of Closure Action**

Upon the taking of a Closure Action, Achieve shall send written notice of its closure to:

1. The OUSD OCS. Achieve shall provide the OCS with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of EFC, Achieve shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Achieve within 72 hours of the Closure Action. Achieve shall simultaneously provide a copy of the written parent notification to the OCS.
3. Alameda County Office of Education (ACOE). Achieve shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Achieve shall simultaneously provide a copy of this notification to the OCS.
4. The Special Education Local Plan Area (SELPA) in which Achieve participates. Achieve shall send written notification of the Closure Action to the SELPA in which Achieve participates by registered mail within 72 hours of the Closure Action. Achieve shall simultaneously provide a copy of this notification to the OCS.
5. The retirement systems in which Achieve’s employees participate. Within fourteen (14) calendar days of the Closure Action, Achieve shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Alameda County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Achieve shall provide a copy of this notification and correspondence to the OCS.
6. The California Department of Education (CDE). Achieve shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Achieve shall provide a copy of this notification to the OCS.
7. Any school district that may be responsible for providing education services to the former students of Achieve. Achieve shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Achieve shall provide a copy of these notifications, if any, to the OCS.
8. All Achieve employees and vendors within 72 hours of the Closure Action. Achieve shall simultaneously provide a copy of the written employee and vendor notification to the OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Achieve
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Achieve
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Achieve, by which Achieve shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Achieve shall provide all employees with written verification of employment. Achieve shall send copies of such letters to the OCS.

#### Records Retention and Transfer

Achieve shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Achieve records, including student records. These requirements include:

1. Achieve shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding

cumulative records for secondary and elementary schools, for all students, both active and inactive, of Achieve. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Achieve's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.
3. Achieve shall prepare and provide an electronic master list of all students to Achieve's Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If Achieve closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the OCS in the form of a CD or otherwise in accordance with District procedures.
4. Achieve must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Achieve will coordinate with the OCS for the delivery and/or pickup of student records.
5. Achieve must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Achieve must provide to the OCS a copy of student attendance records, teacher gradebooks, Achieve payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
7. Achieve shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. Achieve shall provide to the responsible person(s) designated by the governing board of Achieve to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

#### Financial Close-Out

After receiving notification of closure, the CDE will notify Achieve and the authorizing entity of any liabilities Achieve owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the County Office of Education to conduct an audit of the Achieve if it has reason to believe that the school received state funding for which it was not eligible.

Achieve shall ensure completion of an independent final audit within six months after the closure of Achieve that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Achieve.

This audit may serve as Achieve's annual audit.

Achieve shall pay for the financial closeout audit of Achieve. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Achieve will be the responsibility of Achieve and not OUSD. Achieve understands and acknowledges that Achieve will cover the outstanding debts or liabilities of Achieve. Any unused monies at the time of the audit will be returned to the appropriate funding source. Achieve understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Achieve participates, and other categorical funds will be returned to the source of funds.

Achieve shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Achieve chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Achieve with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

#### Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Achieve. Achieve closure procedures must also ensure appropriate disposal, in accordance with EFC's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets

remaining after all liabilities of EFC have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Achieve, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Achieve by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Achieve shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Achieve is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Achieve, the corporation shall be dissolved according to its bylaws.

Achieve shall retain sufficient staff, as deemed appropriate by Achieve governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

EFC's governing board shall adopt a plan for wind-up of Achieve and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

EFC shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which EFC will make the payments.

Prior to final close-out, Achieve shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File its final withholding tax return (Treasury Form 165).
- e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Achieve's authorization to operate as a Achieve or cause Achieve to cease operation. Achieve agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Achieve breach any obligation under this Element 16. The District therefore reserves the



right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.”

## 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)*

If Achieve is using District facilities as of the date of the submittal of this charter petition, renewal petition, or request for material revision, or takes occupancy of District facilities prior to the approval of this charter petition, Achieve shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition, renewal petition, or request for material revision, Achieve will occupy and use any District facilities, Achieve shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Achieve shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Achieve and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Achieve’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument, unless otherwise agreed to by the District. There is no automatic renewal.

For any other use agreement, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter, and may be one (1) school year in duration, at the option of the District. EFC and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the OUSD Board of Education with the renewal of the charter petition. If EFC and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon EFC and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Achieve shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Achieve and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Achieve shall vacate the District facilities on or before June 30th of said school year.

