



Education *for* Change Public Schools

Lazear Charter Academy Renewal Charter Petition

Submitted to:

Alameda County Board of Education on
July 1, 2024

For the term July 1, 2025 - June 30, 2030

Submitted by:

Larissa Adam and Education for Change Public Schools

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AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Larissa Adam, hereby certify that the information submitted in this petition for a California public charter school named Lazear Charter Academy (“Lazear” or the “Charter School”), operated by Education for Change Public Schools (“Education for Change” or “EFC”), submitted to the Alameda County Board of Education (“ACBOE”) with oversight by the Alameda County Office of Education (“ACOE”) (collectively, the “County”), and to be located in Oakland in Alameda County is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School shall follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- EFC declares that it shall be deemed the exclusive public school employer of the employees of Lazear Charter Academy for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and Title II of the Americans with Disabilities Act of 1990 (“ADA”).
- The Charter School 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)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. [Ref. Education Code Section 47605(l)(1) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School 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).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any

reason; and (D) providing a copy of the California Department of Education (“CDE”) notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School’s education programs. [Ref. Education Code Section 47605(d)(2)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Schools Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* (“CPRA”).
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* (“Brown Act”).
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 (“Section 1090”).
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* (“PRA”).
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]



Larissa Adam, Superintendent of Schools

NARRATIVE SUMMARY OF CHANGES

The following summarizes the substantive updates and revisions made throughout the petition. This table includes changes made to reflect the current updated program and changes made to comply with new legal requirements since the last charter renewal. None of the programmatic changes reflect a substantive change. The changes reflect stronger curricular choices, a more coherent and rigorous instructional program, and a more robust multi-tiered system of support that integrates family engagement for a more full service community school approach. This table does not include minor changes in content or formatting that are not significant to the content of the charter petition. Updated language throughout the charter petition reflects compliance with new laws and alignment with updated research-based best practices.

Executive Summary/Affirmations	Page # OLD	Page # NEW
Performance data used for the previous renewal with current California dashboard results and relevant verified data	12-18	12-15
Updated the affirmations to align with current law • Permit the charter school to use local assignment options for certificated assignments per statute (Education Code Section 47605(l)(1) and 47605.4(a)) • Charter school shall not discourage a student from enrolling, request/require records or encourage current students to disenroll or transfer, and provide a copy of CDE notice specific to Education Code Section 47605(e)(4)(A)-(D)	2-3	3-4

Element 1	Page # OLD	Page # NEW
We also revised the content of the following sections to reflect the current program		
• Description of the mission	19	16-18
• Students to be served description ○ Enrollment table ○ Qualitative description of the community to reflect community changes	19-26	18-22
• Academic day and year	126	27-29
• How learning best occurs section to reflect the org-wide decisions EFC made to have greater instructional alignment across its schools with respect to English Language Arts and	26-31	29-50

Mathematics while supporting site-level autonomy around other programming areas		
• Updates in all core curricular areas to reflect an organization-wide commitment to deepen our work with respect to ○ adoption of high quality core curricula in all curricular areas ○ orientation of all professional learning with deep understanding of content, rigorous implementation of curricula, and lesson preparation and implementation ○ integration of assessment and intervention systems to ensure a comprehensive approach to supporting all students ○ focus on foundational literacy and numeracy at the lower grade levels	32-77	29-62
• Family engagement content now reflects our new family leadership focus on literacy and our partnership with Families In Action for Quality Schools in the implementation of this family literacy leadership work.	77-79	73-77
• Development and implementation of a full service community school model that prioritizes family literacy leadership, family engagement overall, and intensive case management to ensure students get the resources and support they need both at home and school to succeed	N/A	74-77
Added that Lazear shall maintain the legally required adult to student ratio for TK classrooms per Education Code Section 48000(g).	N/A	31
Moved the description of our special education program to its own Element 4 to align with ACOE's matrix	94-102	136-147

Element 2	Page # OLD	Page # NEW
We updated the MPO table to reflect goals specific to our current assessments and added MPOs for attendance rate, suspension rate, and expulsion rate.	114	116-118
Element 2 now reflects the methods used to assess pupil progress, how we use and report on the assessment data, and promotion and retention policies, content that was formerly in Element 3. These	120-121	119-120

sections have been updated to reflect current programming and policies		
We added specific language indicating Lazear would comply with the applicable federal assessment and accountability requirements of the Every Student Succeeds Act.	N/A	100

Element 3	Page # OLD	Page # NEW
Element 3 now reflects the state priority areas and goals and actions in those priority areas, content that was formerly in Element 2. Goals, outcomes and actions have been updated to reflect the current LCAP.	114-119	127-135

Element 4	Page # OLD	Page # NEW
Special education was previously addressed in Element 1. In this renewal petition, special education programming is reflected in its own element, Element 4. Otherwise, there are minor changes in this section.	94-102	136-147

Element 5 (formerly Element 4)	Page # OLD	Page # NEW
We updated the roster and biographies of board members and the EFC and Lazear organizational charts to reflect the current leadership.	131	150-151, 155

Element 6 (formerly Element 5)	Page # OLD	Page # NEW
We updated the content specific to		
Processes used for employee screening to reflect current best practices	141-142	164-165
The management team structure at Home Office and at Lazear	143-144	166-167
We added language requiring all teachers who are assigned to TK after July 1, 2015 to possess at least one of the following	N/A	166

under Education Code Section 48000(g)(4) - 24 ECE units, 24 ECE units equivalent to professional experience in the classroom, or a child development teacher permit.		
- Added qualifications for the following positions - Principal - Assistant principal/Deans of instruction - Teachers/Interventionists - Education specialists - Office manager - Instructional tutor - Student support assistant - Paraprofessional	144-146	167-173

Element 7 (formerly Element 6)	Page # OLD	Page # NEW
We updated these sections in alignment with updated policies and current law.		
Under background checks, we added language that we will not hire, contract or engage as volunteers any individuals who have been convicted of a violent or serious felony except as otherwise provided by law	148	176
- We added language in compliance with new laws specific to : - Naloxone nasal spray. - Nutritious and adequate free or reduced price meals - Diabetes - Athletics - Suicide prevention - Human trafficking - Menstrual products - All gender restrooms - Bullying prevention - Supporting LGBTQ students - Recess - California Healthy Youth Act - Mental health education - Mental health information - Workplace violence prevention plan - Homicide threats	148-151	176-183

○ Gun safety notice ○ Transportation services		
● We also added a section specific to employee training around all health and safety policies.	N/A	183-184

Element 8	Page # OLD	Page # NEW
We added a section on Targeted Outreach to Achieve Balance describing how we leverage our community partners to facilitate targeted outreach.	N/A	186-187

Element 9	Page # OLD	Page # NEW
We revised our admissions policy to move from a weighted numerical preference system in our lottery to a system based on exemptions and preferences. In the list of preferenced parties, we added children of Lazear employees and children of EFC employees.	154-155	191
We also added a target enrollment chart to this section.	N/A	190

Element 10	Page # OLD	Page # NEW
We renamed this section Financial Audits and put forward information specific to our process around securing an annual independent financial audit and removed other superfluous information.	158-166	195-196

Element 11	Page # OLD	Page # NEW
We added content specific to our policy around involuntary removal in compliance with Education Code Section 47605(c)(5)(J).	N/A	198-199
We removed disruption and willful defiance as grounds for suspension and theft as an expellable offense in compliance with new California law prohibiting suspensions for willful defiance and disruption for K-8 students.	173	200-204

EXECUTIVE SUMMARY

Charter Renewal Criteria

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be “verified data”.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Presumptive renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the Dashboard and Education Code Section 47607.2(b).

For the first time since 2020, the CDE has published a list of high-, middle-, and low-performing charter schools. We are pleased that Lazear has been deemed a middle-performing school, entitled to a default renewal standard, for a five-year term.

The 2023 Dashboard is the first since 2019 to display the intended red, orange, yellow, green, and blue colors for schools’ status and change scores in the state indicators. The 2022 Dashboard uses one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state indicators based on the 2021-22 school year data. As such, the 2023 Dashboard is not based on two years of color-based performance.

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only

- College/Career: high school only (Note: the College/Career Indicator will not be reported on the 2022 Dashboard)
- Academic: grades three through eight and grade eleven – English Language Arts/Literacy and Mathematics

For middle-performing charter schools, Education Code Section 47607.2 mandates that the County consider the performance, schoolwide and for all student subgroups, of COA on the state and local indicators on the Dashboard. The County shall provide greater weight to measurements of academic performance, which include the California Assessment of Student Performance and Progress (“CAASPP”) ELA and math assessments, the English Learner Progress indicator (“ELPI”), and the College/Career indicator (“CCI”).

Further, in addition to the state and local indicators on the Dashboard, the County shall also consider evidence, from assessments deemed verified data by the State Board of Education, showing measurable increases in academic achievement (at least one year’s progress for each year in school), or showing strong postsecondary outcomes (college enrollment, persistence, and completion rates equal to similar peers).

Rationale for Renewal of Lazear Charter Academy Petition

Founded in 2005 by experienced educators and entrepreneurs, Education for Change (EFC) is a nonprofit public benefit corporation that was founded in partnership with Oakland Unified School District to turn around chronically underperforming schools. As a Charter School Management Organization, EFC operates public TK-8 schools in traditionally underserved communities in Oakland, California designed to offer a high quality public education. Education for Change is the largest charter management organization (CMO) in Oakland and is the only CMO that operates neighborhood schools that preferences neighborhood children. With over 20 years of service in Oakland East Oakland communities, EFC has maintained an experienced, stable, and consistent board and senior leadership team; consistency and focus in the implementation of our educational program and our theory of change; ongoing financial sustainability and strength; and long term leases or formal ownership of all of our schools’ facilities. All of EFC’s schools have experienced academic gains over the past ten years.

While we are definitely not where we want to be, we maintain a growth trajectory that continues to outperform other Oakland Unified schools serving a similarly high-need student population (see table below).

The Story of Lazear

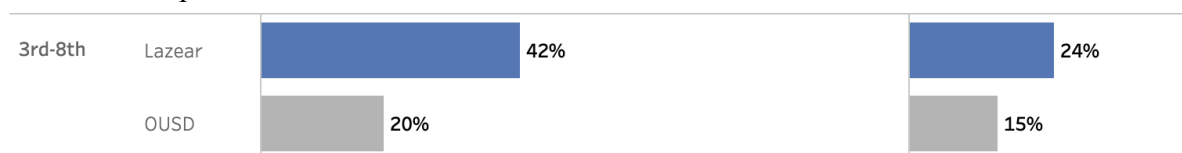
Lazear Charter Academy is a conversion charter public school located in the Fruitvale neighborhood of Oakland, California. Lazear Charter Academy (TK-8) was, prior to 2012, Lazear Elementary School (K-5) and operated by the Oakland Unified School District. In 2011, Oakland Unified moved towards the permanent closure of Lazear Elementary because of under enrollment and underperformance. During the 2010-11 school year, Lazear had an enrollment of

273 students, an API score of 687, a similar schools rank of 1 and was the lowest-performing elementary school in the Fruitvale. It sat between the 880 freeway and the railroad tracks, housed in a campus of portable temporary buildings because the original school dating back over 100 years had burned down over 50 years ago. Surrounded by brand new OUSD facilities at ASCEND, Urban Promise Academy and Cesar Chavez, Lazear's temporary campus was never prioritized for reconstruction by OUSD. The Lazear community had a decades-long history of fighting for their children, and in 2011 they partnered with Education for Change to save their neighborhood school and keep their community together.

Today, Lazear is a robust TK-8 charter school with an enrollment of over 500 students, a waitlist at several grade levels, and students experiencing academic growth. On the most recent SBAC, Lazear bucked state-wide trends, exceeding state outcomes for all subgroups except for Students with Disabilities in math.

ELA Average Distance from Met							Math Average Distance from Met						
	All	AA	EL+4	Hispanic	Socioec	SWD		All	AA	EL+4	Hispanic	Socioec	SWD
CA 2023	-14	-60	-68	-40	-43	-96	CA 2023	-49	-105	-93	-81	-81	-127
Lazear 2023	-17	-13	-32	-18	-18	-85	Lazear 2023	-69	-74	-77	-71	-72	-136
Difference	-3	47	36	22	25	11	Difference	-20	31	16	10	9	-9

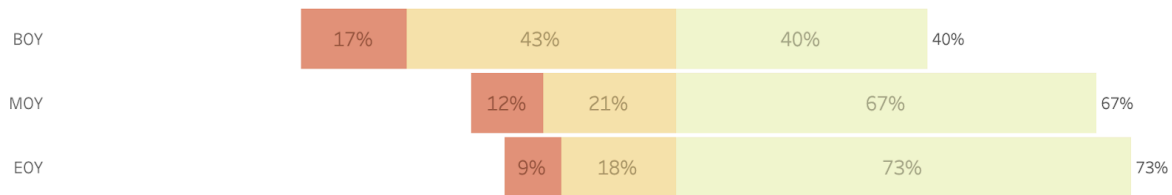
Lazear also outperformed similar schools in Oakland in both ELA and Math:



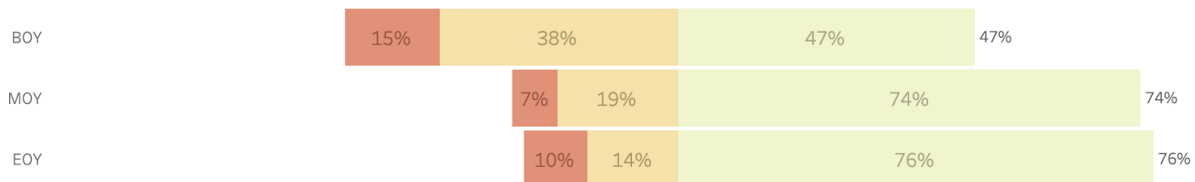
% proficient on 2023 SBAC in ELA and Math compared to OUSD similar schools

We are particularly proud of our work with students who have traditionally struggled the most in Oakland. Our English learners made significant progress, particularly in ELA, where there was a 29-point gain in Distance from Standard (cohort-matched) last year. Students with disabilities showed remarkable improvement, with a 4-point year-over-year increase in proficiency in both Math and ELA.

At EFC, in our last two strategic plans, we prioritized early literacy as a critical foundation to equitable outcomes. Acceleration efforts focused on foundational reading skills have been where we have observed the most movement. Our acceleration strategy includes differentiated instructional blocks using programs like SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), effectively boosting reading proficiency. In 2023, we increased the number of K-2 students reading at grade level, as measured by the Fastbridge Early Reading assessment, from 40% at the start of the year to 73% by June. This success underscores our commitment to robustly addressing learning gaps early.

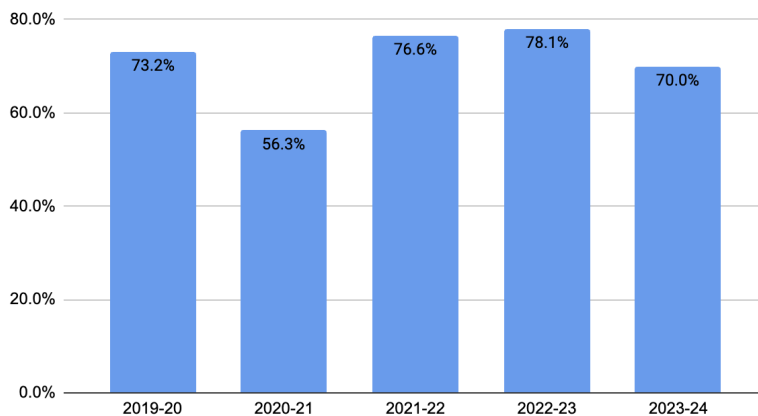


We saw even greater gains this year:

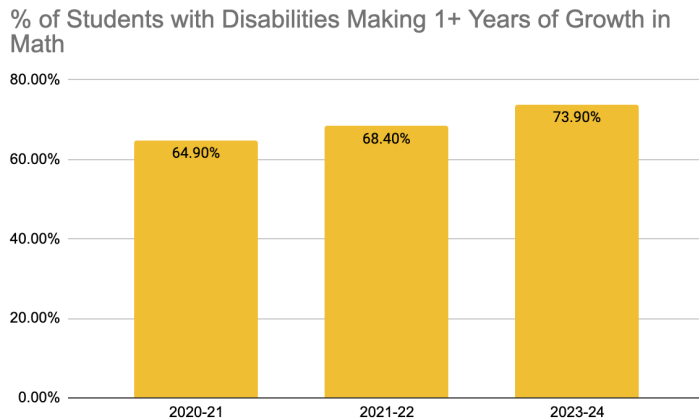


The percentage of students making at least one year of growth in ELA increased from 56.3% in 2021 to 76.6% in 2022.

% Students Making 1+ Years of Growth in Reading



In math, Lazear began giving the aMath assessment in 2022. The high percentage of students making at least one year of growth by 2023 (77.2%) demonstrates our students' strong recovery since the pandemic. Our students with disabilities, in particular, showed strong growth year over year. This can be attributed to the collaborative structures we have implemented for general education and special education educators to align tiered supports for students with IEPs.



This positive trend in academic performance is observed across almost all significant demographic subgroups at Lazear, including African American, Latino, English Learners, and students with disabilities. It also mirrors the academic growth we have seen on the SBAC overall and in state and district comparisons (see above).

These encouraging outcomes reflect the dedication and effective strategies implemented at Lazear to support student growth and achievement in ELA and math. Some of the strategies that have contributed to this success include:

As demonstrated above using both statewide and verified data, Lazear Charter Academy has achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

While we are still not where we want to be academically, this very special school with its long history of being underserved and fighting for more is on a trajectory to becoming one of the most powerful and effective public schools in Oakland serving high poverty children.

ELEMENT 1: OVERVIEW OF EDUCATIONAL PROGRAM

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

– Education Code Section 47605(c)(5)(A)(i)

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

– Education Code Section 47605(c)(5)(A)(ii)

Education for Change Mission and Vision

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

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

We believe that high quality instruction, and its continuous refinement, will lead to success for our students. When our students succeed, they will be prepared to make thoughtful and informed choices that will set them on a path for a successful life.

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

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

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

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

1. Connected

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

2. Inclusive

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

3. Interdependent

Our success at every level is dependent on our individual and collective sustainability. To that end, we are transparent, creative, and collaborative problem-solvers who seek to build trusting relationships. We are curious and are open to new ideas while also putting systems in place to ensure continuity so that our employees can stay, grow, thrive, and help make good on our promise to our students and families.

4. Learners

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

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

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

Lazear Charter Academy Mission and Vision

Mission

The mission of Lazear is to fully prepare students academically and socially for success in high school with the hope that this sets them up for a life of opportunity and choice.

Vision

At Lazear Charter Academy we are change agents who use quality education as a tool to dismantle systems of oppression. Guided by love and connection, we develop whole people who believe that our academic, social, and emotional potential is unlimited. We use a

multidisciplinary STEAM program to cultivate empathetic and lifelong learners who ask critical questions, create innovative solutions to complex problems, and express ideas confidently.

Students to be Served

Student Enrollment and Grade Levels Served

Lazear Charter Academy serves students in Transitional Kindergarten through Eighth Grade, intending to enroll up to 500 students over the next five years. EFC may adjust this enrollment within 10% of this range based on such factors as decreased funding rates or increased parent demand, and this shall not be considered a material revision of the charter.

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

	FY26	FY27	FY28	FY29	FY30
Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
TK	25	30	35	40	40
K	48	48	48	48	48
1	48	48	48	48	48
2	48	48	48	48	48
3	52	52	52	52	52
4	52	52	52	52	52
5	56	56	56	56	56
6	58	60	60	60	60
7	58	58	60	60	60
8	58	58	58	60	60
Total	503	510	517	524	524

Maximum enrollment of school during the upcoming charter term: 550 (500 +10%)

Neighborhood Characteristics of Target Community

Lazear Charter Academy is the former Oakland Unified School District (“Oakland Unified” or “OUSD”) -operated Lazear Elementary School, located in Census Tract 4061. Lazear is a conversion charter school, and because it was a neighborhood school when it was operated by

OUSD, Education for Change operates Lazear as a neighborhood school, providing students residing in the former Lazear Elementary School boundary a weighted preference for admission.

Lazear Charter Academy is located in the lower Fruitvale neighborhood of East Oakland, which has a long, proud history of activism and has served as an incubator of many political and social movements, particularly during the 1960s and 70s. Over the 1980s and 90s, the Fruitvale neighborhood saw an enormous growth in Latino immigrants, and the Fruitvale neighborhood to date serves as the cultural center for Oakland's Latino community with multiple celebrations and events throughout the year.

The Fruitvale neighborhood also contains a vibrant and active commercial area filled with locally- owned stores and restaurants and several well-established community-based organizations that provide a range of health, housing, legal, economic, and educational resources for Fruitvale residents.

According to the Census Reporter, this is not a densely populated census tract, as this area hugs the Oakland Estuary and includes industrial properties along the estuary. Lazear students, however, come from many of the surrounding very densely populated areas. The general population in the Lazear census tract is 52% Hispanic/Latinx, 9% African-American, 13% White, 3% two or more races, and 24% Asian/Pacific Islander. Both median household income and income per capita is approximately half of the average in Alameda County. 19% of residents live below the poverty line, more than two times the rate in Alameda County.¹

The area in which Lazear Charter Academy is located continues to experience numerous community stressors as reported by the City of Oakland. The City developed a stressor model that uses multiple data sources to provide a rank for every census tract in Oakland and indicates the relatively high or low levels of 'stress' in a neighborhood. The indicators of stress include arrests, crime reports, food stamp recipients, youth incarceration and probation, housing affordability, homelessness, health insured, and reading levels and chronic absence for OUSD students. In 2019, the census tract where Lazear Charter Academy is located had an overall rank of "most stressed" with respect to community stress with an overall rank of 12 out of 111. Lazear's neighborhood ranked 7th in homicides, 10th in homelessness and noncompletion of high school, and 12th in health uninsured.² While Oakland has not updated its stressors map in the last four years, the Fruitvale community, particularly the high poverty immigrant families residing around Lazear, was disproportionately and negatively impacted by the Pandemic. 94601 consistently had the highest rates of COVID in Alameda County throughout 2020 and 2021. Crime in the Fruitvale reportedly increased 31% from 2022 to 2023.³ Miles of homeless encampments can be seen within a few blocks of Lazear along East 12th Street.

¹ <https://censusreporter.org/profiles/14000US06001406100-census-tract-4061-alameda-ca/>

² <https://public.tableau.com/app/profile/rda2020/viz/2019OaklandStressorsIndexRDA/2019>

³

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

The former Lazear Elementary School was built in 1913-14 and has served the Fruitvale neighborhood since then. The former Lazear facility burned down in the 1950s, and in 1959, Oakland Unified replaced the building with 12 portable classrooms and a modular multipurpose building. During the 1990s and early 2000s, Lazear Elementary saw continuing declining enrollment and declining student performance because of ongoing staff and leadership turnover. In 2011, Oakland Unified voted to close Lazear Elementary although the surrounding elementary schools did not have seats for the displaced Lazear students. The closure would have resulted in Lazear students, the vast majority of whom live in the immediate community, having to travel over two miles on average to attend their new schools. In response, the Lazear families submitted their own charter petition to convert their school to a charter school in the fall of 2011.

Today, Lazear is a robust TK-8 charter school with an enrollment of approximately 463 students and a student population experiencing accelerated academic growth. Lazear is higher performing than the OUSD schools our students would have otherwise attended in the Fruitvale neighborhood and continues to make accelerated gains on all measures.

	Lazear TK-8	Think College Now (OUSD elem)	International Community (OUSD elem)	Urban Promise (OUSD middle)	United for Success (OUSD middle)
2023 SBAC ELA proficiency	42%	16%	21%	21%	17%
2023 SBAC Math proficiency	24%	14%	19%	11%	7%

In 2020, in response to community demand and the dilapidated state of the portable classrooms, Education for Change constructed new facilities for Lazear Charter Academy. Education for Change completed a \$15 million facility project at the Lazear campus to open a brand new 21st century school facility for the Lazear children and their families.

Student Demographics of Target Population

As required by Education Code Section 47605(e)(2)(A) EFC schools are open to all students who wish to attend EFC's charter schools. Lazear Charter Academy will serve all families that submit an application for their children in available grades up to its enrollment capacity, including the students currently attending in grades TK-8, their siblings, and those students in the aligned OUSD attendance area, as well as all others, who wish to attend the Charter School. Should applications exceed the number of available spaces, a random public lottery is held. As

Lazear Charter Academy replaced Lazear Elementary, the school has adopted and maintains a policy of giving an admission preference for students living within the Think College Now/International Community School (OUSD schools to which our students would be assigned) attendance boundary. Please see **Element 9** (Admission Policy) for details on this process, including these preferences.

Lazear Charter Academy primarily serves the same student population as the former Lazear Elementary School and is similar in demographic composition as the OUSD and Oakland charter schools in the immediate neighborhood (as demonstrated in Figure 1a). Lazear Charter Academy is located one block from the Cesar Chavez campus (Think College Now (“TCN”) and International Community School (“ICS”)) and 4-5 blocks from Achieve Academy, the original OUSD-operated Hawthorne Elementary School now an Education for Change charter school. Students in these schools are largely Latinx, with a growing Mam population and a high proportion of English Learners. Many of the Mam-speaking students are mislabeled as Spanish-speaking as their primary language, because Mam is not an option in the student information system.

Figure 1: 2023-24 Demographics for Lazear Charter Academy, OUSD, TCN, ICS (OUSD schools in the immediate neighborhood), Achieve Academy (EFC school in the immediate neighborhood)

Demographic Subgroups	Lazear Charter Academy (TK-8)	Achieve Academy (TK-5)	OUSD (TK-12)	TCN (TK-5)	ICS (TK-5)
Ethnicity / Race	2022-23	2022-23	2022-23	2022-23	2022-23
Latinx	89.6%	88.8%	47.1%	70.7%	90.4%
African American	5.0%	3.4%	22.4%	11.9%	0.7%
American Indian or Alaskan Native	0.2%	0.2%	0.3%	0.3%	0.4%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.9%	0.3%	0.0%
Asian	0.6%	2.0%	11.8%	6.5%	1.4%
Two or More Races	0.2%	0.6%	4.3%	1.7%	0.7%
White	2.6%	3.8%	10.3%	2.0%	3.5%

Filipino	1.1%	0.8%	0.9%	3.1%	0.4%
Program Participation	2022-23	2022-23	2022-23	2022-23	2022-23
Low-income (FRML)	86.6%	88.3%	74.4%	64.2%	89.2%
English Learner	50.8%*	81.3%	34.5%	60.2%	79.2%
Special Education	12.3%	9.0%	11.9%	8.8%	12.4%
Homeless	0.2%	6.0%	2.1%	1.7%	0.0%

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

*ELL data will be lower for Lazear because it is a TK-8 and the comparison schools are elementary only.

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

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

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

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

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

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

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

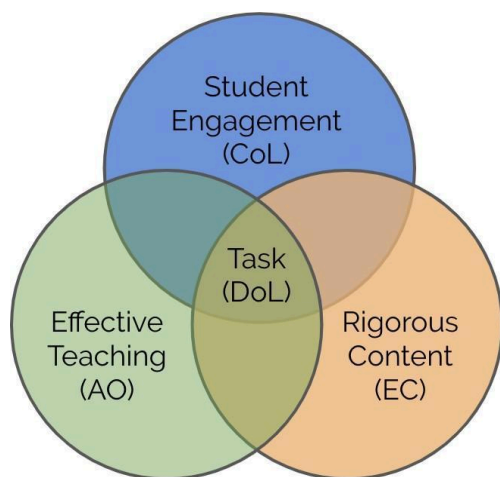
- Academically and technologically capable young people who are prepared to succeed and compete with their peers when they move on from Education for Change Public Schools
- Self-motivated, self-aware, competent, and confident lifelong learners with a high level of resilience who strive for excellence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

How Learning Best Occurs

Educational Philosophy

The EFC theory of action is grounded in Richard Elmore’s concept of the instructional core, as seen in **Figure 2**, which states that increases in student learning occur only as a consequence of improvements in the levels of content, teacher knowledge and skill, and student engagement.

Figure 2: Elmore’s Instructional Core



Further, our theory of action builds on Jim Collins’s concept of “the flywheel”— namely, that good-to-great transformations do not occur in one fell swoop, but through a consistent, disciplined focus on the key actions that drive outcomes.⁴

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

⁴ Collins, Jim (2001). *Good to Great*.

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

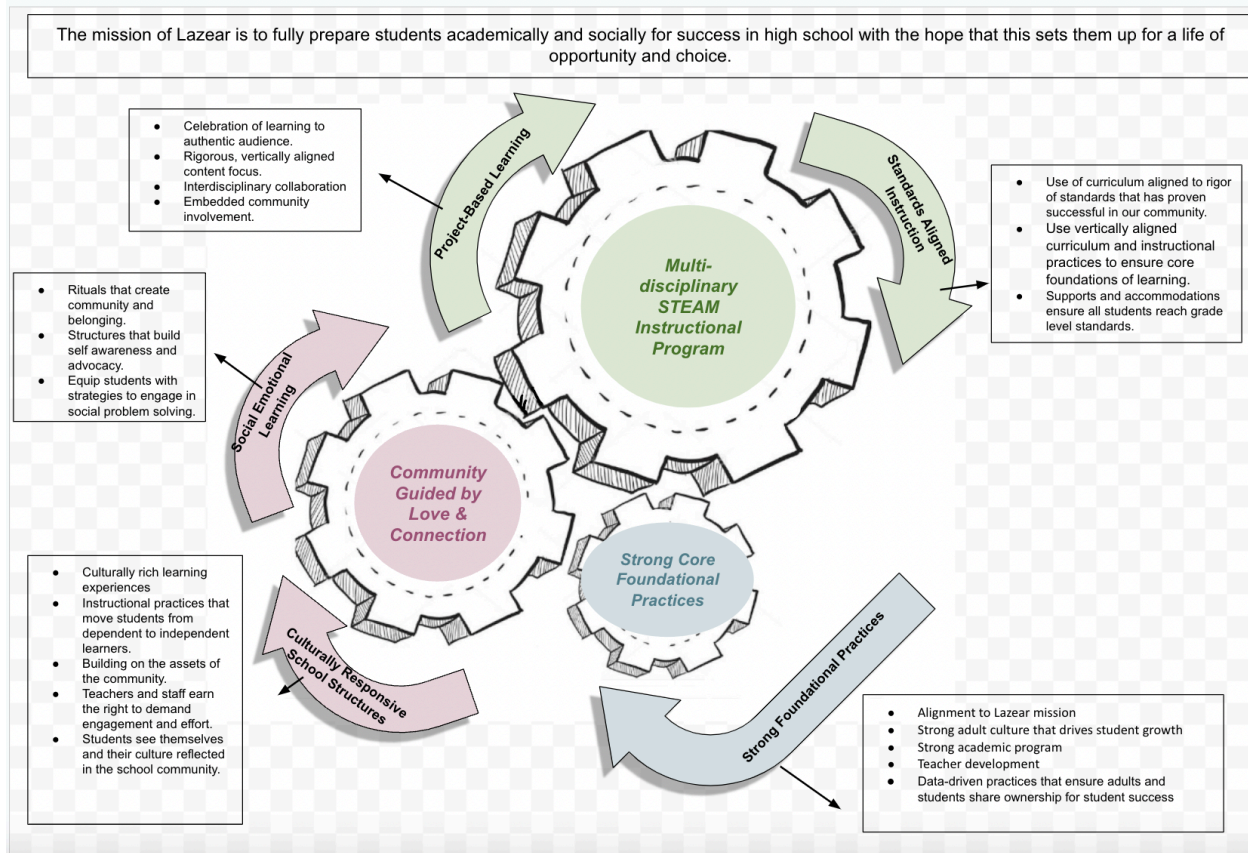
Strategic Drivers

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

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

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

At Lazear Charter Academy we use quality education as a tool to dismantle systems of oppression. Guided by love and connection, we develop whole people who believe that our academic, social, and emotional potential is unlimited. We use a multidisciplinary STEAM program to cultivate empathetic and lifelong learners who ask critical questions, create innovative solutions to complex problems, and express ideas confidently.