Achieve agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Achieve from conducting its educational programs. If Achieve will share the use of District facilities with other District user groups, Achieve agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use:** Achieve will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Achieve.
- **Furnishings and Equipment:** The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Achieve for use. Achieve, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- **Leasing; Licensing:** Use of the District facilities by any person or entity other than Achieve shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**

(i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

(ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Achieve), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities:**

(i) Pro Rata Share: The District shall collect and Achieve shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) Taxes; Assessments: Generally, Achieve shall pay any assessment or fee imposed upon or levied on the OUSD facilities that it is occupying or Achieve's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Achieve to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Achieve.

(i) Co-Location: If Achieve is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Achieve shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant: If Achieve is a sole occupant of District facilities, the District shall allow Achieve, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and OUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Achieve shall pay OUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, EFC shall satisfy requirements to participate in OUSD's property insurance or, if Achieve is the sole occupant of OUSD facilities, obtain and maintain separate property insurance for the OUSD facilities. Achieve shall not have the option of obtaining and maintaining separate property insurance for the OUSD facility IF Achieve is co-locating or sharing the OUSD facility with another user.

#### Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, EFC shall provide the OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Achieve to use and occupy the site as a charter school. Achieve shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Achieve may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the OCS. If Achieve intends to move or expand to another facility during the term of this Charter, Achieve shall adhere to any and all District policies and procedures regarding

charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, EFC shall provide an appropriate Certificate of Occupancy to the OCS for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any school site or facility, EFC shall provide adequate documentation to the OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Achieve is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Achieve shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Achieve cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Achieve shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the OCS upon request.

**Pest Management:** Achieve shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Achieve shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

If Achieve fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the OCS and/or the local planning department or equivalent agency. If Achieve moves or expands to another facility during the term of this charter, Achieve] 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. Achieve shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the OCS and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

### **Achieve Academy**

Achieve Academy occupies a district facility at 1700 28th Avenue Oakland, CA 94601 – the Hawthorne campus.

Achieve Academy 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.

## **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.

Currently, Education for Change maintains a Joint Use Agreement with Oakland Unified School District for the Hawthorne Campus/Achieve facility. The terms of that agreement are from July 1, 2012 through June 30 2017. Amendment B in the Appendix is an extension on the current five-year term to September 30, 2018. During the 2017-18 school year, we will move to negotiate another long-term lease/joint use agreement with OUSD for the Hawthorne campus. We will apply for Proposition 39 facilities as appropriate.

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.

*See Appendix B33 for the Joint Use Agreements/MOUs between EFC and OUSD for the Achieve facility*

## **DISTRICT IMPACT STATEMENT**

Achieve Academy must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

The District may revoke the charter of Achieve Academy in accordance with Education Code Section 47607, any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

Achieve Academy agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Achieve Academy is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of Achieve Academy.
- The District is authorized to revoke this charter for, among other reasons, the failure of Achieve Academy to meet generally accepted accounting principles or if it engages in

fiscal mismanagement in accordance with Education Code Section 47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit Achieve Academy books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Achieve Academy shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 day's notice to Achieve Academy. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour's notice.

In addition, if an allegation of waste, fraud or abuse related to Achieve Academy operations is received by the District, Achieve Academy shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Achieve Academy by law or charter provisions.

#### **TERM, RENEWAL AND INDEMNIFICATION**

The term of this charter shall be for five years beginning July 1, 2016, and expiring on June 30, 2021. Education for Change will comply with all processes and timelines set forth by the Oakland Unified School District for charter renewal.

Achieve Academy must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

The District may revoke the charter of Achieve Academy in accordance with Education Code Section 47607, any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

## **Severability**

The terms of this charter are severable. If, for any reason, any provision hereof shall be determined to be invalid or unenforceable, the validity and effect of the other provisions hereof shall not be affected thereby. 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.

## **Notices**

All notices required or permitted by this petition shall be in writing and shall be either hand delivered, sent by facsimile, sent by US mail, postage prepaid, addresses as set forth on the signature page hereof. A notice shall be effective either when personally delivered, on the date set forth on the receipt of a facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

To Achieve Academy:  
Education for Change  
303 Hegenberger Rd, Ste 301  
Oakland, CA 94621

To District:  
Oakland Unified School District  
1025 Second Avenue  
Oakland, CA 94606