Pillar 1: Multi-disciplinary STEAM Instructional Program

Standards-Aligned Instruction

1. Use of curriculum aligned to rigor of standards that has proven successful in our community.
2. Use vertically aligned curriculum and instructional practices to ensure core foundations of learning.
3. Supports and accommodations ensure all students reach grade level standards.

Project-Based Learning

1. Celebration of learning to an authentic audience.
2. Rigorous, vertically aligned content focus
3. Interdisciplinary collaboration
4. Embedded community involvement

Pillar 2: Strong Core Foundational Practices

Strong Foundational Practices

1. Alignment to Lazear mission
2. Strong adult culture that drives student growth
3. Strong academic program
4. Teacher development
5. Data-driven practices that ensure adults and students share ownership for student success

Pillar 3: Community Guided By Love and Connection

Social Emotional Learning

1. Rituals that create community and belonging.
2. Structures that build self awareness and advocacy.
3. Equip students with strategies to engage in social problem solving

Culturally-Responsive School Structures

1. Culturally rich learning experiences
2. Instructional practices that move students from dependent to independent learners.
3. Building on the assets of the community.
4. Teachers and staff earn the right to demand engagement and effort.
5. Students see themselves and their culture reflected in the school community.

As detailed in the Educational Philosophy and visualized in **Figure 2**, Education for Change believes that having a coherent instructional program, informed by a data-driven practice and driven by strong instructional leaders, is essential for student success. Instructional Coherence ensures that students experience a program that builds on previous knowledge and skills, and has uniformly high expectations to allow students to focus on the new content in their Zone of Proximal Development (“ZPD”).⁵

⁵ Vygotsky, L.(1978) *Mind and Society*. Cambridge, MA: Harvard University Press, 79-91.



Figure 3: EFC Strategic Drivers

The standards movement was “developed out of the common sense notion that student effort and achievement are directly affected by expectations set by parents, teachers, schools and society at large” and that by setting clear objectives for each grade level and content area, all students could achieve at high levels.⁶ All curricular areas within EFC schools and at Lazear Charter Academy are aligned with the Common Core State Standards (“CCSS” or “Common Core”), Next Generation Science Standards (“NGSS”), California State Standards (“CSS”), English Language Development Standards (“ELDS”), and the California frameworks (collectively referred to herein as the “State Standards”).

Clear and specific academic objectives are set at each grade level in alignment with these standards, with intensive intervention provided for those not at grade level. Lazear Charter 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.

Educational Program

Academic Day and Year

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

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

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

⁶ McLaughlin, M. and Shepard, L. (1995). *Improving Education through Standards*.

School Year

EFC schools run on a calendar that includes school holidays and vacations that are relatively similar to those of the Oakland Unified School District. This is done in order to accommodate families who may have a student at an EFC school and another student at an OUSD school.

EFC's school calendar does differ from the OUSD calendar in two key ways:

1. The EFC calendar currently includes 14 days dedicated to professional development and planning. In addition to 5 staff development, planning, and preparation days prior to the launch of the school year, the EFC calendar includes 9 student release days embedded throughout the school year. These student release days are utilized to guide staff through data analysis to inform instructional planning, as well as lesson and unit internalization.
2. The EFC calendar includes 2 disaster make-up days at the end of the school year. The purpose of these days is to ensure that in the event of air quality- or other emergency-related school closures, EFC schools will be able to ensure that the minimum number of instructional days and minutes are completed.

EFC retains the right to modify this draft calendar to coordinate with the calendar of OUSD and the calendars of EFC's professional development partners and such modification shall not be considered a material revision of the charter.

Key features of the EFC calendar over the past two years post-COVID have included the following:

- 177 instructional days
- 14 paid staff development and prep days
- 5 days Fall Recess
- 10 days Winter Recess
- 5 days Spring Recess
- Other holidays throughout the year
- Minimum days, to provide school site and organization-wide staff professional development

Please see [Appendix 2 - EFC 2024-2025 School Calendar and Sample Bell Schedule](#)

School Day

The instructional day at Lazear Charter Academy is currently from 8:30 am until 3:00 pm for TK-2, and 8:30 am until 3:15 pm for 3rd-8th grades, Monday, Tuesday, Thursday and Friday. On Wednesday, the instructional day is 8:30 am until 1:15 pm for all grades, as students are

dismissed early to provide professional development time for teachers and staff. Each grade level has a unique bell schedule.

EFC retains the right to modify this bell schedule and such modification shall not be considered a material revision of the charter.

Please see [Appendix 2 - EFC 2024-2025 School Calendar and Sample Bell Schedule](#)

Basic Learning Environment

Lazear Charter Academy offers a site-based learning program. If circumstances require (e.g. individual health needs or a public health event or disaster), independent study is offered to existing students as necessary and appropriate. Students are expected to attend school daily. This is due not only to California law, but because regular and punctual attendance contributes to student success. The EFC Student and Family Handbook, included in [Appendix 8 – Student and Family Handbook](#), is disseminated to families annually and outlines the policies and procedures surrounding student attendance. EFC implements a student attendance recording and accounting system which complies with state law, to ensure contemporaneous record keeping, support for state average daily attendance claims, and to satisfy audits related to attendance that may be conducted.

Transitional Kindergarten Program

As part of teaching the whole child and starting students as early as possible with both academic and social-emotional skills, Lazear Charter Academy provides a modified kindergarten program that is both play- based and teaches fundamental and foundational numeracy, literacy, and social-emotional skills.

Research has demonstrated that early childhood education is key to later success in both education and in life. It can significantly reduce the achievement gap and the “30 million word gap” for disadvantaged youth.⁷ The Common Core standards require students to have a strong vocabulary as a basis for literacy skills, most of which is taught in the early years. Equally as important, research shows that the life skills taught in TK programs are also indicators of future success. Students in heavily studied programs, such as the Perry Preschool project, had lower rates of suspension and expulsion, unemployment, and arrests as well as higher levels of schooling, higher monthly earnings, higher home ownership, and received a lower percentage of social services.⁸ Based on overwhelming success in the states of Oklahoma and New Jersey, the state of California and the federal government are considering legislation for universal preschool to improve access and achievement for all students, particularly low-income students. The TK program at Lazear Charter Academy uses best practices from programs across the nation.

Goals

⁷ Rich, M. (2013) Language Gap Study Bolsters a Push for Pre-K. New York Times.

⁸ 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.

The TK team at Lazear Charter Academy works closely with the Kindergarten team to implement the SEEDS Framework and implement content units in alignment with the California Preschool Foundations. The social-emotional and school readiness goals include:

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

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

Curriculum

The program at Lazear is based on the California Preschool Learning Foundations standards. It includes content and skills from ELA, math, PE, art, and science. Lazear Charter Academy has formally partnered with the Rainin Foundation around building the capacity of our TK teachers and implementing the SEEDS of Early Literacy Program. Descriptions of TK curriculum for each of the content areas, as applicable, are listed in those sections below.

Instructional Strategies and Materials

The TK program focuses on supporting students to achieve academically in Kindergarten and beyond via high-quality, targeted, concise, and explicit instruction in early literacy and numeracy skills. The program also intentionally integrates instruction into authentic play-based learning experiences. Teachers implement research-based practices aligned with the science of reading. There are significant amounts of choice play to assist in social-emotional learning, including the development of self-awareness, self-management, positive social interactions, and relationship building.

Math: The TK program uses the HighScope approach to support the development of the whole child and hands-on engaging math curriculum with Numbers Plus.

Play-based Learning: Through play, children engage in exploration, experimentation, and problem-solving as they construct concepts, build skills, and develop thoughtfulness, empathy, and agency. Teachers observe, interpret, and scaffold child-directed play in order to plan and implement embedded learning experiences and integrate play with curriculum.

Literacy and Content-Rich Environment and Instruction: Play spaces are intentionally designed and include materials that facilitate exploration, investigation, experimentation,

problem-solving, and social interaction. In addition, each play area includes materials that support integrating early literacy into play-based learning. Teaching teams incorporate engaging content units to build knowledge and explicit instruction in phonological awareness and foundational literacy skills.

The TK program also has its own schedule, which is developmentally appropriate for the students. A sample schedule for Transitional Kindergarten is provided in **Figure 4**. Lazear shall maintain the adult to student ratio for transitional kindergarten classrooms as required by Education Code Section 48000(g).

Figure 4: Sample TK Schedule

Time	Activity
8:30-9:30	Morning Meeting, Art
9:30 - 10:10	Play-based centers
10:10-10:40	Foundational Literacy Skills
10:40-11:00	Recess
11:00-11:20	Lunch
11:20-12:55	Math, Play-based centers
12:55-1:55	Recess, Rest
1:55-3:00	Repeated Read Aloud, Content Unit, Writing, Closing Circle

Assessment

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

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

Teachers also administer a Phonological Awareness screener one-on-one four times per year. The following concepts are assessed:

- Rhyming
- Segmentation

- Blending
- Initial Sounds
- English Language Arts

English Language Arts

A Vision of Excellence

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

Standards and Research Alignment

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

1. **Developing strong foundational decoding reading fluency skills.** Elementary educators must address the foundational skills needs of students to foster access to grade-level text. This work is emphasized in grades K-2, but continues in grade 3-8 with grade level phonics and word analysis identified in the common core ELA standards. This goal is for students to read grade-level text with enough fluency to grapple with a variety of complex text. In response to the significant challenges identified in foundational reading skills among students in grades 3-8, we have Tier 2 small group support. Reading screener and curriculum progress monitoring assessments are used to identify students in need of additional small group, systematic phonics support.
2. **Developing and maintaining a standard for coherence for evaluating our models of meaning.** The term “standard for coherence” refers to an expectation that what one reads should make sense. Providing students opportunities to practice reading complex text carefully, closely, and on a regular basis, parsing language and syntax to make meaning, fosters the development of this expectation.
3. **Employing cognitive strategies to repair comprehension when it breaks down.** Reading strategies should be in service of understanding what is being read, not an end in

itself. Reading strategies should be taught sparingly and reinforced from time-to-time to ensure readers are monitoring for understanding. These include inferencing, summarization, self-questioning, re-reading when confused, and monitoring comprehension, and are best applied after students have achieved strong reading fluency.

4. **Building models of what we think texts say and mean.** Standard 1 of the CCSS in Reading requires students to read closely to determine what the text says explicitly. In order to successfully master this, students must construct a genre-aligned model that integrates knowledge students bring with information from the text to build a coherent understanding. In this way knowledge drives comprehension which in turn drives knowledge.
5. **Using knowledge to propel and assess comprehension.** Knowledge of words and knowledge about the world are tightly connected. We must ensure that students gain world and word knowledge through the use of both literary and informational text. Students should experience direct instruction, voluminous reading at a range of complexity, academic discourse, and independent reading and analysis to help develop strong conceptual knowledge and comprehension.
6. **Synthesis and application of learning.** Throughout the day, students have multiple opportunities to gather evidence and develop and express complex ideas related to readings and discussions. These opportunities consist of authentic discourse, quick writes, narratives, informational pieces, and argument or opinion work. Keys to implementation of these programmatic elements are the convergence of quality curriculum and professional development for implementation of this curriculum.

School districts across the country are searching for evidence-based pathways to improve student outcomes. Faced with rigorous state standards and persistent racial and economic educational inequalities,⁹ as well as three decades of stagnant reading skills,¹⁰ many leaders have embraced professional development as a means of improving teacher practices and student learning.

Yet, studies show that professional development initiatives alone often do not correspond with better teacher performance or higher student outcomes.¹¹ In response, the field is now converging in a new direction: grounding professional learning in engaging, standards-aligned, content-rich curriculum.¹²

⁹ Musu-Gillette, L., de Brey, C., McFarland, J., Hussar, W., Sonnenberg, W., and Wilkinson-Flicker, S. (2017). Status and Trends in the Education of Racial and Ethnic Groups 2017 (NCES 2017-051). U.S. Department of Education, National Center for Education Statistics. Washington, DC

¹⁰ McFarland, J., Hussar, B., Zhang, J., Wang, X., Wang, K., Hein, S., Diliberti, M., Forrest Cataldi, E., Bullock Mann, F., and Barmer, A. (2019). The Condition of Education 2019 (NCES 2019-144). U.S. Department of Education. Washington, DC: National Center for Education Statistics

¹¹ TNTP (2015) The Mirage: Confronting the Hard Truth About Our Quest for Teacher Development. New York: TNTP

¹² Darling-Hammond, L., Hyler, M.E., Gardner, M. (2017) Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute: Learning Forward. (2018). High-Quality Curricula and Team-based Professional Learning: A Perfect Partnership for Equity. Oxford, OH: Learning Forward.; Wiener and Pimental. (2017). Practice What You Teach: Connecting Curriculum and Professional Learning in Schools. Washington, DC: Aspen Institute.

Goals

The ELA program is designed to support students in becoming:

Fluent Decoders

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

Foster Voracious, Lifelong Readers and Writers

- Build a love of reading through exposure to rich, relevant high-interest text and genuine enthusiasm for the discipline
- Enhance student capacity and motivation to sustain a volume of engaged reading
- Creatively engage with self-discovery as well as new worlds and ideas while exploring text and their own writing

Critical Consumers of Complex Text: Academic Independence and Thinking Skills

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

Encourage Rigorous, Evidence-Based Thinking to Ensure Students Communicate Persuasively: Clear, Concise Communication

- Demonstrate the ability to clearly plan and communicate strong ideas and produce argumentative, informative, and other types of writing across the curriculum
- Write fluently and with clarity through attention to directly addressing the writing prompt, word choice, content vocabulary and sentence composition (grammar, syntax, and punctuation)

- Find, evaluate, and incorporate evidence from literature, informational texts, and external resources
- Utilize technology for both research and production of writing
- Incorporate feedback and revise work accordingly

Encourage Rigorous, Evidence-Based Thinking to Ensure Students Communicate Persuasively: Academic Language Development

- Develop a robust academic vocabulary by building word knowledge through direct acquisition of roots and words and through indirect acquisition by volume of reading in all classes
- Deepen understanding of syntax, namely how sentences are put together and the author's intent in doing so
- Build thinking, listening and speaking skills through rich discussion of text and application of the habits of discussion; adapt conversation to the demands of the situation
- Ensure the constant development of oral language through expression and synthesis of ideas in presentation and conversation

Build Knowledge of Words and the World Grounded in Critical Topics and Transferable Themes

- Build world knowledge intentionally and systematically to deepen student understanding of essential and relevant topics across the day;
- Where applicable, intervention texts selected should reinforce critical topics and themes being discussed in ELA, history, science, etc.

Support All Students in their Endeavors to Become Stronger Readers, Writers, and Speakers

- Thoughtfully bridge connections between reading intervention and core humanities classes, both via programmatic clarity and teacher-to-teacher discourse about student needs (e.g., the Ed Specialist and the ELA Teacher know how to support their shared students and communicate frequently about reinforcing strong literacy habits)

Curriculum

EFC has clearly articulated a vision for ELA instruction aligned to the science of reading, with recommended instructional components, curricular resources, and daily time allocations as detailed in **Figure 5**. Because Education for Change is an outcomes-oriented organization committed to data-based inquiry, EFC is constantly reviewing its curricular selections for rigor, cultural relevance, and academic outcomes delivery. As part of that process, EFC does reserve the right to deviate from and/or supplement these selections as determined by our inquiry process without need for material revision.

Figure 5: ELA Curricular Framework and Resources

Component	Description	Resources	Grades TK-5
Foundational Literacy (TK-2)	Phonemic awareness, explicit phonics, morphology, spelling	- Being a Reader - Michael Heggerty Phonemic Awareness	35-50 min (TK-2)
Complex Text Work	- Repeated readings of and discussions about complex texts through close listening and close reading - Frequent use of grade appropriate complex text for all students - Multiple reads of grade level complex text to support independent reading and high level thinking ,and - The use of academic discourse to help students develop listening and speaking skills, while deepening their understanding of the text and ELA concepts. - The use of the use of text evidence to support their thinking - Teacher led close reading or close read alouds of content-based text, carefully developed text-dependent questions, and reading annotation for deepening comprehension - Collaborative protocols, small group discussion, accountable talk structures, (sentence frames and conversation cues) for scaffolding	- Fishtank ELA (K-2) - Fishtank Learning	60-90 min

Writing	• Systematic approach to writing standards • Regular short writing opportunities with feedback. • Curriculum based performance task with longer writing opportunities • Opportunities for revision		
Vocabulary Instruction	• Direct instruction on content- based academic vocabulary		
Accountable Independent Reading	• Independent reading of range of genre and text levels to build volume of words read and love for reading	• Being A Reader controlled texts • Student Novels aligned to content units	15-30 min
Supplemental Reading/ Designated ELD Intervention and Support	• Supplemental, based on individual need and ELD levels • Systematic, mastery-based personalized instruction in foundation reading skills • Small group or individual practice through interventions and/or personalized online learning programs	• SEEDS • SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) • Being a Reader small group instruction • Lexia • Implementation of GLAD ELD strategies	30-75 min

Instructional Practices

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

- **Foundational Literacy (K - 2)** - All students must be able to read fluently, defined as the ability to decode with accuracy, rate and prosody, to effectively engage in the comprehension and analysis of complex texts. We believe that students must have a strong foundation in literacy to engage in critical thinking and analysis inside the classroom and beyond. A strong foundation in decoding and language comprehension are precursors to reading comprehension. To achieve fluency, explicit data-driven instruction

and accountable practice with phonological awareness, phonics, sight words, and oral reading fluency are required.

- **Small Group Differentiated Reading** - The purpose of the differentiated reading block is to provide targeted and systematic instruction in the National Reading Panel's components of later reading success. Differentiating this instruction allows teachers to address skill gaps and move toward proficiency at an appropriate rate.
- **Phonics and Word Work/Word Study**
 - Build the foundation for decoding by mastering the alphabetic principle and critical phonological awareness skills.
 - Strengthen decoding skills through the application and manipulation of spelling patterns and word recognition strategies in reading and writing.
 - Phonics instruction teaches students to match sounds with their corresponding written representation. Fluency in decoding and encoding is typically developed in grades K-2.
- **K-2 Literacy Centers** - Literacy centers provide students with targeted, differentiated practice in foundational literacy, including phonics, word study, and writing.
- **Complex Text Work** - In ELA classrooms, students will have the opportunity to deeply analyze and grapple with complex texts and ideas in a shared setting. They will flex their reading, writing, discussing, and thinking muscles as they explore texts they may not be able to access completely independently. In this setting, students learn to:
 - Distill the meaning of any text and to articulate the central message in oral and written form.
 - Analyze the choices an author makes to convey the central idea and to articulate this connection to the central meaning of text in oral and written language.
- **Writing** - As a scholar's ability to write is the single greatest predictor of college success, the development of this skill is critical. Through writing instruction, students learn to:
 - Write Common Core-aligned argumentative, explanatory, and narrative texts over both extended and shorter periods of time to build clarity of thought, independence, stamina, and fluency.
 - Build not only writing skills but also the habits necessary to independently manage the writing process. Improve the quality of their writing, including writing conventions, through whole class methods, such as direct instruction and

mentor text analysis, and more targeted methods like feedback, conferring, individual progress goals, small group instruction, and metacognitive reflections.

- **Vocabulary Instruction** - Vocabulary acquisition is key to our students becoming stronger readers and writers and understanding the world. EFC teachers ensure students can analyze morphology, context, and use resources to determine the meaning of unknown words. Additionally, key vocabulary that unlocks the meaning of a text or the content of a unit is explicitly taught.
 - To explicitly teach key Tier 2 vocabulary to students so that they may access complex text and new content.
 - To teach students morphological rules, patterns, and cognates (when available) to discern the meaning of unknown words.
 - To teach students to utilize contextual clues (when available) to determine the meaning of unknown words.
 - To build skill in efficiently utilizing resources to determine the meaning of an unknown word.
- **Accountable Independent Reading** - Independent reading develops readers who enjoy reading, gain a wider world knowledge and vocabulary base, increase interests, and increase fluency. Students not only get miles on the page during this time, they also develop their preferences for genres, topics, and authors. Independent reading is meant for a larger group of students who already read on or above grade level. These students are generally highly motivated and will engage in sustained reading with strong accountability and access to highly engaging text.
- **Small Group Differentiated Reading** - The purpose of the differentiated reading block is to provide targeted and systematic instruction in the National Reading Panel's components of later reading success. Differentiating this instruction allows teachers to address or eliminate content and skill gaps and move toward proficiency at an appropriate rate.
 - *Small Group Phonics Intervention* - Wilson and SIPPS exist as interventions, meant to ensure that students show reading growth and work on decoding and encoding strategies specific to their needs and their decoding abilities. It is a time for students to learn and practice effective phonics skills to become independent and fluent decoders and encoders.
 - *Adaptive Software* - Students struggling with decoding and fluency can also benefit from consistent accountable time on research-based adaptive software, such as Lexia's Core6 and Reading Plus.

- **Project Based Learning** - PBL at Lazear is leveraged to provide an opportunity for students to authentically apply their skills and content learning in deeper multidisciplinary projects. PBL builds student capacity to gather and evaluate information, use evidence and criteria, justify choices, work collaboratively, communicate effectively, and organize work. Lazear additionally incorporates an additional practice across all of its grade levels to deepen ELA and ELD instruction and authentically integrate Social Studies:

Assessment Practices

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

- **Foundational Literacy (K-2)**
 - **FastBridge Reading** - Students take a one-on-one reading screener at the beginning, middle, and end of the year. Students who are High-Risk and Some-Risk are progress monitored an additional two times in the Fall and Spring. TK-1 students take earlyReading, consisting of four foundational reading subtests, and 2nd grade students take CBMReading, consisting of three highly controlled and predictive grade-level oral reading fluency passages. Teachers analyze and plan based on this data.
 - **Phonics and Word Work / Word Study** - Student work aligned to learning targets serves as the daily assessment. Teachers analyze this student work daily, provide feedback, and address student misconceptions in the moment.
 - **Small reading intervention groups**- Students use SIPPS curriculum and take Mastery Tests every two-to-three weeks to monitor progress in decoding and high-frequency word reading. Additionally, prosody is measured once students reach a specific section of the scope and sequence using controlled running records. This data is analyzed and used to plan reteach lessons during Data Meetings.
- **Complex Text Work** Curriculum-embedded assessments and trimester interim assessment blocks are administered to determine students' ability to transfer skills and habits developed during all of the ELA blocks to independently read texts and questions.
- **Writing**
 - **Mid- and End-of-Unit and Interim Block Assessments (3-8)** - Curriculum embedded assessments and mid-year performance task are administered to determine student ability to transfer skills and habits developed during all of the ELA blocks to writing goals. Other Interims have short constructed responses that will be analyzed using a standards-aligned rubric.

- **Curriculum-Embedded Assessments** - Students take a content assessment at the end of each unit (approximately every 6-8 weeks. Through each curriculum embedded assessment , students will be completing at least one process- based piece of writing and at least one on-demand piece of writing. These are scored on an SBAC-aligned rubric, based on genre.
- **Daily** - Daily assessments include progress monitoring, such as teachers monitoring with a purpose and keeping notes on student progress and formative assessment such as exit tickets.
- **Projects** - Student projects regularly include writing and communication tasks, and the Lazear PBL rubric specifically evaluates students' communication skills.
- **Vocabulary Instruction** - Vocabulary knowledge assessment is integrated in daily student work, curriculum-based assessments, and in interim block assessments.
- **Accountable Independent Reading** - There are no formal assessments for Independent Reading, but teachers track the volume and quality of reading by students. Over time, as readers extend their independent reading practice, we see measurable growth on their literacy and interim assessments.

ELA in Transitional Kindergarten

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

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

Curriculum selections are detailed in **Figure 5** above. Please see [Appendix 3 – EFC Vision of Excellence in ELA for TK-8](#)

Mathematics

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

- A Vision of Excellence

- Clearly articulated standards alignment
- Curriculum
- Instructional Practices
- Assessment Practices

Vision of Excellence

We are accountable to make sure that all students have access to common-core aligned mathematics. We develop agency in our students by striving to foster students who have **strong mathematical mindsets, who have confidence in making sense of math problems**, and who **apply what they learn in their math classrooms to their lives and the world around them**. We are student-focused by promoting instruction where teachers place the demand on the students, allowing them to make their own sense of mathematical ideas. We endeavor to support teachers in their ceaseless mission to deliver rigorous math content, using strong instructional practices and **grounding all their instructional decisions in data in order to get students to mastery**. We stay rooted in our community by supporting all adult stakeholders as lifelong learners of mathematics.

Standards Alignment

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

1. FOCUS: Focus strongly where the standards focus

- Significantly narrow the scope of content and deepen how time and energy is spent in the math classroom.
- Focus deeply on what is emphasized in the standards, so that students gain strong foundations.

Figure 6: Grade-Level Focus Areas

Grade	Focus Areas in Support of Rich Instruction and Expectations of Fluency and Conceptual Understanding
K–2	Addition and subtraction - concepts, skills, and problem solving and place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6	Ratios and proportional reasoning; early expressions and equations

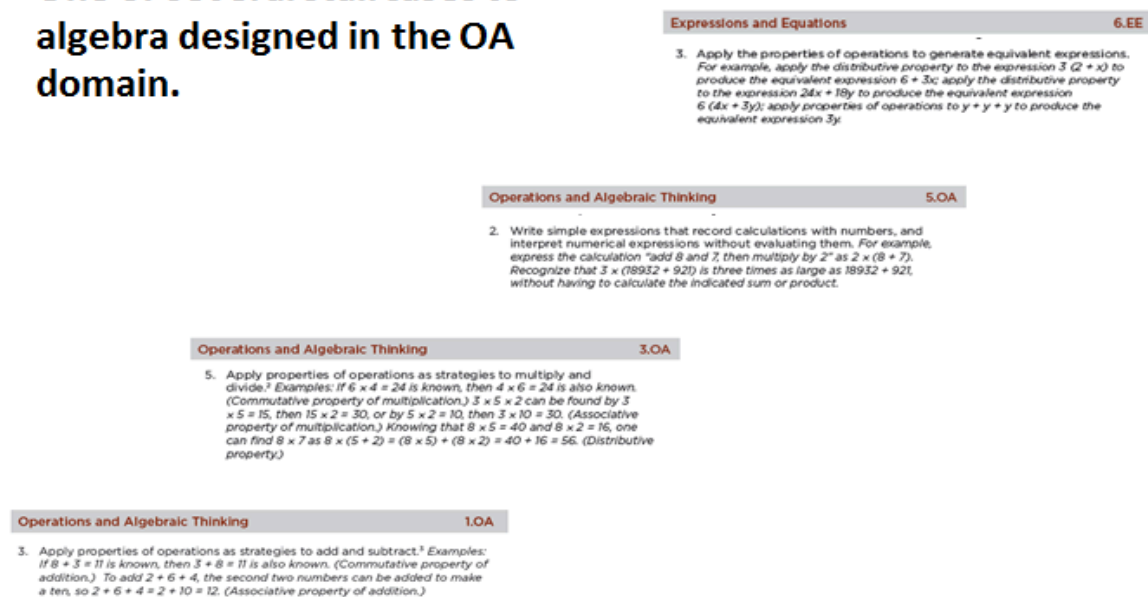
7	Ratios and proportional reasoning; arithmetic of rational numbers
8	Linear algebra; linear functions

2. **COHERENCE:** Across grades and linked to major topics

- Carefully connect the learning within and across grades so that students can build new understanding on foundations built in previous years' instruction.
- Begin to count on solid conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.

Figure 7: Example of staircases to Algebra

One of several staircases to algebra designed in the OA domain.



3. **RIGOR:** In major topics, pursue conceptual understanding, procedural skill and fluency, and application

The CCSSM require a balance of:

- Solid conceptual understanding
 - Conceptual understanding supports the other aspects of rigor (fluency and application)
- Procedural skill and fluency

- The standards require speed and accuracy in calculation (see Figure 8 for example of procedural fluency requirements by grade level).
- Application of skills in problem solving situations
 - Students can use appropriate concepts and procedures for application even when not prompted to do so

Pursuit of all three requires intensity in time, activities, and resources.

Figure 8: Procedural fluency requirements

Grade	Standard	Required Fluency
K	K.OA.5	Add/subtract within 5
1	1.OA.6	Add/subtract within 10
2	2.OA.2 2.NBT.5	Add/subtract within 20 (know single-digit sums from memory) Add/subtract within 100
3	3.OA.7 3.NBT.2	Multiply/divide within 100 (know single-digit products from memory) Add/subtract within 1000
4	4.NBT.4	Add/subtract within 1,000,000
5	5.NBT.5	Multi-digit multiplication
6	6.NS.2,3	Multi-digit division Multi-digit decimal operations

Curriculum

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

1. *Conceptual Understanding* (Eureka) comprehension of mathematical concepts, operations, and relations

- While developing conceptual understanding, students make meaning of mathematics and make connections across mathematical ideas which allows for rapid acquisition of new knowledge, greater retention, and ability to apply in novel contexts.

- Focus SMPs 1, 2, 3, 4, 5, 6, 7, 8
2. ***Procedural Fluency (Eureka/Supplements)***: skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
 - The development of procedural fluency allows students to focus mental energy on flexibly approaching and thinking through problems, rather than the steps to perform an accurate calculation.
 - Focus SMPs 5, 6, 7
 3. ***Strategic Competence & Adaptive Reasoning (Math Story Problems)***: ability to formulate, represent, and solve mathematical problems; capacity for logical thought, reflection, explanation, and justification
 - The development of these habits of mind prepares students to solve mathematical problems that they may encounter throughout the rest of their academic and social lives.
 - Focus SMPs 1, 2, 3, 4, 5, 7, 8
 4. ***Productive Disposition (Eureka and MSP)*** habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.
 - Students approach challenging situations as opportunities to learn and mistakes made along the way as times for feedback and reflection, not representations of personal failure. This productive disposition is the hallmark of having a growth mindset as opposed to one that is fixed.
 - Focus SMPs: 1
 5. ***Problem Solving (Eureka and MSP)***: the umbrella under which all the opportunities to increase proficiency and expertise with the mathematical practices fall
 - While students engage in problem solving they are making sense of problems, thinking strategically about concept and skill applications, planning and executing a viable approach, and reflecting on process and solutions.
 - Focus SMPs: 1, 2, 3, 4, 5, 6, 7, 8

Because Education for Change is an outcomes-oriented organization committed to data-based inquiry, EFC is constantly reviewing its curricular selections for rigor, cultural relevance, and academic outcomes delivery. As part of that process, EFC does reserve the right to deviate from and/or supplement these selections as determined by our inquiry process without need for material revision.

Goals

Goals are used for students to self-assess and understand what they are working towards.

- Students will deeply understand the math concepts in order to make sense of problems and persevere in solving them.
- Students' procedural fluency will be flexible, accurate and efficient so that they can model mathematics with precision.
- Students will be able to formulate, represent, and solve mathematical problems; students will demonstrate their capacity for logical thought, reflection, explanation, and justification.
- Students will talk, listen and problem solve together in order to construct viable arguments for their solutions and work together to solve mathematical problems.
- Students will engage in problem solving they are making sense of problems, thinking strategically about concept and skill applications, planning and executing a viable approach, and reflecting on process and solutions.

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

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

Instructional Strategies

1. Math Lesson (Eureka):

Purpose: Through the use of guided inquiry, students develop conceptual understanding of math topics and strategies to persevere by making connections to previously learned content, applying mathematical practices, and solving real-world problems.

Key Indicators of Excellence:

- **Aligned to Eureka Curriculum:** Eureka curriculum has a clear structure of lesson for K-8. The lesson starts with fluency practice, then dives deeply into the concept that is being taught. Concepts are sequenced so that students build on their own learning from previous

years, previous modules, and previous lessons. Each lesson is structured so that teachers engage students in a new concept, students have an opportunity to practice the concept with the teacher, and then students independently practice solving problems aligned with the concept. The problems they are attempting to complete grow more rigorous. Each lesson ends with students completing an exit slip and then debriefing the days learning with the whole class.

- **Aligned Objective and Questions:** Teachers backwards plan in order to plan lessons. Teachers start their planning process with doing the math in the exit slip and problem set. Then teachers plan purposefully to make sure that the students are being asked to complete student work that is aligned to the objective. In addition, the questions that are chosen to ask questions throughout the lesson are aligned to the objective and the intended outcome. Students are asked to collaborate with peers throughout the lesson in different formats. Teachers create specific opportunities for students to have productive student to student interactions where students actively listen to each other.
- **Collecting and Responding to Data:** Throughout the lesson, students respond to oral and written questions of varying levels of cognition. The teacher gauges student understanding of the key concepts and skills being taught through checks for understanding during the lesson, monitoring academic work, and collecting data at the end of the lesson. During the lesson the teacher responds effectively, including a follow-up CFU or required revision to ensure a misconception has been clarified.
- **Student Practice:** Students are given time and multiple opportunities to engage with grade-level problems and activities independently or in pairs. There are opportunities to solidify conceptual understanding, develop fluency in application, and engage in novel problems
- **Alignment of Time to Activity:** The appropriate amount of time is spent introducing new material, giving students practice time, and discussing learned content. While this may vary from lesson to lesson, combined student practice time should be at least 40% of the block.

2. Math Flex Days

Purpose: Lessons are devoted to concepts and skills for which students have previously demonstrated unacceptable levels of mastery (<65%), evidenced by exit slips, fluency checks, topic quiz assessments, tasks, or interim data.

Key Indicators of Excellence:

- **Building on Skills/Concepts/Procedures Taught:** Lessons being taught are based on data and are backwards planned to ensure students mastery of the concept. Lessons are building on what students know and allow students opportunities to have discourse with peers and the class, and also individually engage in the math.

- **Appropriate Visual Anchor:** Visual anchors are created and discussion to illustrate any combination of core concepts, strategies, vocabulary and CFS. VAs remain posted as long as appropriate to facilitate connections between concepts.
- **Collecting and Responding to Data:** Throughout the lesson, students respond to oral and written questions of varying levels of cognition. The teacher gauges student understanding of the key concepts and skills being taught and responds effectively, including a follow-up CFU or required revision to ensure a misconception has been clarified.
- **Student Practice:** Students are given time and multiple opportunities to engage with grade-level problems and activities independently or in pairs. There are opportunities to solidify conceptual understanding, develop fluency in application, and engage in novel problems.
- **Alignment of Time to Activity:** The appropriate amount of time is spent introducing new material, giving students practice time, and discussing learned content. While this may vary from lesson to lesson, combined student practice time should be at least 40% of the block.

3. Math Fluency

Purpose: Skill & Fact: Students develop automaticity over time with repeated exposure and practice with grade-level content. Students will develop flexibility and strategies to solve all problems.

Key Indicators of Excellence:

- **Based on Grade Level Fluency Standards:** Lessons are based on ensuring mastery of fluency standards by the end of the year. Teachers strategically check for mastery of the standard to be able to target specific instruction.
- **Collecting and Responding to data:** During the fluency routine teachers are actively monitoring and responding to data. Teachers also regularly collect data points and plan strategically to support students based on the data.

4. Math Stories:

Purpose: Students develop conceptual understanding of math stories by representing problems, making connections to previously learned content, applying mathematical practices, and solving real-world problems.

Key Indicators of Excellence:

- **Funneled and Scaffolded Questioning:** Questions asked of students encourage them to think critically and flexibly about the problems presented as well as to share their developing thinking about the content of the lesson. Funneled questions are used as a tool to focus

student observation and contemplation to the most important ideas of the day while ensuring that students do the heavy lifting and make connections to previously acquired skills and knowledge. Scaffolded questions are used as needed to break down complex, demanding questions to develop student understanding.

- **Aligned to Problem Solving Approach:** When attempting problems individually, in groups or as a class, students utilize the thinking behind the MSP grade-level problem solving approach (Visualize, Represent & Retell, Solve in ES) in order to make sense of, represent, and solve a problem. While solving problems, students choose and use appropriate tools.
- **Representations:** Teacher and student representations are aligned to the story problem type and representations sequence. Students can articulate why they are using the representation and what it links to in the problem.
- **Discussion:** Students are explaining their thinking to one another in large and small groups as a means of processing new information, exploring patterns and structures as they emerge, and sharing variations in solution methods in order to strengthen students' understanding of the content. Habits of discussion emphasize making sense of mathematics, constructing arguments, and critiquing the reasoning of others. Through this, students also develop presentation and public speaking skills. The teacher facilitates this discussion in a fashion that promotes student heavy-lifting and leads towards a summary of the mathematics discussed and used in student work.
- **Alignment of Time to Activity:** The appropriate amount of time is spent in each part of the agenda based on the focus of the particular agenda (early, middle, later). Student thinking, discussion, and work are the vast majority of the agenda time. The teacher is a facilitator following a protocol.
- **Progression of Learning (CPA):** The story problem fits into a sequence that moves from and makes connections between the concrete, pictorial, and abstract. For example, while one lesson may focus on the pictorial, links should be made back to the concrete to solidify the understanding for students. As students struggle with and learn new problem types, they should fluidly move between different C/P/A representations as needed. CPA representations should target aspects of rigor called for by the standard and as appropriate within the sequence of learning.
- **Increasing Efficiency:** Over time and with greater exposure to a type of story problem, students become more efficient – needing less questioning support. They can articulate why and how they are representing and solving in the way they've chosen, and get to a solution in less and less time and with more abstract representations.

Assessment

Math teachers use a combination of formative and summative assessments to inform instruction. Formative assessments that are embedded in the Eureka curriculum are used to inform daily

instructional decisions and include daily exit tickets, quizzes, assigned independent and collaborative work, and performance on math discussions. Teachers provide frequent feedback using these formative assessments and students have opportunities to set goals and revise their work. Teachers also give Interims and Fastbridge aMath three times a year to assess and benchmark students' progress toward mastery.

Math in Transitional Kindergarten

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

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

Please see [Appendix 3 - EFC Vision of Excellence in Mathematics](#).

Science and History/Social Studies

Overview - Integrated Learning

In order to best prepare students for a 21st century world, as well as to provide opportunities for deeper, more engaging and relevant learning, Lazear Charter Academy implements multidisciplinary integrated learning opportunities through the humanities and science instructional blocks. During these instructional blocks, teachers facilitate student inquiry through projects that create authentic and relevant opportunities to apply skills and knowledge across English Language Arts, Science, and Social Studies. Lazear Charter Academy seeks to improve the quality and consistency of project-based learning by creating school wide themes or guiding questions and a universal unit and lesson planning document and process.

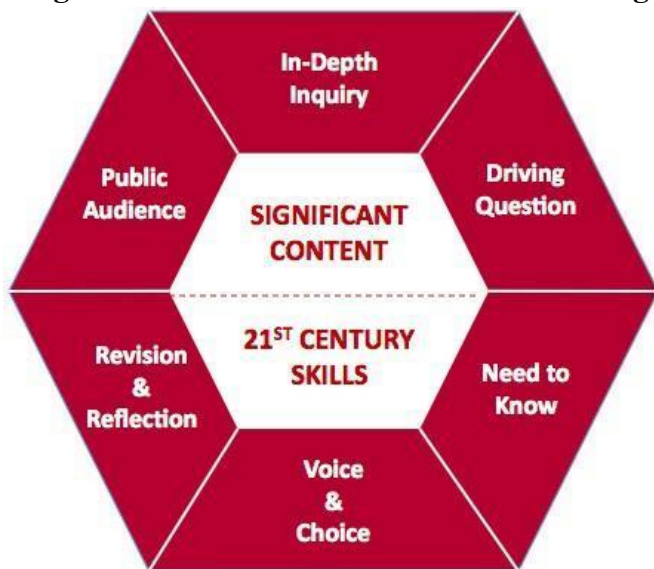
“There is forty years of accumulated evidence that the instructional strategies and procedures that make up standards-focused Interdisciplinary learning are effective in building deep content understanding, raising academic achievement and encouraging student motivation to learn.”¹³

The Buck Institute, a leading research institute and provider of curriculum for Interdisciplinary Learning, has found that inquiry learning is proven to be more effective in preparing students for standardized tests, in assisting students to integrate and explain concepts, and in improving students' mastery of 21st-century skills. It has also been found to be particularly effective with lower-achieving students, because of the focus on personalization and the larger, long-term

¹³ The Buck Institute is considered an expert on Project Based Learning: <http://www.bie.org/>.

projects focus on a wider range of skills and interests. As Jeff Robin from High Tech High states, students “get to work on what is sticky for them,” or what they are most interested in and what best aligns with their competencies. Perhaps most importantly, students and teachers seem to be more satisfied with cross-curricular learning than traditional instruction, due to the element of choice and the opportunity for deeper learning. The process is outlined in **Figure 9** below.

Figure 9: Buck Institute Framework for Integrated Learning



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

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

Science

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

Goals

- Students will develop 21st Century Skills that will prepare students for higher education, rewarding careers, and the challenges of an ever-changing world
- Students will recognize the vital role that Science and Engineering play in shaping our future world and use their knowledge to make informed decisions in their daily lives.
- Students will develop and use models to demonstrate understanding of core concepts.
- Students learn to plan and conduct investigations, analyze and interpret data and construct explanations using evidence collected from these activities.
- Students demonstrate mathematical and computational thinking to demonstrate understanding of relevant core science concepts.
- Students will understand and implement key Engineering Practices.
- Students will use technology as a tool to strengthen science learning

In line with the integrated learning approach, science is taught in an inquiry-based method integrating literacy skills and mathematics as appropriate in all grades. The application of mathematics content and skills in science and engineering provides authentic learning experiences for students. The recognition of scientific principles enables students to make creative choices when solving engineering problems.

Curriculum

Kindergarten - 2nd Grade

K-2 core teachers use multi disciplinary units integrating ELA and Guided Language Acquisition Design ("GLAD") strategies aimed at increasing inclusivity and acquisition of grade level content and skills by all students regardless of language or socio-economic impacts. These students are introduced to examining and questioning the natural world around them.

Kindergarten	● A World of Animals ● Ocean Life ● Living vs Non-Living Things
1st Grade	● Living Things: What do they have in common? ● Organisms Structure Function to Meet Their Needs ● Change Over Time: Then and Now

	•
2nd Grade	• Earth's Features • Identifying the Properties and Structures of Matter • Making Your Environment Work For You • Seed Dispersal

3rd - 4th Grades

In 3rd - 4th grades core teachers use the Mystery science curriculum. The Mystery Science curriculum is designed to excite children about the wow in the world around them. It is based on an inquiry stance. Lessons and units are designed around 'kid' questions. They invest in layering explanations and bringing them to life with powerful visuals. Students become active explorers who learn not by listening and consuming, but by discussing, by building and observing hands-on models, and by writing about what they learn.

Grade 3 Standards	Fossils and Changing Environment: 3-LS4-1 Life Cycles: 3-LS1-1 • 3-LS4-4 • 3-3: ETS 1-2 Heredity Survival and Selection: 3-LS3-1 • 3-LS3-1 • 3-LS3-1 • 3-LS3-2 • 3-LS3-3 Weather and Climate: 3-ESS2-1 • 3-ESS2-2 • 3-ESS3-1 • 3-5-ETS1-1 • 3-5-ETS1-2 • 3-5-ETS1-3 Forces Motion and Magnets: 3-PS2-1 • 3-PS2-2 • 3-PS2-3 • 3-PS2-4 • 3-5-ETS1-1 • 3-5-ETS1-2 • 3-5-ETS1-3
Grade 4 Standards	Human Body, Visions and the Brain: 4-LS1-1 • 4-LS1-2 • 4-PS4-2 Earth's Features and Processes: 4-ESS1-1 • 4-ESS2-1 • 4-ESS2-2 • 4-ESS3-2 • 3-5-ETS1-2 Sound Waves and Communication: 4-PS4-1 • 4-PS4-3 • 3-5-ETS1-2 • 3-5-ETS1-3 Energy Transfer and Electricity: 4-PS3-1 • 4-PS3-2 • 4-PS3-3 • 4-PS3-4 • 4-ESS3-1 • 3-5-ETS1-1 • 3-5-ETS1-2 • 3-5-ETS1-3

5th - 8th Grades

Because science is such a critical content area, in addition to integrated science in the lower grades, Lazear Charter Academy also provides supplemental science instruction facilitated by science specialists daily for all students in grades 5 - 8. Lazear Charter Academy uses the Twig Science curriculum. Twig Science is built from scratch for the NGSS Framework. As a result, it truly responds to the challenges set by the introduction of the NGSS. Twig Science presents a rigorous, challenging curriculum solution, and offers built-in equitable learning opportunities. This ensures students from all backgrounds can fully participate in scientific practices in both science classrooms and informal settings, maximizing life outcomes and ultimately benefiting us all.

Grade 5 Standards	Unit 1: Matter Mysteries Hotline This unit covers four California NGSS Performance Expectations (PEs) in the Physical Sciences (5-PS1-1, 5-PS1-2, 5-PS1-3, and 5-PS1-4) and one in Engineering Design (3-5-ETS1-3). Together, these PEs focus on the properties of materials, what happens to substances during chemical reactions, and developing and optimizing possible solutions to a design problem involving materials. They learn that, when substances change form or undergo chemical reactions, the total mass (weight) remains unchanged. Students design and test a clay recipe with specific properties based on specific design criteria. Unit 2: Yellowstone Uncovered Covers one California NGSS Performance Expectation (PE) in the Physical Sciences (5-PS3-1) and two in Life Sciences (5-LS1-1 and 5-LS2-1). Together, these PEs address interdependencies and the flow of energy and matter within ecosystems. Unit 3: H2O Response Team Highlights three NGSS Performance Expectations (PEs) in Earth and Space Sciences (5-ESS2-1, 5-ESS2-2, and 5-ESS3-1) and three in Engineering Design (3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3). Together, these PEs explore interactions among the Earth's systems—the hydrosphere, geosphere, atmosphere, and biosphere—and examine ways that humans can protect the environment and the Earth's resources. Unit 4: Galactic Guidebook Covers two California NGSS Performance Expectations (PEs) in Earth and Space Sciences (5-ESS1-1 and 5-ESS1-2) and one in the Physical Sciences (5-PS2-1). Together, these PEs examine the Sun, Moon, and stars, their relationships with the Earth, and Earth's gravitational force.
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Grade 6 Standards	Unit 1: BioTech Systems Worldwide Addresses California NGSS PEs in Life Sciences (MS-LS1-3, MS-LS1-8, MS-LS -LS2, and two Engineering Design (MS-ETS1-1 and 1-2) Unit 2: Destination Everywhere! Explores three California NGSS Performance Expectations (PEs) in Earth Sciences (MS-ESS2-4, MS-ESS2-5, and MS-ESS2-6), three in Physical Sciences (MS-PS3-3, MS-PS3-4, and MS-PS3-5), and two in Engineering Design (MS-ETS1-1 and MS-ETS1-3). The PEs focus on climate and weather, the effects of the Sun on Earth’s weather (especially the water cycle), the complexities of predicting weather, and an engineering project that takes advantage of thermal energy transfers. Unit 3:The Red List Covers CA NGSS PEs in Life Science (MS-LS1-5 and MS-LS3-2. Thee investigate plant and animal reproduction, genetics, factors affecting an organism's growth, and protecting endangered species Unit 4: Cities of the Future Addresses two California NGSS Performance Expectations (PEs) in the Life Sciences (MS-LS1-4 and MS-LS1-5), two in Earth and Space Sciences (MS-ESS3-3 and MS-ESS3-5), and three in Engineering Design (MS-ETS1-1, MS-ETS1-2, and MS-ETS1-4). The PEs investigate environmental change and ways people can use science and engineering to monitor and mitigate our impact.
Grade 7 Standards	Unit 1: The Resource Race MS-ESS3-1 Construct a scientific explanation based on evidence for how the uneven distributions of Earth’s mineral, energy, and groundwater resources are the result of past and current geoscience processes. MS-PS1-6* Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes. MS-ESS1-4* Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth’s 4.6-billion-year-old history. MS-ESS2-1* Develop a model to describe the cycling of Earth’s materials and the flow of energy that drives this process. MS-ESS3-4* Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems. Unit 2: The Plastic Tide

	MS-PS1-1 Develop models to describe the atomic composition of simple molecules and extended structures. MS-PS1-3 Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. MS-PS1-4 Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed. MS-LS2-3* Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. MS-LS2-4* Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. MS-ETS1-1* Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. MS-ETS1-2* Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. Unit 3: Volcano Hunters MS-ESS2-1 Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. MS-ESS3-2 Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects. MS-PS1-2* Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. MS-PS3-1* Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object. Unit 4 Dinosaur Trail MS-ESS2-2 Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. MS-ESS2-3 Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. MS-PS1-2* Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. MS-ESS1-4* Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history. Unit 5 Future Food MS-LS1-6 Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. MS-LS1-7 Develop a
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	model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism. MS-PS1-2* Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. MS-PS1-5* Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved. MS-LS1-2* Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. Unit 6 A Place Called Home MS-LS2-1 Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. MS-LS2-2 Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. MS-LS2-3 Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. MS-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. MS-LS2-5 Evaluate competing design solutions for maintaining biodiversity and ecosystem services. MS-ESS3-3* Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. MS-ESS3-5* Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.
Grade 8 Standards	Unit 1 Ocean Powered MS-PS2-2 Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. MS-PS3-1 Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object. MS-ETS1-1* Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. MS-ETS1-2* Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. MS-ETS1-3* Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. MS-ETS1-4* Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. Unit 2 Asteroid Alert!

	MS-ESS1-1 Develop and use a model of the Earth-Sun-Moon system to describe the cyclic patterns of lunar phases, eclipses of the Sun and Moon, and seasons. MS-ESS1-2 Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system. MS-ESS1-3 Analyze and interpret data to determine scale properties of objects in the solar system. MS-ESS1-4 Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history. MS-PS2-4* Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects. MS-PS2-5* Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact. Unit 3 Collision Course MS-PS2-1 Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects. MS-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. MS-ETS1-4 Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. MS-ETS1-1* Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. MS-ETS1-3* Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. MS-LS1-3* Use an argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. Unit 4 Movie Magic MS-PS2-3 Ask questions about data to determine the factors that affect the strength of electrical and magnetic forces. MS-PS2-4 Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects. MS-PS2-5 Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact. MS-PS3-2 Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system. MS-ESS1-2* Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system. MS-ESS1-3* Analyze and interpret data to determine scale properties of objects in the solar system.
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	Unit 5 Amazon of the Oceans MS-ESS3-4 Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. MS-LS2-4* Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. MS-ESS3-3* Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. Unit 6 The Bees' Needs MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. MS-ETS1-3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. MS-ETS1-2* Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. MS-ETS1-4* Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. MS-LS2-1* Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. MS-LS2-4* Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
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Because Education for Change is an outcomes-oriented organization committed to data-based inquiry, EFC is constantly reviewing its curricular selections for rigor, cultural relevance, and academic outcomes delivery. As part of that process, EFC does reserve the right to deviate from and/or supplement these selections as determined by our inquiry process without need for material revision.

Instructional Strategies and Materials

All of the science curriculum used by Lazear teachers involve an inquiry and discovery approach. Units and lessons follow NGSS guidelines and include grade appropriate CCSS Literacy and Mathematics skills. These units are formulated around observation of specific scientific phenomena and the questions that are posed around the associated phenomena. Student questions are integrated into lessons and investigated as well. Lessons then ask students to investigate these phenomena to try and answer the driving question(s). These investigations can take the form of or include experimentation, observation, data analysis, model creation or research, reporting and presentation. Several times each year students showcase and publicly share their inquiry projects or builds with an authentic audience. These presentations focus on both the accuracy and clarity of understanding of the scientific content and processes as well as the quality of the actual presentation skills. These skills include compelling visuals, clear explanations and engaging presentation skills.

Teachers use the following instructional strategies:

- Cooperative learning groups-stressing the importance of group cohesion, shared responsibility, and individual and group performance
- Examining and analyzing phenomena
- Hands-on scientific inquiry and fieldwork
- Applying the scientific method to answer questions about the world around them
- Researching related science topics
- Writing research reports based on their finding

Assessment

Students' mastery of key science standards will be assessed through a combination of formative and summative assessments that are standards-aligned. In 5th-8th grade the *Twig* curriculum is utilized. The Twig Science CA NGSS assessment system includes diagnostic Pre-Assessments (known as Pre-Explorations), Formative Assessments, rich Performance Tasks, summative Multiple Choice Assessments, and summative, performance-based Benchmark Assessments, developed in partnership with Stanford University's SCALE team.

Student performance expectations will be assessed in multiple ways taking into consideration the engineering practices, disciplinary core ideas, and cross cutting concepts expressed in the NGSS. These practices will include but not be limited to students formulating hypotheses, testing these through experimentation, developing, describing and using models, as well as accurately collecting and interpreting data. These skills will be assessed through curriculum embedded assessments as well as CAST practice assessments.

History and Social Studies

History and social studies at Lazear Charter Academy is primarily designed to develop students' curiosity and awareness about the world around them, both past and present while developing student mastery of key grade-level content standards. Within the English Language Arts classes, social studies is integrated through various activities and assignments that promote literacy skills and historical understanding simultaneously. In doing so, Lazear Charter Academy fosters a holistic approach to learning that emphasizes critical thinking, historical understanding, and language proficiency. This interdisciplinary approach equips students with the skills and knowledge necessary to become informed citizens and effective communicators in our ever-changing world.

Goals

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

Curriculum

Lazear Charter Academy recognizes the intrinsic connection between social studies, history, and English language arts. In an effort to foster interdisciplinary learning and critical thinking skills, Lazear Charter Academy has implemented a Document Based Question ("DBQ") curriculum that integrates these subjects. This approach not only enhances students' understanding of historical events but also enriches their language art skills through analysis, interpretation, and argumentation.

The DBQ curriculum at Lazear Charter Academy is designed to engage students in historical inquiry through the analysis of primary and secondary sources. Each unit focuses on a specific historical period, event, or theme relevant to the grade level curriculum. For instance, students may explore topics such as the American Revolution, Civil Rights Movement, or Industrial Revolution.

Each unit of study presents an essential question to students. Students read, analyze, and synthesize information from these sources to form a claim about the question. The DBQ curriculum prompts students to defend their claim by supporting it with strong evidence from the readings. The DBQ curriculum provides opportunities for students to develop argumentative writing skills by crafting thesis statements, organizing their ideas logically, and effectively supporting their claims with evidence.

This curriculum also helps hone students oral communication skills by engaging in Socratic seminars to discuss and debate historical questions. These discussions encourage critical thinking, active listening, as well as practicing respectful discourse among students.

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Assessment

Students are assessed using formative and summative assessments. Teachers evaluate students' comprehension of historical content, their ability to analyze primary sources and their proficiency in written and oral expression using rubrics to assess the mastery of these skills.

Visual Arts

The Visual Art program at Lazear Charter Academy is designed to foster creativity, self-expression, and a deep appreciation for the arts. We work to create a culture of critical thinking and problem solving through a diverse range of artistic experiences that inspire and engage students throughout their K-8 journey. As mentioned in the 2019 Brookings article¹⁴, “New evidence of the benefits of arts education”, recent studies provide strong evidence that arts educational experiences can produce significant positive impacts on academic and social development. With that in mind, we prioritize art education as an integral component to the holistic development of students, empowering them to become innovative thinkers and well-rounded individuals.

As part of our continued commitment to addressing the needs of the whole child and narrowing the achievement gap in an ever changing 21st century landscape, Lazear Charter Academy provides both explicit arts instruction as well as arts integration into the larger curriculum. The art teachers work with students directly to support mastery of standards and skills in alignment with the National Core Arts Standards (“NCAS”) and CCS in Visual Arts, and also with classroom teachers to assist in the integration of art into the core content and the interdisciplinary cross-curricular learning activities. The art program is designed to expose students to multiple perspectives, increase empathy and tolerance while building knowledge and interest in art and culture.

Goals

- Students will demonstrate mastery of second, fifth and eighth grade level benchmark state standards in visual arts.

¹⁴ Kisida, Brian, and Daniel Bowen. “New Evidence of the Benefits of Arts Education.” *Brookings*, 12 Feb. 2019, www.brookings.edu/articles/new-evidence-of-the-benefits-of-arts-education/.

- Students apply artistic skills to core disciplines of ELA, science, and social science.
- Students engage in artistic pursuits to cultivate the skills of creativity, collaboration and reflection.

Curriculum

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

Instructional Strategies and Materials

The Visual Arts program at Lazear Charter Academy has two objectives:

- to provide explicit arts education, and
- to integrate and infuse the arts into core content whenever possible, in order to leverage understanding and give students multiple entry points to concepts and ideas.

Throughout the course of the program, students experiment with techniques, produce works of art, make connections and reflect on their process through independent and collaborative modalities.

We invest in trained art teachers, and all students receive formal art instruction two to four times per week during their years at Lazear Charter Academy. In addition to their regularly scheduled art class, the art teachers work collaboratively with classroom teachers to develop units of study in art that integrate the content lessons taking place in all classrooms. For example, upper grade students learning geometry in math will work with the art teacher to create tessellation art (planar tiling) while building historical understanding of how geometric patterns have been utilized across cultures. Middle grades might do a deep dive on African symbols, textiles and weaving while engaged in African American studies in Humanities. Students in lower grades learning about emotions might also engage in an SEL art unit exploring color and line as ways to express complex feelings. The ultimate goal is to engage students in building real life connections to culture and core content.

Program Components:

Foundations of Art (Grades TK-2):

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

Exploring Mediums (Grades 3-5):

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

Cultural Art Integration (Grades 6-8):

In grades 6-8, students deepen their application of the elements of art and design. Lessons are designed to challenge problem solving skills and technical ability. Students engage in in-depth studies of influential artists from different cultures and time periods, exploration of diverse cultural art forms, connecting art to global perspectives and culminating in student-led projects that reflect cultural understanding and appreciation. They also participate in more formal art assessments and writing about their own practice as well as historically and culturally relevant movements.

Community Art Initiatives (All grade levels):

Each year, all students participate in:

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

Assessment

Continuous assessment of growth and development is based on direct observation of student artwork, including a student's development over time and their application, technical skill, and effort towards content taught. Students are given a scaffolded series of vocabulary tests and quizzes related to the elements of art and design. All grade levels participate in periodic exhibitions and showcases for public recognition of student achievements. Additionally, students learn to practice self-reflection and goal setting as a part of the assessment process. Together, these modes of assessment take into account a student's individual artistic ability, as well as their comprehension of and the critical analysis of the visual arts.

Physical Education

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

Goals

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

Curriculum

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

- Systematically provide students with increasingly sophisticated health related knowledge aimed to motivate and support students to maintain and improve their health
- Identify and promote environmental factors that increase the well-being of staff and students, and identify and mitigate environmental factors that negatively affect the school community
- Develop emotional awareness, conflict resolution techniques, high self-esteem and self-control

Lazear Charter Academy has adopted the ACHIEVE! PE program, which emphasizes fitness over sports skills and athletic ability¹⁵. Explicit time for PE is provided at least twice per week during the regular school day, as well as after school. The PE program follows the National Standards & Grade-Level Outcomes for Physical Education as provided by the National Association for Sport and Physical Education.

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Instructional Strategies and Materials

The ACHIEVE! PE curriculum is designed to support all ages and abilities in an organized, grade-specific format. Just as students progress throughout the school year and to the next grade, so does ACHIEVE!, providing activities that increasingly challenge students both physically and mentally as they developmentally progress. This theme is carried throughout the curriculum, advancing children's skills every year while consistently developing a commitment to lifelong

¹⁵ More information available at: <https://www.gophersport.com/achieve-pe>

health and fitness with grade-specific content. The PE program at Lazear Charter Academy holds a two-pronged focus: Sports and Physical Fitness, as well as Social-Emotional Learning.

Sports and Physical Fitness

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

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

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

Social-Emotional Learning

PE class will also assist students in recognizing the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction. Students will engage in cooperative play that requires problem-solving, decision-making, and game strategies. Students will be given opportunities to develop leadership skills while risk-taking within the safe environment of team

activities. In addition, character education traits such as following rules, knowing equipment safety procedures, respect for others, sportsmanship, and self-discipline will be reinforced.

Physical Education in TK

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

Assessment

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

Design, Engineering, and Technology

Our Maker Space program stands as a cornerstone of our commitment to fostering creativity, innovation, and hands-on learning among our students. Embedded within our curriculum, the Maker Space serves as a dynamic hub where students explore design, engineering, and problem-solving through experiential projects.

Design and Engineering Focus

Our Maker Space is specifically designed to cultivate design thinking and engineering skills among students of all grade levels. Through a structured curriculum integrated with state standards, students engage in a variety of activities that promote critical thinking, collaboration, and experimentation. From brainstorming and prototyping to testing and iteration, students are guided through the entire design process, equipping them with essential 21st-century skills.

Experiential Learning

Central to our Maker Space program is the philosophy of learning by doing. Students have access to a wide range of tools, materials, and technologies, allowing them to bring their ideas to life in tangible ways. Whether it's 3D printing, robotics, woodworking, or electronics, students have the opportunity to explore diverse areas of making, catering to their unique interests and strengths.

Continuous Improvement and Assessment

The Maker Space program at Lazear K-8 Charter Academy is a work in progress as we continue to undergo evaluation and refine its components and purpose. We collect data on student engagement, achievement, and feedback to inform our instructional practices and ensure that all students have equitable access to meaningful learning experiences.

Beyond the classroom, our Maker Space program hopes to extend its impact through partnerships with local organizations, professionals, and community members. Through guest speakers, field trips, and collaborative projects, students will gain exposure to real-world contexts

and career pathways in design and engineering. This fosters a sense of belonging and purpose, inspiring students to see themselves as agents of change within their community.

Academically, the program is on trajectory to be seamlessly integrated into core content. By continuing to incorporate elements of science, mathematics, art, and technology, students see real-world connections and applications for their learning. This interdisciplinary approach will continue to foster deeper understanding and encourage students to become holistic problem solvers.

The Maker Space program at Lazear K-8 Charter Academy embodies our commitment to providing a transformative educational experience that prepares students for success in an ever-evolving world. By nurturing creativity, critical thinking, and collaboration, we empower our students to become lifelong learners and innovative leaders in their communities.

Social-Emotional Learning

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

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

*Students with a growth mindset realize that their abilities to think and do are a result of their past behaviors. They see effort as what makes people smart, they are motivated to focus on continued growth, and they persist in the face of setbacks. On the other hand, when students see intelligence or abilities as fixed, they see effort as something only incapable people need, they shy away from challenge, and they disengage when things get hard.*¹⁶

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

¹⁶ Mueller and Dweck, 1998

Other key mindsets for success include a sense of belonging in the community, a belief that they can succeed, and an understanding that their work is relevant.¹⁷ Our focus on cross-curricular integrated learning aims to focus on the mindset of relevance. School culture, a strong sense of community, and teacher coaching focus on the other mindsets.

The key learning habits are a mix of both the 21st century skills of collaboration, creativity, critical thinking, and communication as well as the key social and emotional skills of self-awareness, self- management, and social awareness detailed below. Essentially, “we must teach kids how to learn,” including how to learn independently and collaboratively, as well as what to do when they have not mastered a skill or content.¹⁸ Both integrated learning and the increased rigor that occurs with the transition to the Common Core aid in this goal. Finally, the explicit teaching of social- emotional learning (“SEL”) content and skills, which we detail below, enable students to learn key learning habits. It is also important to note that we believe that these skills are important for *all* students to show long-term success, and not just those that are struggling.

Goals

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

- **Self-awareness** - The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations, taking responsibility for one’s own actions, and possessing a well-grounded sense of confidence and optimism. It also requires maintaining the strength of character needed to make choices that may be unpopular, to avoid succumbing to negative peer pressure, and to counter bias.
- **Self-management** - The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, persevering through challenging situations, and displaying motivation to set and work towards achieving personal and academic goals.
- **Social Awareness** - The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand ethical norms for behavior, and to recognize family, school, and community resources and supports. Additionally, to treat others with respect and demonstrate tolerance and appreciation for others’ differences, whether cultural, linguistic, socio-economic, or personal.
- **Relationship Skills** (Interpersonal Skills) - The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating

¹⁷ Briceño, E. “Mindsets and Student Agency,” *UnBoxed*, 2013.
http://www.hightechhigh.org/unboxed/issue10/mindsets_and_student_agency_contributors

¹⁸ Briceño, 2013

clearly, listening actively, and cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

- **Responsible Decision-making** - The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others. This includes consistently demonstrate honesty and integrity in all situations

Curriculum

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

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

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

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

Instructional Strategies and Materials

The scope and sequences for TK-8 social emotional learning aligns carefully and thoughtfully to important SEL developmental milestones. The program for each grade level is composed of targeted units of study focused on foundational skills for learning, empathy, emotion management and problem solving. The curriculum is designed to be highly engaging, with age-appropriate games, activities, and media.

TK Program

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

Assessment

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

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

Expanded Learning Opportunity Program

At Lazear Charter Academy we offer After School Education and Safety (“ASES”)-funded and Expanded Learning Opportunity Program (“ELOP”)-funded after school, intersession, and summer expanded learning programs. The mission of our Expanded Learning Opportunity (“ELO”) program is to provide transformative, high-quality, and inclusive programming that ignites inspiration among young individuals in Oakland. Through immersive learning, purposeful experiences, and impactful initiatives, we nurture excellence in academics, athletics, and the arts. Concurrently, we cultivate civic engagement and community awareness, equipping young individuals with life-navigating skills that guide them toward upward economic mobility and foster compassionate leadership. Our ultimate aim is to nurture well-rounded achievers who contribute significantly to society, emerging as influential, compassionate leaders within their communities.

Vision of Excellence for ELO

We envision a world where every student at EFC not only recognizes but actively unleashes their boundless potential. We aim to cultivate a community where these students embody essential skills, resilient attitudes, and personal agency, preparing them to thrive in an ever-evolving world. Our graduates will stand as exemplars of personal empowerment, possessing vital competencies and a harmonious identity. They will emerge as compassionate and perceptive leaders, catalysts for positive change within their communities, driving progress through their actions and insights.

ELO Underlying Beliefs:

- **Potential in Every Student:** Every student possesses untapped potential that can be realized through transformative experiences.
- **Holistic Development:** Academic, athletic, artistic, and civic dimensions are integral to fostering well-rounded individuals.
- **Community Impact:** Positive change within communities is driven by compassionate and perceptive leaders.

ELO Program Goals:

The ELO program aims to have both direct and indirect impact on students and the school as a whole. The following are indicators of a successful implementation of our program:

- Increased pride in self, community, and school
- Increased student to student connections
- Increased family to family, and family to school connections
- Positive impact on school-wide academic gains
- Positive impact on student attendance, behavior, and in class participation
- Increased level of emotional intelligence amongst students
- Increased number of students participating in after school activities
- Lower the impact of summer slide through summer programming

ELO Program Core Components:

- ***Academic Adventures***

We provide need-based and enrichment-based academic programs, such as Sylvan Learning's "Ace It Math" program, and a creative writing program entitled "Reading With A Rapper." These programs fall under one of two specific foci:

- Academic Intervention: Programs like Sylvan Learning give students an academic boost to help them meet or surpass typical growth patterns. These programs are targeted towards students most in need.
- Academic Enrichment and Acceleration: These enrichment/acceleration programs are choice based and designed to help students fall in love (or more in love) with a subject or topic.

- ***After School Program***

All students have access to our traditional after school program funded through the ASES grant. This program is operated by a Community Based Organization, Ujimaa Foundation, which serves as our lead agency. This program runs until 6pm everyday and includes academic intervention and enrichment programming such as martial arts, in-line skating, science and more. Students who enroll in this program receive a healthy snack and opportunities to build strong student to student connections via recess and other play-based opportunities. Students enrolled in this program are expected to attend daily.

- ***Clubs (Student-Interest and Leadership)***

All students are offered the opportunity to participate in extracurricular activities (clubs) such as chess, Disney musical, Lego club, boys/girls club, rainbow club, etc.

- ***EFC Outdoors***
 - Immersive and increasingly challenging Outdoor Adventure programming is offered for all students in grades TK-8 across Education for Change Public Schools.
 - These programs will increase in complexity over the course of a young person's nine years in EFC. These programs will align to a young person's developmental needs for place-based learning.
 - This program includes hikes, bike workshops, and overnight camping trips.
- ***Elementary and Middle School Athletics***
 - Through our EFC Elementary Athletic League we offer all students the opportunity to participate in a free school sports team. We currently offer flag football, basketball, soccer, and cheerleading.
 - Our middle school students participate in the Oakland Athletics League. We currently offer flag football, basketball, soccer, and cheerleading.
- ***Summer Program***
 - The centerpiece of our ELO program is our summer “camp.” During summer camp students build their class schedule based on their personal interest from a set of well crafted classes. Some of our past offerings included California Academy of Science’s Science Action Club, clay and ceramic arts, sports skills classes, folklorico, creative writing, and many more.

Full-Service Community School

Vision of Excellence for Full-Service Community Schools

The U.S. Department of Education defines a full-service community school as providing “comprehensive academic, social, and health services for students, students’ family members, and community members that will result in improved educational outcomes for children.”¹⁹

Education for Change Public Schools is dedicated to strengthening its six community schools to ensure every child has access to a high-quality education that responds comprehensively and holistically to all of their needs. Lazear Charter Academy, in response to the needs of the community indicated above, has secured a Full-Service Community Schools grant from the California Department of Education, and they have partnered with critical partners like Alameda Food Pantry, Families in Action for Quality School, Seneca Family of Agencies, and Unity Council to provide invaluable services to a very high need community. Lazear acts as a hub for essential services and ensures there are systems in place to identify and provide services to

¹⁹

<https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/school-choice-improvement-programs/full-service-community-schools-program-fscs/>

families in need. Our work is rooted in the four community school cornerstone commitments of (1) assets-driven and strength-based practices, (2) racially just and restorative school climates, (3) powerful, culturally proficient, and relevant instruction, and (4) shared decision making and participatory practices. Lazear has all four community school pillars in place, but the specific pillars of focus are (a) improve students' attendance and holistic wellness, a necessary result to enable (b) an improvement in student literacy outcomes.

The Community School Program Model

Case Management

EFC schools' multidisciplinary teams utilize a multi-tiered system of supports ("MTSS") and whole-child approach that takes into consideration their diverse socio-emotional, academic, and behavioral needs. School staff are deeply knowledgeable about their focus areas while simultaneously valuing and prioritizing the overlap of focus areas and the collaboration amongst all types of staff. Each school's Student Support Services Coordinator (who holds the functions of a Community School Coordinator) and Dean of Culture oversee the effective coordination of services. They implement schoolwide practices such as Coordination of Services Team ("COST") meetings, Positive Behavioral Interventions and Supports ("PBIS"), and the School Culture Assessment Instrument ("SCAI"). EFC schools partner with Alameda County Behavioral Healthcare to provide direct access to mental health and wellness services to students and families within the school setting. EFC also has strong ties to a network of community-based organizations to support families, build the capacity of its school team, and provide extended learning services.

Family Engagement at the Core

Research shows that strong home-school partnerships are important for student academic achievement²⁰, and for teacher retention.²¹ There is a perception, however, that low-income parents of color are too busy, too overwhelmed or too apathetic to get involved in their children's school. More than a dozen years of community organizing in Oakland schools by EFC has proven this perception to be false. As such, EFC has developed a structure for encouraging close relationships between parents and educators, promoting shared decision-making within schools, and leveraging the strengths and resources of the community in service of the students. EFC schools have been recognized for their deep commitment to leveraging families as leaders at the student, classroom, school, and organizational level.

Our Fully Service Community Schools model builds on our commitment to family engagement and focuses on removing the barriers preventing students from (1) getting to school and (2) being in a ready-to-learn state once at school—two current areas of need distinctly connected to the continued challenges of re-engaging students and families post-pandemic.

²⁰ Henderson and Mapp, A New Wave of Evidence

²¹ Futernick/West Ed Study

Family engagement services will include Tier 1 schoolwide efforts to increase family engagement. Services offered to school staff will include training and capacity building on family engagement strategies to promote connection, sharing, and trust between staff and families. Services offered to families will include schoolwide workshops that will support parents and caregivers to learn (1) strategies to support their own mental health and (2) how to respond to the mental health needs of their child(ren). Examples of covered topics include coping with stress, practicing mindfulness, the social-emotional foundations of development, and age-appropriate behavioral strategies to use at home. Schoolwide events that celebrate families' cultures and strengths, promote a strong sense of community, engage families in their students' learning, and solicit input from families about key decisions that drive the culture and learning environment of the school will also be offered. Examples of potential events include culturally-responsive family reading nights, principal breakfasts, Family Leadership Council meetings, family movie nights, college-readiness workshops, health classes, computer classes, and Zumba.

Case management for students and families is a Tier 2-3 service that aims to widen the family's net of resources, coordinate communication among providers, and link families to services that address chronic or acute needs. Examples include care coordination with a student's primary care physician, support with applying for food stamps or Women, Infants, and Children benefits, referring families to affordable childcare resources, and linking families to organizations that support with housing instability. As needed, case management will also include supporting families to strengthen their network of informal supports (e.g., supportive family members, friends, and community members).

Tiered social-emotional supports for students and families include Tier 2 services such as (1) clinician-led support groups for families experiencing similar challenges (e.g., navigating the special education system as a caregiver, addressing their child's mental health needs, and parenting adolescents) and (2) behavioral and social-emotional student groups addressing skills related to academic success including self-management, self-awareness, social awareness, relationship skills, and responsible decision-making. Students who require additional supports to be successful in the school environment will have access to Tier 3 targeted mental health supports such as individual and/or family therapy with a school clinician. Areas frequently addressed in therapy include trauma-related symptoms, emotional regulation, coping skills, depression, anxiety, and risky or self-harm behaviors, as well as addressing needs related to the student's family relationships and functioning.

Family Leadership focused on Literacy Development

We also believe that it is important to support a variety of parent partnership practices, and to link parent activities to student learning. The current parent leadership focus across EFC is around student literacy development and engaging families as partners in teaching reading to their children and as advocates for high quality literacy instruction.

The Family Literacy Leadership Institute ("FLLI") is a centralized opportunity for schools to opt into, offered through the EFC-Families In Action partnership. The FLLI builds family leaders'

instructional capacity in the areas of literacy student data, practices, and skills to use at home. The FLLI includes two phases. The first phase focuses on building the leadership capacity of a large group of family leaders from all participating schools by developing their leadership and organizing skills to conduct family peer outreach and moderate small group breakout sessions. Phase one participants interested in further developing their literacy leadership capacity participate in the second phase. Phase two provides family leaders with the opportunity to observe literacy practices at school sites, participate in structured debriefs following observations, and build their family advocacy capacity by engaging with community and elected leaders.

Family literacy engagement Tier 1 services are available to families who do not send participants to the FILL. Staff trainings are offered to enhance family engagement staff members' ability to support families in further participating in their students' literacy development. Staff use these enhanced skills to collaborate with teachers, administrators, and other school staff to facilitate literacy education. Family trainings are also offered and focus on (1) developing children's literacy skills at home and (2) navigating the school system and understanding relevant academic expectations and resources to support and advocate for their children effectively.

Family Involvement Structures

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

- **Family conferences** - These conferences take place two to three times annually, depending on student academic/social-emotional need. At these conferences, teachers facilitate students presenting their progress, learning, and challenges to their families. The conference is also an opportunity for students to practice being reflective, celebrating what they have learned and setting new goals.
- **Family Education on Curriculum and Academic Standards** - The Principal and teachers facilitate regular meetings with the parents on the curriculum and academic standards at each grade level. In addition, Lazear Charter Academy works to ensure that parents can access the content students are learning and monitor student progress. Many of the programs used provide important information to parents about how their child is progressing.
- **Family Volunteer Opportunities** - Led by our Family Resource Center, Lazear Charter Academy offers families multiple opportunities to volunteer in classrooms, on our playground, in our cafeteria, at school events, and in support of school-wide initiatives.
- **English Learner Advisory Committee ("ELAC")** - The Lazear Charter Academy English Learner Advisory Committee is another elected body that has at least 50% of its parent

members with a student who is classified as an EL. The purpose of the ELAC is to advise the Administration on initiatives and programs that support the success of EL students.

- **The Family Leadership Council (“FLC”)** - The Family Leadership Council, which consists of two representatives from each classroom, is a vital voice in every important decision made at Lazear Charter Academy, in areas such as budgeting, student programs, and curriculum. Representatives from the Lazear Charter Academy Family Leadership Council are members of the Education for Change Family Leadership Council, which has representation on EFC’s Board.
- **School and Family Communications** - Lazear regularly communicates with families using a combination of Parentsquare, Instagram, and paper fliers. Lazear will publish a regular newsletter to communicate important upcoming events, necessary action items, and highlight exciting happenings.

Please see [Appendix 7 - EFC Family Leadership Council Guidebook](#)

Professional Development

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

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

Goal/Mission

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

Strategies and Structures

Education for Change sees professional development as a key driver to improving instruction and student outcomes. Our experience with the current schools has shown that as teachers and

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

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

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

Observation, Feedback and Practice and Real-Time Coaching

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

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

Intellectual Engagement and Preparation

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

Building of Knowledge and Skill through Weekly Professional Development

EFC has developed a strong instructional management team that includes a Chief Academic Officer and Content Directors. This team, in addition to our Chief of Schools and Superintendent, supports Lazear Charter Academy in building and implementing a strong core program in ELA/ELD, mathematics, science, and engineering. These leads work closely with site-level

Instructional Deans and teachers at the school to analyze student growth data, assess the implementation and effectiveness of the instructional program, identify strengths and gaps in practice and programming, align professional development, and facilitate inquiry. Instructional leaders design and deliver high-impact professional development aligned to school priorities for teachers in department, grade-span, or school-wide configurations. The focus of these meetings is to experientially build teacher knowledge and skill aligned to instructional priorities. After PD, instructional leaders assess “uptake” of PD by collecting low inference observational data and following up in coaching conversations and one-on-one coaching conversations.

Data Driven Instruction

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

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

Instructional Leadership Development

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

Supporting All Students

Philosophy

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

1. Provide quality services to students with IEPs - services that facilitate access to and success with the General Education program, accelerates growth towards personalized goals, and meets all the requirements of the law.
2. Build capacity of school site leaders to develop, manage, and implement a powerful and comprehensive MTSS that provides quality academic, socio-emotional, behavioral, health, and other personal interventions and mitigations for students not making adequate progress in the general education program.

Our work is grounded in the following set of beliefs:

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

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

Therefore, the best way to support the great majority of students who qualify for Special Education services is through differentiated, scaffolded, and individualized instruction in general education settings where children have access to appropriate content and concepts and are provided the support and accommodations many of our other populations also require to access the curriculum. Our MTSS program addresses academic, behavioral, and social-emotional learning in a fully integrated system of support. Our interventions system, in partnership with our comprehensive assessment system, supports students with disabilities by providing them maximum interventions and supports through the general education program. We offer a full continuum of services and supports for students with disabilities at Lazear Charter Academy and truly craft and execute IEPs and 504s to meet the needs of each learner with a disability.

EFC is proud of its Special Education programs. Our belief is that the great majority of Special Education students can be served effectively in a general education setting with targeted support. EFC has leveraged county mental health, MediCal and SELPA low incidence resources to effectively serve students with moderate to severe disabilities. EFC has a memorandum of understanding with Alameda County Behavioral Health services to leverage MediCal reimbursement for mental health services.

Multi-Tiered System of Supports

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

MTSS establishes criteria for decision-making around three tiers of services, with Tier 1 services implemented school-wide, and Tier 2 and 3 targeting students who require additional services to succeed as seen in **Figure 9**.

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.

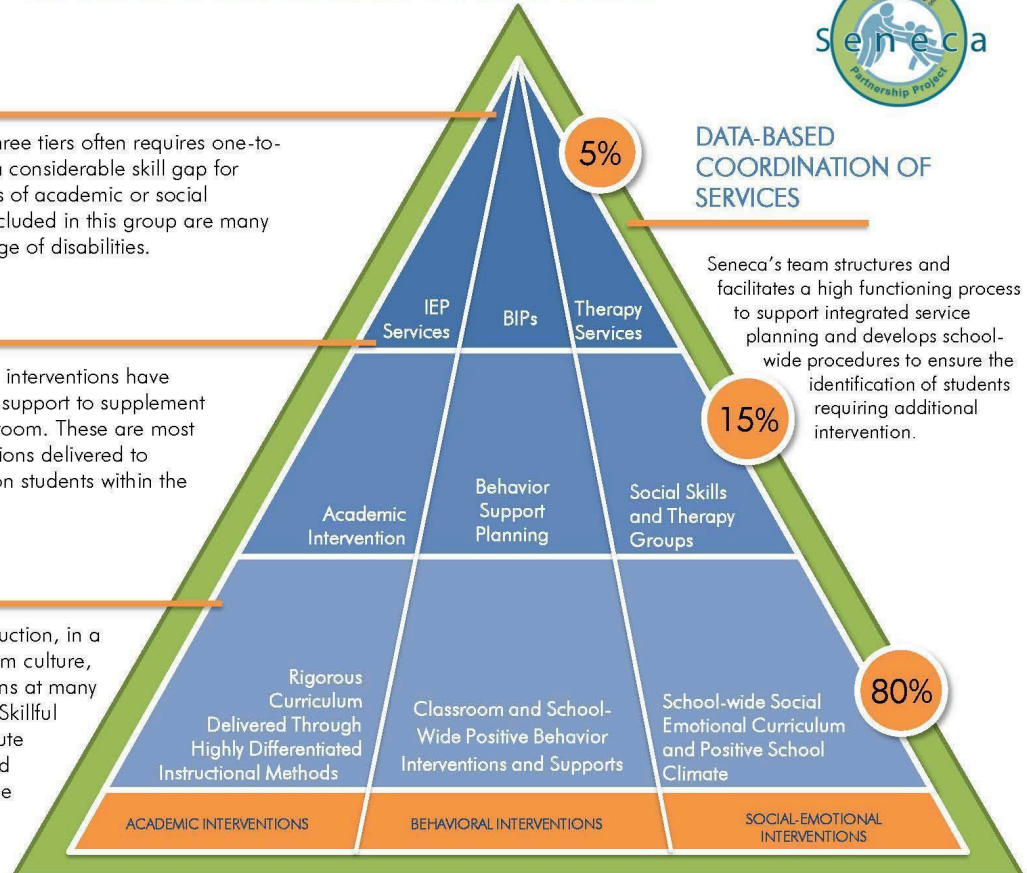


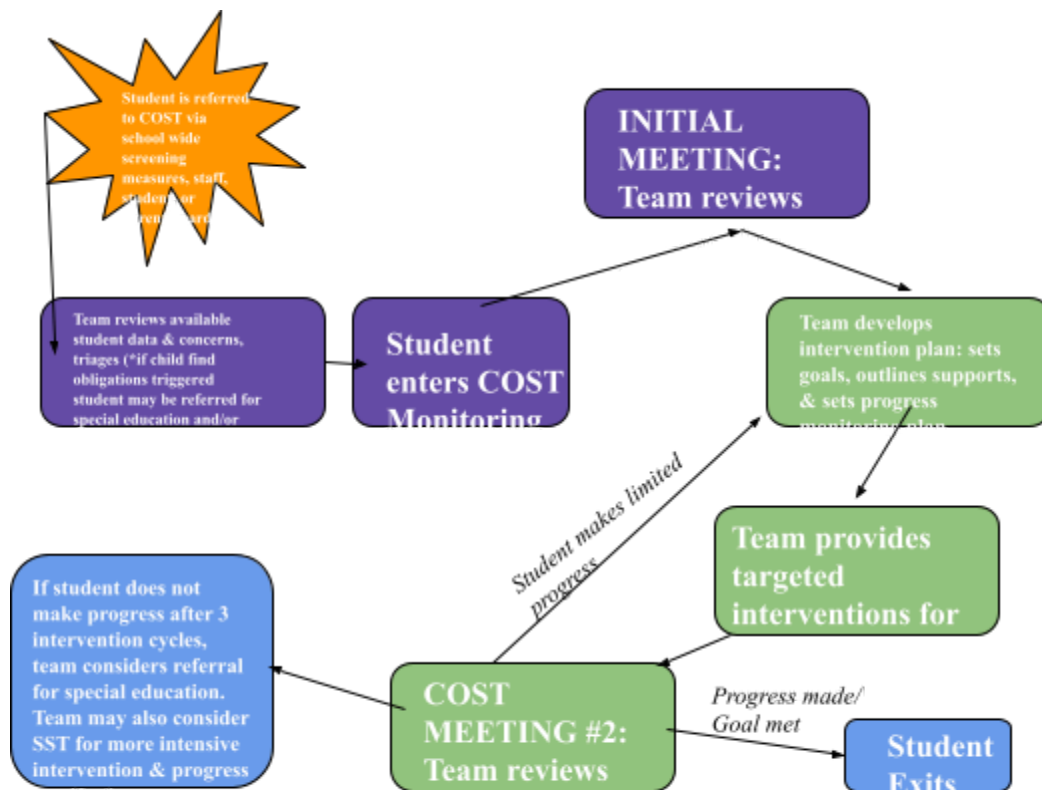
Figure 9 Seneca All-In! Multi-Tiered Model for Intervention

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

Coordination of Services Team

Lazear Charter Academy facilitates a COST that oversees the implementation of the MTSS, as seen in **Figure 10**. This team consists of 4-5 key stakeholders, including administration, intervention staff (representatives delivering Tier 2 and 3 interventions including members of the special education and mental health teams), and classroom teachers. The team creates a uniform, comprehensive referral form for teachers to use when concerns arise about a student's academic, behavioral, or social-emotional challenges. Each week, the team discusses specific teacher referrals, triaging students for more in-depth discussion and matching them with correct support services, including supportive interventions that can be implemented by teachers within the classroom. Teams also spend time focusing on school-wide academic, behavioral, and social-emotional data (including academic assessment scores, office discipline referral data, and attendance rates) to determine priorities, establish thresholds for different levels of intervention, and match resources to needs.

Figure 10 Lazear's Coordination of Services Team Process



Students with the most critical need for support, including those with disabilities, are often served by multiple providers both on and off site, and may receive support in more restrictive

settings as dictated by their IEPs. The MTSS program and COST structure ensures that expertise and services are provided by mental health and educational experts. Child welfare and probation agencies are seamlessly integrated into a student's school-based intervention plan. This includes providing education to teachers and school staff around the role of these public agencies and coaching them around their responsibility and opportunities for coordination on individual cases.

Tiered Services

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

High quality, customized, data-driven interventions are designed to reduce the need for later referral to higher levels of service. The multi-tiered framework serves as a vessel for the delivery of evidence-based practices that are selected based on the unique needs of the school and students. Students identified for Tier 2 services engage in eight-week cycles of intervention focused on remediating specific gaps using research-based and data-driven interventions. All intervention specialists engage in regular progress monitoring to evaluate the effectiveness and to gain valuable information about adjustments needed. With such prompt and targeted intervention, many students quickly improve and can be sufficiently supported by school-wide or classroom-based Tier 1 interventions. Students who do not respond to Tier 2 interventions after a COST cycle are considered candidates to receive support at the third tier of intensive services.

Tiered Academic Services

Tier One, Academic

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

Lazear has built in a daily differentiated reading block across 3rd to 8th grade classrooms. This differentiated block is utilized by Classroom teachers, Reading Interventionists, and MTSS staff

to provide targeted reading interventions. Depending on their reading level, students may use a blended learning program, such as Lexia or Imagine. While students are reading, teachers check in with students, read alongside them, and ask questions. The online programs provide teachers with data that they use to monitor student progress, target specific instruction, and differentiate reading materials to meet student needs.

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

Tier Two, Academic

The COST system works to develop thresholds for the initiation of Tier 2 services, considering data gathered from formative and summative assessment measures. Students are identified to participate in 8-week cycles of push-in or pull-out academic groups, targeting the specific content gaps revealed through assessment data. Tier 2 services include additional reading groups (SIPPS), or content driven groups for 3-8th graders. Progress is measured through appropriate, standardized tools. Each student's progress is assessed at the end of the cycle and reviewed by the COST team to determine if they are ready to return to Tier 1 levels of support, if they need an adjustment to the intervention or an alternative type of intervention, or if they may be candidates for Tier 3 services.

Example: Dyslexia screening and Intervention.

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

Tier 1 Universal Screening. All students are screened in TK–8th grade. Subsequently, students participate in high-quality, research-based reading instruction in the general education setting.

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

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

Tier Three, Academic

Tier 3 academic services are provided for students who require intensive intervention. This includes students who are not making adequate progress in an evidence-based Tier 2 program, students with IEPs who require intensive intervention/support, and students who have persistently low academic achievement. Lazear’s approach to intensive intervention is Data-Based Individualization (“DBI”).

DBI is a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies. The DBI process is used by both COST and IEP teams. The first step of the DBI process is identifying a validated intervention program or instructional practice that provides targeted instruction in a specific skill or set of skills (e.g., phonemic awareness, vocabulary, math problem solving, social skills) matched to students’ needs and delivered with fidelity. Within a DBI process, this serves as a “platform” (or starting point) that the teacher will modify to meet the student’s unique needs through DBI.

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

- **Strength:** the evidence of effectiveness for students with intensive needs.
- **Dosage:** the number of opportunities the student has to respond and receive feedback from the teacher.
- **Alignment:** how well the intervention matches the targeted academic skills or behaviors of concern, as well as incorporates grade-appropriate standards or behaviors we would expect for a particular context.
- **Attention to transfer:** whether the intervention is explicitly designed to help students make connections between the skills taught in the intervention and skills learned in other contexts and environments.
- **Comprehensiveness:** how well the intervention incorporates a comprehensive array of explicit instruction principles; and
- **Behavioral or academic support:** whether an academic intervention incorporates behavioral strategies that may support students with self-regulation, motivation, or externalizing behaviors that may impact their ability to learn, or whether a behavioral intervention considers academic components as part of the intervention.

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

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

- **Prior** to delivering the validated intervention platform, intervention teams develop a progress monitoring plan that outlines the progress monitoring tool, student goal, and frequency of data collection and review.
- **During** delivery of the validated and adapted intervention, educators should collect and graph frequent progress monitoring data.
- **After** sufficient data are collected, they are graphed and evaluated against the student's instructional goal to determine whether the student is making sufficient progress. If so, the teacher continues to implement the validated or adapted intervention. If the student's progress is insufficient, the teacher consults with a team to determine how to further intensify the intervention. This cycle repeats regularly throughout the DBI process, with adaptations to the intervention indicated using phase change lines on the progress monitoring graph.

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

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

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

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

Using multiple data sources, the teacher or team makes a decision to adapt the intervention program to better meet the student's individual needs. The teacher or team outlines these adaptations in an individual student plan (created by the Student Study Team, "SST," or pursuant

to an IEP). The plan may include adaptation strategies along several dimensions. These strategies may include quantitative changes, such as providing more opportunities for a student to respond by increasing the length or frequency of the intervention or decreasing the size of the intervention group. The strategies also may include qualitative changes, such as altering the way content is delivered (e.g., more carefully selecting instructional foci aligned with students' needs), changing how a student responds (e.g., providing more opportunities to practice orally and in writing), arranging environmental variables (e.g., arranging for instruction in a setting that allows students to focus without distractions), or adjusting the type of adult feedback and error correction a student receives. Often, a qualitative adaptation in combination with a quantitative change is necessary to meet a student's unique needs. In some cases, the diagnostic data may indicate that the student requires a different intervention program or approach.

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

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

Tiered Behavioral Services

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

Lazear Charter Academy utilizes School-Wide Positive Behavioral Interventions and Supports ("SWPBIS"), an evidence-based practice that has proven effective at reducing behavioral

challenges for students, including students with disabilities.²² SWPBIS provides the architecture for building system change within a school that is aimed at bringing about a positive school climate. A Culture and Climate Team is formed, consisting of six to ten key stakeholders with representation from administrative leadership, intervention and support staff, general education teachers, and family/community liaisons. The team is supported in building their understanding of the model's core features, exploring various behavioral intervention strategies at each tier, and learning about the tools and process of monitoring progress and fidelity.

Tier One, Behavioral

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

Tier Two, Behavioral

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

Tier Three, Behavioral

Lazear Charter Academy uses the DBI process described in the *Tier Three, Academic* section above for students who need more intensive behavioral intervention. Intensive behavioral

²² Bradshaw et al., 2010; Cheney & Walker, 2004; Eber et al., 2002

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

Tiered Social-Emotional Services

Tier One, Social-Emotional

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

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

Tier Two, Social-Emotional

The COST works to develop thresholds for initiation of Tier 2 social-emotional services, considering office discipline referral and attendance data, as well as information gathered through the Social- Emotional Screener. Teachers and Tutors also provide referrals and qualitative data on students who are struggling. Students are identified to participate in 8-week cycles of group therapy, targeting the specific risk-factors revealed through assessment data. Progress is measured through appropriate, standardized tools such as the Strengths and Difficulties Questionnaire. Each student’s progress is assessed at the end of the cycle to determine if they are ready to return to Tier 1 levels of support, the intervention should be continued/adapted/changed, or if they may need intensive Tier 3 services.

Tier Three, Social-Emotional

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

Assessment

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

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

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

1. Key Performance Indicators (ELA SBAC, Math SBAC, Reading Proficiency, Attendance, and Suspension).
2. Data on statewide special education performance indicators.

3. An annual staff survey, to gather insight from staff members regarding the effectiveness of current interventions, including whether services are integrated, data-driven, and youth-centered.
4. Data on the distribution of staff and student time across the three tiers of service, to inform decisions about the future allocation of resources.
5. The School Wide Positive Behavioral Interventions and Supports Self-Assessment Survey (“SAS”), to identify staff perceptions of the status and priority for improvement in behavioral interventions at the school-wide, classroom, and individual student levels.
6. The SCAI, which considers climate across eight dimensions - physical environment, faculty relationships, student interactions, leadership and decisions, management, and discipline, learning and assessment, attitude and culture, and community relations - effectively encompassing the critical components of school climate identified in current research.²³

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

MTSS in Transitional Kindergarten

The TK program leverages mental health clinicians and student support assistants for its behavioral interventions. For academic interventions, the TK program uses 1:1 instruction as well as differentiated instruction and activities provided by the TK tutor trained in SEEDS interventions. Additionally, program specialists, speech and language pathologists and occupational therapists collaborate and consult with the TK teacher on universal design, Tier 1 & Tier 2 strategies, and creating an inclusive and responsive classroom environment for all learners.

Professional Development and Coaching

An essential goal of the Student Support Services team is to build internal capacity for sustained implementation within each school community. This is done in large part through ongoing and responsive professional development on a wide range of topics. Some topics in the past have included *Recognizing and Responding to the Effects of Trauma* and *Self-care for Teachers Experiencing Vicarious Trauma*. All 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 Lazear Charter Academy, student support staff participate in select trainings provided by the Student Support Services team as appropriate.

Caregiver Involvement

²³ Bradshaw et al., 2010; Cheney & Walker, 2004; Eber et al., 2002

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.²⁴ EFC works to promote active caregiver involvement both at the school-wide community level, and the individual student level. Processes are in place to enable family members to experience themselves as active participants in the education of their children. In some cases, this might include building bridges, by supporting leadership in establishing welcoming environments (family resource centers, communication in parents' primary language, etc.) and events (parent meetings, cultural performances, fairs, etc.), and working with active parents to serve as family liaisons and perform outreach work with the larger parent community. Based on the expressed need of each school community, EFC provides trainings and workshops for parents to address such topics as child development, positive parenting, and behavior management.

Support for Students with Disabilities

Overview

Lazear Charter Academy assures that a Free Appropriate Public Education ("FAPE") shall be provided to all enrolled students. Lazear Charter Academy complies with all applicable state and federal Laws in serving children with disabilities, including, but not limited to, Section 504, the ADA and the IDEA. California law gives schools various options on how to deliver special education and related services either as (1) a public school of the chartering authority, (2) an independent local education agency, or (3) as a charter SELPA. Lazear Charter Academy is its own local education agency ("LEA") for purposes of special education, in conformity with Education Code Section 47641(a). Lazear Charter Academy is a member in good standing of the El Dorado County Office of Education ("EDCOE") Charter Special Education Local Plan Area ("SELPA"). See [Appendix 5 – Letter from SELPA](#) for verification of standing.

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

Since Lazear operates as an LEA of the EDCOE SELPA in accordance with Education Code Section 47641(a), the Alameda County Board of Education shall have no responsibility to ensure that the students who attend Lazear Charter Academy are provided FAPE. In accordance with

²⁴ National Policy Forum for Family, School, & Community Engagement. New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Available at: https://www.sedl.org/connections/engagement_forum/resources.cgi?item=29

state and federal law, each student eligible under the IDEA will be provided FAPE in the Least Restrictive Environment (“LRE”). The decisions regarding the specific services each student will receive are the responsibility of the IEP team. The team includes the involvement of parents, and the decisions are formulated in a written plan (i.e., an IEP).

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

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

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

Lazear Charter Academy has leveraged county mental health and SELPA low incidence resources to effectively serve students with low incidence disabilities. Lazear Charter Academy

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

Please see Element 4 - Special Education for details on the Lazear Charter Academy Special Education Program and 504 implementation.

Support for Students Who Are Academically Low-Achieving

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

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

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

Targeted Differentiated Instruction

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

Figure 12: Sample Instructional Strategies Aligned to Performance

ELA	Math
Diagnostic Data • aReading	Diagnostic Data • aMath
Level 1: At or Above Grade Level • Blended Learning: Lexia • 1:1 check-ins with teachers on self-directed learning	Level 1: At or Above Grade Level • Blended Learning: ZEARN • 1:1 check-ins with teachers on self-directed learning
Level 2: One to Two GLs Behind • Blended Learning: Lexia • IR • Small group check-ins with teachers to goal-set and progress monitor • SIPP's small group reading • Fluency groups	Level 2: One to Two GLs Behind • Blended Learning: ZEARN • Correcting math misconceptions • 1:1 check-ins with teachers to goal-set and progress monitor • Small group workshops to address specific needs/ misconceptions from Eureka, MSP, and/or IABs
Level 3: Far Below (MTSS teachers) • Blended Learning: Lexia • Small group instruction with MTSS teachers using LLI or BAR, to address foundational literacy skills. • Teaching Academic Literacy Strategies • 1:1 check-ins w/ interventionists to goal-set, progress monitor, & teach study habits	Level 3: Far Below (MTSS teachers) • Blended Learning: Zearn and/or Happy Numbers • Small group instruction with MTSS teachers to address/ cultivate foundational numeracy skills. • Do the Math! • 1:1 check-ins w/ interventionists to goal-set, progress monitor, & teach study habits

Support for Students Who Are High-Achieving

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

Most of the curriculum for high-achieving students will be within core instruction. Lessons and assessments will be designed for different levels of performance with high-achieving students expected to stretch and reach for the more demanding work. Lazear uses a rubric to score student responses that extends beyond the regular "proficient" score. Students who are excelling academically are expected to meet the criteria for advanced in their responses.

Data driven practices are a critical and core component of Lazear staff practices. These practices help to identify students who are above grade level and use the intervention block to accelerate their progress by pushing them academically or spiraling new knowledge. Lazear's use of blended learning programs allow educators to differentiate lessons students work on, assigning work that is beyond the grade level students may be in.

The major pedagogy that will serve high achieving students is inquiry learning, mostly through cross-curricular learning during our learning projects and events. The inquiry model of instruction utilized in all classrooms incorporates many strategies specific to high-achieving students. Inquiry learning offers students the opportunities to pursue topics to greater depth through both individual and small group work, giving students the opportunity to become experts on a particular subject. This inquiry model also offers the element of choice, as students can choose a particular focus (e.g. which animal habitat to develop expertise in, which historical artifacts to recreate and interpret for their Ancient Egypt museum exhibit). Finally, inquiry learning offers multiple opportunities for students to self-assess and make judgments about their work as they engage in group and individual projects. Additionally, during the A² block, as specified in the table above, students performing at or above grade level have the opportunity to identify individual goals and reflect on their progress.

Support for Students Who Are English Learners

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

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

Our Commitment to Language Diversity

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

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

Introduction and Vision

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

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

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

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

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

Identification, Designation, and Notification

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

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"), which is aligned with the 2012 California ELD Standards.

Students with the most significant cognitive disabilities who have been identified for alternate state assessments participate in the Alternate ELPAC, which allows students to better engage with the material and accurately indicate their language fluency.

The ELPAC consists of two separate assessments:

1. Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an EL or as initially fluent in English ("IFEP"). The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The writing and speaking portions are locally scored, which allows the state to generate the official score. The IA is given to students in grades TK–12 whose primary language is not English or ASL and has the following three proficiency levels: Level 3 is Initial Fluent English Proficiency, Level 2 is Intermediate English Learner, and Level 1 is Novice English Learner. Students in Levels 1 and 2 are ELs who are subsequently required to take the Summative ELPAC annually until they are reclassified.

2. Summative Assessment ("SA")

The Summative ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed). ELs will take the SA every year until they are reclassified as fluent English proficient ("RFEP"). The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in

each of the four domains: Reading, Writing, Speaking, and Listening. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

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

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year. The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English or ASL (as determined by the home language survey) and who has not previously been identified as an EL or IFEP by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency. The IA must occur within 30 calendar days after the date of first enrollment in a California public school or up to 60 calendar days before the date of first enrollment but not before July 1 of that school year.

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

Upon receipt of initial scores, students are designated as either IFEP or EL using the guidelines in **Figure 13** based on the Initial ELPAC. Should the State of California adjust its recommendations for initial classification of EL and IFEP, Lazear will adopt the state recommendations, and this change will not be considered a material change of the charter.

Figure 13 Designation Criteria

English Learner	Initial Fluent-English Proficient
Overall Initial ELPAC Proficiency Level is level 1 or 2	Overall Initial ELPAC Proficiency Level is level 3

Lazear Charter Academy's notification to parents or guardians regarding their child's EL status shall include:

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

Parents and guardians of ELs and IFEP students are informed of the above information via Lazear Charter Academy's Initial Parent Notification of Language Test Results letter and the Parent Notification of Reclassification Criteria. Lazear Charter Academy translates materials into Spanish (based on the 15% threshold of language groups) as needed to ensure that parents and guardians of ELs understand all communications and are involved in all processes related to the English language development of their child. Parents and guardians are advised to contact the Charter School if they need additional information.

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

Ongoing Assessment, Monitoring, And Reclassification Procedures and Criteria

EFC will comply with all applicable state and federal laws regarding the testing and service requirements for English Learners. Students who are identified as ELs will take the assessment for English language proficiency annually to determine growth in English language proficiency until they are reclassified. A combination of annual assessment for English language proficiency scores; teacher and staff input and evaluation; parental opinion and consultation; and a comparison of pupil performance in basic skills as compared to English proficient students are used to determine eligibility for reclassification of students, as detailed in **Figure 14**. Pending State Board of Education approval, this will ultimately include use of the Observation Protocol for Teachers of English Learners ("OPTTEL") for Criteria 2 and 3. Should the State of California change its tools and/or recommendations for reclassification, EFC will adopt the state tools and/or recommendations, and this change will not be considered a material change of the charter.

Lazear Charter Academy recognizes that English Learners might also have additional challenges learning to read. Therefore, Lazear Charter Academy will collect biweekly to monthly data (depending on reading level) on ELs' reading progress to ensure ELs not making progress receive targeted interventions during small group reading or intervention blocks.

Figure 14 Reclassification Criteria

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

Aligned to California Guidelines for Reclassification, available at:

<https://www.cde.ca.gov/sp/el/rd/>

Strategies for Supporting English Learners

EFC and Lazear Charter Academy have adopted the California ELD Standards, which focus on ELs interacting in meaningful ways with the content as well as learning about how English works. Designated and Integrated ELD instruction are also components of Tier I instruction for all English learners under the Multi-Tiered System of Supports and incorporate the principles of Universal Design for Learning. Anchored in these standards and framework, Lazear Charter Academy's strategy for supporting ELs takes a dual pronged approach:

1. Integrated English Language Development

Lazear teachers and staff have received training on integrated ELD through BeGLAD (Guided Language Acquisition Design). This research-based program provides and models strategies for language acquisition and academic achievement for English Learners. The strategies provided through BeGLAD include TPR strategies (Total physical response), pictorial input charts, process grids, student expert groups, color coding and co-construction of knowledge and anchor charts between students and teachers. These strategies are integrated into lesson planning and daily classroom instruction.

2. Designated English Language Development

Lazear provides small group literacy and language instruction for all levels of EL students. Lazear leadership has been trained to look at ELD standards and proficiency levels (emerging,

expanding, bridging) and identify what a student needs to move between proficiency levels. Based on ELPAC, SBAC and internal assessments Lazear matches the designated ELD instruction to student academic needs.

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

Integrated ELD

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

Instructional Model

Lazear Charter Academy utilizes an Integrated ELD model in which all students are instructed in English by teachers who are specially trained in methods and strategies that promote rapid acquisition of English as well as academic knowledge in academic subjects. These methods and strategies, drawn from such resources as GLAD and Quality Teaching for English Learners (“QTEL”), front load the content vocabulary and the forms and functions of language students will need to explore and express their understanding of content. Students then practice these within such classroom structures as heterogeneous cooperative grouping and inquiry- based learning, which each provide an authentic context and desire for the production of English.

Teachers are supported in analyzing formative and summative assessment data to inform instruction for ELs based on English language level in alignment with ELDS and California Framework for ELD.

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

- EL students need multiple opportunities for structured, oral English-language practice about academic topics and text.
- EL students need increased opportunities to develop sophisticated academic English vocabulary.
- Especially for ELs, it is important to access students’ prior knowledge and build background (content) knowledge before and during reading challenging text.
- Acquiring Reading skills in a second language (L2) is similar to the process of acquiring Reading skills in a first language (L1).
- Formative assessments are essential for gauging progress, strengths, and weaknesses and for guiding instruction.

- Academic English-Language Development (“AELD”) instruction cannot be separated from English Language Arts or other academic content-area instruction.
- Teachers need extensive professional development and support in using curriculum materials effectively to teach academic English.
- Teaching academic English includes providing students with access to the curriculum, explicitly teaching them academic vocabulary and grammar, and including both content and language objectives for instructional planning and teaching.

Key Principles

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

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

Leveraging Heterogeneity & Collaboration

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

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

GLAD teaching strategies that provide structures for discussion and collaboration support with this work. strategies such as sentence stems, color coding, expert groups, and total physical response strategies provide support for students who need native language support to grasp the content. Through small group discussions, students have the opportunity to first comprehend the

content in their native language (thereby developing their native language) before needing to articulate their understanding (through discussions, projects, presentations) in English.

Research indicates that content knowledge in one language transfers to another, and that developing students' native languages supports growth in English.

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

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

Experiential Learning

The experiential learning component of Lazear Charter Academy's model is supported by language acquisition research that indicates conceptual understanding precedes language. Accordingly, language emerges most naturally in purposeful, language-rich, interdisciplinary study. Conceptual understanding often cannot come just from reading words off a page, especially when those words are not in a student's first language. Providing students with rich experiences offers multiple entry points into texts, engaging them in ideas and learning, from which language and content understanding can emerge. Classroom experiences provide students with the opportunity to apply and extend their developing linguistic, socio-cultural, and cognitive skills in meaningful settings.

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

- Merrill Swain's work²⁵ highlights the importance of meaningful output. According to Swain, meaningful output is central to language acquisition because it provides learners with opportunities to work with developing language in contextualized, meaningful situations. At Lazear Charter Academy, ELs have rich context and authentic purposes for their interactions. They regularly engage in group tasks which allow them to negotiate meaning and produce meaningful output in English. In short, our students are constantly engaged in conversations with peers and teachers that foster meaningful output.
- Researcher Jim Cummins²⁶ underscores the importance of embedding academic language in context, making academically demanding content easier for ELs to understand. At Lazear Charter Academy, academic content is regularly embedded in rich context. Students frequently engage in hands-on learning, with materials, tools, and manipulatives that give ELs context for their academic learning.
- Stephen Krashen²⁷ asserted that learners have an affective filter that influences how much learning can take place. Students who have high learner anxiety, low self-confidence, and low motivation are said to have high affective filters that can prevent them from learning. ELs are especially prone to having a high affective filter. At Lazear Charter Academy, the design principle of personalization, as well as our focus on social-emotional learning, creates a school culture in which our ELs can experience a lower affective filter, making the learning more accessible to them. The high motivation that results from engaging in relevant learning also reduces this filter for ELs.
- Krashen also hypothesized that English learning requires comprehensible input - meaningful input based on real communication that is immediately comprehensible to the language learner. His theory is represented by the formula $i + 1$, with the "i" representing the input and "+1" representing the next level where language is advanced just enough so that the learner is challenged but able to learn. Embedded within Lazear Charter Academy's program are ample opportunities for students to receive comprehensible input. English Learners are strategically grouped with peers who can provide this $i + 1$ input.

Language and Content Integration

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

²⁵ Swain, M. (1985), "Communicative competence: Some roles of comprehensible input and comprehensible output in its development".

²⁶ Cummins, J. (1984), "Bilingualism and special education: Issues in assessment pedagogy"

²⁷ Internationals Network for Public Schools (2012), "Great Minds Think Differently: Strategies for Helping ELLs Thrive in Heterogeneous Classrooms".

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

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

- Every teacher teaches content, and every teacher teaches language.
- Teachers in all content areas integrate GLAD strategies into their lessons. This includes strategies such as visual representations, graphic organizers, total physical response (“TPR”), co-constructing work and meaning.
- Teachers proactively seek language learning opportunities in all content (e.g. identifying language features of content and eliciting or explaining rules and providing students with opportunities to apply them in context).
- Projects/activities during academic instruction and ACT include clear content and language objectives.²⁸

CCSS and NGSS

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

Common Core English Language Arts

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

Common Core Mathematics

During mathematics instruction, the overall focus will be on mathematical thinking. This oral discourse is key for ELs as noted in the ELA/ELD Framework. Just as teachers focus on

²⁸ p.80, Chapter 2, California Draft ELA/ELD Framework.

meaningful and engaging activities designed to build content knowledge before strategically delving into specific information about the language of this content, the California ELD Standards are organized with the focus on meaning and interaction first and the focus on knowledge about the English language and how it works afterward. The Mathematical vocabulary will be taught within context and not in isolation. Through the Eureka curriculum teachers will employ a variety of conceptual strategies and use of manipulatives to allow EL's to access and understand math concepts. Finally, the software used in our blended learning program allows students to manipulate models and hear feedback orally in a differentiated way.

Next Generation Science Standards

In science integrated instruction will involve support through extensive models and diagrams. This strategy will allow learners to describe functions and relationships before acquiring the technical vocabulary. Additionally, ELs will have extensive academic discourse to build their ability to reason orally before moving onto writing. As ELs progress along the ELD continuum, teachers can adjust the level of support they provide students in the academic vocabulary of science. Finally, examples of journaling, reports, and other written assignments along with opportunities to revise language will support learners as they master the NGSS.

Social Studies

Lazear Charter Academy will build the competence of students in ELD and content in anticipation of a rigorous set of expectations aligned with the CCSS. This preparation includes practice with academic discourse, units of study, extensive use of maps and graphic organizers.

Designated ELD

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

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

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

1. **Cognitive tasks** include explicit teaching of language functions. Lazear Charter Academy will teach language functions by explicitly teaching ELs to:

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

2. Academic language includes linguistic functions. Lazear Charter Academy will teach linguistic elements by teaching ELs:

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

3. Proficiency includes language fluency. Lazear Charter Academy will maximize student opportunity to practice Listening, Speaking, Reading and Writing to accelerate the development of fluency in each of these areas and emphasizes receptive and expressive related to academic tasks.

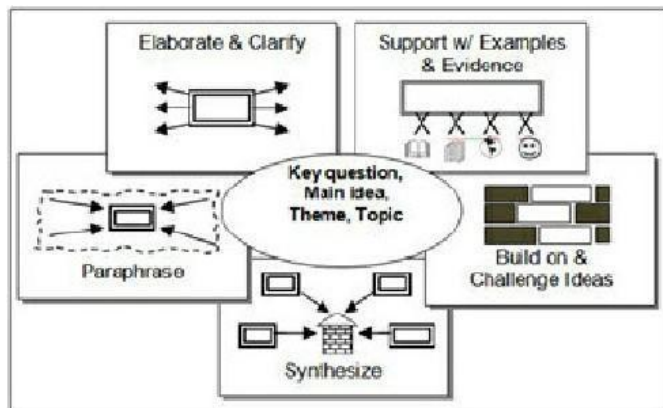
Instructional Strategies

EFC's Designated ELD instructional strategies include:

- Teachers re-teach strategies through modeling, think-alouds, and guided practice across a variety of appropriate-level texts.
- Teachers use grade-level texts and, when at a student's frustration level, they read the content to the student, and guide and practice comprehension orally.

- Students have multiple opportunities throughout the day to build their oral language by engaging in accountable talk protocols like think-pair-share.
- Facilitate academic discussions using resources from Jeff Zwiers' *Academic Conversations* (see diagram below).

Figure 15 Academic Conversations



ELD Interventions

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

The teacher will be able to pinpoint language development gaps and provide targeted direct instruction in the gap area. Should that student not make adequate progress and require additional ongoing Tier 2 support in addition to the Tier 1 targeted ELD instruction, they would receive Tier 2 ELD interventions.

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

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

Monitoring Reclassified Students

Lazear Charter Academy will use the ELA CAASPP/CAA/FastBridge as well as teacher assessments and observations to annually monitor the progress of RFEP students for a period no less than four years after reclassification. Student performance shall be reviewed at least at each school year. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need.

Monitoring and Evaluation of Program Effectiveness

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

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

Newcomers

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

Systematic Support of Students

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

Heterogeneous Grouping

Informed by best practices from the International Network of Public Schools, which serve 100% newcomers, Lazear Charter Academy's approach to serving newcomers will be to group students heterogeneously with other students at varying levels of language acquisition during core content

instruction. They will be supported by classroom teachers and supplemental staff using integrated ELD strategies. Students will also learn and practice English through formal and informal interactions with English speaking peers.

Personalized, adaptive language learning

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

Charter School Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Section 47605(c)(5)(A)(ii), please refer to Lazear Charter Academy's Local Control and Accountability Plan ("LCAP"), attached as [Appendix 4- LCAP](#) for a reasonably comprehensive description of the Charter School's annual goals and specific annual actions to achieve those goals, for all pupils (i.e., schoolwide) and for each subgroup of pupils as identified in Education Code Section 52052, for each of the eight (8) state priorities identified in Education Code Section 52060(d).

ELEMENT 2: LOCALLY DEFINED PUPIL OUTCOMES

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

Measurable Pupil Outcomes

The Charter School provides a challenging and comprehensive education that prepares students to be engaged global citizens. The education program is designed to enable all students to meet the following measurable pupil outcomes:

Outcome 1: English Language Arts Goals

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

Outcome 2: English Language Development Goal

- Multilingual learners will meet annual EL growth targets until they reclassify as Fluent English Proficient.

Outcome 3: Mathematics Goals

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

Outcome 4: History/Social Science Goals:

- Students demonstrate mastery of eighth-grade level State Standards History/Social Science and English Language Arts & Literacy in History/Social Studies.

- Students apply literacy skills, particularly those for non-fiction and expository texts, to social studies.
- Students will develop knowledge of history, cultural and historical empathy, an understanding of democracy and constitutional heritage, and the critical thinking skills to prepare them for American civic engagement.
- Students better understand themselves from the literature they read and the history they study.
- Students are prepared to succeed in high school, college, and beyond as highly literate and civic-minded citizens.

Outcome 5: Science Goals

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

Outcome 6: Technology Goals

- Students will demonstrate mastery of eighth-grade level ISTE and NETS standards:
 - Creativity and Innovation
 - Communication and Collaboration
 - Research and Information Fluency
 - Critical Thinking, Problem-Solving, and Decision Making
 - Digital Citizenship
 - Technology Operations and Concepts
- Students will use technology to communicate, collaborate, and conduct research effectively.

- Students will learn basic computer skills such as word processing, arranging presentations, creating spreadsheets, developing simple websites, basic communications, and using Google Drive.
- Students will learn basic keyboarding skills.

Outcome 7: Visual Art Goals

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

Outcome 8: Physical Education Goals

- Students will demonstrate mastery of eighth-grade level Physical Education State Standards.
- Students will demonstrate an understanding of how nutrition and exercise impact their physical and emotional health.
- Students will make healthy choices concerning their diet and exercise.
- Students will identify at least one fitness activity that they enjoy.

Outcome 9: Social-Emotional Goals

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

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

To best serve our students and community, the Charter School examines and refines its list of student outcomes, metrics, and targets regularly to ensure alignment with its mission, curriculum, assessments, and state or local standards.

Additional Measurable Pupil Outcomes

The Charter School has reasonably comprehensive descriptions of its schoolwide and student outcome goals in compliance with Education Code sections 47605(c)(5)(B). Lazear Charter Academy will pursue schoolwide and subgroup outcome goals, as measured by multiple and varied interim assessments that aligned to state and federal standards, including the Common Core, and reflect proficiency measures required by the CAASPP, as well as grade-level applicable state priorities detailed in Education Code Section 52060(d) that apply for the grade levels served, or the nature of the program operated, by the charter school. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup is defined as:

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

Figure 16 Academic MPOs

Category	Measure	Target
Student Proficiency in ELA	Distance from Standard (DFS) on the SBAC	Improve annually overall and for all significant subgroups using the following criteria: ● DFS < -90, then annual target = -70 average DFS ● DFS = -90 to -50, then annual target = increase of 20 points ● DFS = -49 to -20, then annual target = increase of 15 points ● DFS = -19 to -8, then annual target = -5 average DFS ● DFS = -7 to +7, then annual target = increase of 3 points ● DFS > +7, then annual target = +10 average DFS

Student Proficiency in Mathematics	DFS on the SBAC	Improve annually overall and for all significant subgroups using the following criteria: • DFS < -115, then annual target = -95 average DFS • DFS = -115 to -70, then annual target = increase of 20 points • DFS = -69 to -40, then annual target = increase of 15 points • DFS = -39 to -28, then annual target = -25 average DFS • DFS = -27 to -3, then annual target = increase of 3 points • DFS > -3, then annual target = 0 average DFS
Progress towards English fluency	ELPAC	Percent of ELs making progress towards English language proficiency will either be at or above 55% (high) or increase by at least 1.5 points annually as reported on the California Dashboard.
Early Literacy	FastBridge Early Reading Assessment	Percent of K-2nd grade students making 25th+ growth percentile in foundational literacy will either be at or above 60% or increase by at least 5 points annually.

Figure 17 Culture MPOs

Category	Measure	Target
Student Satisfaction with Academic Program	SCAI Survey, Domain 6 (Learning & Assessment)	In grades 3+, an average of 3.5 or higher
Family Satisfaction with Academic Program	SCAI Survey, Domain 6 (Learning & Assessment)	Average 3.5 or higher
Attendance Rate	P2-ADA	94% or higher

Chronic Absenteeism	CBEDS and reported on the Dashboard	Decrease annually overall and for each numerically significant subgroup, using the following criteria: • If > 25.9%, then annual target = 20% • If 20% to 25.9%, the annual target is a 6-point reduction. • If 13% to 19.9%, then the annual target is a 3-point reduction • If 10% to 12.9%, then the annual target is a 1.7-point reduction • If 4.6% to 9.9%, then the annual target is a 0.5-point reduction • If < 4.6%, then the annual target is to maintain
Suspension Rate	CBEDS and reported on the Dashboard	Decrease annually overall and for each numerically significant subgroup, using the following criteria: • If > 9%, then annual target = 6% • If 6% to 9%, then the annual target is a 3-point reduction • If 3.3% to 5.9%, then the annual target = 3% • If 0.8% to 3.2%, then the annual target is a 0.3-point reduction • If < 0.8%, then annual target = 0.5%
Expulsion Rate	CBEDS and reported on the Dashboard	0%

Methods to Assess Pupil Progress Towards Meeting Outcomes

Summary

The Charter School shall meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools in accordance with Education Code Section 47605(d)(1). The Charter School will administer all applicable state-mandated assessments including, but not limited to, the California Assessment of Student Performance and Progress (“CAASPP”) assessment system using Smarter Balanced Assessment Consortium (“SBAC”), California Science Test (“CAST”), California Alternate Assessments (“CAAs”), the Physical Fitness Test (“PFT”) and the ELPAC. The Charter School

will comply with applicable federal assessment and accountability requirements of the Every Student Succeeds Act.

Please refer to **Appendix 4 - LCAP** for a reasonably comprehensive description of the assessments the Charter School shall utilize in its educational program. These assessments are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area. The Charter School affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in its LCAP, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(c)(5)(C).

Theory of Action on Assessments

EFC will support teachers at Lazear Charter Academy in providing instruction that develops student mastery of grade-level content standards. EFC and Lazear Charter Academy believe that high-quality instruction should yield high levels of learning and performance on multiple forms of assessments. Further, ongoing monitoring of student performance on assessments informs educators on progress toward grade-level mastery. Through strengthening our data practice:

- Teachers can adjust instruction to meet student needs and design instruction to achieve measurable pupil outcomes.
- Students can monitor and reflect upon their progress toward learning targets.
- Families can understand their child's needs and how to support growth at home.

Assessment is only sometimes a formal, scheduled activity. Assessment takes place continuously through observation of student learning, teacher and student reflection, analysis of student work, discussions between teachers and students, and formal and informal testing. We aim to capture as much of that data as possible so that instructional support staff, students, and families have as much information as possible to guide their learning and decision-making.

Multiple Measures/Assessments Selected

The Assessment Matrix provided in **Figure 18** below includes multiple assessments to be used at Lazear Charter Academy and supported by EFC. This formal assessment system is designed to ensure all students make adequate and consistent progress toward measurable pupil outcomes and that teachers at Lazear Charter Academy and administrators and staff at EFC can monitor that progress for each student. Teachers will regularly use additional assessments specific to their content areas. Additionally, students who are academically behind may be assessed more frequently in their intervention areas as part of our MTSS plan.

Figure 18 Assessment Matrix

Subject	Grade Levels	Assessment	Annual Frequency
ELA	TK-8	Curriculum Embedded Assessments	8 - 10x
	TK-8	Writing Performance Tasks	2 - 4x

	K-8	FastBridge Literacy Screener and Progress Monitoring	3 - 4x
	3-8	CAASPP Summative Assessment	1x
	3-8	EFC Interim Assessments	2 - 3x
	K-8	Blended Learning usage and progress data (e.g., Lexia)	Ongoing
Math	TK-8	Curriculum Embedded Assessments	8 - 10x
	3-8	CAASPP Summative Assessment	1x
	3-8	EFC Interim Assessments	2 - 3x
	K-8	Blended Learning usage and progress data (e.g., Zearn)	Ongoing
ELD	K-8	ELPAC	1 - 2x
Science	5, 8	California Science Test	1x
Physical Fitness	5, 7	Physical Fitness Test	1x
Multiple	TK-8	Report Cards	3x

These assessment tools draw upon the State Standards. They drive specific, measurable, attainable, results-based, and time-bound goals to ensure that school improvement efforts are concrete, motivating, and realistic. Performance on these measures, taken together, will indicate each child's progress toward "meeting statewide standards," as required by law. However, no one measure alone will constitute a sole indicator of satisfactory or unsatisfactory progress.

The assessment landscape is rapidly changing, with new and innovative products emerging in alignment with the State Standards. Assessment tools must be considered iterative except for assessments mandated within the CAASPP. EFC and Lazear Charter Academy do not commit to using the specific assessment tools listed. Instead, the Charter School commits to using assessments that can be given frequently, allow instant reporting, and drive growth toward grade-level standards mastery.

State Assessments

Pursuant to Education Code Section 47605(d)(1), Lazear Charter Academy, with support from EFC, will annually administer and report each assessment measure required under CAASPP, or legal equivalent, to all applicable students, i.e., SBAC, CAA, CAST, ELPAC, and PFT.

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

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

Assessment Modifications and Accommodations

The Charter School will ensure that students with disabilities under the IDEA or Section 504 are included in State standardized assessment programs with appropriate accommodations and modifications when necessary and appropriate. These assessments include but are not limited to the CAAs in accordance with their IEP or Section 504 plan.

School-wide Outcomes and Methods of Measurement

In addition to measures of individual student progress toward outcomes, the Charter School has the long-term goal that 90% of students will meet or exceed the standard or make significant annual growth on the SBAC in math and English Language Arts, make annual progress in English language proficiency, and demonstrate strong socio-emotional skills.

External Reporting

The Charter School will maintain sufficient staff and systems to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from ACOE and other authorized reporting agencies.

Use and Reporting of Data

Students, Teachers, and School

EFC leverages Cycles of Inquiry to support practice at Lazear Charter Academy. Teachers and administrators at Lazear Charter Academy inquire into their practice and its connection to the measurable pupil outcomes described above. A cycle of inquiry begins every 6 to 8 weeks. In grade-level or department teams, teachers are guided to examine student performance on multiple measures during that six-to-eight-week cycle to identify underperformance or high-performance patterns and focal students who need targeted support to make accelerated progress. It includes reviewing benchmark data in ELA and mathematics and performance in writing, science, history/social studies, ELD, and social-emotional learning. Collaborative teams use these opportunities to form questions from the data, develop hypotheses around the

questions, create an instructional response plan, and pursue different strategies or actions to improve student outcomes. Instructional strategies for re-teaching may be identified and implemented, pacing guides may be adjusted, and intervention services may be assigned for specific students as needed. Teacher coaching on using various inquiry protocols helps to ensure Lazear Charter Academy is building the capacity to conduct high-quality cycles of inquiry.

The instructional leadership team also uses walkthrough data to determine whether high-priority instructional practices are improving. This data supports the leadership team in aligning coaching resources, administrative focus, and professional development as appropriate.

Students are informed about their assessment results by the teacher and via report cards at the end of each marking period. Individually and by class, students look at their performance data, set goals, examine outcomes, and develop action plans responding to the data.

Students and Families

EFC and Lazear Charter Academy aim to ensure every family has regular access to student performance data. EFC will support Lazear Charter Academy in regularly communicating student progress with students and their families. Parent communications include school-wide meetings for families and quarterly learning team meetings with students, families, advisors, and mentors.

Formal reporting to families includes Report Cards, Assessment Results Reports, and Student-Parent-Teacher Conferences, as detailed in **Figure 19**. Reports are provided in both English and Spanish and are designed to be easily accessible by families. In addition, parents have access to all internal assessments listed in **Figure 18** upon request and at Student-Parent-Teacher conferences.

In accordance with Title III, Lazear Charter Academy adheres to all mandated reporting guidelines about ELs. Parents of English Learners receive mandated communications on reclassification per Title III through annual ELPAC testing results. In accordance with IDEA, Lazear Charter Academy will comply with all state and federal laws regarding reporting requirements for children with IEPs. Parents of students with IEPs receive reports according to the plan specified in each IEP. All students with disabilities are entitled to the reports and assessment data described in this section, which are provided to all students.

Figure 19 Formal Reporting to Caretakers

Type	Purpose	Frequency
Report Cards	Share indicators of academic progress and engagement: ● Attendance data ● Mastery of grade-level standards ● Assessment data	Each trimester

Mailings and Information Sessions	● Share key assessment data with families as collected to ensure families have access to data on their children (i.e., SBAC, ELPAC). ● Provide information sessions to support families in understanding assessment results	Ongoing
Learning Team Meetings (Parents, Students, Teachers)	● Develop and revisit goals and strategies for school and home to achieve those goals. ● Review student work and measure progress toward grade-level standards ● Share student performance and progress on state and internal assessment measures ● Develop agency and ownership of learning for the student and family	Quarterly

Lazear Charter Academy, EFC, and Board of Directors

EFC and Lazear Charter Academy will utilize multiple streams of data to review program effectiveness and inform programmatic decisions regularly. EFC will provide Lazear Charter Academy with disaggregated data by subgroups, grade level, individual class, and student. Data will be collected, analyzed, and disseminated transparently, promoting accountability and continuous improvement among school community members.

EFC and Lazear Charter Academy will continuously review academic content and instruction in light of the data. They will improve curriculum, teaching, and professional development as appropriate. To this end, a school improvement plan will be developed each year with input from the Charter School's community, staff, and board as part of the annual Site Planning process.

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

Local Control and Accountability Plan

The Charter School shall submit the LCAP to the County Office of Education annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled board meeting. The Charter School will use multiple forms of data to assess progress toward the goals

outlined for **Element 2** of this charter above, which will be consistent with its annual development and implementation of the LCAP, as discussed above.

School Accountability Report Card

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

Promotion and Retention Policies

Education for Change has a board-approved EFC Student Intervention and Promotion Policy aligned with Education Code Sections 48070-48070.5, which apply to traditional public schools.

Theory of Action

While previous research has shown conflicting evidence regarding the efficacy of retention as an academic acceleration strategy, there is emerging support for its effectiveness under certain conditions. EFC acknowledges that retention can benefit struggling students when paired with a targeted and strategic acceleration program. However, EFC remains cautious about endorsing retention without a comprehensive consideration of individual circumstances, including the child's age, access to specialized programming, and the family's perspective.

Retention Policy

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

- Students will be promoted from Transitional Kindergarten through grade eight unless they meet the retention criteria below.
- No student will be retained within Lazear Charter Academy more than once during that student's TK through grade eight progression.
- No student will be retained unless a comprehensive intervention plan has been implemented and failed to support the student's mastery of grade-level English Language Arts and Math power standards.
- No student will be retained for non-academic reasons.
- If a student has received comprehensive academic and social/emotional interventions and fails to make adequate progress, and if all of the retention criteria below are met, then a site may consider that student for retention. The COST team will make final retention decisions for students meeting the indicated criteria at the site level with the Home Office's final approval.

Criteria:

1. The COST team must conclude that retention is in the student's best interests and consider the emotional and social consequences.
2. The School must have provided a retained student with a comprehensive intervention plan the year prior and followed the intervention requirements outlined in the intervention policy (including parent contact and progress reporting in the timeline outlined).
3. A distinct and targeted retention plan must be developed for that student—one that provides a master teacher with a track record of accelerating instruction. This comprehensive intervention plan includes summer school, before/after-school programming, in-school interventions, and social/emotional support that academically motivates the student.
4. Identifying students at risk of retention must occur at least eight weeks before the end of the school year. The parent(s) or guardian(s) of identified students must be notified in writing at least six weeks before the end of the school year.
5. The COST team must develop retention plans and have them approved by the Home Office at least three weeks before the end of the school year.
6. Retention decisions will be reversed in the fall if the student scores at levels 3 or 4 on the CAASPP in either English Language Arts or Mathematics.
7. Retention of English Learners: English Learners at EL levels 1, 2, or 3 who have enrolled in schools in the United States for three years or fewer may not be retained. Should a teacher or parent feel retention would benefit a student who meets this criteria, they must formally request the Home Office.
8. Retention of Students in the Programs for Exceptional Children: Special education students can only be retained as part of their IEP

County Visitation/Inspection

The Charter School shall comply with a County-requested visitation process to enable the County to gather information needed to validate the Charter School's performance and compliance with the terms of this charter. The Charter School agrees to and submits to the right of the County to make random visits and inspections or observations to carry out its statutorily required oversight in accordance with Education Code Section 47604.32.

The County may receive data on student achievement through Charter School reports and presentations to the County in accordance with the County's standard process for reviewing and evaluating charter school performance.

Response to Inquiries

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

ELEMENT 3: STATE PRIORITY AREA GOALS AND ACTIONS

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

- Education Code Section 47605(c)(5)(C)

Annual Academic Goals Aligned to State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), Lazear has established annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d). In addition to **Figures 20 and 21** identified below, **Appendix 4 - LCAP** contains the full Lazear Charter Academy LCAP, which is incorporated herein, and provides a reasonably comprehensive description of the aforementioned goals, actions, and measurable outcomes.

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

In accordance with Education Code Section 47605(c)(5)(B), the Charter School’s pupil outcomes are set based on increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the Charter School, as that term is defined in Education Code Section 52052(a)(2).

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

Lazear engages with its school community, including families, the Board of Directors, and other stakeholders, to develop its LCAP. The following goals align with the Charter School’s mission and the state’s eight priority areas (see Figure B.1). Goals, measurable outcomes, and actions will be revisited and updated annually.

Figure 20 Goal Alignment with Eight State Priorities

	Priority 1: Basic Conditions of Learning	Priority 2: Implementat ion of State Standards	Priority 3: Parental involvement	Priority 4: Pupil Achievement	Priority 5: Pupil Engagement	Priority 6: School Climate	Priority 7: Course Access	Priority 8: Other Pupil Outcomes
Goal 1 - Core Instruction: Provide engaging, high-quality, rigorous, standards-aligned curriculum in a broad course of study that incorporates 21st-century learning opportunities, including math, science, social studies, targeted ELD, and ELA; further, teachers will receive high-quality professional development aligned to high priority instructional practices that positively impact student academic achievement and social-emotional development.		X		X			X	X
Goal 2 - Multi-Tiered Systems of Support: Implement a rigorous whole-child approach that not only meets the basic needs of our students but also takes into consideration their socio-emotional, academic, behavioral, and linguistic needs.		X		X				X
Goal 3 - Community & Culture: All students and families feel welcome at school. Students attend school in a safe, engaging, and nurturing environment. Families are empowered to participate in decisions regarding curriculum implementation, school culture, and community engagement.			X		X	X		
Goal 4 - Operations: All students have access to a safe and clean learning environment and appropriate educational resources, learning opportunities, and services.	X							

Figure 21 Goals, Outcomes, Actions, and Alignment to State Priorities

Goal 1: Core Instruction	
Goal & Alignment	Outcomes
Goal 1: Provide engaging, high-quality, rigorous, standards-aligned curriculum in a broad course of study that incorporates 21st-century learning opportunities, including math, science, social studies, targeted ELD, and ELA; further, teachers will receive high-quality professional development aligned to high priority instructional practices that positively impact student academic achievement and social-emotional development. This work is aligned with the following State Priorities: <u>State Priority #2 - Implementation of State Standards</u> Implementation of State Standards, including how the programs and services will enable ELs to access the CCSS and the ELD standards to gain academic content knowledge and English language proficiency. <u>State Priority #4 - Student Achievement</u> Pupil Achievement as measured by all of the following: statewide assessments, the percentage of EL pupils who progress toward English language proficiency as measured by the ELPAC, and the English learner reclassification rate. <u>State Priority #7: Course Access</u> The extent to which pupils have access to and are enrolled in: a broad course of study including courses described under Education Code Sections 51210 and 51220(a)-(i), as applicable; programs and services developed and provided to unduplicated pupils; and programs and services developed and provided to individuals with exceptional needs. <u>State Priority #8: Other Pupil Outcomes</u> Student outcomes, if available, for the adopted course of study for grades K to 8, as applicable.	❖ Student proficiency in ELA, as measured by Distance from Met (DFS) on the SBAC, will improve annually, overall and for all significant subgroups, using the following criteria: ➢ DFS < -90, then annual target = -70 average DFS ➢ DFS = -90 to -50, then annual target = increase of 20 points ➢ DFS = -49 to -20, then annual target = increase of 15 points ➢ DFS = -19 to -8, then annual target = -5 average DFS ➢ DFS = -7 to +7, then annual target = increase of 3 points ➢ DFS > +7, then annual target = +10 average DFS ❖ Student proficiency in Mathematics, as measured by DFS on the SBAC, will improve annually or maintain proficiency, overall and for all significant subgroups, using the following criteria: ➢ DFS < -115, then annual target = -95 average DFS ➢ DFS = -115 to -70, then annual target = increase of 20 points ➢ DFS = -69 to -40, then annual target = increase of 15 points ➢ DFS = -39 to -28, then annual target = -25 average DFS ➢ DFS = -27 to -3, then annual target = increase of 3 points ➢ DFS > -3, then annual target = 0 average DFS ❖ Percent of K-2nd grade students making 25th+ growth percentile in foundational literacy on the FastBridge EarlyReading Assessment will either be at or above 60% or increase by at least 5 points annually. ❖ Student satisfaction (Grades 3 and above) with the academic program, as measured by responses on the SCAI Survey for Domain 6 (Learning & Assessment), will average 3.5 or higher. ❖ Family satisfaction with the academic program, as measured by responses on the SCAI Survey for Domain 6 (Learning & Assessment), will average 3.5 or higher. ❖ Teacher rating of the academic program, as measured by responses on the Insight Survey for the Academic Opportunity Domain, will either be at or above 5.0 (national average) or increase by at least 0.1 points annually

with a minimum target of 3.0 (1 standard deviation below the national average).

- ❖ The Charter School will meet EFC instructional requirements, as measured by the EFC Annual Evaluation
- ❖ The Charter School will meet EFC curricular requirements, as measured by the EFC Annual Evaluation

Actions

The Charter School will engage in the following actions to support the achievement of the goal, as set forth and subject to annual revision as defined in the Charter School's LCAP:

- ❖ Identify, develop, and purchase curriculum materials to ensure alignment to the State Standards.
- ❖ Conduct an annual curriculum evaluation to evaluate alignment with the State Standards and make adjustments as necessary.
- ❖ Implement a foundational reading program integrated with adaptive online software to provide dedicated time for students to develop literacy skills within their Zone of Proximal Development.
- ❖ Develop teacher practice by providing regular, high-quality instructional coaching and feedback, site-based professional development, structured collaboration time, and cycles of inquiry to support:
 - Planning and implementation of standards-aligned units of study
 - Best practices in supporting student engagement with literacy-rich learning units, complex text work and academic discourse, and writing across the curriculum, with an emphasis on claim/evidence structures
 - High-priority instructional practices development
 - Data-driven instruction grounded in student work and assessment analysis
- ❖ Provide Induction Coaching to all teachers holding a preliminary credential as needed to keep them on course to clear their credentials during the term of their licensure.
- ❖ Retain teachers by:
 - Building ample time into the daily and yearly schedule for planning, preparation, and collaboration
 - Creating opportunities for teacher leadership to continue career growth
 - Providing a competitive salary and benefits proposal
- ❖ Provide one-on-one weekly coaching to instructional leaders and the Principal and convene a monthly Instructional Leader Professional Learning Community (PLC) to develop and advance instructional leadership practices.
- ❖ Administer an assessment system, including formative assessments (i.e., performance tasks, internal benchmarks, SBAC IABs) and summative assessments (i.e., SBAC, CAST, ELPAC) that allows students to demonstrate subject-area mastery, aligned to the State Standards and provides stakeholders with actionable reporting tools.

- ❖ Align and leverage data management systems to track student progress toward proficiency and growth targets.
- ❖ Support ongoing student and benchmark data analysis by teachers during professional development and one-on-one instructional coaching to inform instruction.
- ❖ Monitor student proficiency data on an ongoing basis in the School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in the State Standards. Actions and distribution of resources specifically include coaching to elevate teacher practice.
- ❖ Engage stakeholders—staff, families (including FLC/SSC and ELAC), and Board—in analyzing qualitative and quantitative data to evaluate the effectiveness of actions in achieving goals. Then adjust goals, actions to achieve goals, measurable outcomes, and methods of measurement for these outcomes as needed to address gaps.

Goal 2: Multi-Tiered Systems of Support

Goal & Alignment	Outcomes
Goal 2: Implement a rigorous whole-child approach that not only meets the basic needs of our students but also takes into consideration their socio-emotional, academic, behavioral, and linguistic needs. This work is aligned with the following State Priorities: <u>State Priority #2 - Implementation of State Standards</u> Implementation of State Standards, including how the programs and services will enable ELs to access the CCSS and the ELD standards to gain academic content knowledge and English language proficiency. <u>State Priority #4 - Student Achievement</u> Pupil Achievement as measured by all of the following: statewide assessments, the percentage of EL pupils who progress toward English language proficiency as measured by the ELPAC; and the English learner reclassification rate. <u>State Priority #8: Other Pupil Outcomes</u> Student outcomes, if available, for the adopted course of study for grades K to 8, as applicable.	❖ Student proficiency in ELA, as measured by Distance from Met (DFS) on the SBAC, will improve annually, overall and for all significant subgroups, using the following criteria: ➤ DFS < -90, then annual target = -70 average DFS ➤ DFS = -90 to -50, then annual target = increase of 20 points ➤ DFS = -49 to -20, then annual target = increase of 15 points ➤ DFS = -19 to -8, then annual target = -5 average DFS ➤ DFS = -7 to +7, then annual target = increase of 3 points ➤ DFS > +7, then annual target = +10 average DFS ❖ Student proficiency in Mathematics, as measured by DFS on the SBAC, will improve annually or maintain proficiency, overall and for all significant subgroups, using the following criteria: ➤ DFS < -115, then annual target = -95 average DFS ➤ DFS = -115 to -70, then annual target = increase of 20 points ➤ DFS = -69 to -40, then annual target = increase of 15 points ➤ DFS = -39 to -28, then annual target = -25 average DFS

	➤ DFS = -27 to -3, then annual target = increase of 3 points ➤ DFS > -3, then annual target = 0 average DFS ❖ Percent of K-2nd grade students making 25th+ growth percentile in foundational literacy on the FastBridge EarlyReading Assessment will either be at or above 60% or increase by at least 5 points annually. ❖ The percent of ELs making progress towards English language proficiency will either be at or above 55% (high) or increase by at least 1.5 points annually on the English Language Progress Indicator reported on the CA Schools Dashboard.
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Actions	
The Charter School will engage in the following actions to support the achievement of the goal, as set forth and subject to annual revision as defined in the Charter School's LCAP: ❖ Implement and refine a MTSS program and COST process to identify students and align supports for Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELs, services for foster youth, and services for students from low-income families). ❖ Implement small-group foundational reading instruction and leverage adaptive online software to provide dedicated time for students to work within their ZPD ❖ Provide wrap-around social-emotional support through case managers who support relationships among students, families, and staff. ❖ Provide individual and group therapy by school counselors through the MTSS program. ❖ Provide all English Learners with designated ELD instruction targeted to their proficiency level, aligned to the new ELD standards, and designed to move them toward English proficiency. ❖ Provide teachers and leaders professional development on using Integrated ELD practices within core subjects, with ongoing coaching and feedback to support implementation. ❖ Provide teachers and leaders with professional development on Universal Design for Learning to support a range of learners. ❖ Support homeless students and families in the application and enrollment process to ensure barriers do not exist for these children. Once enrolled, utilize reservation funds for homeless education to support individualized services.	

Goal 3: Community & Culture	
Goal & Alignment	Outcomes

Goal 3: All students and families feel welcome at school. Students attend school in a safe, engaging, and nurturing environment. Families are empowered to participate in decisions regarding curriculum implementation, school culture, and community engagement.

This work is aligned with the following State Priorities:

State Priority #3 - Parental Involvement

Parental involvement and family engagement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation in programs for unduplicated pupils and individuals with exceptional needs.

State Priority #5 - Student Engagement

Pupil engagement, as measured by school attendance and chronic absenteeism rates

State Priority #6. - School Climate

School climate, as measured by all of the following, as applicable:

- ❖ Pupil suspension rates
- ❖ Pupil expulsion rates
- ❖ Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

- ❖ Attendance rate, as measured by P2-ADA, will be 94% or higher annually on average
- ❖ Chronic Absenteeism, as measured by CBEDS and reported on the CA Schools Dashboard, will decrease annually overall and for each numerically significant subgroup, using the following criteria:
 - If > 25.9%, then annual target = 20%
 - If 20% to 25.9%, the annual target is a 6-point reduction.
 - If 13% to 19.9%, then the annual target is a 3-point reduction
 - If 10% to 12.9%, then the annual target is a 1.7-point reduction
 - If 4.6% to 9.9%, then the annual target is a 0.5-point reduction
 - If < 4.6%, then the annual target is to maintain
- ❖ Annual year-to-year return rate of students, as measured by the percent of students in non-graduating grades enrolled by October census date in prior year that are enrolled by October census of the current year, will be 85% or higher.
- ❖ Suspension rate, as measured by CBEDS and reported on the CA Schools Dashboard, will decrease annually overall and for each numerically significant subgroup, using the following criteria:
 - If > 9%, then annual target = 6%
 - If 6% to 9%, then the annual target is a 3-point reduction
 - If 3.3% to 5.9%, then the annual target = 3%
 - If 0.8% to 3.2%, then the annual target is a 0.3-point reduction
 - If < 0.8%, then annual target = 0.5%
- ❖ Expulsion rate, as measured by CBEDS and reported on the CA Schools Dashboard, will be 0%
- ❖ Student satisfaction with school culture, as measured by responses on the SCAI Survey for Domain 7 (Attitude and Culture), will average 3.5 or higher.
- ❖ Family satisfaction with school culture, as measured by responses on the SCAI Survey for Domain 7 (Attitude and Culture), will average 3.5

- or higher.
- ❖ Teacher rating of the school climate, as measured by responses on the Insight Survey for the Learning Environment Domain, will either be at or above 5.0 (national average) or increase by at least 0.1 points annually with a minimum target of 3.0 (1 standard deviation below the national average).

Actions

The Charter School will engage in the following actions to support the achievement of the goal, as set forth and subject to annual revision as defined in the Charter School's LCAP:

- ❖ Provide a healthy meal program to ensure students have the nourishment necessary to learn.
- ❖ Annually refine and implement attendance team structure and systems to promote positive attendance and decrease chronic absence.
- ❖ Provide an after-school program that provides students with safe harbor until 6 pm daily, with academic support and enrichment opportunities.
- ❖ Leverage a Positive Behavior Intervention System (PBIS) that takes proactive action in establishing a strong school culture and focuses on increasing the positive incentive systems in classrooms and school-wide.
- ❖ Align SEL work throughout the school and support teachers on Tier 1 strategies for behavior intervention.
- ❖ Use morning meeting structures to provide a small venue where students are socially, emotionally, and academically supported.
- ❖ Expand and engage families in community events (e.g., back-to-school nights, celebrations of learning) and capacity-building learning experiences based on parent interests, assets, and inquiries.
- ❖ Hold Learning Team meetings with parents, students, teachers, and guides that engage families as full partners in their child's education.
- ❖ Expand parent communication, including increased Spanish translation services and working in good faith with families with special needs to provide accommodations (i.e., sign language) to decrease barriers to participation.
- ❖ Actively recruit bilingual staff when hiring new staff members.
- ❖ Provide opportunities for families to advise the school through informal, broad-based structures (e.g., annual survey, Learning Team meetings, workshops) and formal parent leadership structures (e.g., FLC/SSC and ELAC).
- ❖ Recruit Parent Representatives and provide leadership training to develop their capacity to facilitate the FLC committee aligned to clear, defined goals.
- ❖ Support the Family Leadership Council (FLC) in developing parents' understanding of grade-level standards, strategies for supporting their child, implementing restorative practices, and the Lazear Charter Academy graduate profile.
- ❖ Engage FLC in jointly developing, reviewing, and agreeing on the annual family engagement plan.

Goal 4: Operations	
Goal & Alignment	Outcomes
Goal 4: All students have access to a safe and clean learning environment and appropriate educational resources, learning opportunities, and services. This work is aligned with the following State Priorities: <u>State Priority #1 - Basic Services</u> The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))	❖ Teachers meeting the California credentialing requirements for the subject area and grade level assigned will be 70% or higher, as measured by CBEDS and reported on the SARC ❖ At least 70% of teachers return annually. ❖ The school will meet EFC facilities requirements, as measured by EFC Annual Site Plan Evaluation ❖ Student satisfaction with the facility, as measured by responses on the SCAI Survey for Domain 1 (Physical Appearance), will average 3.5 or higher. ❖ Family satisfaction with the facility, as measured by responses on the SCAI Survey for Domain 1 (Physical Appearance), will average 3.5 or higher. ❖ Teacher rating of the school operations, as measured by responses on the Insight Survey for the School Operations Domain, will either be at or above 5.0 (national average) or increase by at least 0.1 points annually with a minimum target of 3.0 (1 standard deviation below the national average).
Actions	
The Charter School will engage in the following actions to support the achievement of the goal, as set forth and subject to annual revision as defined in the Charter School's LCAP: ❖ Recruit teachers with authorizations and credentials appropriate for their assignment by: ➤ Developing a recruitment plan each Fall, with implementation beginning each Winter ➤ Partnering with teacher preparation programs and teacher recruitment programs to attract new teachers	

- Incentivizing referrals within the organization
- Providing a competitive salary and benefits proposal
- Utilizing a signing bonus incentive as needed
- ❖ Annually refine and implement a safety plan before the first day of school.
- ❖ Implement facilities walkthroughs four times annually using a walkthrough rubric.
- ❖ Hire and train custodial, clerical, technical, and office staff to ensure effective and efficient school operations and clean and safe facilities.
- ❖ Ensure the school has adequate materials, supplies, and equipment.
- ❖ Provide a safe, clean, well-equipped, and inspiring learning environment for children.
- ❖ Jointly develop, monitor, and review a school improvement plan as part of the annual Site Planning process, which provides the foundation for the LCAP and LCAP Federal Addendum to ensure a unified approach to serving students and across programs, including Title I, Part A and Title II Part A. This includes a needs assessment in the Fall, monitoring of outcomes over the year, and review, revision (as needed), and approval of the following year's plan in the Spring.

ELEMENT 4: SPECIAL EDUCATION

The Charter School shall continue to comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504, the ADA and the IDEA.

The Charter School is its own LEA for purposes of special education, in conformity with Education Code Section 47641(a) and is a member in good standing of the El Dorado County Charter (“EDCOE”) Special Education Local Plan Area (“SELPA”).

The Charter School complies with all state and federal laws related to the provision of special education instruction and related services, and all SELPA policies and procedures, and utilizes appropriate SELPA forms. The Charter School shall not discriminate against any pupil with a disability in the admission process or any other aspect of operation. The Charter School shall not ask or require students or parents to waive the right to a free appropriate public education in order to attend the Charter School.

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

Services for Students under the IDEA

The Charter School participates as a member of the EDCOE SELPA in accordance with Education Code section 47641(a) and makes the following assurances:

- *Free Appropriate Public Education* – The Charter School assures that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been expelled from school.
- *Child Find* – The Charter School assures that all students with disabilities are identified in accordance with the policies and procedures of the SELPA.
- *Full Educational Opportunity* – The Charter School assures that all students with disabilities have access to the full range of programs available to students without disabilities.
- *Least Restrictive Environment* – The Charter School assures that students with disabilities are educated with students without disabilities to the maximum extent appropriate. This is addressed through the use of supplementary aids and services in the general education environment in accordance with each student’s IEP.
- *Individualized Education Program* – The Charter School assures that an Individualized Education Program is developed, reviewed and revised for each eligible student under the IDEA.

- *Assessments* – The Charter School assures that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years, in accordance with the IDEA, and more often if conditions warrant or requested by the student’s parents or teacher. Parents receive reports on their individual student’s progress toward IEP goals and progress at the IEP meeting and student-led conferences.
- *Confidentiality and Procedural Safeguards* – The Charter School assures that the confidentiality of identifiable data is protected at the collection, storage, disclosure and destruction stages. In addition, students and their parents are provided with safeguards through the identification evaluation and placement process and provisions for a free appropriate public education.
- *Personnel Standards* – The Charter School attracts, recruits and hires appropriately trained and credentialed personnel to provide special education services to children with disabilities.
- *State Assessments* – The Charter School assures that students with disabilities either under the IDEA or Section 504 are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

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

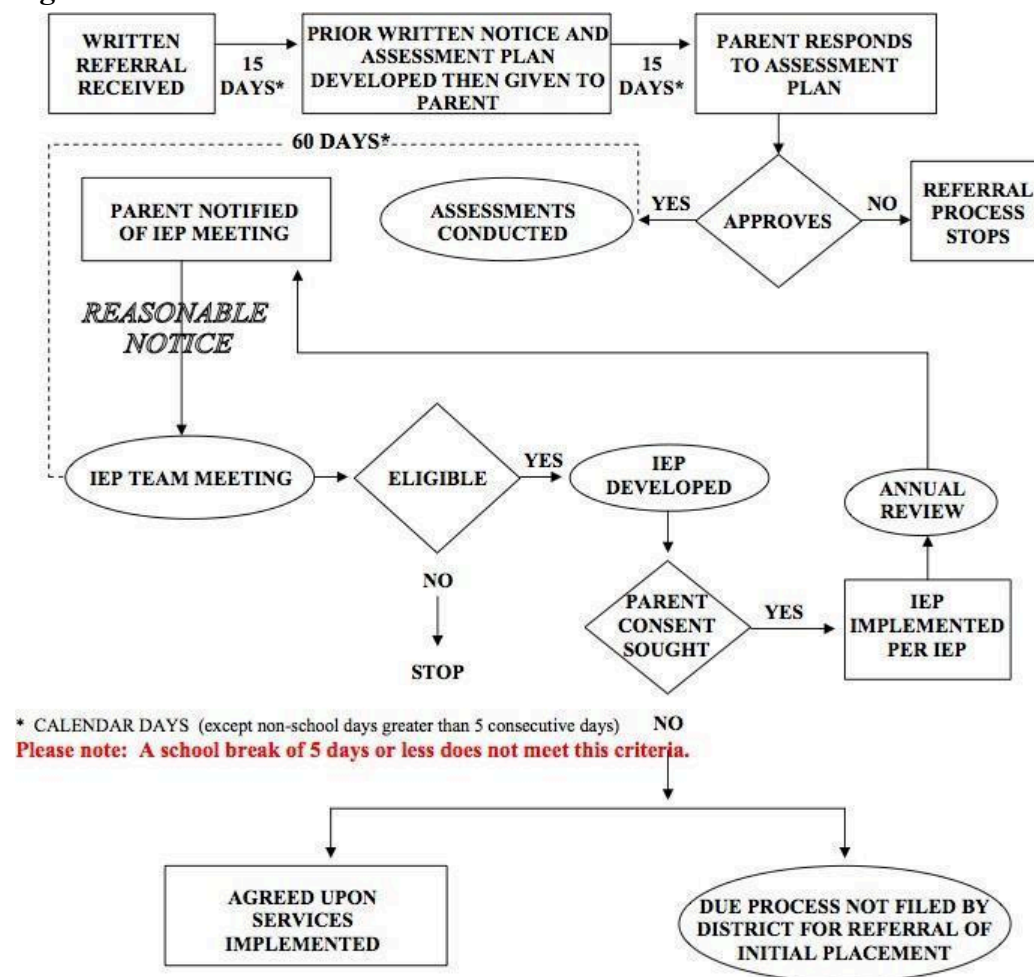
Lazear Charter Academy agrees to promptly respond to all County or SELPA inquiries, to comply with reasonable County or SELPA directives, and to allow the County or SELPA access to Lazear Charter Academy students, staff, facilities, equipment and records as required or imposed by law.

Identification and Referral

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

A student shall be referred for special education instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Parents have the right to request in writing that their child be assessed to determine eligibility for special education services. Through the COST process, a student may be referred for assessment to determine eligibility for special education services. The flowchart in **Figure 11** below outlines the process once a referral has been.

Figure 11 EFC Referral Process



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

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

If for any reason Lazear Charter Academy determines assessment is not appropriate, Lazear meets with the parent to discuss the request and responds in writing with a Prior Written Notice ("PWN") documenting why the assessment request is not being granted. If Lazear Charter Academy determines an assessment is **not** appropriate, in addition to providing a PWN documenting why the AP is not being granted, Lazear Charter Academy also provides information to the parent regarding COST/SST and how their student may benefit from this process as well as information about Section 504 plans (and the possibility of eligibility for a Section 504 plan).

Assessment

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

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

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

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment.
- The assessment will be completed, and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment.

- The student must be evaluated in all areas related to the student's suspected disability.
- Assessments must be conducted by a person with knowledge of the student's suspected disability and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist.
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory.
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed.
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable.
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills.
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. Lazear Charter 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.

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

Development and Implementation of IEP

Once assessments are completed, a meeting will be held within the 60-day timeline, to review the results and determine special education eligibility. If the student is found eligible, the team will develop an Individualized Education Program which is designed to identify what areas will be targeted for intervention and how such an intervention will actually be carried out. Before the student receives any special education services, this program must be developed at the IEP team meeting, and parents must provide written consent. Lazear will ensure that the IEP is implemented.

Lazear provides a range of special education programs and services for eligible students in grades TK (transitional kindergarten) through eighth grade. Students receiving special education and related services will be educated with general education peers to the maximum extent appropriate. These students will be integrated as much as possible in school activities and general education classroom activities as determined by the IEP team. Special education and related services will be provided on behalf of the student, without cost, except for those fees that are charged to general education students.

At Lazear, each student's IEP team considers the full continuum of program options to ensure that all students are provided FAPE in the least restrictive environment. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

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

- The student's parent(s)/legal guardian(s)/surrogate parent, or an individual selected by the parent. It is important to note that no individual or agency is authorized to sign with consent to an IEP unless they possess educational rights for the student.
- The student, if appropriate
- An administrator or an administrative designee (other than the student's teacher) who is knowledgeable of program options appropriate for the student. This person must be authorized to make decisions and allocate resources.
- Not less than one special education teacher of the student, or, if appropriate, not less than one special education provider of the student.
- Not less than one general education teacher. Generally, the student's current general education teacher attends the meeting. If the student does not have a general education teacher, the teacher with the most recent and complete knowledge of the child and who is qualified to teach a student of their age should attend. Any assessor(s) who conducted an assessment and is presenting their report for the IEP team or an individual with the appropriate qualifications to present the assessment report on behalf of an assessor.
- For students with suspected learning disabilities, at least one member of the IEP team other than the student's general teacher who has observed the student's educational performance in an appropriate setting.

- Other persons who possess expertise or knowledge necessary for the development of the IEP.

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

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance
- Statements of yearly goals
- Individuals responsible for helping to accomplish the goals
- Criteria and evaluation procedures for measuring the achievement of the educational goals
- A statement of the specific special education program, the related services needed by the student, and the degree of participation anticipated in the general education program
- The rationale for placement decisions
- The date that special education service(s) will begin and how long the service(s) should continue; and
- Determination of participation in state and Charter LEA -wide assessments
- The services the student will receive and the means for delivering those services
- A description of when services will begin, how often the student will receive them, who will provide them, and where and when they will be delivered
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments

- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals

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

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

IEP Meetings, Review, and Reporting

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

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

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

In addition, Lazear Charter Academy complies with the EDCOE Local Master Plan and performs all corrective actions deemed necessary by the EDCOE SELPA. The principal will work with EFC Student Support Services department and Finance team to manage the budget and contract

for appropriate services and take responsibility for meeting the special education compliance and quality requirements.

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

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

The Student Support Services Coordinator and other team members will work with the EDCOE leadership to provide regular professional development that builds the capacity of the special education and general education staff in the areas of evidence based instructional practices, compliance with state and federal statutes, reporting requirements and use of instructional data. Lazear Charter Academy will send its Special Education staff to the Education for Change special education trainings, in addition to strategic EDCOE trainings. In addition, all staff members will be provided a personalized professional learning plan that will identify high leverage capacity-building learning activities for the teacher. Special Education teachers will receive training to ensure they have research-based instructional strategies specific to supporting Special Education students – strategies like breaking down learning concepts and presenting information in a variety of ways and training in particular approaches/ curriculum such as SIPPS, Wilson Reading, Orton-Gillingham, Unique Learning, and Edmark Reading. This is to ensure that all students receive the targeted academic interventions as well as the interventions specific to supporting their disabilities.

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

Interim and Initial Placements of New Charter School Students

Lazear Charter Academy shall comply with Education Code Section 56325 with regard to students transferring into Lazear Charter Academy within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in Lazear Charter Academy from another school district within the State, but outside of the SELPA with a current

IEP within the same academic year, Lazear Charter Academy shall provide the pupil with FAPE, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Lazear Charter Academy shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

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

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

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

It is understood and agreed that all children shall have access to Lazear Charter Academy and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of their disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

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

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

Due Process Hearings

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

SELPA Representation

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

Funding

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

Section 504 of the Rehabilitation Act

Lazear Charter Academy recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

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

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

- Medical diagnosis and doctor's recommendations

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

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

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

Parents with Disabilities

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

ELEMENT 5: GOVERNANCE STRUCTURE

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

EFC Governance Overview

The governance structure of Lazear Charter Academy will have the following components:

- California Nonprofit Public Benefit Corporation: Education for Change Public Schools
- Education for Change Board of Directors
- Superintendent of Schools and Chief of Schools
- EFC Family Leadership Council
- School Site Leadership
 - Principal
 - Lazear Charter Academy Family Leadership Council
 - English Learner Advisory Committee

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

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

In addition, EFC believes that students are best served through a distributive leadership structure that involves and includes parents, teachers and site leadership. To that end, EFC facilitates the EFC Family Leadership Council, and employs a number of regular and ad hoc structures to create opportunities for staff leadership.

An Organizational Chart for the EFC “Home Office” is provided in **Figure 4.a** and an Organizational Chart for the Charter School is provided in **Figure 4.b**. Organization charts regularly change in alignment with priorities and in response to changes in organizational and school resources.

Figure 4.a EFC Home Office Organizational Chart

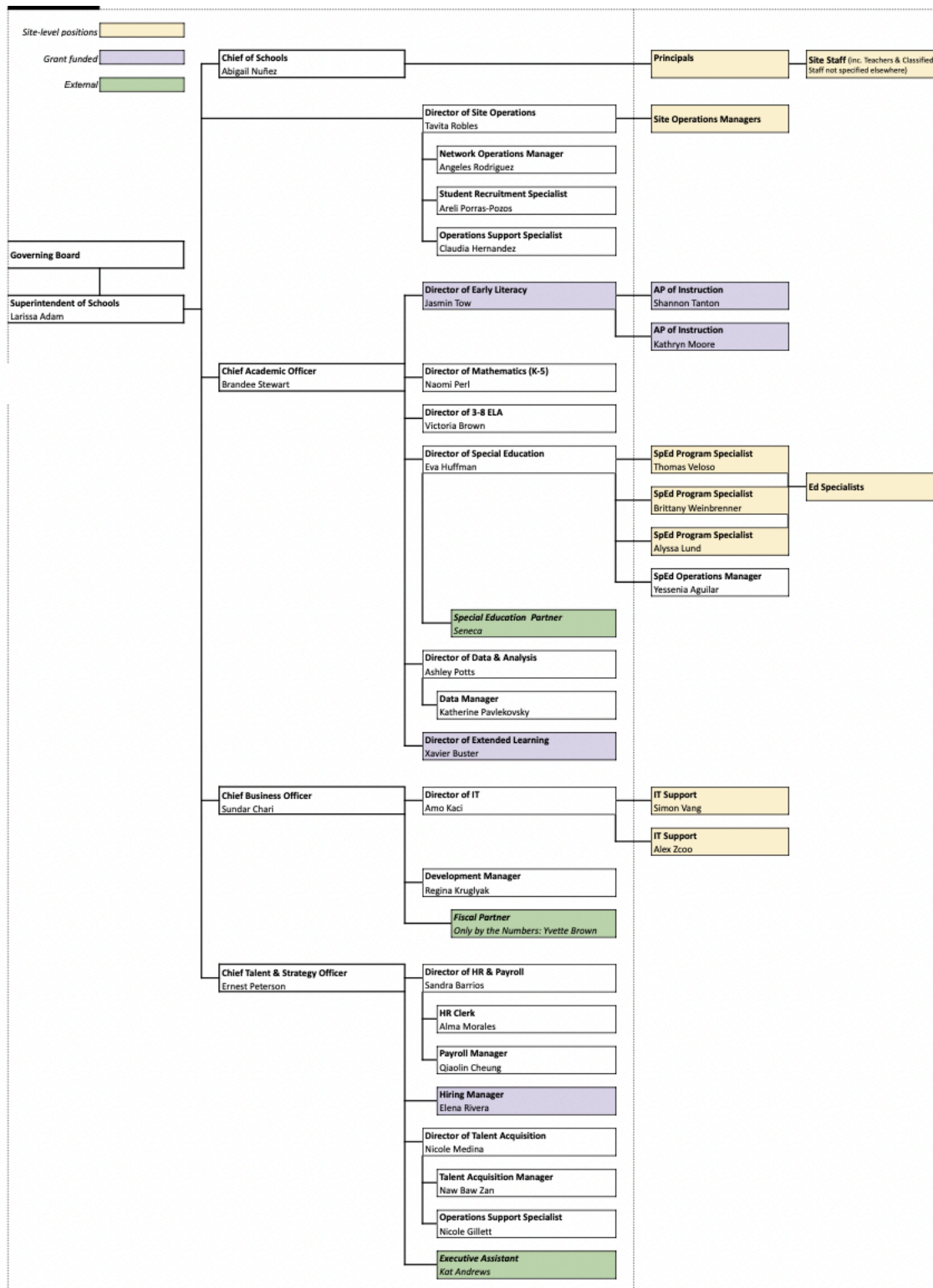
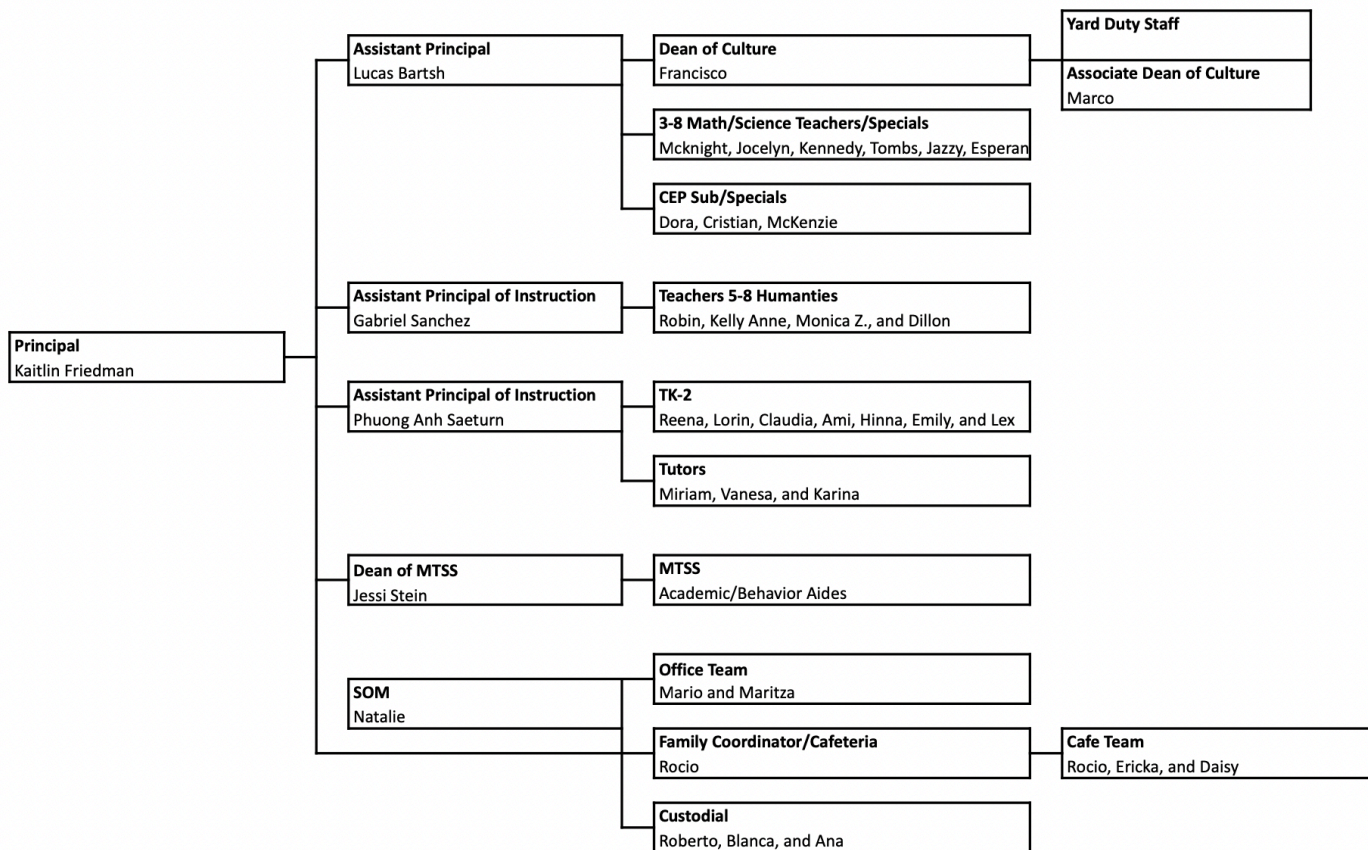


Figure 4.b Lazear Charter Academy Organizational Chart



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

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

Non-Profit Public Benefit Corporation

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

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

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

Please see [Appendix 6 - Corporate Documents](#) for the EFC Articles of Incorporation, Bylaws, and Conflict of Interest Code. Please see **Assurances** for a summary list of assurances.

Education For Change Board of Directors

The Charter School is governed by a Board of Directors, in accordance with applicable law and its adopted bylaws, as may be subsequently amended pursuant to the amendment process specified in the bylaws which shall be consistent with the terms of this charter.

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

The Board of Directors meets at least quarterly. All Board meetings comply with the Brown Act and Education Code Section 47604.1(c).

Role and Responsibilities

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

The Board of Directors of EFC is responsible for:

- Overseeing the legal and fiscal well-being and compliance of the organization and each EFC school.

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

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

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

EFC has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within [Appendix 6](#). As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval.

Composition

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

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

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

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

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

Terms

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

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

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

Member	Position	Term Expiration
Nick Driver	Board Chair, Executive Committee Chair	6/8/2025
Eva Camp	Board VP, Student Outcomes Committee, Executive Committee	8/10/2025
Damon Grant	Student Outcomes Committee, Executive Committee	8/11/2024
Mike Barr	Finance Committee Chair	10/20/2026
Lauren Weston	Finance Committee	10/20/2026
Valia Almendarez	Student Outcomes Committee	10/20/2025
Erika Cisneros	Board Member	10/20/2026
Sonia Urzua	Board Member	2/22/2026
Niloy Gangopadhyay	Board Member	8/9/2026
Christopher Campbell	Finance Committee	4/25/27
Stephisha Ycoy-Walton	Parent Board Member	10/20/2024
Marlene Garcia	Parent Board Member	10/20/2024

Recruitment and Selection of Board Members

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

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

Development of Board Members

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

Governing Board Meetings

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

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

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

Standing Committees

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

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

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

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

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

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

Fiscal Management

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

Compensation

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

Superintendent

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

- The Superintendent will be responsible for overseeing the network office team and working with them collaboratively to create sustainable, scalable systems and policies that will support the schools and enable them to maintain their focus on delivering high quality instruction.
- The Superintendent will address the strategic challenges EFC will face and will consider specific strategic questions including the following:
 - How does EFC maintain a focus on improving academic outcomes?
 - How will the organization secure the financial resources necessary to fund itself in an increasingly tight economic environment?
 - What types of human talent systems are necessary to support the organization and ensure that there are enough high-quality teachers and administrators?

The high-level responsibilities of the Superintendent include:

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

EFC Family Leadership Council

Parent involvement is a key success factor at all charter schools operated by EFC, and one of the foundational elements of the Charter School. EFC therefore established an EFC Family Leadership Council to ensure ongoing, consistent involvement and training for parent leadership development. Each EFC school site FLC (described below under School Site Leadership) will elect two representatives to the EFC FLC. The EFC FLC participates in the ongoing evaluation of EFC's programs and operations, schools and community concerns and priorities for improvement.

EFC has instituted a governing board structure that mandates parent leadership on the governing board, as well as a clear pathway for the election of parents to the governing board. Two seats on the governing board shall be reserved for family representatives nominated by the EFC FLC.

These parent Board Members will be recruited with the same criteria as for other board members: each parent board member shall possess one or more of the board-desired backgrounds, such as community, education, legal and finance. These members shall serve terms of one (1) year each, with no term limits.

Please see [Appendix 7 - Family Leadership Council Guidebook](#).

School Site Leadership

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

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

Principal

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

The Lazear Charter Academy Principal's primary responsibilities are:

- Lead the Charter School in accordance with the EFC vision and mission
- Lead and manage the planning and implementation of Lazear Charter Academy's site plan
- Provide instructional leadership guidance including monitoring of the implementation of the established curriculum, identifying professional development needs for the staff, maintain high expectations and standards for all student achievement, coordinate administration of standardized testing, and monitor and support classroom instruction
- Manage and lead staff leadership teams (which includes representative(s) from administration, teachers, support staff)
- Facilitate communication between all charter school stakeholders
- Supervise, evaluate, and ensure discipline of all other employees according to the mission, philosophy, and obligations defined in the charter petition. Provide overall

supervision of student teachers, interns, and other unpaid classroom and school volunteers at the school.

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

Parental Involvement in Governance

Family Leadership Council

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

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

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

English Learner Advisory Committee

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

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

ELEMENT 6: EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the charter school.”

– Education Code Section 47605(c)(5)(E)

Overview

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

The Charter School shall recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. All prospective employees are required to have legal authorization to work in the United States, and also successfully complete a DOJ fingerprinting background check, tuberculosis risk assessment and examination (if necessary), and reference checks to ensure the health and safety of the Charter School's faculty, staff, and pupils. In addition, prospective employees are carefully screened to ensure they have the qualifications for employment as outlined in their job descriptions. The Charter School shall not discriminate against any individual employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics.

Code of Professionalism

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

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

All EFC and Charter School staff commit to:

- Abide by federal, state, and local laws
- Maintain a professional relationship with all students
- Refrain from the abuse of alcohol or drugs during the course of professional practice

- Exemplify honor and integrity in the course of professional practice, particularly in the use of public funds and property
- Comply with state, federal, and local laws regarding the confidentiality of student records
- Fulfill the terms and obligations detailed in the charter
- File necessary reports of child abuse
- Maintain a high level of professional conduct

Employee Recruitment and Selection Process

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

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

Recruitment

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

- Posting the position in strategic websites and publications
- Working with the principal on presenting at career fairs, conferences, and appropriate events
- Reaching out to and networking at events with innovative and experienced educators
- Utilizing print and news media, as appropriate
- Expand and deepen partnerships to foster internal and external pipelines which will help reduce cost/hire and support diversity

Selection

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

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

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

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

Employee Qualifications

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

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

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

As required under Education Code Section 48000(g)(4), and subject to any future amendments, all teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015 must possess at least one of the following:

- At least 24 units in early childhood education, or childhood development, or both.
- As determined by the Charter School, professional experience in a classroom setting with preschool age children is comparable to 24 units of early childhood education, or childhood development.
- A child development teacher permit, or an early childhood education specialist credential, issued by the Commission on Teacher Credentialing.

Except for unionized employees whose employment relationship with EFC, rights and obligations, and service to the Charter School shall be subject to a collective bargaining agreement, all other employees' job classification and work basis will be specified in individual employment agreements, unless they also become subject to a collective bargaining agreement. These agreements may take the form of employment contracts, at-will employment agreements, or other agreements. All agreements not specifically stating that they are employment contracts will be deemed to be at-will employment agreements. Agreements may be renewed based on demonstration of meeting or exceeding the requirements of individual agreements and adhering to policies, procedures, and expectations. These expectations will be designed to support the mission and vision of the school and to comply with state laws.

Qualifications and Job Descriptions for Key Positions

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

The following positions are EFC Home Office positions that will support the Charter School in its operations. The organization chart and job responsibilities will be revised as necessary to reflect the needs and priorities of the organization in service of its mission.

Management Team

- Superintendent - Manages the strategic direction of EFC
- Chief of Schools - Supervises and coaches all Principals and schools
- Chief Talent and Strategy Officer - Manages HR and Talent teams and leads strategic priorities
- Director of Site Operations - Leads the site-based Operations teams
- Chief Academic Officer - Leads the Instructional Team, including Special Education
- Chief Business Officer - Leads the Finance and IT teams

Instructional Leadership Team

- Chief of Schools - Supervises and coaches all Principals
- Chief Academic Officer - Leads instructional strategy and manages directors of academic content areas, expanded learning, assessment and student support services
- Director of Student Support Services - Manages and leads the Division of Student Support Services
- Director of Mathematics - Leads K-8 Mathematics coaching, professional development, and support
- Director of TK-2 ELA - Leads Early Elementary ELA coaching, professional development, and support
- Director of 3-8 ELA - Leads Upper Elementary and Middle School ELA coaching, professional development, and support
- Director of Assessment, Data, and Analysis - Manages assessment administration, data platforms, and student data
- Director of Expanded Learning - Manages Expanded Learning programming and oversees ELOP funds and requirements

Finance and Operations Team

- Chief Business Officer - Leads the Finance and IT Teams
- Chief Talent and Strategy Officer - Manages strategic priorities and leads Human Resources and Talent teams
- Director of Human Resources - Manages HR and Payroll Teams, Benefits
- Director of Talent Acquisition - Leads certificated and classified staff recruitment and selection, and partnerships
- Director of Site Operations - Leads the site-based Operations teams
- Director of IT - Manages and supports IT team and special projects

The following outlines the key Charter School positions and the qualifications needed for those roles. They will be revised as necessary to reflect the needs of the Charter School.

Principal

Under direction of the Chief of Schools, the Principal is responsible for the day-to-day operations of the Charter School. The Principal's responsibilities include management and oversight of all instruction and operations. In collaboration with the EFC Home Office, the

Principal develops and implements school level policies in compliance with EFC's organization-wide policies, administers and supervises the school and its employees, supports staff and parent leadership and a model of shared decision making, manages the implementation of the instructional program in alignment with the school's approved instructional frameworks and annual site plans, fosters a culture of positive, engaged learners, and serves as a strong advocate for the school's philosophy.

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

Assistant Principal/Deans of Instruction

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

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

The qualifications for an assistant principal include:

- 3+ years teaching experience
- Experience as a teacher leader, instructional coach, or site leader

- Spanish Bilingual preferred
- Masters Degree preferred
- Knowledge of the Common Core standards and instructional practices aligned to those standards
- Strong data analysis skills
- Experience working with English Language Learners
- Experience coaching, mentoring or developing teachers
- Strong community building skills
- Outstanding communication and organization skills The qualifications for a dean of instruction include:
- 3+ years teaching experience
- Experience accelerating student learning and achievement in low-income communities
- Knowledge of curricula and instructional best practices
- Content knowledge in Common Core Standards
- Strong Data Analysis Skills
- Demonstrated success as an instructional leader and in the professional development of teachers
- Strong interpersonal skills
- Able to work effectively with diverse communities
- Outstanding communication and organization skills
- Must possess a growth mindset and be able to use feedback to refine practice.

Teachers/Interventionists

As with students and parents/guardians, teachers make a specific choice to be part of the Charter School Academy team, as well as part of the non-profit Education for Change team. EFC teachers meet the requirements for employment as stipulated by Education Code section 47605(1). Teachers are responsible for delivering instruction aligned to the instructional guidelines at Education for Change

Selection of teachers is based on their teaching experience, the degree of subject matter expertise, their “fit” with the team and the organization at large, their ability to develop strong relationships with colleagues, students, and families, and their ability to demonstrate effective

classroom instructional capabilities. Inexperienced or emergency credentialed teachers are hired on educational experience, work experiences deemed beneficial to education, and résumés with good references. All teaching staff must meet guidelines and standards set by the Charter School and EFC.

The qualifications for the teachers include:

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

Education Specialists

Qualifications:

- Valid California Education Specialist Credential
- Successful experience with students with special needs
- Must possess a growth mindset and be able to use feedback to refine practice
- Successful experience working in a collaborative environment
- Experience working with diverse communities
- Minimum of 3 years of experience as a certified Special Education teacher preferred
- Valid California Autism Authorization preferred
- Experience accelerating student learning and achievement in low-income communities preferred
- Bilingual-Spanish preferred
- Experience and desire to use data and technology as levers to drive instruction

Office Manager

Qualifications:

- Bachelor's degree (prefer directly related experience) or equivalent combination of education and experience, in a large organization or school;
- Departmental budget management, database management, spreadsheet analysis, and student information system applications experience;
- Meticulous attention to detail;
- Excellent organizational, project management, and time management skills;
- Outstanding problem-solving skills;
- Effective oral and written communication skills with an ability to communicate with various constituencies and to work comfortably with a variety of staff at all levels within the organization;
- Proactive, goal-oriented independent thinker;
- Excellent team player with a high degree of willingness to be hands-on and do whatever it takes to support the success of Education for Change.
- Knowledge of personal and/or network computer skills, including Google Suite and online platforms
- Ability to solve practical problems and deal with various variables in situations where only limited standardization exists.
- Ability to interact courteously, tactfully, and discreetly with a wide variety of personalities and challenges; exercise sound and independent judgment
- Ability to demonstrate team-building skills, establish and maintain effective working relationships, and collaborate effectively
- Spanish-speaking preferred
- Must possess a growth mindset and be able to use feedback to refine practice
- Experience working with diverse communities

Instructional Tutor

Qualifications:

- 1-2 years of successful, demonstrated experience working with school-age children

- High School Diploma, or equivalent
- Ability to:
 - Implement a scripted intervention curriculum effectively
 - Responsibly supervise students in all phases of the program (indoor, outdoor, activities, curriculum, etc.)
 - Work effectively with students of all ages
 - Adhere to safety practices, control and motivate students and preparing and maintaining accurate records
 - Collaborate with classroom teacher, district staff, consultants and other school stakeholders
 - Assist with family meetings and training sessions
 - Work both independently and collaboratively as a team
 - Understand and carry out verbal and written directions
 - Read and write English with sufficient comprehension to perform duties accurately and competently
 - Work and communicate effectively and cooperatively with individuals from diverse backgrounds
 - Enter data on a computer and navigate various student information systems
 - Perform multiple, non-technical tasks including adhering to safety practices; supervising and motivating students; preparing and maintaining accurate records.

Student Support Assistant

Qualifications

- Associate's degree (A.A.) or equivalent from two-year college or technical school; and two years experience and/or training; **OR** an equivalent combination of education and experience, in a large organization or school.
- Valid driver's license
- Superior customer service skills and problem-solving orientation
- Spanish bilingual capacity a plus
- Excellent organizational and time management skills
- Proactive, independent thinker, goal oriented

- Excellent team player with a high degree of willingness to be hands-on and do whatever it takes to support the success of Education for Change Establish and maintain effective working relationships
- Ability to communicate effectively orally and in written form with students, parents, and staff. Spanish speaking a plus.
- Must possess a growth mindset and be able to use feedback to refine practice
- Successful experience working in a collaborative environment
- Experience working with diverse communities
- Professional dress required.

Paraprofessional

Qualifications

- High school diploma
- At least two years of study at an institute of higher education or possession of an Associate's degree or higher preferred
- 1+ year working with students in special education or students from urban communities in an educational setting
- Flexibility and ability to adapt to changing conditions; ability to take initiative and modify activities and programs as needed
- Must possess a growth mindset and be able to use feedback to refine practice
- Knowledge of basic subjects taught in elementary school, including mathematics, reading, writing, grammar, and spelling
- Knowledge and experience with students with autism and Applied Behavioral Analysis preferred
- Crisis Intervention Prevention (CPI) certification preferred

Non-instructional Staff

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

Services Provided via Contractors

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

Professional Development

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

Performance Evaluation

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

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

EFC shall comply with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees. EFC will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from County and other authorized reporting agencies.

ELEMENT 7: SCHOOL SAFETY

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

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282..*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.”*

– Education Code Section 47605(c)(5)(F)

Overview

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

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

These policies and procedures govern the behavior of both students and staff to ensure the safety of both. They are reviewed and updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff. The policies are maintained on the school site, available for Authorizer review on an ongoing basis, and incorporated into the Student and Family and the Employee handbooks, which are included in [Appendix 8 - Handbooks](#). The Charter School shall ensure that staff are trained annually on the health, wellness, and safety policies and procedures.

The following is a summary of the health, wellness, and safety policies and procedures of the Charter School. In addition, please see [Appendix 9 - Health, Wellness, and Safety Plans](#) for the Lazear Charter Academy Emergency Operations Plan.

Health and Wellness

The following is a summary of the health and safety policies of the Charter School.

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Medication In School

The Charter School adheres to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Tuberculosis Risk Assessment and Examination

Employees and volunteers who have frequent or prolonged contact with students, shall comply with tuberculosis risk assessment and examination requirements prior to employment and working with students, and for employees at least once each four years thereafter, in accordance with Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current

immunization guidelines regarding human papillomavirus (“HPV”) before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Naloxone

The Charter School shall stock and maintain Naloxone nasal spray to administer in the event of an opiate overdose.

Blood Borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. EFC has established a written “Exposure Control Plan” designed to protect employees and students from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. The Blood Borne Pathogen Exposure Plan is included in [Appendix 9 - Health, Wellness, and Safety Plans](#).

Nutrition, Nutritionally Adequate Free or Reduced Price Meal

The Charter School is dedicated to promoting the health and wellness of its students. All students will have access to meals during the school day that are nutritious and meet all Federal Nutritional guidelines. The Charter School shall provide each needy student, as defined in Education Code Section 49552, with breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil’s eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. The Charter School shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

- a) A description of type 2 diabetes.
- b) A description of the risk factors and warning signs associated with type 2 diabetes.

- c) A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- d) A description of treatments and prevention methods of type 2 diabetes.
- e) A description of the different types of diabetes screening tests available.

Athletics

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

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

Drug, Alcohol, and Smoke-free Environment

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

Suicide Prevention Policy

The Charter School shall adopt policies on pupil suicide prevention in accordance with Education Code section 215. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth. The policy for pupils in kindergarten and grades 1 to 6, inclusive, shall be age appropriate and shall be delivered and discussed in a manner that is sensitive to the needs of young pupils. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by January 1, 2025 to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of this section in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, pursuant to this section. This notice shall include the text of this section and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Safe Place to Learn Act

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

Bullying Prevention

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

Supporting LGBTQ Students

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Recess

As of the 2024-25 school year and except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's

recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Workplace Violence Prevention Plan

As of July 1, 2024, the Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California’s child gun access prevention laws and

laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Transportation Services

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Family Educational Rights and Privacy Act

EFC and the Charter School, including its employees and officers, shall comply with FERPA and Education Code section 49060 et seq. at all times.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(L):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations.
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any school wide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
- procedures for conducting tactical responses to criminal incidents

- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent. The training shall be conducted by a certified instructor and provided during a regularly scheduled staff development meeting. The training will occur at least bi-annually. The Charter School Safety Plan is included in [Appendix 9 - Health, Wellness, and Safety Plans](#).

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Principal and, if there is merit to the concern, the Principal shall direct the School Safety Plan to be modified accordingly.

Emergency team roles and responsibilities are described in the School Safety Plan and are reviewed annually. Roles include the school site responsible official, the school site safety coordinator and the Central Office responsible officials. Other roles include team leaders for the site communications, assembly area, first aid, food and water, search and assessment, student release, traffic and security, utilities and hazards teams.

Safety plans are maintained on file and available for inspection. EFC adheres to these plans to address the needs of each school site. Emergency drills are held periodically and as required for fire, earthquake and code red/lockdown scenarios.

[Additional Policies](#)

Comprehensive Anti-discrimination and Harassment Policies And Procedures

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

EFC has established a comprehensive complaint and investigation procedure to centralize all complaints and concerns coming into the school, in order to prevent and immediately remediate

any concerns about discrimination or harassment at EFC (including employee to employee, employee to student, and student to employee misconduct). Under the direction of the EFC Board of Directors, the Superintendent and/or the Chief Operating Officer or designee shall be responsible for investigation, remediation, and follow-up on matters submitted to EFC through this procedure. The EFC Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation and Complaint Forms is included in the Employee Handbook and the Student and Family Handbook, which are available in [Appendix 8- Handbooks](#).

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

Please see [Appendix 9 - Health, Wellness, and Safety Plans](#) for the EFC Uniform Complaint Policy, Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy, and Policy for Complaints Against Personnel.

Facility Safety

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

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

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

Employee Training

The Charter School shall ensure that all staff members receive annual training on the Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

The Charter School shall also ensure that its employees receive the required sexual harassment training under Government Code Section 12950.1.

The Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, in accordance with Education Code Section 44691, which shall occur within the first six weeks

of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

ELEMENT 7: STUDENT POPULATION BALANCE

The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils as defined by the evaluation rubrics in Section 52064, that is reflective of the general population residing within the territorial jurisdiction of the county board of education to which the charter petition is submitted. - Education Code Section 47605(c)(5)(G)

Overview

Lazear Charter Academy will continue to serve approximately 500 students in grades TK-8. The Charter School will maintain a waiting list to ensure it will meet enrollment goals. It is the absolute goal of the Charter School to serve the general student population of Oakland, and the Charter School will strive to achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, that will reflect the general population residing in the territorial jurisdiction of the Oakland Unified School District and the demographics of the neighborhood elementary schools, consistent with Education Code section 47605(c)(5)(G).

Each fall, the Principal in conjunction with the Home Office, will review the currently enrolled student demographics. If at any time a significant disparity among the racial and ethnic demographics of our students is identified, the Principal will initiate dialogue and meetings with community leaders from the underrepresented student groups. The objective of that dialogue will be to guide the Charter School into creating more culturally inclusive and competent marketing strategies, and ultimately, a more culturally inclusive and competent school. The Director of Recruitment at the Home Office will take the lead with the Principal in developing and implementing a comprehensive recruitment and outreach strategy.

Recruitment Strategies

Enrollment Timeline

The Charter School implements an enrollment timeline and process that allows for a broad-based recruiting and application process, enabling families throughout the district to learn about the EFC and Charter School program and make an informed decision.

Earned Media

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

Social Media Advertising

EFC has initiated social media advertising to outreach to more families across Oakland and increase brand awareness of its schools. Families can reach out to EFC through these channels and receive follow up phone calls.

Collateral Materials/Leave Behinds

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

Grassroots Community Outreach

Oakland Enrolls, the organization EFC has partnered with to facilitate a single Oakland-wide charter application for families, reports that families when considering and choosing schools are most influenced by other families in their communities. The Principal and other staff will be tasked with conducting public presentations to the community to increase awareness. The Charter School leadership will annually present to rising Kindergarteners at the local preschools and Head Starts, and with permission from OUSD, the Charter School will present and/or leave brochures or other collateral materials at the neighborhood Child Development Centers. EFC will provide presentations or collateral materials to organizations that serve elementary-aged youth like recreation centers and after school programs. In addition, EFC will do targeted outreach throughout the Fruitvale community through the churches, libraries, stores, restaurants, markets in the area, and community-based organizations like Unity Council and the Josie de la Cruz Recreation Center.

Targeted Outreach to Achieve Balance

Lazear is a neighborhood school that provides a preference or a weight for students residing in the original attendance boundary of the Hawthorne Elementary School. As such, unlike citywide charter schools, the student demographics at Lazear reflects the immediate neighborhood and attendance boundary. To ensure students across the lower Fruitvale have access to Lazear, targeted recruitment is conducted through Lazear's partners, including La Clinica de la Raza (which operates several clinics across the Fruitvale including an onsite clinic at Lazear), Unity Council (which operates preschools), East Bay Agency for Children (which provides critical services for families including a 0-5 program), and the Alameda Food Bank which operates an on-site food pantry for the neighborhood. This recruitment ensures neighbors residing around Lazear are aware of the school and its offerings resulting in a large English Language Learner, Mam-speaking, and Spanish-speaking population. Recently, we have seen an influx of Arabic families. To support Arabic and Mam speaking families and to facilitate recruitment and outreach, EFC employs Mam and Arabic speaking personnel. All online advertising includes translation, both written and oral, into all languages.

To ensure students with disabilities are getting access to Lazear Charter Academy, EFC presents at preschool programs serving students with low incidence disabilities, including Buildings Blocks for students with IEPs. We also partner with Seneca Family of Agencies and outreach to their preschool clients. For students with high incidence disabilities, EFC widely advertises its

special education programming, its MTSS offerings, and our partnership with Alameda County Behavioral Health Services to provide mental health services.

Lazear Charter Academy Open Houses

In the spring and fall of every year, the Charter School will host community informational meetings, so that interested parents or community members can come and learn about the opportunities that will be provided by the Charter School. EFC Home Office leadership will be invited to attend and participate in all open houses, especially should parents have specific questions that should be directed to Home Office personnel. Information for each of these open houses will be distributed to all current families and preschools, via social media and platforms like Eventbrite, and via a concerted online and word of mouth grassroots strategy. Dates and times for the open houses will be set to maximize the number of parents that are able to attend. Proposed dates include meetings in December, February, March, and April of each year. Meetings will be held on weeknights and weekends.

The Charter School also understands that as part of its oversight of the school, ACOE may conduct program review of federal and state compliance issues.

ELEMENT 9: ADMISSION POLICIES AND PROCEDURES

“Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605].” – Education Code Section 47605(c)(5)(H)

The Charter School is open to all students. Admission to the Charter School, except as provided by Education Code Section 47605(e)(2) shall not be determined according to the student’s place of residence or that of the student’s parent or guardian, within the state of California, except in the case of a public random drawing as provided below or unless required by Education Code Section 51747.3. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws, establishing minimum and maximum age for public school attendance in charter schools.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Non-Discrimination

The Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admission or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admission preferences set forth in this Charter.

The Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admission or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the

pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii) as listed above.

In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), the Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours or attend an orientation event, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent cannot, has not, or will not provide volunteer service to the Charter School.

No child will be required to pay a fee for registering for school or classes, or as a condition of participation in class or any extracurricular activities; submit a security deposit, or other payment that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform, or other materials or equipment; or be required to make purchase to obtain materials, supplies, equipment, or uniforms associated with an educational activity. The Charter School will not establish or utilize a fee waiver policy; offer a higher educational standard that pupils may obtain through payment of a fee or purchase of additional supplies that the school district does not provide; offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a pupil or a pupil's parents or guardians; or remove course credit or privileges related to educational activities, or otherwise discriminate against a pupil, because the pupil or the pupil's parents or guardians did not or will not provide money or donations of goods or services to the Charter School.

Homeless and Foster Youth

The Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School shall provide specific information in its outreach materials, websites, at community meetings, open forums, and regional center meetings that notifies parents that the Charter School is open to enroll and provide services for all students and provides a contact number for access to additional information regarding enrollment. The Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

Student Enrollment and Grade Levels Served

Lazear Charter Academy serves students in Transitional Kindergarten through Eighth Grade. EFC may adjust enrollment within 10% of the maximum enrollment projected below based on such factors as decreased funding rates or increased parent demand, and it shall not be considered a material revision of the charter.

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

	FY26	FY27	FY28	FY29	FY30
Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
TK	25	30	35	40	40
K	48	48	48	48	48
1	48	48	48	48	48
2	48	48	48	48	48
3	52	52	52	52	52
4	52	52	52	52	52
5	56	56	56	56	56
6	58	60	60	60	60
7	58	58	60	60	60
8	58	58	58	60	60
Total	503	510	517	524	524

Maximum enrollment of school during the upcoming charter term: 576 (524 +10%)

Recruitment and Application Process

As discussed in **Element 8**, EFC implements a recruitment process aimed at ensuring the student population at the Charter School is reflective of the student population in the surrounding neighborhood.

The Charter School requires students who wish to attend the Charter School to complete an application form. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Applications are accessible online through a citywide single charter application process. Parents can receive direct assistance with the application process either over the phone or in person.

The application is comprised of the following:

- Basic contact information
- Grade level
- Eligibility for preferences, as detailed below

Applications are due mid-February each year. If the number of applicants exceeds the number of available spaces, a public random drawing is held in accordance with Education Code Section 47605(e)(2)(B). The application materials will specifically identify the application deadline and the proposed lottery date. All applicants are also informed of the date and location of the public random drawing, as detailed below.

Admission Process

In order to ensure that all students will be placed appropriately and benefit fully from the Charter School, parents will be strongly encouraged to participate in a pre-admission meeting and a school tour. Upon admission, parents will be encouraged to attend a family orientation.

Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random lottery to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. All applicants will be notified via push notifications, and the date and time are posted publicly on the school website, at least two weeks prior to the public random drawing. This notification will also include information about the rules to be followed during the lottery. Families will be invited to attend the lottery but are not required to do so in order to secure their spot. Unless families are notified otherwise in writing, the lottery will be held each year in March at the Charter School's location.

In conducting a public random lottery, admissions exemptions and preferences will be given as follows in order:

1. Siblings of students admitted and siblings of existing students at the Charter School residing at the same address will be exempted from the lottery and offered admission
2. Children of Lazear Charter Academy employees
3. Children of EFC employees will be given weighted preference of 5
4. Students residing within the boundaries of the former OUSD elementary school (now the Cesar Chavez Campus attendance boundary)
5. Students residing within the boundaries of OUSD

The Charter School and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv), that:

- Each type of preference shall be approved by the chartering authority at a public hearing.
- Preferences shall be consistent with federal law, the California Constitution, and Section 200.
- Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils,

homeless pupils, or pupils who are economically-disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

- In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Each of the above preferences are allowed pursuant to Education Code Section 47605 and is consistent with federal law, the California Constitution, and Education Code Section 200. Following the Charter School's admission preferences for siblings of students already enrolled at the Charter School and children of employees of EFC, the Charter School maintains admission preferences for students attending or residing within the boundaries of the former OUSD elementary school (the original Lazear Elementary boundary, now the Cesar Chavez Campus attendance boundary) and students residing within the boundaries of the Oakland Unified School District. These preferences favor local students from historically underserved subgroups, as demonstrated by the Charter School's current demographics, which were achieved under the same preferences, and do not act to limit enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. The Charter School will seek to ensure that its student body is reflective of those living in the geographic community it serves within the Oakland Unified School District, as described in Element 8. The Charter School will monitor the outcome of its lottery on an annual basis to ensure that the admission preferences are not, in practice or effect, limiting enrollment access for pupils as identified in Section 47605(e)(2)(B)(iii).

Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Superintendent). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

All applications drawn after reaching capacity will be placed on a waitlist, in order in which they are drawn. Any applications submitted by the deadline and not accepted through the public random drawing due to capacity limitations will be placed on the waitlist in the order determined by lottery. Applications received after the deadline will be offered admission (or spots on the

waitlist) in the order received AFTER all applicants who submitted by the lottery deadline have been served. The wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will the wait list carry over to the following school year.

EFC shall be responsible for ensuring that the Charter School maintains complete and accurate records of its annual admission and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter, and a record of all written communications with parents related to admission, by maintaining appropriate hard copy and electronic files of the same according to appropriate document collection and retention policies.

The EFC Board will ensure that the lottery process will be:

- Public, transparent, and fair
- Held in a public space large enough to accommodate all interested
- Facilitated by an uninterested party charged with conducting the process

Results will be published in Spanish and English and will be posted online and in hard copy in previously determined locations. Results will be communicated to all applicants, accompanied by follow-up phone calls. Families of students who are offered admission will have three weeks to confirm in writing their intent to enroll and submit an enrollment packet including proof of age, proof of address, and immunization records. Any families who decline admission or who fail to confirm will have the offer of admission rescinded. The waiting list will be kept on file at the Charter School and will be valid for the duration of the school year. If a student leaves the school, that space will be offered to the next person on the waiting list by push notification and by phone.

Enrollment Process

Upon admission to the Charter School, the registration process is comprised of the following:

- Submission of an enrollment packet
 - Student Registration Form
 - Proof of Immunization
 - Home Language Survey
 - Completion of Emergency Medical Information Form
 - Proof of minimum and maximum age requirements

- Authorization for the school to request and receive student records from schools the student has attended or is currently attending²⁹
- A copy of any existing Student Study Team evaluations and recommendations for the student shall be obtained
- A copy of any existing 504 Plan or IEP for the student shall be obtained

Regarding immunizations, California law requires that parents/guardians of all children must submit completed immunization records, or exemption materials, prior to admittance of their children to school. School verification of immunizations is to be by written medical records from a physician or immunization clinic. All new and transfer students must present a current immunization record at the time of enrollment. There is no grace period. Pupils who fail to complete the series of required immunizations will be denied enrollment until the series has been completed. Exceptions will be provided only to the extent authorized under the law.

²⁹ In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

ELEMENT 10: FINANCIAL AUDITS

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” – Education Code Section 47605(c)(5)(I)

Fiscal Audit

An annual independent financial audit of the books and records of Lazear Charter Academy will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in the applicable Office of Management and Budget Circulars.

The Board of Directors will hire an independent auditor who has, at a minimum, a CPA, experience in education finance, and is approved by the State Controller on its published list as an educational audit provider familiar with the Audit Guide for Charter Schools. This auditor will complete an annual audit of the Charter School’s financial books and records. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles and the Audit Guide for Charter Schools. It will verify the accuracy of the Charter School’s financial statements (including balance sheets, income statements, and cash flow statements), attendance and enrollment reporting practices, internal controls, and any other documents or systems required by law.

EFC will prepare the necessary unaudited financial reports to be submitted to ACOE. Two interim reports and a year-end report, in a format to be provided by ACOE, that will include actual and revised budget figures, projected revenues, expenditures, and fund balances will be submitted to ACOE 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 ACOE 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 County Superintendent of Schools, the State Controller, and to the California Department of Education by the 15th of December of each year. At the conclusion of the audit, any exceptions or deficiencies will be reviewed by the Finance Committee with the Chief Financial Officer. The Finance Committee will report the findings and recommendations to the Board of Directors. The Board of Directors will then report to the County to address how the exceptions and deficiencies have been or will be resolved to the satisfaction of the chartering authority. The Charter School will agree to writing a timeline for resolution of audit exceptions and deficiencies. Audit appeals or requests for summary review

shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law. The independent fiscal audit of the Charter School is a public record to be provided to the public upon request.

EFC will be responsible for its own financial services (accounting, budgeting, and payroll) and personnel services.

EFC shall conduct all of its financial operations in a timely manner and for all programs (regular, categorical, and special education) through procedures established by the State of California and the Federal Government, as appropriate. For Federal programs, including Title I, the criteria for eligibility and fiscal guidelines will be as established by the Federal Government. In receiving this funding directly, EFC is responsible for meeting eligibility and fiscal requirements established by the Federal Government and for completing the Consolidated Application. EFC shall provide ACOE with all financial and related reports, including enrollment attendance, to enable ACOE to meet its requirements by law.

The Charter School shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding financial records, from ACOE and shall consult with ACOE regarding these inquiries.

Please see [Appendix 11 - Financial Documents](#) for the most recent approved audit.

ELEMENT 11: SUSPENSION AND EXPULSION POLICY AND PROCEDURES

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- I. For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.*
- II. For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
 - A. Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.*
 - B. Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate*
- III. Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child’s educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child’s attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child’s tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil’s parent or guardian, the homeless child’s educational rights holder, the foster child’s educational rights holder, attorney, and county social worker, or the Indian child’s tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent or guardian, the homeless child’s educational rights holder, the foster child’s educational rights holder, attorney, or county social worker, or the Indian child’s tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).*
- IV. A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.”*

– Education Code Section 47605(c)(5)(J)

Code of Conduct

The goal of EFC is to operate schools that foster student self-discipline in a warm, supportive school climate that is conducive to maximum learning for all students. All EFC schools develop

site-specific Codes of Conduct as general guides for behavior, but not as mechanisms for rigid control. To ensure success for ALL children, the individual personalities of students or extenuating circumstances will always be considered before corrective measures are prescribed. Codes of conduct will be presented in the Student and Family Handbook. Every family will receive a new copy of the Student and Family Handbook annually, which will be available in English and Spanish. Please see [Appendix 8 - Handbooks](#) for the current Student and Family Handbook. The following policy on suspension and expulsion will be included in all EFC schools' handbooks.

Suspension, Expulsion, and Involuntary Removal

The following Student Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at Education for Change Public Schools. In creating this policy, EFC has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removals. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* EFC is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements.

EFC fundamentally believes that providing an orderly, safe, and warm classroom and school environment is the foundation for positive behavior in children and a comprehensive MTSS model is the vehicle through which to support ALL children to respond positively in that environment. When children break rules in an orderly, safe and warm environment, EFC believes there is a logical root cause for that behavior which must be addressed. There is minimal research to support suspending and expelling children, and research verifies that African-American and Hispanic students are disproportionately impacted. Therefore, EFC expects its schools to develop a positive school culture, provide social emotional learning, and implement the behavioral interventions necessary to minimize the need for out-of-school suspension or expulsion.

Charter School staff shall enforce disciplinary policies and procedures fairly, respectfully and consistently among all students while considering the needs of individual children. Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The EFC administration shall ensure that students and their parents/guardians are notified in writing³⁰ upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available on request at the Principal's office. The Policy and its Procedures will also be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. EFC schools will follow all applicable federal and state laws, including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities for whom EFC schools has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by EFC for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian, and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. When no native written language exists, oral translation shall be provided to the student and their parent/guardian. If a student's parent/ guardian requests a hearing, the EFC shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until EFC issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as

³⁰ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child's or youth's educational rights holder, attorney, and county social worker, and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the EFC attendance policy or the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to school activity or school attendance occurring at any time including but not limited to:

- a. while on school grounds;
- b. while going to or coming from school;
- c. during the lunch period, whether on or off the school campus; or
- d. during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the student:
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person
 - b. Willfully used force or violence upon the person of another, except self-defense
 - c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant
 - e. Committed or attempted to commit robbery or extortion
 - f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco,

snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

- i. Committed an obscene act or engaged in habitual profanity or vulgarity
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an

intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to students in any of grades 4 to 8, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - 1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - 2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - 3. Causing a reasonable student to experience substantial interference with their academic performance.
 - 4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - ii. “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - 1. A message, text, sound, video, or image.

2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of cyber sexual bullying.
 - a. For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u. A student who aids or abets, as defined in [Penal Code Section 31](#), the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b)

- v. Possessed, sold, or otherwise furnished any knife, or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- 2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:
 - a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence
 - b. Brandished a knife at another person.
 - c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4
- 3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person
 - b. Willfully used force of violence upon the person of another, except self-defense
 - c. Unlawfully possessed, used or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant
 - e. Committed or attempted to commit robbery or extortion
 - f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a

reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

- r. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to students in any of grades 4 to 8, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - 1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - 2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - 3. Causing a reasonable student to experience substantial interference with their academic performance.
 - 4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - ii. “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
 2. A post on a social network Internet Web site including, but not limited to:
 3. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 4. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 5. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
1. For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 2. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- iv. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u. A student who aids or abets, as defined in [Penal Code Section 31](#), the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim

suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivisions (3)(a)-(b).

- v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. Non -Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:
- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
 - b. Brandished a knife at another person.
 - c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289, or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel or Governing Board that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a

weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and their parent/guardian and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i).

This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to participate in the conference. Penalties shall not be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by email, telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date when the student may return to school following the suspension.

If EFC officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the principal or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when EFC has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parents/guardians, unless the student and the student's parents/guardians fail to attend the conference.

This determination will be made by the principal or designee upon either of the following determinations: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Student Work/Homework during Out-of-School Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial EFC Board following a hearing before it or by the EFC Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Superintendent as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student or a Board member of EFC's governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30)

school days after the Principal or designee determines that the Student has committed an expellable offense and recommends the student for expulsion.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment
5. The opportunity for the student and/or the student's parent/guardian to appear in person and/ or to employ and be represented by counsel or a non-attorney advisor
6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

EFC may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined only by the EFC or the hearing officer in the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may

include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying

2. EFC must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding entity finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, EFC must present evidence that the witness' presence is both desired by the witness and will be helpful to EFC. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board ultimately decides not to expel, the student shall immediately be returned to their educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and

return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:

- a. Notice of the specific offense committed by the student
- b. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with EFC

The Principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority.

This notice shall include the following:

- a. The student's name
- b. The specific expellable offense committed by the student

K. Disciplinary Records

EFC shall maintain records of all student suspensions and expulsions at EFC. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by

parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from EFC shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to EFC for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student at the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term shall be in the sole discretion of the Board following a meeting with the Principal or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to EFC environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding the Principal or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon EFC's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

EFC shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA the discipline of any student with a disability or student who EFC or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services during Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP

would reflect this change), and to progress toward meeting the goals set out in the child's IEP or 504 plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, EFC, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 plan

If EFC, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If EFC, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that EFC had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and EFC agree to a change of placement as part of the modification of the behavioral intervention plan

If EFC, the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504, then EFC may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent /guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or EFC believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or EFC, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided in 20 U.S.C. Section 1415(k)(1)(c), whichever occurs first, unless the parent/guardian and EFC agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the EFC believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or EFC may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

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

- a. Carries or possesses a weapon, as defined in 18 U.S.C Section 930, to or at school, on school premises, or to or at a school function
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students not yet eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if EFC had knowledge that the student was disabled before the behavior occurred.

EFC shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to EFC's supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of Special Education or to other School supervisory personnel

If EFC knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If EFC had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. EFC shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by EFC pending the results of the evaluation.

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

ELEMENT 12: STAFF RETIREMENT SYSTEMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” – Education. Code Section 47605(c)(5)(K)

Work Basis

Employee hours per week at Lazear Charter Academy will be based upon individual employee work agreements. The standard work week for most staff is forty (40) hours per week.

Compensation

EFC provides total compensation to individual employees that is competitive with other private and public schools for comparably qualified and experienced employees, i.e., the Charter School offers compensation that assures the successful recruitment of employees that enable the school to fulfill its mission and goals. Specific salaries and stipends are identified pursuant to the collective bargaining agreement for the Charter School's certificated employees and individual employment agreements for all other employees.

Benefits

Mandatory benefits such as workers compensation, unemployment insurance, Medicare and social security (for non-STRS employees) are provided by EFC, as well as life, health, dental, vision, and related benefits as part of the total compensation package for each employee determined pursuant to the collective bargaining agreement for the Charter School's certificated employees and individual employment agreements for all other employees.

Retirement

Eligible certificated employees participate in the State Teachers’ Retirement System (“STRS”), in which the employer and the employee each contribute the statutory amount. Eligible classified employees participate in Public Employees’ Retirement System (“PERS”), in which the employer and the employee each contribute the statutory amount. All employees, with the exception of STRS participants, participate in the Federal Social Security Program. EFC also currently provides an option to participate in a 403(b) retirement plan with no employer match. EFC will make any contribution that is legally required of the employer including STRS, PERS, and federal social security.

ELEMENT 13: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” – Education Code Section 47605(c)(5)(L)

No student may be required to attend the Charter School. Students who reside within OUSD who choose not to attend the Charter School may attend school within OUSD according to its policy or at another school district or school within the district through its intra- and inter-district transfer policies. The parent or guardian of each student enrolled in the Charter School shall be notified on admission forms that the student(s) has no right to admission in a particular school of any local educational agency (or program of any local educational agency) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local educational agency.

ELEMENT 14: EMPLOYEE RETURN RIGHTS

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” – Education Code Section 47605(c)(5)(M)

No person may be required to work at the Charter School. Employees of the County who choose to leave the employment of the County to work at the Charter School will have no automatic rights of return to the County after employment by the Charter School, unless specifically granted by the County through a leave of absence or other agreement in accordance with applicable County Board Policy and/or collective bargaining agreements.

Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT 15: DISPUTE RESOLUTION PROCESS

“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” – Education Code Section 47605(c)(5)(N)

The Charter School and the County shall be encouraged to attempt to resolve any disputes with the County amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the County, Charter School staff, employees and Board members of the Charter School and the County agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the County Superintendent and Superintendent of EFC, or their respective designees. In the event that the County Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent of EFC and Superintendent of ACOE, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent of EFC and Superintendent of ACOE, or their respective designees, and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent of EFC and the Superintendent of ACOE, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent of EFC and the Superintendent of ACOE, or their respective designees. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the County and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and the Charter School.

Intent

The intent of EFC Dispute Resolution Process is to:

- Resolve disputes within the Charter School pursuant to the Charter School’s policies.
- Minimize the oversight burden on ACOE.

- Ensure a fair and timely resolution to disputes.

Should any aspect of EFC's Dispute Resolution Process be in conflict with ACOE policies or desired protocols, then the Charter School is amenable to altering said areas through the Memorandum of Understanding process to be mutually agreed upon.

Internal Disputes

EFC has established an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures and Title IX Complaint Policy as required by state and federal law. If the County receives any complaints relating to the Charter School, it shall immediately refer the complaint and the complainant directly to the Charter School.

Please see [Appendix 9 - Health, Wellness, and Safety Plans](#) for the EFC Uniform Complaint Policy, Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy, and Policy for Complaints Against Personnel. Please see [Appendix 8 - Handbooks](#) for the Student and Family Handbook.

ELEMENT 16: CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” – Education Code Section 47605(c)(5)(O)

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

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

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

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

As applicable, the Charter School will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the FERPA. The Charter School will ask the County to store original records of Charter School students. All records of the Charter School shall be transferred to the County upon Charter School closure. If the County will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

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

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the County promptly

upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

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

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

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

As specified by the Budget in [Appendix 10 - Financial Documents](#), the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

ELEMENT 17: ADMINISTRATIVE ITEMS

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. - Education Code Section 47605(h)

The Charter School contracts with various vendors for some financial services, including state reporting and compliance. The Charter School is responsible for all of its own personnel salary and benefit plans, provisions and costs. In the event that any administrative services are to be provided by the County, the specifics will be agreed to in a Memorandum of Understanding between the Charter School and the County.

Term of Charter Renewal Petition

The Charter School's renewal term shall begin on July 1, 2025 and expire five years thereafter on June 30, 2030. Any material revisions to Charter School's charter shall be made by the mutual agreement of the governing board of the Charter School and the County in accordance with Education Code Section 47607. The Charter School may present a petition to renew or materially revise the Charter, and the County agrees to respond to such petitions pursuant to the process, criteria and timelines specified in Education Code Sections 47605, 47607, 47607.2, and applicable provisions of the California Code of Regulations.

Interpreting the Charter

All terms of the charter that can be interpreted as within the intent of the Education Code shall be interpreted in such a manner.

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Charter School and the County. The County and the Charter School agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Changes in the law or the County administration related to charter schools occur from time to time. The Charter School shall fully comply with all such legal and/or administrative changes.

Modifications to this charter pursuant to such changes shall be deemed administrative amendments and shall not be considered "material revisions" requiring approval pursuant to Education Code Section 47607(a)(3).

Revoking the Charter

The County may revoke the charter of the Charter School in accordance with Education Code Section 47607 and its implementing regulations.

Potential Civil Liability Effects

Governing Law: *Potential civil liability effects, if any, upon the charter school and upon the school district. - Education Code Section 47605(h)*

EFC agrees to permit the County to inspect and receive copies of all records relating to the operation of the Charter School, including financial, personnel, and pupil records. EFC shall promptly comply with all such reasonable written requests. The records of the Charter School are public records under the California Public Records Act.

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

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

Further, EFC and the County shall enter into a Memorandum of Understanding, wherein EFC shall indemnify the County for the actions of EFC and its governing non-profit public benefit corporation under this charter.

The corporate bylaws of EFC shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and EFC has purchased general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks. Insurance amounts are determined by recommendation of EFC's insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of the Charter School.

The EFC Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

ELEMENT 18: FACILITIES

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate.

- *Education Code Section 47605(h)*

Pursuant to Proposition 39, as a conversion charter school, Lazear Charter Academy intends to occupy the same facility that it occupied prior to its conversion to charter status at 824 29th Avenue, Oakland, CA 94601, and will occupy it consistent with the requirements and obligations of Proposition 39.

Currently, Education for Change maintains a Joint Use Agreement with Oakland Unified School District for the Lazear facility at 824 29th Avenue. The terms of this agreement are from July 1, 2015 through June 30, 2035 with two ten year extensions. Through the Charter Schools Facilities Program, EFC secured significant resources to demolish the existing portable facilities Lazear currently occupies and construct a new permanent facility at 824 29th Avenue. Lazear continues to and will continue to, throughout the term of the Joint Use Agreement, occupy the newly constructed facility at 824 29th Avenue.

ELEMENT 19: FINANCIAL/OPERATIONAL PLAN

***Governing Law:** The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. - Education Code Section 47605(h).*

Budget And Financial Plan

The Charter School has been financially healthy and stable since opening, with positive fund balances and a reserve far in excess of the state minimum. Please see the enclosed budget documents for further detail. To support review of this renewal petition, the following documents have been included in [Appendix 10 - Financial Documents](#).

- Projected Budget
- Projected Cash Flow
- Annotated Budget Narrative and Assumptions

The budget and cash flow projections are based on the best data available to the petitioners at the time of submission and include many key assumptions, as outlined in the annotated budget narrative.

Administrative Services

EFC employs a full-time Chief Strategy Officer to perform many of the accounting and budgeting operations of the Charter School. The CSO reports directly to the Superintendent. The CSO's responsibilities include to establish, implement, coordinate, control, and maintain the Charter School's financial accounting system; to process and maintain records of fiscal actions, other business records, and accounts; and to prepare a variety of financial reports and documents in support of school operations. The organization outsources some financial services such as payroll processing and uses a competitive bid process to select vendors with experience in charter schools or other public finance.

EFC will provide financial reports, in the manner prescribed by California's Standardized Account Code Structure (SACS) for all reports to the County including the First and Second Interim Reports, Adopted Budgets, and Unaudited Actuals as required by the Education Code. EFC will also provide an annual audit, including financial schedules in the aforementioned formats to the County Superintendent of Education, the California Department of Education and to any other official or entity as required by law.

Annually, no later than December 15th, EFC shall supply the County with a statement of assets and liabilities. It is expected that this information will be included in the annual independent fiscal audit. However, in the event that it is not contained in the audit or that the audit is not completed by this date, EFC shall submit a separate document to the County containing this information.

Sources of Funds

The majority of funds for the Charter School's operations come from the State of California and local in-lieu of property taxes, in the form of the standard per-student allocation under Local Control Funding Formula ("LCFF") based on Average Daily Attendance ("ADA"). The Charter School also receives other state and federal funds for special populations and specific programs. Additional sources of funds include grants and fundraising, and food service revenue.

Financial Reporting

By July 1 of each calendar year, the Charter School provides a draft budget for the following school year to the County, including its estimate for enrollment and its Average Daily Attendance assumptions. The Charter School shall comply with all other financial reports required by Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

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

Insurance

EFC will secure and maintain commercially reasonable general liability, workers' compensation, and other necessary insurance coverage. EFC will secure and maintain in full force and effect with an insurance company or companies admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A-/VII", very low, in the current Best Insurance Rating Guide, at a minimum, the insurance as set forth below to protect EFC from claims that may arise from its operations:

1. Workers' Compensation Insurance, as required by the California Labor Code, with not less than statutory limits
2. General Liability, Comprehensive Bodily Injury, and Property Damage Liability which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance for combined single limit coverage of not less than \$1,000,000 for each occurrence.

The Charter School will provide evidence of the above insurance coverage to the chartering authority. These amounts may be altered upon recommendation of the Insurer or as required by agreement between the County and EFC.

Direct Funding

The Charter School shall receive funding pursuant to Education Code Section 47630 et seq. and elects to receive its funding directly from the state pursuant to Education Code Section 47651. Any funds due to the Charter School that flow through the County shall be forwarded to the Charter School in a timely fashion. During the term of this charter petition, the Charter School and the County shall negotiate in good faith to develop a Memorandum of Understanding that establishes the specific financial and service relationship between the two parties.

County Fee for Oversight

The County may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 1% of the charter school's revenue, or the County may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent-free facilities from the County.

Concurrent Enrollment

The Charter School will not seek funding for any pupil who also attends a private school that charges the pupil's family tuition.

APPENDICES

Appendix 1	<u>EFC 2023-2028 Strategic Plan</u>
Appendix 2	<u>EFC 2024-2025 School Calendar and Sample Bell Schedule</u>
Appendix 3	<u>EFC Vision of Excellence for Core Content Areas</u> ● K-2 English Language Arts ● 3-8 English Language Arts ● Mathematics
Appendix 4	<u>LCAP</u>
Appendix 5	<u>Letter from SELPA</u>
Appendix 6	<u>Corporate Documents</u> ● EFC Articles of Incorporation ● Bylaws ● Conflict of Interest Code
Appendix 7	<u>EFC Family Leadership Council Guidebook</u>
Appendix 8	<u>Handbooks</u> ● Student and family handbook ● Employee handbook
Appendix 9	<u>Health, Wellness, and Safety Plans</u> ● EFC Uniform Complaint Policy ● Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy ● Policy for Complaints Against Personnel
Appendix 10	<u>Financial Documents</u> ● Annual operating budget ● 3-year cash flow ● 3-year financial projections
Appendix 11	<u>Eligibility for Renewal Notification</u>